



SUPERINTENDENT'S & BRENTWOOD SCHOOL BOARD OF DIRECTORS' MESSAGE



Elementary Building Project - Design Phase



The excitement is palpable with the District's acquisition of the properties formerly known as St. Sylvester School and Convent. The elementary building project is in the design phase with the engagement of faculty, staff, administrators, and board members. The first design session was held in June of 2023 and encouraged faculty and staff members to reflect on their connections to Moore and Elroy elementaries and to think outside of the box for the planning of the new elementary building.

The documented common themes from the June design session included:

- Enhanced Safety features while maintaining our small-town feel, windows that still open
- Climate controlled building-including air filtration systems for cleaner air
- Welcoming color palettes and including natural light, calming spaces
- Sensory rooms, small group, and large group instruction rooms
- Flexible seating/furniture options to adapt to changing needs
- Maker spaces, STEM spaces

The second session occurred in July of 2023 and involved teachers, administrators, and school board members who traveled to Ehrman Elementary in the Seneca Valley School District and the

Frick Environmental Center to explore the buildings and grounds. Ehrman Elementary was chosen because it was highlighted in both The Smithsonian and Time magazines for being named a School of the Future. Frick Environmental Center was chosen for being a living building. The tours supported the themes from the June design session and provided concrete examples of how ideas can be transformed into daily practice.

Practical themes from the July design session included:

- Finishes do not have to be expensive, but will truly set the tone for the overall environment of the building-paint color, bright patterned flooring, and unfinished ceilings provide excellent acoustics
 - Finishes and furniture should serve multiple purposes such as cabinets that conceal sinks within the classrooms, wall cutouts that also serve as reading nooks, furniture on wheels for maneuverability, solar panels that also provide shade for parking
 - Safety and security features can be aesthetically pleasing, concrete bollards outside of the building can serve as additional seating, the storm shelter can be designed to allow natural light through storm rated windows, and using plexiglass to highlight the inner workings of the building instead of being covered with drywall
- The third design session will be scheduled in September and will include students, parents, and community members. We are looking forward to gathering additional ideas and collecting feedback on the current designs.

BEHIND THE SCENES OF A BUILDING PROJECT

All building projects have many moving parts. While the design phase is occurring with stakeholders, behind the scenes the district's architects are securing the necessary permits to move forward with asbestos removal and demolition of the existing buildings. In early October of 2023 an Act 34 hearing will be scheduled to explain the design, financing, and overall goals of the new building. The entire community is invited to attend. Information about the project and meetings will be posted on the District website, <https://www.bb-sd.com>. Please select the Construction Tab to access the information.

ELEMENTARY UPDATES

BRENTWOOD HOSTS 2ND ANNUAL KINDERGARTEN SCREENING FAIR

Each year, as we anticipate our youngest students arriving in our schools in the fall with excitement, we take a few moments to get to know those students. For the second year in a row, The Brentwood Borough School District partnered with the Brentwood Library and Borough to host a Kindergarten screening fair in June. During the event, incoming excited Kindergarten students came to the library where each met with one of our wonderful Kindergarten teachers and participated in a screening. This information gives the teachers a little insight into the types of learners we have entering Kindergarten before the first day of school, so we can be best prepared to meet their needs.

In addition to participating in screening, new students were welcomed to the district with a t-shirt, generously provided by the Laura Hoover It's All Good Foundation, a photo booth, and various STEAM activities with some of our staff members. We have found it's a wonderful, informal way to begin to get to know our new families and to ease our children's minds about what might be coming up in Kindergarten.

If you have an upcoming Kindergartener, keep an eye out next spring for Kindergarten Registration and be sure to attend this exciting event!



KINDNESS

"Too often we underestimate the power of a touch, a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which have the potential to turn a life around."

—Leo Buscaglia

In a world where kids can become anything they dream, you can help them choose to be kind — and it can start at school. This year we will be focusing on what kindness means and what kindness looks like in and out of school. Maybe it is sitting with someone new at lunch or sharing a simple smile.

Kindness bridges the gaps and helps build a sense of connection among the students, the teachers, and even the parents. When students learn how to regulate their emotions and strengthen their attention, the benefits are lifelong. In addition, having classrooms full of kind students will completely

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KINDNESS CONTINUED

change the school environment. Focusing on and teaching kindness is a way to bring about widespread change.

The students and staff at Elroy will be focusing on random acts of kindness throughout the year. We encourage families to continue our theme at home and in the community. Below are 7 random acts of kindness that are quick and easy to complete.

1. Share a smile and a quick hello with 10 strangers.
2. Hold the door for someone.
3. Handwrite and deliver a thank you note to a neighbor.
4. Let someone go ahead of you in line at the store.
5. Give a stranger a compliment.
6. Write a kind message on your mirror with a dry erase marker for a family member.
7. Send a positive text message to five different people.

EXCITING NEWS FOR THE 2023 – 2024 SCHOOL YEAR!

Although the students may get a much-anticipated break over the summer, custodians, administrators, and teachers spend their summers getting ready for the students to come back in the fall! For this upcoming school year, we have been busy planning the implementation of new curriculum and recruiting new staff members to make the 2023 – 2024 school year a success!



as they donned helmets and glided and balanced the new bikes around the playground.

Now that Mr. Ohm has the bikes, he spent his summer getting trained on teaching the students how to ride the new bikes. There are multiple lessons that the students will participate in with the end goal of students being able to balance on the bikes and apply balancing to peddle bikes.



Mr. Ohm isn't the only one who spent his summer getting ready to teach new content. All kindergarten through fifth grade reading and

English Language Arts teachers will have a new reading series and supporting technology programs. Into Reading will be our reading series and teachers will also have access to Waggle and Amira to use to support the reading instruction.

There were a lot of boxes to go through, sort, and distribute to the classrooms. This fall the teachers will participate in a professional learning community learning how to best meet individual student learning needs with all their new materials.

During the final days of school, Mr. Ohm surprised kindergarten students with a visit from Tom Schimizzi, from Hillview Motor Sports. Mr. Ohm wrote a grant for All Kids Bike to get balance bikes and a curriculum for teaching kindergarten students how to ride bikes. Yamaha Motor Sport's Outdoor Access Initiative saw the open grant and paid off the remaining fundraising balance. That is where Tom and Hillview Motor sports became involved by putting together the 24 bikes and delivering them to Moore School. It may have been a 90 degree day, but the whole school participated in a giant count down to the big reveal and cheered the kindergarten students on

STAFF TRANSITIONS AT MOORE

This fall we will be welcoming two new staff members and saying goodbye to old friends. Ms. Rodriguez will be joining the middle/ high school faculty as their English as a Second Language teacher. She is looking forward to reuniting with her former students and their families. One of our new staff members will take over for Ms. Rodriguez and the other new staff member will be the newest addition to our music department. Our new music teacher will teach elementary music classes, lead the elementary chorus, and assist with band lessons.

OUR WORK NEVER ENDS- SUMMER CLEANING AND PREPARATION

These are only a handful of the exciting things happening at Moore this summer. Our hallways classrooms have been busy with the custodial staff, Miss Peggy, Miss Loretta, and Miss Gabby getting everything cleaned, shined, and put back together. Mr. George and his maintenance staff installed the bike racks to store the new strider bikes. Finally, Miss Sarah was instrumental in sorting, inventory, and getting all our new materials in the proper place.

Everyone at Moore is looking forward to welcoming students and families into our school for the 2023 – 2024 school year. Exciting changes are underway!!



CHAT GPT IN THE CLASSROOM: BALANCING THE POSITIVES AND NEGATIVES

One of the newest and most controversial technologies that has come to light in recent years is the use of Artificial Intelligence, or AI technology. One of the most common AI tools used online is called Chat GPT. This technology can be used to answer nearly any question imaginable. It can also be used to create information in very useful ways. An example of this was explained to me by our Attendance Secretary here at Brentwood, Mrs. Kimberly Zaya. Mrs. Zaya used Chat GPT to create an itinerary for her recent vacation to Disney World Resort in Orlando, Florida. In less than a minute, it outlined for her and entire five-day trip complete with instructions on when to ride specific rides, what rides to buy "Lightning Lane Passes" for as well as when and where to eat. When my family took a trip to Disney in 2018, it took hours of planning to come up with something similar on our own.

As we discussed this technology, I couldn't help but think about how it could be used both positively and negatively in the classroom. So, I decided to use it to try and write an article for this very magazine! When giving a prompt, I instructed the technology to "Write a magazine article discussing the positives and negatives of using Chat GPT in the classroom". What you will read below, is the unedited article that was created in under 30 seconds.

As technology continues to advance, educators are exploring new ways to engage students and enhance their learning experience. One such technology that has gained popularity in recent years is chat GPT (Generative Pre-trained Transformer) - a language model that uses artificial intelligence to generate human-like text. While chat GPT has the potential to revolutionize the classroom, there are both positives and negatives to using this technology.

Positives of Using Chat GPT in the Classroom:

1. Personalized Learning: Chat GPT has the ability to analyze each student's responses and provide tailored

feedback that can help them better understand the material. This can help students learn at their own pace and in a way that suits their individual learning style.

2. Real-time Assistance: Chat GPT allows students to receive immediate responses to their questions, eliminating the need to wait for a teacher's response. This can save time and help students stay on track with their coursework.

3. Increased Engagement: Chat GPT can help increase student engagement by providing a more interactive learning experience. Students can converse with the technology as if it were a real person, making the learning experience more enjoyable and engaging.

4. Accessible to All: Chat GPT can be a valuable tool for students with special needs or language barriers. The technology can provide support for those who need it, making the learning experience more inclusive and accessible.

Negatives of Using Chat GPT in the Classroom:

1. Accuracy Issues: Chat GPT can generate inaccurate or inappropriate responses, particularly when it comes to understanding nuances in language or cultural differences. This can lead to confusion or miscommunication in the classroom.

2. Dependency: There is a risk that students may become too reliant on chat GPT and lose the ability to think critically or problem-solve on their own. This could ultimately hinder their ability to succeed in the long run.

3. Cost: Implementing chat GPT technology in the classroom can be costly, particularly for schools with limited budgets. The cost of purchasing and maintaining the technology may not be feasible for all schools.

4. Data Privacy: Chat GPT involves collecting data from students, which can be a privacy concern for some parents

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MIDDLE AND HIGH SCHOOL UPDATES

CHAT GPT CONTINUED

and educators. There is a risk that sensitive information could be compromised or used inappropriately.

As with any technology, it is important for educators to carefully consider the positives and negatives of using chat GPT in the classroom. While it has the potential to enhance the learning experience and engage students in new ways, it is important to address concerns such as accuracy, dependency, cost, and data privacy. By balancing the benefits and drawbacks, educators can ensure that they are making the most of this technology while also promoting a well-rounded education for their students.

The time that it would have taken me to research all of these points and create this article would have certainly been measured in hours as opposed to seconds. It's easy to see how Chat GPT can be used as a timesaver, as it was for Mrs. Zaya when planning her Disney trip, or for myself when creating an article on the advantages & disadvantages of using this technology. On the other hand, it doesn't take a leap of imagination though to see how students could misuse this technology in the classroom. As this technology is still in its infancy stage, I am very interested to see where it goes in the future. I hope you are too.

THINKING DEEPLY ABOUT TEACHING AND LEARNING

At Brentwood High School we're thinking about thinking and how to keep pushing our students' learning! This spring and summer Brentwood educators came together with educators from the Pittsburgh region to learn about Project Zero methodologies for teaching and learning. On May 16th, all High School teachers attended a regional conference hosted by Northgate School District and Remake Learning about "Thinking and Learning that Make a Difference". Educators attended sessions around making thinking visible, teaching for understanding, creating conditions for learning, and developing student agency while networking and gaining ideas from regional colleagues.

From that conference, a group of educator leaders emerged excited to learn more about this work and try out different practices in our classrooms, faculty meetings, and other learning spaces which will continue in the upcoming school year. This summer, two of our administrators attended the Project Zero Classroom conference in Boston, alongside national and international participants, as well as colleagues from the Pittsburgh area. This conference provided strong insights into how to continue to lead this work with our faculty and provided meaningful structures for keeping teaching and learning at the forefront of our schools and our minds in ways that excite and inspire students and teachers. Working with other districts in the area, Brentwood plans to continue to focus on these best practices in education and provide our students agency, engagement, and strong experiences throughout their time in and out of our schools.



ATHLETICS

DEDICATION OF BRENTWOOD GOLD CENTER

For 40 years, Kevin Kissel prowled the sidelines at Brentwood Stadium as a high school football coach. After graduating from Brentwood in 1974 and being selected to the Class AA All-WPIAL football team, Kissel's coaching career began in 1983 at Brentwood as an assistant to George Radosevich. In 1997, Kissel was named as the Spartans' head varsity football coach. Kissel served in this position for the next 26 years before retiring at the conclusion of the 2022 season.

During Coach Kissel's 26-year tenure as head coach, the Spartan football program amassed 144 wins, made 16 WPIAL playoff appearances, and twice reached the WPIAL semifinals. In addition, under Kissel's leadership the football team won conference championships in 1999, 2002, and 2006. In addition to his on-field accomplishments, Coach Kissel served as a mentor to the hundreds of young men who dedicated themselves to the Spartan football program.

As the head football coach, Kissel and his players spent countless hours in the Brentwood GOLD Center – a first-class fitness and weightlifting facility that opened at the high school in 2004. Coach Kissel gained the reputation of the 'keeper' of the GOLD Center due to the amount of time he spent there and his insistence that his players treat the facility with great respect.

Upon Coach Kissel's retirement as head coach, the district administration decided to rename the GOLD Center as the "Kevin Kissel GOLD Center" in his honor. Coach Kissel was made aware of this decision at the annual Brentwood Athletic Boosters All-Sports banquet as he was presented



with a plaque to commemorate the dedication of the facility. The plaque reads in part... "with gratitude for Coach Kissel's dedication and commitment to the Brentwood Spartan football program and the entire school community."

The Brentwood Borough School District thanks Coach Kissel for his 40 years of service and wishes him all the best in retirement!



**NEW FACES LEADING THE SPARTANS
IN THE 2023 SEASON**

Brentwood High School's Athletic Department will see changes on the sideline that have not been seen in many years. At the conclusion of the 2022 season, Head Soccer Coach Ron DiNardo and Head Football Coach Kevin Kissel stepped away from their long-tenured roles with their respective programs. Coach DiNardo led the soccer program for 18 years and, Coach Kissel coached the football program for 40 years. The departures of these two veteran coaches have created a new chapter to be written in both programs.



Michael Barker has been named the Head Soccer Coach of the Brentwood Spartans for the 2023 season. Coach Barker is passionate about the game of soccer. Since 2008, he has worked in the capacity as a coach in several area soccer organizations including Baldwin and Brentwood. He was the league manager for the Brentwood Youth Soccer Program

in 2016 and 2017. He has a varied background in coaching soccer as well as the organization and management of referees, schedules, supervising coaching, and team organization. His passion for soccer and, particularly the Brentwood High School Soccer Program, came through in the interview process. He is a resident of the Brentwood community where he resides with his wife and three sons. This will be his first voyage into coaching in the Western Pennsylvania Interscholastic Athletic League (WPIAL) but, he is excited and up for the challenge. The Spartans have had success in the section and WPIAL playoffs in their most recent history. Coach Barker has a core group of players returning to the field in 2023, and he is excited to start his journey as the leader of the soccer program for the Brentwood Spartans.



Nicholas (Nick) Caponi will take over the helm of the Brentwood Spartan Football Program for the high school. Coach Caponi has been a long tenured assistant coach in the program since 2004 and, brings 19 years of experience with the football program to his new appointment. He has coached all phases and various positions of the team directly related to the offense, defense and

special teams. He is excited to put his mark on the program as it moves into the future. Coach Caponi is a 1999 graduate of Brentwood High School where he was also the recipient of the Mark Reider Award for the best male athlete in a graduating class. Coach Caponi has also worked in the Brentwood Borough School District since 2010 and, became a contracted teacher at Brentwood Middle School as a social studies instructor in 2016. He has also coached basketball at Peters Township High School,

baseball at Brentwood and Baldwin High School respectively. Coach Caponi resides in Baldwin with his wife and two daughters. Coach Caponi is no stranger to the WPIAL and Century Football Conference. He is extremely excited to start the new season and lead the Brentwood Spartan Football Team into the future.

BRENTWOOD HIGH SCHOOL SPORTS SCHEDULES

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

ADMISSION FEES SET FOR ATHLETIC EVENTS

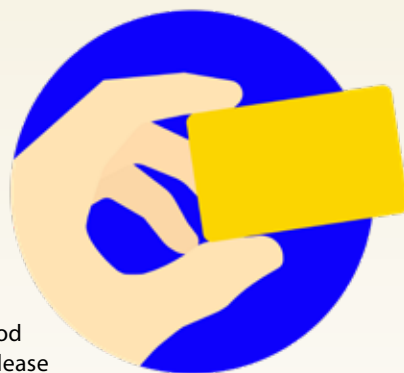
The admission fees for various athletic events sponsored by the Brentwood Borough School District are as follows:

Football	Adult \$6.00	Senior Citizen \$4.00
	Students \$4.00	
Basketball	Adult \$6.00	Senior Citizen \$4.00
	Students \$4.00	
Volleyball	Adult \$4.00	Senior Citizen \$2.00
	Students \$3.00	
Swimming	Adult \$4.00	Senior Citizen \$2.00
	Students \$3.00	

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

**GOLDEN AGER CARD
AVAILABLE**

Once again, as in previous years, the "Golden Ager" card will be available to Brentwood residents 65 years of age or older. The card provides free admission to all events sponsored by the Brentwood Borough School District. Please note that the "Golden Ager" card is only valid for Brentwood HOME events. The card is not valid at away events, or WPIAL and PIAA playoff events. The "Golden Ager" card is available at the district Administration Offices in the lower level of the middle/high school during regular office hours 8:00AM to 4:00PM, Monday through Friday.



VOLUNTARY STUDENT ACCIDENT INSURANCE FOR STUDENTS K-12

Did you know that you can voluntarily purchase student accident insurance for your child in grades K-12? You can! The Brentwood Borough School District has partnered with K&K Insurance to provide a number of insurance options to offer coverage for your child. This is an affordable and reasonable option to insure your child and/or, add additional supplemental coverage for your child.

Please visit <https://www.kandkinsurance.com/sites/K12Voluntary/Pages/Home.aspx> for plan options and pricing.

SCHOOL DISTRICT ANNUAL REQUIRED NOTICES

Each year school districts are required to provide written annual notices to district families. The Brentwood Borough School District satisfies this requirement by utilizing the InCommunity Magazine and/or by posting policies and notices on the district website <http://bb-sd.com>. Please reach out to your building administrator with any questions.

STUDENT INFORMATION RELEASE OPT-OUT

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



NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS BRENTWOOD BOROUGH SCHOOL DISTRICT



CHILD FIND AND ANNUAL NOTICE TO PARENTS (CFR 300.125)

In compliance with state and federal law, the Brentwood-Borough School District will provide to each protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student's abilities. In order to qualify as a protected handicapped student the child must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program.

These services and protections for "protected handicapped students" are distinct from those applicable to all eligible or exceptional students enrolled (or seeking enrollment) in special education programs.

For further information on the evaluation procedures and provision of services to protected handicapped students or eligible students, contact Dr. Christine Winiarski at (412) 881-4940 Ext 2215 or email winiarskic@bb-sd.com.

Each school district, along with other public agencies in the Commonwealth, must establish and implement procedures to identify, locate and evaluate all children who need special education programs and services because of the child's disability. This notice is to help find these children, offer assistance to parents and describe the parent's rights with regard to confidentiality of information that will be obtained during the process. Each school district shall also conduct awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs.

The content of this notice has been written in English. If a person does not understand any of this notice, he or she should contact the school district and request an explanation.

IDENTIFICATION ACTIVITY

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

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

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

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

parents is also an information source for identification. After a child is identified as a suspected child with a disability, he or she is evaluated, but is not evaluated before parents give permission for their child to be evaluated.

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

CONFIDENTIALITY (CFR 300.127)

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

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

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

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

You have the right to an explanation and interpretations of the records, to be provided copies of the records if failure to provide the copies would effectively prevent you from exercising your right to inspect and review the records, and the right to have a representative inspect and review the records. This review is conducted with the assistance of an appropriate school district staff member.

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

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

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

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

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

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

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

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

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

In accordance with 34 CFR § 300.624, please be advised of the following retention/destruction schedule for the Pennsylvania Alternate System of Assessment (PASA), Pennsylvania System of School Assessment (PSSA), and Keystone Exam related materials:

- PSSA, Keystone Exam, and PASA test booklets will be destroyed one year after student reports are delivered for the administration associated with the test booklets.
- PSSA and Keystone Exam answer booklets and PASA media recordings will be destroyed three years after completion of the assessment.

EARLY INTERVENTION IDENTIFICATION

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

The Pennsylvania Department of Education is responsible for providing programs and services to eligible young children under Act 212 of 1990, the Early Intervention Services System Act. Screening for preschool children is available through the DART program operated by Intermediate Unit #3. To schedule an appointment for screening call Dr. Susan Sams at 412-394-5816. For additional information, contact your local school district.

POTENTIAL INDICATORS OF WEAKNESSES IN THE DEVELOPMENTAL DOMAIN AREAS AND OTHER RISK FACTORS THAT COULD INDICATE A DISABILITY (REQUIREMENT OF SECTION 14.212(B))

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

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

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

Personal-Social – Pre-kindergarten aged children with a developmental delay may have difficulty responding positively to adult praise, rewards or promise of rewards; greeting familiar adults spontaneously, enjoying simple stories read aloud, helping with simple household tasks, initiating social interaction with familiar adults, expressing affection/liking for peers, playing cooperatively with peers, stating first name, last name, age, or whether he is a male/female; using objects in make-believe play, using 'I' or 'me' to refer to himself, or recognizing facial expressions of common emotions.

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

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

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

OTHER FACTORS THAT COULD INDICATE A DISABILITY

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

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

FACTORS CONSIDERED WHEN DETERMINING MENTAL GIFTEDNESS

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