

Brentwood Borough SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

3601 Brownsville Rd

Pittsburgh, PA 15227-3117

412-881-2227 Ext 2400

Superintendent: Amy Burch

Director of Special Education: Chris Winiarski

Planning Process

Stakeholder groups represented on the planning committee include administrators, teachers, educational specialists, parents, local businesses, local officials, and the community at large. On March 27, 2019, the District hosted the program called Charting the Course. One hundred stakeholders were invited and approximately sixty participated in a highly structured event lead by the District administration and School Board Directors.

The goals of the evening included, community engagement in the facility planning process, the highlighting of district accomplishments, and identifying infrastructure needs. The program included a scene from the high school musical, a tour of the middle/high school, a presentation of district accomplishments, and a question and answer session. Following the evening School Board Directors personally made contact with stakeholders to gain feedback on the presentation and the District's plans for moving forward.

The District also collaborated with The Motherhood through an opportunity made possible by the Grable Foundation to tell our District story. The middle school principal and the superintendent contacted ten stakeholders with various connections to the district and asked them to share their school district experience. The stories were then videotaped and will be posted to the District website.

In August of 2019, the District invited 24 parents, students, school board directors, administrators, teachers, and community members to participate in a re-imaging learning tour. The first part of the tour included visiting newly built or remodeled learning spaces. The guiding questions included but were not limited to; what will our students need to be able to know and do after graduation, how did the locations visited incorporate color, space, equipment, and resources, what goals were set prior to the building or renovation of the facilities? A second tour was in October 2019 and included local businesses. The guiding questions included but were not limited to; how local businesses are structured, how businesses incorporate color, space, equipment, and resources, how space promotes or prevents collaboration among employees?

In October, the Superintendent engaged in a professional development opportunity to visit PPG Paints, ER2, HEBI, and National Robotics Engineering Center where the discussion revolved around preparing students for the workforce.

Each of these experiences helped to drive the planning process for the Comprehensive Plan.

Mission Statement

It is the mission of the Brentwood Borough School District to develop in all students the skills to think critically by reasoning, creating, connecting, and transforming in order to meet the challenges of the 21st century and to achieve their fullest potential as ethical citizens.

Vision Statement

It is the vision of the Brentwood Borough School District for all students to graduate prepared to meet the challenges of a complex society through lifelong learning skills that will allow them to be successful in college, career, and their individual life goals.

Shared Values

We believe that:

- a safe and secure learning environment is essential for student achievement.
- Students are the center of the educational process.
- Quality teachers and curricula are the foundations of a quality education.
- Schools develop the skills for lifelong learning.
- Students have rights but they also have responsibilities.

Educational Community

The School District of the Borough of Brentwood (District) in Allegheny County is five miles from downtown Pittsburgh, a major business, cultural, and educational center in the region. The District

is bordered on the east by Baldwin Borough, on the south and west by Whitehall Borough, and on the north by the City of Pittsburgh. The District serves the educational needs of Brentwood Borough, a small middle-class suburban community encompassing a land area of 930 acres or 1.5 square miles with an estimated population of 9,300 citizens. According to the most recent US Census data (2010), 22% of Brentwood Borough's population is under the age of 20, 60% is between the ages of 20 and 59, and 18% is age 60 or older. The community is primarily residential with pockets of commercial activity scattered throughout. There are no industries located within Brentwood Borough. Educational attainment, 90% of eligible population obtained a high school degree, but 27% obtained a bachelor's degree or higher.

There are three educational buildings located in the District: Elroy Elementary (K-5), Moore Elementary (K-5), and Brentwood Middle/High School (6-12). The district administrative offices are in the middle/high school building. Approximately, 1213 students attend school in grades K-12.

The student population is 78% Caucasian, 7% African American, 7% Asian, 4.5% Hispanic, approximately 4% Multi-racial, American Indian, and Pacific Islander combined. An array of special education services is available in each school building. Children with severe handicaps attend one of several special schools outside the District located in the immediate Pittsburgh area. The District is also a member district in the Steel Center for Career and Technical Education, a facility providing one-half day of instruction in 15 different technologies for students in 10th, 11th, and 12th grades. The District is a walking school district. Special needs students with medically diagnoses are provided transportation as outlined in the IEP, and students attending Steel Center for career and technical education are transported outside the school district. The one parochial school operated by St. Sylvester Roman Catholic Church located in the District that offered an educational program for students in Kindergarten through Grade 8 closed in August 2019.

The programs offered by the District provide the mix of curriculum, extracurricular activities, and services that enable students to achieve and expand their horizons. The curriculum is connected

and integrated at all levels to state and national content standards. Teaching strategies are implemented using the latest materials, research, and testing resources available. Small class sizes facilitate optimum learning environments. At Elroy and Moore Elementary Schools, emphasis is placed on the development of strong basic and academic skills. Students in grades 6-8 are offered the true middle school experience based on principles developed by the National Middle Schools Association. The curriculum offered at the high school is accredited by the Middle States Association of Colleges and Schools. Extracurricular activities are an integral part of the education program. Varied opportunities complement those in the classroom in the areas of community service, foreign language, musical and dramatic performances, publications, athletic activities, and other special interests.

The District entered into an agreement with the National Math and Science Institute (NMSI) to increase the rigor and relevance of our high school curriculum. During the summer of 2019, the District earned the honor of being first in Allegheny County and second in the state to be recognized as a Common-Sense Media District. This recognition indicated that 100% of the teaching staff completed the coursework in strategies for keeping students safe online.

Beginning in the 2019-2020 school year, the District opened the Brentwood Cyber Academy for grades K-12. A partnership was formed with Accelerate Learning and the Seneca Valley School District to provide the online instruction. There are approximately 49 cyber students enrolled in various cyber schools in October 2019. Thirteen of the 49 students agreed to return to the District via the Brentwood Online Academy. Students completing the Brentwood Online Academy earn a Brentwood Borough diploma.

Finances are always a challenge in the District due to increasing costs and a stagnant tax base. This challenge has become more complex in the past several years due to very limited if any increases in state subsidy. In the past the District relied on a hefty fund balance to close the gap between budgetary revenues and expenditures. The new threat to the financial health of the school district is

the pulling of district funds to pay for charter and cyber tuition. There is a clear need for charter/cyber school reform. In addition, special education costs are skyrocketing, and the state and federal funding is not keeping pace. The constraints of Act 1, the Taxpayer Relief Act, only provide for very limited millage increases that do not fund the increases in salary, health care, special education, cyber/charter tuition and PSERS contributions that are occurring yearly.

Planning Committee

Name	Role
Bonnie Betler	Administrator : Professional Education Schoolwide Plan
Amy Burch	Administrator : Professional Education
James Cassell	Administrator : Professional Education Schoolwide Plan
Lindsay Klousnitzer	Administrator : Professional Education Schoolwide Plan
Jason Olexa	Administrator : Professional Education Special Education Schoolwide Plan
Barbara Pagan	Administrator : Professional Education Special Education Schoolwide Plan
David Radcliffe	Administrator : Professional Education Schoolwide Plan
Robert Kircher	Board Member : Professional Education
Roger Gaughan	Business Representative : Professional Education

Jeff Golvash	Business Representative : Professional Education
Gary Topolosky	Business Representative : Professional Education
Kim Weigand	Business Representative : Professional Education
Dana Barker	Community Representative : Professional Education Schoolwide Plan
Jeremy Bogdanski	Community Representative : Professional Education Schoolwide Plan
Veronica Schmidt	Community Representative : Professional Education
George Zboyovsky	Community Representative : Professional Education
Adam Zeppuhar	Community Representative : Professional Education
Melissa Fulmer	Ed Specialist - Instructional Technology : Professional Education
Nicole Holt	Ed Specialist - Nutrition Service Specialist : Schoolwide Plan
Linda Capozzoli	Ed Specialist - School Counselor : Professional Education Special Education
Terri Kauric	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Jessica Downey	Elementary School Teacher - Regular Education : Special Education

Karri Forsyth	Elementary School Teacher - Regular Education : Professional Education Special Education
Anne Steigerwald	Elementary School Teacher - Regular Education : Professional Education
Lindsay Vinay	Elementary School Teacher - Regular Education : Professional Education
Kellie Rebholz	Elementary School Teacher - Special Education : Special Education
Krista Tiglio	Elementary School Teacher - Special Education : Special Education
Katy Phillips	High School Teacher - Regular Education : Professional Education
Dan Golvash	High School Teacher - Special Education : Professional Education Special Education
Katie Cosner	Instructional Coach/Mentor Librarian : Professional Education
Nick Caponi	Middle School Teacher - Regular Education : Special Education
Lynne Golvash	Middle School Teacher - Regular Education : Professional Education
Chris Pierce	Middle School Teacher - Regular Education : Professional Education
Diana Kleinhampl	Middle School Teacher - Special Education : Special

	Education
Dana Barker	Parent : Professional Education Schoolwide Plan
Chantel Fry	Parent : Special Education
Jeffery George	Parent : Professional Education Schoolwide Plan
Kate Klein	Parent : Professional Education Schoolwide Plan
Diana Nordeen	Parent : Professional Education Schoolwide Plan
Veronica Schmidt	Parent : Professional Education Schoolwide Plan
Jennifer Wells	Parent : Professional Education Special Education
Nancy Wright	Parent : Professional Education
Christine Winiarski	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished

Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished

Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished

Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level*Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology

- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level*Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

Throughout the last six years, the district has revised and/or realigned curriculum to meet the expectations set forth under the PA Core Standards, Career and Work Standards, Next Generation Science Standards, and CSTA Standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Faculty and administrators review lesson plans, student work, and student assessment data. Administrators collect additional data through both formal classroom observations and informal walkthrough observations. This information is used to ensure that the written, taught, and assessed curriculum is aligned to the standards. If it is necessary to further adjust or align curriculum, time is provided for that task during grade level meetings, Tuesday extended day professional development sessions, early dismissal and full professional development days, and when needed, summer curriculum writing activities.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Faculty and administrators review lesson plans, student work, and student assessment data. Administrators collect additional data through both formal classroom observations and informal walkthrough observations. This information is used to ensure that the written, taught, and assessed curriculum is aligned to the standards. If it is necessary to further adjust or align curriculum, time is provided for that task during grade level

meetings, Tuesday extended day professional development sessions, early dismissal and full professional development days, and when needed, summer curriculum writing activities.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Faculty and administrators review lesson plans, student work, student assessment data, course guides, and curriculum binders. Administrators collect additional data through both formal classroom observations and informal walkthrough observations. This information is used to ensure that the written, taught, and assessed curriculum is aligned to the standards.

If it is necessary to further adjust or align curriculum, time is provided for that task during team and department meetings, Tuesday extended day professional development sessions, early dismissal and full professional development days, and when needed, summer curriculum writing activities.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Faculty and administrators review lesson plans, student work, student assessment data, course guides, and curriculum binders. Administrators collect additional data through both

formal classroom observations and informal walkthrough observations. This information is used to ensure that the written, taught, and assessed curriculum is aligned to the standards. If it is necessary to further adjust or align curriculum, time is provided for that task during department meetings, Tuesday extended day professional development sessions, early dismissal and full professional development days, and when needed summer curriculum writing activities.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standard aligned curriculum.

In order to meet the needs of all students regardless of ability levels, planned instruction contains ongoing modifications and accommodations. Evidence of these modifications and accommodations can be found in daily lesson plans and witnessed during both formal classroom observations and informal walkthrough observations. Continuous discussions and progress monitoring take place throughout the school year to identify needs and appropriate instructional methods and materials. With the district's continuing focus on the use of differentiated instructional strategies, teachers select strategies that correspond to student needs and material that allows an entry point for each student to access an understanding of the content within his/her zone of proximal development.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Building Supervisors

Unchecked Answers

- Administrators
- Department Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Brentwood has two district wide supervisors, the Director of Curriculum, Instruction, and Professional Development and the Superintendent. The scope of the Superintendent's duties prevents her from conducting classroom observations or reviewing teacher lesson plans to the extent necessary to ensure standards aligned instruction and consistency between classrooms throughout the district. The Director of Curriculum, Instruction, and

Professional Development oversees the implementation of instruction and related instructional programs/coaching. However, the tasks of formal classroom observations, walkthroughs, and annual evaluations are delegated to the four building principals. The principals observe classrooms, both formally and informally through walkthroughs, on a regular basis. Lesson plans are also reviewed on a weekly basis. At times, the district has utilized peer evaluations as part of its professional development modules.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

All strategies were selected.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

N/A

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

Over the past several years, the district has been working on increasing the variety of practices to implement differentiated instruction. We are making progress, and over 50% of all classrooms are utilizing differentiated instruction.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full

	Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

Over the past several years, the district has been working on increasing the variety of practices to implement differentiated instruction. We are making progress, and over 50% of all classrooms are utilizing differentiated instruction.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of

	district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

At the high school level, we have continually focused on the need for more differentiated instruction and have dedicated professional development time to that particular area of concern. Although we have made considerable progress towards differentiated classroom environments, we still have work to complete and practices to learn. We are planning to move to a 1:1 initiative in the next two years in the high school which will further support the use of differentiated instructional practices through the accessibility of different mediums of information.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

Hiring Process for the Brentwood Borough School District

Step 1

Professional vacancies are physically posted in the school buildings, on the website under the employment tab, and when appropriate in the local newspapers. In addition, a search is run on PAEducator.

Step 2

Applications are sent to the administrator listed on the posting for review. Applications are stamped when opened and reviewed.

Step 3

After the designated timeline has been reached, all complete application packets are reviewed by the appropriate administrator.

Step 4

Administrators review each packet and establish an interview list. A spreadsheet of candidates is created by the administrator.

Step 5

Administrators or designee schedule first round interviews. Unsuccessful candidates after the first round are to be notified by the administrator.

Step 6

Successful candidates are scheduled for a second interview. Unsuccessful candidates after the second round are notified by the administrator. Two-three candidates are referred to the superintendent for a third-round interview.

Step 7

Third round interview is scheduled with the Superintendent. After references are checked a recommendation is made to the board for hire. After securing board approval, the employee will meet with the Coordinator of Payroll and Benefits and the Superintendent's Administrative Assistant to complete the paperwork and sign the contract. Unsuccessful candidates are notified in writing that applications will remain on file for a year unless otherwise stated.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	27.00	27.00	27.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
- II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to

discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X		X	X	
Career Education and Work		X		X	X	
Civics and Government		X	X	X		
PA Core Standards: English Language Arts		X	X	X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X	X	X		X
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X		X	X	
Geography		X				
Health, Safety and Physical Education		X		X		
History		X	X			
Science and Technology and		X	X			

Engineering Education						
World Language		X	X			

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystone Exams			X	X
PSSA	X	X	X	
Textbook assessments	X	X	X	X
Teacher Developed assessments	X	X	X	X
Works of art, music, theater, and dance	X	X	X	X
Written work	X	X	X	X
Scientific experiments	X	X	X	X
SATs				X
AP				X
ACTs				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Textbook assessments	X	X	X	X
ALEKS			X	X

DIBELS	X	X		
Lexia Learning	X	X		
USA Test Prep				X
Study Island			X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Projects and Products	X	X	X	X
Closure Techniques: Exit slips/exit tickets/response cards, etc.	X	X	X	X
Fitness Assessments/Physical fitness	X	X	X	X
Progress monitoring	X	X	X	X
Portfolios of students work			X	
Works of art, music, theater, and dance	X	X	X	X
Written works by students	X	X	X	X
Textbook assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Adapted Physical Education	X	X	X	X
Running records	X	X	X	X
Read naturally			X	

Placement tests	X	X	X	
ALEKS		X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

The responsibility for the review and validation of assessments rests with the Director of Curriculum, Instruction, and Professional Development, building principals, instructional coaches and teachers. Teachers align their curriculum and assessments to the standards/anchors and eligible content. Therefore, formative and summative assessments are designed and reviewed in accordance with state benchmarks. In addition, midterms and final exams are evaluated by the administrative team throughout the school year. Due to

financial constraints, assessments are not submitted for external or intermediate unit review.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Since the District does not develop locally administered assessments that are independently and objectively validated every six years, this section is not applicable.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

The district houses all student assessment data in the Comprehensive Data Analysis (CDA) program, a data warehousing service available through the Allegheny Intermediate Unit. Building administrators review all student assessment data and disseminate it accordingly to appropriate staff. This data is reviewed on a regular basis during department meetings at the high school, team meetings at the middle school, and grade level meetings at the elementary schools. Additional time for the analysis of student assessment data is provided during Tuesday extended day professional development sessions, as well as during early dismissal day and full day professional development sessions.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Diagnostic and benchmark assessment data is used throughout the district to assess student achievement levels. The data is reviewed and analyzed by building administrators and classroom teachers to identify students who have not demonstrated proficiency.

Teachers utilize the data to further differentiate classroom instruction. In order to achieve mastery in all content areas, adjustments are made whenever possible in student schedules at the middle and high school levels for placement in courses that best address student needs.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient	X	X	X	X

mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

During the course of the school year, the district provides on-going professional development that focuses on analysis of data and the use of that data for the selection of instructional and classroom strategies that best improve student achievement.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Since all strategies were selected, this section is not applicable.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X

Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

The district works with local media publications such as the community magazine, *In Brentwood Baldwin-Whitehall*, and the regional publication, *Pittsburgh Business Times*, to make summative assessment results available to the public. Parents are made aware of assessment results through various district and school mailings, the school district website, and individual student meetings.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

After reviewing the strategies for releasing summative assessment results, the district has determined that the current strategies meet the needs of the district, the parents and their children, and the community at large. There are no plans in the future to utilize course

planning guides, school calendars, or student handbooks for the reporting of assessment results since those documents do not seem appropriate for that purpose.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Each year the Brentwood Borough School District develops a Continuous Improvement Plan containing goals addressing improvement of student academic performance and achievement in all academic areas with particular emphasis on mathematics, reading, writing, and science in each of the district's four schools. For these goals, action steps related to curriculum, instruction, data analysis, and professional development are created and implemented. In addition, each school in the district creates and monitors its own continuous improvement plan that focuses on student achievement. Through this process, each school is able to set goals and monitor progress.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EI	ML	HS
---	------------	-----------	-----------	-----------

Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X		
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs			X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Even though the peer helper program has been successful at the middle school in the district, logistic concerns currently prevent the program from expansion into other schools within the district. The Alert Lockdown Inform Counter Evacuate (ALICE) program has been taught to staff and students. At the elementary level the ALICE books and workbooks have been purchased through a grant. In addition, safety and violence issues are addressed in

related areas of the overall curriculum. The district is in the process of expanding the student assistance program to the elementary level and secured grant funding that will underwrite the financial costs of expanding the program. Student Assistance programs are in place at the elementary and high school levels. Finally, the Safe2Say Something program was introduced in the 2018-2019 school year. This is another way for our students to secure information and assistance.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

The Brentwood Borough School District locates and identifies all school-age students residing within the District who are thought to be gifted and in need of specially designed instruction. The District conducts awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities are designed to reach parents of students enrolled in the public and private schools. Awareness activities are conducted annually in the fall issue of the community magazine publication *In Brentwood Baldwin-Whitehall* which is mailed to all District households and businesses. Public notice is also provided on the school district website.

If teachers or parents suspect that a student is gifted, the District refers the student for a Gifted Multidisciplinary Evaluation (GMDE), provided that either the student's parents have requested an evaluation, or the student is thought to be gifted as a result of the District's screening. If a student is referred for a GMDE, the District complies with the notice and

consent requirements set forth in Chapter 16, Sections 16.61 and 16.62.

The GMDE, which is completed by the Gifted Multidisciplinary Team (GMDT), acquires sufficient information to make a determination as to whether a student is gifted and in need of specially designed education. The GMDE may include, but is not limited to, ability tests, nationally normed and validated achievement assessments, individualized achievement assessments, class work samples, curriculum-based assessments, cumulative review tests, performance based skills as demonstrated in portfolios, products, projects, competitions or other demonstration of skills, teacher observations, noteworthy achievements and parental input.

The District identifies gifted students through a screening and evaluation process. The term mentally gifted includes a student who has an IQ of 130 or higher or when multiple criteria as set forth in Chapter 16 and in the Pennsylvania Department of Education Gifted Guidelines indicate gifted ability. Determination of gifted ability is not based on IQ score alone. A student with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the student's profile strongly indicate gifted ability.

Determination of mentally gifted includes an assessment by a certified school psychologist. Multiple criteria indicating gifted ability may include: (1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. (2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. (3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research,

as well as criterion referenced team judgment. (4) Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise. (5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Following its evaluation, the GMDT prepares a Gifted Written Report (GWR), including recommendations as to whether a student is gifted and in need of specially designed instruction. The GWR becomes the basis for the Gifted Individual Education Program (GIEP) team's determination as to whether the student is gifted and in need of specially designed instruction.

If a student is determined to be both gifted and eligible for special education, the procedures in Chapter 14 take precedence. For these students identified with dual exceptionalities, the needs established under gifted status in this chapter shall be fully addressed in the procedures required in Chapter 14. A single IEP shall be developed and implemented, revised and modified in accordance with this chapter and Chapter 14, for students who are identified as eligible under this chapter and Chapter 14.

The District's mission of the gifted program is to enrich and accelerate the education of gifted students. Each student GIEP is crafted with parent/teacher/team input, data review, and student formal and informal assessments. It addresses core content goals and related specially designed instruction. Instruction is delivered through pull-out programming independent study, and enrichment activities within the regular education setting. The district provides for scheduling options including advanced study coursework at the secondary level and acceleration at the elementary level for those students who

demonstrate the need and ability through GIEP team decisions.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The Gifted Support teacher reviews student scores from local and state assessments annually to identify students who are achieving above grade level standards and refers those students for screening to determine if GMDE is warranted. If teachers or parents suspect that a student is gifted, the District refers the student for a Gifted Multidisciplinary Evaluation (GMDE), provided that either the student's parents have requested an evaluation, or the student is thought to be gifted as a result of the District's screening. If a student is referred for a GMDE, the District complies with the notice and consent requirements set forth in Chapter 16, Sections 16.61 and 16.62.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

The GMDE, which is completed by the Gifted Multidisciplinary Team (GMDT), acquires sufficient information to make a determination as to whether a student is gifted and in need of specially designed education. The GMDE may include, but is not limited to, ability tests, nationally normed and validated achievement assessments, individualized achievement assessments, class work samples, curriculum-based assessments, cumulative review tests, performance based skills as demonstrated in portfolios, products, projects, competitions or other demonstration of skills, teacher observations, noteworthy achievements and parental input. The District identifies gifted students through a screening and evaluation process.

The term mentally gifted includes a student who has an IQ of 130 or higher or when multiple criteria as set forth in Chapter 16 and in the Pennsylvania Department of Education Gifted Guidelines indicate gifted ability. Determination of gifted ability is not based on IQ score alone. A student with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the student's profile strongly indicate gifted ability. Determination of mentally gifted includes an assessment by a certified school psychologist. Multiple criteria indicating gifted ability may include: (1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. (2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. (3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion referenced team judgment. (4) Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise. (5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The District's mission of the gifted program is to enrich and accelerate the education of gifted students. Each student GIEP is crafted with parent/teacher/team input, data review, and student formal and informal assessments. It addresses core content goals and related

specially designed instruction. Instruction is delivered through pull-out programming, independent study, and enrichment activities within the regular education setting. The district provides for scheduling options including advanced study coursework at the secondary level and acceleration at the elementary level for those students who demonstrate the need and ability through GIEP team decisions.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring			X	
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning				X
Nutrition	X	X	X	X

Orientation/Transition	X	X	X	X
RTII/MTSS	X			
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Beginning in the 2019-2020 school year, the district implemented career counseling at the high school level. The school counselor and the Gifted and Talented teacher met with incoming 10th graders and their parents to explore career options. The district also utilizes Naviance, a software program that assists students to explore the 16 career path clusters by using a variety of surveys (interests, skills, work values, personality tests). Scholarships are also listed in Naviance to assist students with the financial burden of post secondary education. At the elementary level the in grades 3 and 5 specific activities are scheduled for career preparation. Evidence is collected and passed along to the next grade level.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework				
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X

Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X		
Small Group Counseling-Educational planning				X
Small Group Counseling-Personal and Social Development	X	X		X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The district offers a wide range of assistance to support student social, emotional and physical needs.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management				
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X

Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The district provides referrals to community resources which include but are not limited to; Mercy Behavioral Health, Western Psychiatric Institute and Clinic, Holy Family Institute, Children Youth, and Families, Truancy Prevention Program, Allegheny County Department of Human Services, and Resolve.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of	X	X	X	X

Directors				
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

There is on-going communication and collaboration between classroom teachers and various individuals providing interventions throughout the school year. The district provides access to the Skyward student database program for consistent monitoring by staff, as well as parents. Formative and summative assessment data available through eMetric, PVAAS, ALEKS, Lexia Learning, and Study Island is reviewed and discussed by teachers and administrators on a regular basis. In addition, RtII in grades K through 3, the School Based Behavioral Health Services, the Student Assistance Program, grade level meetings, and team meetings provide vehicles for ongoing communication, collaboration, and coordination of services. Also, there is daily interaction through emails, and opportunities during professional development sessions for additional discussion and collaboration as needed by classroom teachers and various individuals.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Even though the Brentwood Borough School District does not operate its own prekindergarten program, each year district personnel communicate with local preschools in the area to share information on students that will be entering the full-day kindergarten program.

At the elementary level, the district provides space for an after-school program operated by the YMCA and the Room to Grow Center. The elementary schools also team with middle and high school students who volunteer to tutor students after school. This tutoring program is in addition to the before and after school Title I tutoring programs in mathematics and reading. Teachers at the elementary, middle school, and high school provide tutoring to interested students on an as needed basis before, during, and after school.

For preschool age children who may be experiencing developmental delays in the areas of cognitive, communicative, physical, social/emotional and self-help development, the school district conducts awareness activities to inform the public of services. Awareness activities are conducted annually in the fall issue of the community publication *In Brentwood Baldwin-*

Whitehall which is mailed to all district households and businesses within the Brentwood Borough School District. Public notice is also provided on the school district website and mailed to the public library, doctor and dentist offices, and preschools in the community.

Parents are informed about services for preschool age children so they understand that Early Intervention services are available to help them support their child's development and that these services may change over time due to the child's needs and age. The Pennsylvania Department of Public Welfare is responsible for providing services to infants and toddlers, defined as children from birth through two years of age. The Alliance for Infants and Toddlers may be called for additional information. The Pennsylvania Department of Education is responsible for providing services to children age three to school age and the Allegheny Intermediate Unit Dart Program may be contacted for further information.

During the year prior to enrollment in the school district, the school district's Director of Special Education or designee(s) attend the IEP meetings for students attending Early Intervention programs and observes the children in their preschool setting. The school district facilitates the smooth transition of preschool children from Early Intervention programs to the school district by collaborating and being flexible in planning in order to accommodate the implementation of these procedures. To assist in this process, the BSE and BEIS developed standardized procedures and forms to be utilized by the Preschool Early Intervention programs and school district throughout the transition process.

By February 1st of each year, the Preschool Early Intervention programs identify the children in their programs who are approaching the age of kindergarten or first grade in

their districts of residence and send their parents a letter explaining the transition process. The Preschool Early Intervention program and school district convene a transition meeting by the end of February for all children approaching school age. The records of children who will be transitioning to the school district are transferred from the Preschool Early Intervention program to the school district at the time of the transition meeting.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Even though the Brentwood Borough School District does not operate its own pre-kindergarten program nor contract with any community agencies for that purpose, the District facilitates the smooth transition of preschool children from Early Intervention programs to the school district program, while respecting parental choices. This requires Preschool Early Intervention programs and the school district to work cooperatively and to be flexible in planning in order to accommodate the implementation of these procedures.

To assist in the process, the BSE and BEIS have developed standardized procedures and forms to be utilized by the Preschool Early Intervention programs and school district throughout the transition process.

While the school district recognizes parents have the option of having their child remain in Early Intervention when their child is eligible for kindergarten, the IEP team fully informs the parents of the advantages of transitioning to school age programming with same age peers. In the event that the child will remain in Early Intervention an additional year, the child's evaluation reflects that the team will be providing an additional year of Early Intervention at the request of the family.

To begin the transition process, 22 Pa. Code Chapter 14.154(e) requires the IEPs of children in Early Intervention who are within one year of transition to a school age program, to include goals and objectives which address the transition process. During the year prior to enrollment in the school district, the District Director of Special Education or designee(s) attend the Early Intervention IEP meetings and observe the children in their preschool setting.

By February 1st of each year, Preschool Early Intervention programs identify the children in their programs who are approaching the age for kindergarten or first grade in their districts of residence and send their parents a letter explaining the transition process. The *Notice of Your Child's Transition to School Age Meeting* is utilized by Preschool Early Intervention programs when notifying parents of the transition to school age process. This letter includes information for parents on the transition to school age meeting; explains the parents' option to register their child in a kindergarten program or have their child remain

in Preschool Early Intervention programming for another year; and informs parents that their children cease to be eligible for Early Intervention services when they reach the age of first grade, regardless of whether the parents actually enroll their children in the District program.

The records of children who will be transitioning to the school district are transferred from the Preschool Early Intervention program to the school district at the time of the transition meeting. If the parent does not attend the transition meeting, the records are transferred upon the child being registered with the District or when the child is no longer receiving Preschool Early Intervention services. The Early Intervention records of children who are no longer eligible for special education services are not shared with the school district without parental consent.

The Preschool Early Intervention program and school district convene transition meetings by the end of February for all children approaching the age for kindergarten or first grade. If the IEP team has already decided that a child approaching kindergarten age will remain in an Early Intervention program, then the parents and Preschool Early Intervention program can agree that a transition meeting is not necessary. For those children whose parents are uncertain, or who have decided that the child should move on to kindergarten or first grade, a transition meeting is held in the school district with District staff present.

At the transition meeting, the Preschool Early Intervention program provides to parents the *Intent to Register* form. This form enables parents to indicate whether they intend to register their child with the school district of residence. The Preschool Early Intervention program reviews the available options on the form with parents during the transition

meeting. If the parents decide that a child approaching the age for kindergarten should move into a school age program, or if the child is approaching the age for first grade, the parents indicate on the *Intent to Register* form that they intend to register the child in the school district for the next school year.

The district may conduct a reevaluation and develop an Individualized Education Program (IEP) in accordance with the timelines mandated in 22 Pa. Code Chapter 14. The school district and the parent may agree to waive a required reevaluation or may agree to implement the existing evaluation or IEP.

During the transition meeting if the parents intend to register their child with the school district, the *Notice of Options for Your Child's Transition* is reviewed with the parents by the school district. The following options are considered by the parents and the school district team:

(1) The parents and the school district can agree to adopt and implement the child's Preschool Early Intervention IEP for the new school year and, if so, the school district issues the *Notice of Recommended Educational Placement (NOREP)* indicating this recommendation.

(2) Parents and the school district can decide to adopt the Preschool Early Intervention IEP with revisions. The school district and parents would discuss the proposed revisions. The school district then issues the revised IEP and *NOREP* indicating this recommendation.

(3) Parents and the school district decide if a reevaluation is necessary. The school district

may conduct a reevaluation consisting of a review of existing data and information prior to the development of an IEP. The District is not required to issue the *Permission to Reevaluate-Consent Form* to obtain parental consent prior to a reevaluation limited to a review of existing data. The school district will notify the parent in writing within a reasonable amount of time after receipt of the *Intent to Register* that a reevaluation, which will consist of a review of existing data and information, will be conducted. If the team is meeting to review existing evaluation data, the *Invitation to Participate in the IEP Team Meeting or Other Meeting* notice will be used, noting that the meeting is to review data as part of a reevaluation. This review of existing data commences within a reasonable amount of time after receipt of the *Intent to Register*. The *Reevaluation Report* summarizes the data reviewed during reevaluation, the decision about whether additional evaluation data are needed, and a determination about the child's continued eligibility for special education services.

(4) If through the review of existing evaluation data the IEP team as described above determines that additional data are needed, the District issues the *Permission to Reevaluate-Consent Form* to obtain parental consent to collect the additional data. Within 60 calendar days of the date (not including summer days) the school district receives parental consent to collect additional data, the parent will receive a copy of the *Reevaluation Report*. The *Reevaluation Report* will summarize the data reviewed during reevaluation, the decision about whether additional evaluation data are needed, and make a determination about the child's continued eligibility for special education services.

(5) Waiving the reevaluation is not part of the reevaluation process. Waiving the reevaluation is recommended by the school district, not the IEP team. The parent must be

in agreement with the determination to waive the reevaluation and sign the *Agreement to Waive Reevaluation* form.

An IEP meeting is held within 30 calendar days of the *Reevaluation Report*, and a new IEP and *NOREP* are issued.

Within a reasonable period of time from the receipt of the signed *Intent to Register* form, but no later than April 15, the school district notifies the parent in writing and initiates one of the options as noted above. Regardless of which option is chosen, an IEP is implemented no later than 10 school days after its completion in order to ensure that the special education programs of young children with disabilities are not interrupted when they transition from Preschool Early Interventions programs to school-age programs.

All children currently eligible for special education in Preschool Early Intervention programs and registered with the school district remain eligible for special education in their school district unless the school district or Preschool Early Intervention program complete a reevaluation that determines the child is no longer eligible for special education. If no longer eligible for special education services, the school district or Preschool Early Intervention program issues a *NOREP*. If both parents disagree with the IEP offered by the school district and initiate a due process hearing or both parties agree to mediation, the children who transition into school age programs continue to receive the services described in their preschool IEPs (ensuring "status quo") pending completion of dispute resolution options of mediations or due process hearings.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Due to the adoption of the PA Core standards the district is in the process of re-evaluating the materials and resources in all subject areas. Preference has been given to ELA and mathematics. Grade level meetings are also held throughout the year.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Since "Needs Improvement" or "Non Existent" were not selected, this section is not applicable.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Due to the adoption of the PA Core standards the district is in the process of re-evaluating the materials and resources in all subject areas. Preference has been given to ELA and mathematics. Grade level meetings are also held throughout the year.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Since "Needs Improvement" or "Non Existent" were not selected, this section is not applicable.

Middle Level

Material and Resources Characteristics	Status
---	---------------

Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Due to the adoption of the PA Core standards, the district is re-evaluating materials and resources. To ensure accomplishment, middle level teachers are provided time to meet to discuss alignment of standards within their curriculums. Textbooks are selected through an evaluation procedure and updated when needed. Many of the resources and materials are available online for teachers and students. Materials are used based on student level of development and needs within the classroom.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Since "Needs Improvement" or "Non Existent" were not selected, this section is not applicable.

High School Level

Material and Resources Characteristics	Status
--	--------

Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Due to the adoption of the PA Core standards the district is re-evaluating materials and resources. To ensure accomplishment, high school teachers are provided time to meet to discuss alignment of standards within their curriculums. Textbooks are selected through an evaluation procedure and updated when needed. Many of the resources and materials are available online for teachers and students. Materials are used based on student level of development and needs within the classroom.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

Since "Needs Improvement" or "Non Existent" were not selected, this section is not applicable.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of

	district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of

	district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of

	district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

With the implementation of the required SLO, many teachers utilized the SAS site for resources and materials.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district

	classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district

	classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district

	classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

With the implementation of the PDE required SLO, many teachers are using the SAS site for resources and materials.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district

	classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district

	classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district

	classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

With the implementation of the PDE required SLO, many teachers are using the SAS site for resources and materials.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms

Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms

Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

World Language	Implemented in 50% or more of district classrooms
----------------	--

Further explanation for columns selected "

With the implementation of the PDE required SLO, many teachers are using the SAS site for resources and materials.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

No, we are not interested in the PA EWS/IC for our district.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the	X	X	X	X

area of the educator's certification or assignment.				
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are	X	X	X	X

aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

Provide brief explanation of your process for ensuring these selected characteristics.

The first four days of the 19-20 school year were dedicated to professional development opportunities for teachers. Through the use of Tuesday extended day professional development sessions, and student early dismissal day and full day professional development sessions, time is provided for teachers and administrators to focus on the characteristics noted above. All professional development sessions are evaluated by the participants. These evaluations are used when planning future professional development sessions or providing additional training. New teachers and new administrators participate in induction programs and work with mentors in order to enhance their skills and improve their content base. Administrative staff meetings are held monthly to discuss current practices and make decisions based on the needs of each school.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

The Gifted Coordinator will collaborate with Director of Curriculum, Instruction and Professional Development on developing interventions for alignments to district curriculum maps in core content areas. Core standards will be addressed through interdisciplinary task alignment as evidenced in curriculum maps, teacher lesson design, and gifted student IEP goals/objectives. As a result of this alignment diversified assessments, instruction, and teaching materials will be linked to common core standards. The district will provide professional educational opportunities to extend staff knowledge in the areas of gifted education.

Professional Development

Brentwood Borough SD Professional Development

Title:	Training on Act 71
Description	Dr. McCommons, Director of Star-Centered Outreach Program provided training and resources on suicide prevention.
Person Responsible	Outside Contractor
Start Date:	11/5/2019
End Date:	11/5/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Student Services

Hours Per Session	4
# of Sessions:	1
# of Participants Per Session:	150
Provider:	Star Center- Dr. Paula McCommons
Provider Type:	Non-profit Organization
PDE Approved:	Yes
Knowledge Gain:	<p>Students, Sleep and Safety: Evidence-Based Approaches to Reducing Teen Suicide Risk</p> <p>Overcoming Implementation Barriers in Addressing Depression and Suicidality in Schools</p> <p>Modern Times: Assessing, Supporting, and Engaging Youth at Risk for Suicide In a Digital Era</p> <p>Fast Forward: Innovations in the Assessment and Treatment of Suicidal Youth</p> <p>The Role [and toll] of Educators' Involvement in Suicide Prevention, Treatment and Postvention</p>
Research & Best Practices Base:	<p>Presented by Tina R. Goldstein, Ph.D., Associate Professor of Psychiatry, University of Pittsburgh, School of Medicine, and Associate Director, STAR-Center (Services for Teens at Risk), UPMC Western Psychiatric Hospital.</p> <p>Presented by Mary Margaret Kerr, Ed.D., Professor, Administrative and Policy Studies, Psychology in Education and Psychiatry, University of Pittsburgh.</p> <p>David A. Brent, M.D., Academic Chief, Child and Adolescent Psychiatry,</p>

	<p>Endowed Chair in Suicide Studies, Professor of Child Psychiatry, Pediatrics & Epidemiology, University of Pittsburgh, School of Medicine, and Director, STAR-Center (Services for Teens at Risk), Western Psychiatric Institute and Clinic.</p> <p>Presented by David A. Brent, M.D., Professor of Child Psychiatry, Pediatrics & Epidemiology, University of Pittsburgh, School of Medicine, and Director, STAR-Center (Services for Teens at Risk), Western Psychiatric Institute and Clinic.</p>
<p>For classroom teachers, school counselors and education specialists:</p>	<ul style="list-style-type: none"> • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners.
<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Training Format:	<ul style="list-style-type: none">• LEA Whole Group Presentation• Online-Asynchronous
Participant Roles:	<ul style="list-style-type: none">• Classroom teachers• Principals / Asst. Principals• School counselors• Paraprofessional• Classified Personnel• New Staff• Other educational specialists• Related Service Personnel
Grade Levels:	<ul style="list-style-type: none">• Elementary - Primary (preK - grade 1)• Elementary - Intermediate (grades 2-5)• Middle (grades 6-8)• High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none">• Peer-to-peer lesson discussion• Journaling and reflecting

Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Participant survey

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/25/2015
8/27/2017
The LEA plans to conduct the required training on approximately:
8/25/2021 Smaller sessions will be organized for new hires

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions

The LEA has conducted the training on:
2/19/2016
The LEA plans to conduct the training on approximately:
11/5/2019 Partnership with STAR- University of Pittsburgh

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

To ensure that professional development is focused, wide-ranging, and implemented with fidelity, the district uses a needs-based assessment tool to plan professional development activities and a participant evaluation tool at the conclusion of all professional development activities. Moreover, the professional development focusing on pedagogy and teaching practices is reinforced and evaluated during both formal classroom observations and informal walkthrough observations.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Since all strategies were selected, this section is not applicable.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

In order to ensure the characteristics selected above, the District has an established induction program that has always been grounded on the basic premise that all inductees need oriented to District and individual school expectations, policies, procedures, instructional strategies, and curriculum. Newly hired teachers participate in an induction program prior to the beginning of the school year which continues afterwards throughout the year. Inductees are paired with a mentor teacher. Mentor teachers are selected by the appropriate school principals (See Mentor Characteristics below). Key areas of focus in the program include, but are not limited to, classroom management, best practices, data analysis, and differentiated instruction. The school principals meet monthly with their new teachers to discuss and collaborate. In addition, the inductees are expected to enroll in a three credit online induction session provided by the Allegheny Intermediate Unit.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

Needs of inductees are continuously monitored through personal self-reflections, mentor teacher/inductee conferences, and classroom observations conducted by the mentor teacher and the school principal. Classroom observations, both formal and informal walkthroughs, are conducted more frequently for inductees than tenured teachers so that appropriate support can be provided as necessary. In addition, the principal meets monthly with the inductees for further discussion and collaboration related to their experiences and needs as a new teacher. Inductees also document all meetings with their mentors. This information is useful in the evaluation of the induction program that is conducted annually.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

Since all strategies were selected, this section is not applicable.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.
- Potential mentors must be tenured and possess an Instructional Level II Certificate.
- Potential mentors must be respected as professionals by their peers.
- Potential mentors must demonstrate outstanding knowledge of instructional strategies and curriculum.

Unchecked answers

None.

Provide brief explanation of your process for ensuring these selected characteristics.

All inductees are paired with a mentor teacher. Those desiring to serve as mentors complete a Mentor Application Form and apply for the position. The Director of Curriculum and Instruction in partnership with the building principals consider the applicant's total years of experience in the school district and in education, degree earned, area of certification, and present teaching assignment. In addition, the mentor teacher applicant must describe why he/she believes he/she qualifies to be a mentor teacher. Selected mentors must participate in all induction meetings/trainings along with their mentees/inductees. Selected mentors must also document all meetings and discussions. In addition, the mentors play a vital role in the inductees' action research project which is part of the three credit coursework.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

Since all strategies were selected, this section is not applicable.

Induction Program Timeline

Topics	A g - S e p	O c t - N o v	D e c - J a n	F e b - M a r	A p r - M a y	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	X	X
Standards		X		X	X	X
Curriculum				X	X	X
Instruction				X	X	X
Accommodations and Adaptations for diverse learners					X	X
Data informed decision making						X

Materials and Resources for Instruction	X	X	X	X	X	X
---	---	---	---	---	---	---

If necessary, provide further explanation.

Orientation session for all new teachers are held in the summer prior to the District's regularly scheduled professional development/in-service program. Topics generally discussed during that time include the following: an introduction to the induction program; district philosophy; individual school orientation; discussion of the Principal's Handbook and the Teacher/Student Handbook; District policies and procedures; and classroom organization. These topics are in addition to the topics in the timeline noted above. Please note that the timeline of topics noted above may be altered as circumstances or needs dictate. The district makes every attempt to create an environment that is welcoming and supportive with the goal of providing our teachers tools to enhance their teaching practices.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The District induction program is evaluated at the end of each school year. Data considered in the evaluation include the following: the rate of successful program completion by the inductees; the personal program evaluations of the inductees, the mentor teachers, and the school principals; and the portfolios and personal reflections of the inductees that were created during the induction experience. The results of the evaluation form the basis of recommendations for program adjustments/revisions needed prior to the implementation of the program in subsequent school years.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **202**

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

The Brentwood Borough School District provides Annual Public Notice to identify, locate and evaluate children thought to be eligible for special education and related services. The notice informs the public of the district's special education services and programs and how to request them. The notice includes information regarding potential signs of

developmental delays and other risk factors that could indicate disabilities, as well as procedures to ensure confidentiality of information pertaining to students with disabilities. Annual Public Notice is published in the fall issue of the community magazine *In Brentwood Baldwin-Whitehall* which is mailed to all district households and businesses. The Annual Public Notice is also mailed to the local public library, preschools, private schools, doctor and dentist offices, and is listed on the District website.

The Brentwood Borough School District (BBSD) implements the Pennsylvania State criteria for determining the existence of a specific learning disability. The school district (1) addresses whether the child does not achieve adequately for the child's age relative to learning experiences, appropriate instruction or state approved standards, in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving, (2) examines whether the child exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade level standards, (3) determines that its findings are not primarily the result of: visual, hearing or motor disability; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency, (4) ensures that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction; and repeated assessments of achievement were conducted at reasonable intervals, reflecting

formal assessment of student progress during instruction, which was provided to the child's parents.

If a child has not made adequate academic progress after an appropriate period of time, the District requests parental consent to evaluate the child to determine if the child needs special education and related services and conducts the evaluation within the State mandated timeframes. The determination of whether a child has a specific learning disability is made by the child's parents and a team of qualified professionals, which includes the child's regular teacher, and at least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist. The District utilizes the severe discrepancy model (ability/achievement) when determining if a student meets definitional criteria for being identified as a student with specific learning disabilities. The district uses this process to analyze student strengths and weaknesses and to determine if the student has a severe discrepancy between intellectual ability and academic achievement relative to age or grade.

Evaluation teams administer tests of intelligence to determine the student's IQ as well as norm referenced tests of academic achievement so that the discrepancy between the two measures can be appraised. The evaluation team utilizes the statistical and technical information provided by the test developers to calculate significant statistical differences (.05 probability level) between intellectual ability and actual achievement. The district further recognizes that the existence of an ability-achievement discrepancy is not sufficient to determine eligibility. The evaluation team also documents the extent to which the student's achievement is discrepant from age or grade. In Brentwood Borough School District, in order for a student to be identified as a student with specific learning disabilities,

the student must not only display a significant discrepancy in pattern of scores but must also be achieving below age and grade level.

The district also assesses and documents exclusionary criteria as set forth in federal and state regulations including: vision/hearing problems, mental retardation, emotional disturbance, cultural/environmental issues, limited English proficiency, and lack of appropriate instruction by qualified personnel. If a determination is made that a child has a disability and needs specially designed instruction, an Individualized Education Plan is developed for the child within thirty calendar days of the completion of the Evaluation Report.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The Special Education Data Report indicates that the Brentwood Borough School District was below the state average in total percentage of students enrolled in special education with the State average being 16.9 and the District's being 15.4%. The difference may be due

to the district utilizing a MTSS process to provide additional interventions and data collection before recommending that a student is tested for a disability and special education. Teachers use a universal design approach in crafting lessons that are meeting the needs of the students and developing learning that is individual in nature while meeting the needs of the PA Core Standards. In the individual categories, the district falls below the State of Average of 40.9% in the identification of students with specific learning disabilities with the district's rate being 34.4%. Conversely, the District's identification rate of students with Speech and Language Impairments (18.3%) is slightly higher than the State average of 14.5%.

The district will continue to utilize assessment measures that garner information required for all conditions set forth in each definition for each disability category. The district has reviewed identification processes and has determined that those processes are appropriate and assess students in the required domains. Scoring and interpretation of those assessment results follows the standards set forth in the technical manuals written by test developers. The district reviews this data yearly to ensure that its identification procedures are valid and reliable.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?

2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Brentwood Borough School District currently does not host any facilities or institutions in accordance with Section 1306 of the Pennsylvania School Code.

Under Section 1306 of the Pennsylvania School Code, the host school district (where facility is located), is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs in accordance with the Individuals with Disabilities Education Act and for "qualified handicapped students" with Service Agreements in accordance with the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will more appropriately address the student's educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education and any needed special services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and 504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the IEP goals, specially designed instruction, and educational placement for each student through the IEP Team process. The host district is responsible for monitoring the

educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15.

In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children "thought-to-be" eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all Section 1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made.

The resident school district (where the student's parent(s) resides) has a financial obligation, a duty to cooperate regarding transfer of records, and a role in student monitoring and educational planning. The host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of the district with respect to the student.

The school district has and will continue to meet its obligations under Section 1306. There are no problems or barriers that limit the District's ability to meet its responsibilities under Section 1306 of the Public School Code.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The Brentwood Borough School District currently does not have any correctional institutions within its boundaries.

School districts, within whose boundaries a local correctional institution is located, are responsible for complying fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to: 1) comply with the “child find” obligations of IDEA; 2) utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of school-age individuals; 3) implement, timely review and/or develop Individualized Education Programs for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and 4) provide FAPE in conformity with the IEP.

Section 1309 of the School Code permits the district providing special education to charge the district of residence a special education charge not to exceed the total net cost of the

special education program provided. In addition, the Department of Education performs monitoring to confirm the appropriate provision of special education to children confined in local correction institutions.

Districts in which a correction facility is located have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notice under Section 14.121. Districts send their annual public notice to the warden of each county jail or prison within their jurisdiction. Furthermore, districts in which local correction institutions are located develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, districts may obtain information from PIMS and the PennData database to determine whether school-age inmates have been previously identified as eligible for special education.

Due to the atypical nature of providing services to children with disabilities who are convicted as adults under State law and who are incarcerated in adult prisons the following requirements of IDEA do not apply: A) participation of children with disabilities in general assessments; and B) transition planning and transition services to children whose eligibility ends due to age before release from prison.

Finally, if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of least restrictive environment if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. The continued delivery of services in a student's IEP is superseded by the duty of the local

correction institution to maintain and control security. The school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1)

The Brentwood Borough School District ensures that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled; and that special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The District IEP teams adhere to the following principles when making educational placement decisions: 1) A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP, and must be delivered in the Least Restrictive Environment as per the IEP team, 2) Students will not be removed from regular education classrooms merely because of the severity of their disabilities, 3) When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, the District will ensure that those services are provided, 4) IEP teams will determine whether the goals in the student's IEP can be implemented in regular education classrooms with supplementary aids and services before considering removal from the regular education classroom, and 5) The IEP teams will consider the full range of supplementary aids and services in regular education classrooms, based on peer-reviewed research to the extent practicable, including modification of curriculum content, before contemplating placement in a more restrictive setting.

To determine whether a child with a disability can be educated satisfactorily in a regular education classroom with supplementary aids and services, the following factors will be

considered and addressed in the IEP: 1) What efforts have been made to accommodate the child in the regular classroom and with what outcome(s), 2) What additional efforts (i.e. supplementary aids and services) in the regular classroom are possible, 3) What are the educational benefits available to the child in the regular classroom with the use of appropriate supplementary aids and services, and 4) What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the students in class, even with supplementary aids and services?

Special Education students requiring Supplemental Aids and Services are included with their non-disabled peers for all non-academic subjects and are afforded the opportunity to participate in extra-curricular activities. The Director of Special Education or another LEA representative from Brentwood attend IEP meetings and monitor the special education services of students who are receiving services in out-of-district placements. Staff communicate with out-of-district staff throughout the school year to get information regarding student progress as well as when considering the return of special education students to the school district. Special education students in out-of-district placements are welcome to attend and participate in school district extra curricular activities including clubs, sports, music, and other social activities.

SUPPLEMENTAL AIDS AND SERVICES INCLUDE:

Collaborative

- Scheduled time for team meetings
- Instructional arrangements that support collaboration, co-teaching/paraprofessionals
- Professional development on collaboration
- Coaching and guided practice for staff in the use of assistive technology

Instructional

- Modified curricular goals
- Alternative ways for students to demonstrate learning
- Test modifications
- Alternative materials and assistive technology
- Teaching functional skills within the classroom
- Alternative teaching methods and means of presentation
- Use of reader services

Physical

- Arrangement of learning environments including furniture
- Specific seating arrangements
- Individualized desks, chairs, other furniture
- Adaptive equipment
- Adjustments to sensory input, e.g. light, sound
- Environmental Aids, e.g. acoustics, heating, ventilation
- Structural Aids, e.g. wheelchair accessibility, trays, grab bars

Social/Behavioral

In lieu of providing classrooms for the emotionally disturbed, the Brentwood Borough School District provides extensive emotional support programs; within general education, within special education, and on a "pull-out" basis for general education and special education students through:

- Social Skills instruction with a mental health therapist from a contracted agency along with a partnership with Mercy Behavioral Health.
- Counseling supports with school counselors and contracted mental health therapist, who provide all children in learning to express their emotions in a socially acceptable manner.
- Participation in the School Wide Effective Behavior Support program at both Elementary Schools. In this program, students receive rewards for showing respectful behavior to teachers and fellow students or for standing as an example of great character for others. It is built on a continuum of school-wide instructional and positive behavior support utilizing verbal praise, public posting of success, a variable reinforcement schedule and a group contingency.
- Two School Counselors, employed by the Brentwood Borough School District, who counsel students at the Middle and High School level and provide guidance on a continuous, on-going basis.
- New for the 2019-2020 school another fulltime school counselor was hired to assist the students at the elementary level.
- Use of the PA Cares initiative and grant funding to increase student awareness about mental health issues and how to address social stigmas.
- Use of the RENEW program and grant funding to increase student achievement and decrease drop out rates for at-risk youth.

IEP teams begin placement discussions with a consideration of the regular education classroom and the supplementary aids and services that are needed to enable a student with a disability to benefit from educational services. Benefit from educational services is measured by progress toward the goals and objectives of the student's IEP, not by mastery of the general education curriculum, and is not limited to academic progress alone;

therefore, special education placement in a more restrictive environment cannot be justified solely on the basis that the child might make greater academic progress outside the regular education environment.

For some students, the IEP team may conclude that a more specialized setting is necessary for the delivery of FAPE. An IEP team may choose a more specialized setting if: 1) The student will receive greater benefit from education in a specialized setting than in a regular class; 2) the student is so disruptive as to significantly impair the education of other students in the class; or 3) the cost of implementing a given student's IEP in the regular classroom will significantly affect other children in the LEA. If, after considering these factors, an IEP team determines that the student needs to be educated in a more specialized setting, the school is required to include the child in school programs with non-disabled children to the maximum extent appropriate. These may include but are not limited to extracurricular activities, athletics, programs, recess, lunch, homeroom, etc.

2)

The Brentwood Borough School District supports the research indicating that contact with non-disabled peers can have positive social effects both on children with disabilities and their non-disabled classmates. Additionally, education with non-disabled peers can increase learning for students with IEPs. For many, the result is that children with disabilities learn more in inclusive environments than in segregated or more specialized settings. The District also supports that the term "inclusion" implies more than physical proximity to non-disabled peers; it encompasses full participation and equality within a group, leading to a sense of belonging within the community at large.

The District replicates successful programs, evidence-based models, and other PDE

sponsored initiatives to enhance and expand the continuum of supports and services and education placement options available within the District to support students with disabilities' access to the general education curriculum in the least restrictive environment. In its commitment to educating students in the least restrictive environment, the District implements various measures to ensure that students with disabilities and behavioral needs are educated in the general education classroom. A variety of practices that may include grouping, flexibility scheduling and differentiated instruction are used to meet the individual needs of students. The elementary schools provide a Full Day Kindergarten Program, Title I Remedial Reading, daily/weekly RTI periods, Homework Clubs, and Dibels and Study Island. The middle school and high school provide Tutorials and Support Study Halls that support students with their regular education classes. In addition the Study Island and ALEKS programs are used for remediation of skills.

Additional support services that provide a means of reducing barriers to learning while promoting mental health, positive school climate, student engagement and family involvement, include an Art Therapist, Guidance Counselors, Student Assistance Program (SAP), Prevention groups with the contracted mental health support agency, Mercy Behavioral Health and Wesley Spectrum Family Services.

During the 2018-19 school year, the District implemented a Life Skills Support Program at the elementary level thus providing educational programming to those students who had historically been placed outside of the district to receive their education. The District provides supports for the program by contracting with the AIU and PaTTAN to provide consultation and professional development as needed throughout the school year. The program has been successful in providing quality programming to the students as well as cultivating parental participation in the local neighborhood school.

The District provides opportunities for teachers to participate in professional development

and to become aware of peer-reviewed and research-based practices that can be used to support students in regular classroom settings. Professional development provided by the District to support inclusive practices have included, but are not limited to the following: Crisis Prevention Intervention (Certified District staff as presenters), Olweus Bullying Program (Certified District Staff as presenters); Autism and Behavior Supports (Staff from the Watson Institute, Wesley Spectrum Family Services as presenters), Accommodations Guidelines for Students with IEPs and 504 Plans (PDE), Extended School Year information (PDE), Reevaluation process and Timelines (PDE), Restraint Procedures (PDE), Measurable Annual Goals (various AIU presenters), School Wide Positive Behavior Supports (AIU presenters), School Based Mental Health (Wesley Spectrum Family Services presenters), Emotional Disturbance and Behavioral Assistance (Wesley Spectrum), Supporting Students Successfully in Reading (PDE), Supporting Students through the use of Technology (PDE) Best Inclusive Practices (AIU presenter), Measurable Annual Goals (AIU presenter), and Transition Planning for students with an IEP (AIU and district Transition Coordinator).

3.

The data for Educational Environments was reviewed and areas of disproportionality are evident. During the 17/18 reporting year, the district had 70.2% of the SE students receive their services inside the Regular classroom for more than 80% of the school day. This percentage is above the State average (62.0%). This is actually seen as a favorable outcome as it reflects that students with disabilities are being educated alongside their non-disabled peers in the regular classroom setting with appropriate supports in place to promote student progress. The district has implemented a co-teaching model throughout all schools

where special education teachers are working alongside their general education counterparts to support the needs of all learners in the core content areas in the general education classroom. There is no rate reported for the District in the area of SE inside the Regular class < 40% in comparison to the State average of 9.3%. ELA and math instruction are the focus at the elementary levels and time dedicated to that core content is over half of the day. These are the two content areas in which special education teachers co-teach with their general education counterparts and that instruction is presented in the general education classroom.

The largest disparity is seen between the State average of students receiving SE in Other Settings (4.9) and the District average (13.8% in 17/18 school year). The District recognizes the need to reduce this number and develop the internal capacity to provide educational services to our students in their neighborhood schools. This has been set as a priority goal in the District's Comprehensive Plan. When data in this area is reviewed longitudinally, one will find variability in numbers across the years. The district has gone from a high of 14.7% in 15/16 school year to the current low of 12.% in the 18/19 school year. The district continues to recognize that this rate is still well above the State average. The District is working on remediating the curriculum to include more intervention opportunities with enhanced common core materials/resources, along with research-based practices to differentiate instructional processes. Students are receiving more instructional time within the math and reading core content areas and the District will continue to plan for remediation sessions to assist students with understanding the curriculum objectives to guide learning to proficiency. The district is committed to the utilization of student data to shape instructional practices. All students participate in benchmark assessments and this information is utilized (specifically at the elementary level) to determine systems of support necessary for each individual student. The elementary schools have dedicated RTII time

into the master schedules. The district is also utilizing monies available from grants to enhance the social and emotional curriculum to address students' interpersonal skills, behavioral challenges, and mental health needs. The district is also pursuing monies through grants to hire school counselors at the elementary schools to further address these issues. The district has partnered with Allegheny County and Mercy Behavioral Health to provide school-based services to our students from grades k-12. These services have only been available in the past at the Middle and High School levels.

Data reflecting students who are placed in programs outside of the school district are reviewed monthly. Currently, the district educates 8 students identified as Emotionally Disturbed, 5 students with Intellectual Disabilities, 5 students with Multiple Disabilities, 5 students with Autism, 1 student with a Specific Learning Disability, and 1 student with an Other Health Impairment. The students in each of these groups represent students from across the grade levels, but in clusters not sufficient to warrant the opening of a specialized classroom/program within the district. Programs and services available within the district were attempted with each of these students prior to the consideration for placement outside of the district. Student progress was not at acceptable levels and internally available supports and services were exhausted. IEP Teams reconvened and made the decision to pursue additional supports which were not available within the district.

In looking at students placed outside the District several points are considered. An IEP team may choose a more specialized setting if the student will receive greater benefit from education in a specialized setting than in a District program, or if the student is so disruptive as to not be able to receive instruction in the District class setting, with the understanding that the continuum of services needs to be considered before deciding on a placement.

The reduction in the rate of SE students placed in Outside settings was reduced at the

beginning of the 18/19 school year when the district opened its own elementary Life Skills Program. In reviewing our data it is also evident that many of our students who are receiving services outside of the District are high school age and have been involved in their programs for many years. In order to not disrupt continuity of program, the district is focused on building internal capacity for additional successful programs, supports, and services at the elementary levels to prevent placements at all. It is very difficult at IEP meetings asking parents to return to their home district programs after having their child experience success for many years at an Outside placement.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

1.

The Brentwood Borough Board of School Directors directs that the district's behavior support programs are based on positive behavior techniques to ensure that students are free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Restraints are considered a measure of last resort and are only used after other less restrictive measures, including de-escalation techniques, are utilized. Behavior support programs and plans are based on a functional assessment of behavior and include a variety of research-based techniques to develop and maintain skills that will enhance a student's

opportunity for learning and self-fulfillment.

The IEP team develops a positive behavior support plan if the student requires specific intervention to address behavior that interferes with the student's learning or learning of others. A positive behavior support plan is based on a functional behavior assessment and becomes part of the child's IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a child's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards. Brentwood Borough School District staff are in-serviced on specific procedures, methods, and techniques relating to positive behavior support. This staff in-service will include verbal, non-verbal, and para-verbal techniques for de-escalating challenging behaviors. It will include emergency responses, and restraint procedures which will be used only where there is a clear & present danger that the child may hurt themselves or others. Restraints will be reported and maintained on the PDE, RISC system and restraints will be used only with the teaching of socially acceptable behavior.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

Parents/guardians are notified within twenty- four hours of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The Director of Special Education maintains and reports data to

the Pennsylvania Department of Education on the use of restraints, as required.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: 1) The restraint is used with specific component elements of a positive Behavior Support Plan, 2) The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors, 3) Staff are authorized to use the restraint and have received appropriate training, and 4) The Behavior Support Plan includes efforts to eliminate the use of restraints through the development of a clear and defined fade plan.

The District permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. The District prohibits the seclusion of students in locked rooms, locked boxes, and other structures or spaces from which the student cannot readily exit.

Board Policy indicates that the following aversive techniques are inappropriate and shall not be used in educational programs: 1) Corporal punishment, 2) Punishment for a manifestation of a student's disability, 3) Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit, 4) Noxious substances, 5) Deprivation of basic human rights, such as withholding meals, water, or fresh air, 6) Suspensions constituting a pattern as defined in state regulations, 7) Treatment of a demeaning nature, 8) Electric shock, 9) Methods implemented by untrained personnel, 10) Prone restraints, which are restraints by which a student is held face down on the floor. Subsequent to a referral to law enforcement, an updated Functional Behavioral Assessment and Behavioral Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral. If, as a result of such referral, the

student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's Functional Behavioral Assessment and Behavior Support Plan.

Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with their IEP, Positive Behavior Support policy, and Board policy.

A student with a disability (except Intellectual Disability) may be suspended for ten consecutive or fifteen cumulative days of school per school year. Any removal from the student's regular program is considered a change in placement for a student with an intellectual disability. Thus, a manifestation determination review must be conducted prior to removing the student from his/her regular school placement. If the behavior is not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities.

School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is a manifestation of the child's disability, if the student: (1) carries a weapon to or possesses a weapon at school, (2) knowingly possesses or uses illegal drugs at school, (3) has inflicted serious bodily injury upon another person while at school.

2.

All staff and faculty receive annual training on the District's positive behavioral support policy as well as the development of positive behavior support plans, functional behavioral assessments, and manifestation determination reviews. All teaching staff and

paraprofessionals are currently certified in the Crisis Prevention Intervention program where they receive training on de-escalation techniques and appropriate responses to crisis behaviors in students. Restraint training is given but explained that its use is a last resort and only to be utilized to keep students safe.

3.

Currently the district has school-based mental health services for students from kindergarten to twelfth grade. At the elementary levels, the district employs a teacher who is also certified as an art therapist and time is allotted in her daily schedule to see students identified through the SAP program as needing mental health services. Also at the elementary, the district contracts with Wesley Spectrum Family Services for a mental therapist to see students one day a week at each building. As stated earlier in this document, the district has been pursuing a partnership with Allegheny County and Mercy Behavioral Health to provide school-based mental health services to our elementary students who demonstrate such a need. Mercy has a long history of providing school-based mental health services within the District's Middle and High Schools.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements

not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.

3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Brentwood Borough School District has always been able to procure an appropriate placement for 'Hard to Place Students'. However, pursuant to the Individuals with Disabilities Education Act and the litigation known as Cordero, the District will participate with other child-serving agencies in developing a plan for providing intensive interagency coordination to students with disabilities that cannot be appropriately educated in a public educational setting and who have waited more than 30 days for the provision of an appropriate educational placement, or who are at risk of waiting more than 30 days for an appropriate educational placement.

The District will submit the Intensive Interagency Initial Report and Update Reports as required by the Pennsylvania Department of Education, Bureau of Special Education, for students that cannot currently be served in the public educational setting; and who have waited more than 30 days for the provision of an appropriate educational placement (or are at substantial risk of waiting more than 30 days for a placement). These reports will be filed within 5 days of initial identification of these students and will be updated on a continuous basis until an appropriate placement is provided.

The District will also submit Time and Appropriate Placement Reports for students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction so that the Department can determine whether these students require intensive interagency coordination.

Once the District reports a student, the case is referred to a Regional Interagency Coordinator (RIC). The RIC will make an initial determination regarding whether the

student requires intensive interagency coordination, or if he or she can be served by another portion of the special education system, such as the Office for Dispute Resolution (for contested matters) or the Division of Compliance Monitoring and Planning (for matters involving non-compliance with special education laws and regulations).

If the student requires intensive interagency coordination to access an appropriate educational placement, the RIC will assess the matter and determine the barrier preventing the student from receiving the agreed-upon placement. If necessary to resolve the matter, the RIC will promptly schedule a meeting of the local interagency team, which should include the family of the student, the school district and Intermediate Unit (IU), and other relevant child serving agencies, such as county offices of Intellectual Disability, Mental Health, contracted mental health prevention services- Southwood Hospital EPIC program, Mercy Behavioral Health Services, Family Links, Allegheny County School Based Behavioral Health Services, Juvenile Court (Probation Officer), Children and Family Services and regional offices of Vocational Rehabilitation. If the student's placement is not resolved within 30 calendar days (with the exception of the summer months) by the local interagency team, the RIC will forward a report to the office of the Director of the Bureau of Special Education for appropriate intervention with other state agencies based on the presenting issue(s).

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Bethel Park School District, Bethel Park High School	Neighboring School Districts	Life Skills Support	1
Bethel Park School District,	Neighboring	Life Skills Support	1

Independence Middle School	School Districts		
Mon Valley School	Special Education Centers	Autistic Support, Life Skills Support, Emotional Support	10
Association For Children with Learning Disabilities	Approved Private Schools	Learning Support	1
Pathfinder School	Special Education Centers	Autistic Support	1
Watson Institute-Friendship Academy	Approved Private Schools	Emotional Support	1
Wesley Spectrum High School	Approved Private Schools	Emotional Support	1
Wesley Spectrum Services K- 8 School	Other	Emotional Support	4
Wesley Bridge	Special Education Centers	Emotional Support- Transition to Adult Life	1
The Bradley Center	Special Education Centers	Emotional Support	1
Pittsburgh Pioneer	Neighboring School Districts	Multiple Disabilities Support	3

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	7	0.65
Locations:				
Elroy (#1)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	4	0.35
Locations:				
Elroy (#1)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	10	0.5
Locations:				
Elroy (#2)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	8	0.5
Locations:				
Elroy (#2)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	5	0.5
Locations:				
Moore (#3)	An Elementary School	A building in which General Education		

	Building	programs are operated		
--	----------	-----------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	1	0.5
Locations:				
Moore (#3)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 10	1	0.1
Locations:				
Moore (#4)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Learning Support	9 to 11	4	0.4

but More Than 20%)				
Locations:				
Moore (#4)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	5	0.5
Locations:				
Moore (#4)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	11	0.3
Locations:				
Middle School (#5)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.7
Locations:				
Middle School (#5)	A Middle School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	14	0.4
Locations:				
Middle School (#6)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.6

Locations:				
Middle School (#6)	A Middle School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.2
Locations:				
High School (#7)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	14	0.8
Locations:				
BRENTWOOD BOROUGH HIGH SCHOOL	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	6	0.2
Locations:				
High School (#8)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.8
Locations:				
High School (#8)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	0.8
Locations:				
High School (#9)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.2
Locations:				
High School (#9)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	23	0.5
Justification: Instructional groups are within a 3 year age range from the youngest student to the oldest				

student.				
Locations:				
Moore (#11)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	18	0.5
Justification: Instructional groups are within a 3 year age range from the youngest to the oldest student.				
Locations:				
Elroy (#11)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	8	0.12
Locations:				
Middle School	A Senior High School	A building in which General Education		

(#12)	Building	programs are operated		
-------	----------	-----------------------	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 17	6	0.1
Locations:				
High School (#12)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 16	3	0.35
Justification: Although the age range exceeds allowable limits, these students are seen individually for their special education services. Age range during services does NOT exceed allowable limits.				
Locations:				
Elroy Elem. (#13)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 7	7	1
Locations:				
Elroy Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 1, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	10	0.6
Justification: While the roster covers a 6 year span, Speech and Language Support services are presented				

individually or in small group. The ages of students in those groups do not exceed the allowable three year span.

Locations:				
Elroy Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	High School	1
Paraprofessional	Elroy	3
Paraprofessional	Moore	2
School Guidance Counselor	Middle School	1
School Guidance Counselor	High School	1
Transition Coordinator	Middle/High Schools	0.12
Special Education Secretary	Special Education Office	1
School Nurse	Moore Elementary	1
School Nurse	Middle/High Schools	1
Special Education Director	Special Education Office	1
School Nurse	Elroy Elementary	1
Paraprofessional	Middle School	2
Classroom Paraprofessional- Life Skills Support classroom	Elroy	1

School Counselor	Elementary	1
------------------	------------	---

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Outside Contractor	3 Days
School Based Behavioral Health Services	Outside Contractor	2 Days
Transportation	Outside Contractor	5 Days
Occupational Therapy	Intermediate Unit	2 Days
Physical Therapy	Intermediate Unit	0.1 Days

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

The district does not have any schools labeled as a priority or focus school. This section does not require a response.

District Accomplishments

Accomplishment #1:

The Brentwood Borough School District was the first school in Allegheny County and the second school in all of Pennsylvania to be recognized by Common Sense Media as both Common Sense Educators and Common Sense District from 2018-2020.

Accomplishment #2:

The district has made a commitment to increasing STEM/STEAM opportunities. Students at all grade levels will have exposure to activities, programs, and/or classes related to STEM/STEAM. Our High School Formula 1, teams qualified and attended the largest STEAM competition in the world. Three of the five years the teams earned a place to compete internationally. Multiple grants have been secured to acquire updated technology equipment and resources for STEAM classes.

Accomplishment #3:

The district secured a grant to purchase a social and emotional curriculum, **Promoting Alternate Thinking Strategies** (PATHS) for grades K-5 and to pay for a school counselor for two years. The grant money enabled to district to provide consistent support at the elementary level.

Accomplishment #4:

The district implemented the Olweus Bullying Program in grades K-12. In addition, specific age appropriate speakers were secured in an attempt to engage our students in meaningful discussions. The district collaborates with various organizations to provide learning opportunities for our students. We also joined the #bethekindkid movement.

Accomplishment #5:

A majority of the district faculty and staff have been trained in Non-crisis Intervention Training. This is one component of a Positive School Wide Behavior program. All teachers and staff have been training in emergency safety.

Accomplishment #6:

The Brentwood Borough School District abides by and consistently implements Safe and Supportive School guidelines as established by the Pennsylvania Department of Education.

Accomplishment #7:

The District's fiscal system ensures that all resources are effectively allocated throughout the school buildings and grounds.

Accomplishment #8:

At least 80 percent of students enrolled at Brentwood Middle/High School are involved in at least one school-sponsored activity.

District Concerns

Concern #1:

.....

Budgetary constraints remain causing difficult decisions regarding programs and staffing. The district refined the budget process six years ago which provided temporary relief. This including furloughing staff, outsourcing services, eliminating programs, and securing consortium pricing when possible.

Concern #2:

.....

District demographics are changing dramatically which is causing a need for improvement in academics and growth of all students as indicated by the Future Ready Index.

Concern #3:

.....

The District operates facilities that are over one hundred years old. The buildings require significant upgrades which include but are not limited to roofs, windows, doors, mortar repair, HVAC, electrical, plumbing, and interior classroom spaces.

Concern #4:

.....

The district implemented a technology plan which calls for equal access for all students across all grade levels and for the integration of technology into lesson planning in a meaningful way. Professional development is required on the designing and implementation of instructional models that infuse technology and best teaching practices.

Concern #5:

.....

With the increased push for additional school security, we struggle to secure funding for equipment and school police personnel.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

District demographics are changing dramatically which is causing a need for improvement in academics and growth of all students as indicated by the Future Ready Index.

The district implemented a technology plan which calls for equal access for all students across all grade levels and for the integration of technology into lesson planning in a meaningful way. Professional development is required on the designing and implementation of instructional models that infuse technology and best teaching practices.

Systemic Challenge #2 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Budgetary constraints remain causing difficult decisions regarding programs and staffing. The district refined the budget process six years ago which provided temporary relief. This including furloughing staff, outsourcing services, eliminating programs, and securing consortium pricing when possible.

The district implemented a technology plan which calls for equal access for all students across all grade levels and for the integration of technology into lesson planning in a meaningful way. Professional development is required on the designing and

implementation of instructional models that infuse technology and best teaching practices.

Systemic Challenge #3 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Budgetary constraints remain causing difficult decisions regarding programs and staffing. The district refined the budget process six years ago which provided temporary relief. This including furloughing staff, outsourcing services, eliminating programs, and securing consortium pricing when possible.

The district implemented a technology plan which calls for equal access for all students across all grade levels and for the integration of technology into lesson planning in a meaningful way. Professional development is required on the designing and implementation of instructional models that infuse technology and best teaching practices.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Student Achievement Data

Specific Targets: Meeting or exceeding the PSSA benchmarks, attainment of AYP, and one year's worth of growth according to PVAAS.

Strategies:

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading

achievement of ELL students. (Source:

http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources:

Learning Styles: Concepts and Evidence,

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ;

Learning Styles, [http://en.wikipedia.org/wiki/Learning_styles#cite_note-](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33)

[33](#) ; WWC: Assisting Students Struggling with Reading: Response to

Intervention and Multi-Tier Intervention in the Primary Grades,

[http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf)

[pdf](#) Differentiated Instruction Reexamined,

<http://www.hepg.org/hel/article/499>; Investigating the Impact of

Differentiated Instruction in Mixed Ability Classrooms,

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Curriculum Mapping

Description:

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Instructional Conversations

Description:

Teachers and administrators will speak with students and parents to determine which courses should be included in future school years. The school counselor and Gifted and Talented teacher from the middle high school will refer to the district 339 plan to identify college and career paths for students.

Start Date: 7/1/2020 **End Date:** 6/30/2023

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- Instructional Conversations

Curriculum Mapping

Description:

Teachers will utilize common planning time and professional development time to develop and revise curriculum in Rubicon Atlas.

Start Date: 7/1/2020 **End Date:** 6/30/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Instructional Conversations

Differentiate Instruction

Description:

Teachers will continue to participate in professional development sessions that will expose them to various methodologies for instructing ALL students.

Start Date: 7/1/2020 **End Date:** 6/30/2023

Program Area(s): Professional Education, Teacher Induction, Special Education, Educational Technology

Supported Strategies:

- Differentiating Instruction

Goal #2: Establish a district wide facilities and capital improvement plan and monitor annually.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standard aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Monthly Reports, Business Manager Reports, Completed Plan

Specific Targets: Documentation to support the upgrading of district infrastructure, a completed plan, and a schedule on ongoing maintenance and capital improvements.

Strategies:

Facilities

Description:

HHSDR facility and feasibility study

Standard and Poors (S&P) Report

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Facilities

Description:

The feasibility study was complete in October 2017 and outlined the repairs and upgrades required for all district buildings.

Start Date: 7/1/2019 **End Date:** 7/3/2023

Program Area(s):

Supported Strategies:

- Facilities

Goal #3: Establish a safety and security system and educate all stakeholders.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Monthly Reports, Detailed Emergency Plans, Updated Policies

Specific Targets: Improved security at all school buildings

Strategies:***Safe Schools*****Description:**

National Association of School Resource Officers (NASRO) is the leader in school based policy and are dedicated to providing training to school based police officers.

Pennsylvania School Code

SAS Alignment: Safe and Supportive Schools

Implementation Steps:***School Safety*****Description:**

- 1) Policies listed under Section 700 and 800 will be reviewed and updated annually.
- 2) Director of School Police and Security will provide at least one hour of training annually to staff.
- 3) Director of School Police and Security will report to the Board at least once a year.
- 4) Director of School Police and Security will participate in professional development at least once a year.

Start Date: 7/1/2019 **End Date:** 6/30/2023

Program Area(s): Student Services

Supported Strategies:

- Safe Schools

Goal #4: Establish a system for sharing district information on accomplishments, student data, fiscal responsibility, and facilities annually.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: InCommunity Magazine, Public Presentations, School Board Meetings

Specific Targets: Increase community awareness and engage stakeholders

Strategies:

School Communications

Description:

Beyond the Bakesale: The Essential Guide to Family/School Partnerships

Engage Every Family: Five Simple Principles

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Communication

Description:

1) InCommunity Magazine will be published at least three times a year and will contain articles on district accomplishments, student data, fiscal responsibility, and facilities.

2) The Superintendent serves as a liaison to the community through the Brentwood-Baldwin-Whitehall (BBW) Chamber, the Brentwood Business Association, the Allegheny Intermediate Unit, and the Forum.

3) Building administrators will provide updates monthly and will present at school board meetings.

4) Superintendent will utilize Twitter to share current school news.

Start Date: 7/1/2019 **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- School Communications

Goal #5: Establish a system for budgeting, debt service, spending, revenue and expenses to be monitored annually.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Financial Reports, Annual Audits, Policies, Forecast5 reports

Specific Targets: Close the gap between revenues and expenses

Strategies:

Finances

Description:

Annual Fiscal Report (AFR)

Forecast5 Reports

Standard and Poors (S&P)

Public Financial Management (PFM)

Independent Auditor

SAS Alignment: Materials & Resources

Implementation Steps:

Finances

Description:

- 1) The District will seek advice from financial experts.
- 2) The District will continue to annually review and revise policies under 600-Finances.
- 3) The District will utilize Forecast 5 to draft multiyear projections, compare spending and performance of peers, and simplify complex data through the use charts and graphs.
- 4) The District will continue to annual audits by the district's independent auditors.

Start Date: 7/1/2019 **End Date:** 6/30/2023

Program Area(s):

Supported Strategies:

- Finances

District Level Affirmations

We affirm that this District Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Robert Kircher on 3/25/2019

Board President

Affirmed by Amy Burch on 3/26/2019

Superintendent/Chief Executive Officer