



**Brentwood
Borough
School
District**



SUPERINTENDENT'S MESSAGE

BY DR. AMY M. BURCH

After much anticipation and planning, the start of a new school year has arrived. The summer was filled with working on district goals, welcoming new staff members, and collaborating with administration and Board of School Directors. Each year we strive to offer exceptional academic programs that provide our students with opportunities and experiences that will enhance learning and prepare our students for the world beyond our walls.

Our supportive community and parents, along with our experienced staff, administrators, and support staff, enable us to be confident that our students will be successful. We are consistently refining our curriculum and reflecting on sharpening our focus to ensure that we move beyond memorization to critical thinking and problem solving. From our youngest kindergarten students to our graduating seniors, the Brentwood Borough School District offers a variety of programming for social growth through our extracurricular activities that include athletics, clubs, and volunteer work. Course offerings are expanding again this year in the high interest area of computer science. Our youngest learners will experience the addition of the reading room where foundational skills critical to reading will be stressed. We are entering our second of three years for our NMSI grant which motivated more students than ever to strive to complete the Advanced Placement Exams in the areas of Literature & Language, Calculus AB/BC, Physics C, Physics I, Computer Science, and Statistics.

The administrative team and Board of School Directors are monitoring workforce trends. The Pittsburgh Business Times recently reported that the five largest sectors that have seen the widest gap in hiring are as follows; health, retail, education, finance, and government (Pittsburgh Business Times, July 30-August 2, 2018). The Allegheny Conference reports that half of the graduates from the region's 61 higher education institutions are leaving for other regions. Of the 12,189 local job openings 85 percent require a four-year degree. Couple this with a need for specialized and soft skills employers are struggling to identify qualified candidates. It is our goal to provide a well-balanced academic and social education to prepare our students to enter post-secondary education or the workforce with the necessary skills.

The physical infrastructure of our buildings is in desperate need of repair. A renovation committee continues to meet to discuss prioritizing the capital improvements. Finally, the district website has been completely updated to provide timely information.

We must continue to work together toward our common goal of the success and well-being of our students, we look forward to another wonderful school year.

While school is out over summer, your school board is still working on keeping the district moving forward. There are always routine contracts to approve, hiring of new staff, and purchasing of supplies. We aren't satisfied with the status quo, and neither is the administration, so we're always trying to improve transparency, make progress in curriculum development, improve the class offerings, and find ways of making our facilities better serve our students.

A big project for the school board is gearing up for probably a decade of work towards upgrading the physical infrastructure of our schools. It's been about 20 years since any major capital improvements have been completed in our district, and the facilities are showing their age. We are starting this process by completing topographic surveys of the two elementary campuses and the middle/high school campus; testing pipes to see if there are physical problems with flow capacity; doing soil tests; and reviewing mechanical systems with the architects and engineers.

Our focus is on addressing safety issues as quickly as possible (including constructing a new electrical service room to get the switch gear out of a damp and leaking underground room). Then upgrading certain deteriorating infrastructure, such as the telephone system and fire alarm equipment; waterproofing of rooms that have had significant water infiltration; and some sidewalk concrete work done.

We are studying capital improvements that have a quick payback in energy savings, which is a smart investment for the



district. And finally, we are investigating how our spaces will need to be configured for the educational needs of our 21st-century learners. Buildings originally constructed 100 years ago are now needed to make use of best learning practices, which requires effective use of technology in rooms built when a telegraph was high-tech.

We need to do well by the children in our schools, to give this generation a strong foundation as they become the citizens who will create our future.

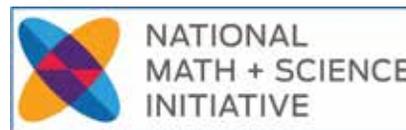
HIGH SCHOOL

NMSI Grant Makes an Impact in First Year

Mr. Jason Olexa, High School Principal

The Brentwood Borough School District became a partner with the National Math and Science Initiative (NMSI) during the 2017-2018 school year as an educational partner to increase the district's capacity of offering opportunities to students to increase achievement. The mission of NMSI is to significantly improve student opportunities and achievement by advancing STEM teaching and learning. NMSI strives to partner with school districts so that all students have the knowledge and skills to thrive in the global economy of the 21st Century. They accomplish these goals by empowering teachers, equipping students, and raising the academic bar on achievement. Last year teachers from Elroy Elementary, Moore Elementary, Brentwood Middle School and Brentwood High School participated in a summer training called Laying the Foundations. Laying the Foundations is a collaborative, hands-on training that equips teachers to implement classroom strategies to boost student achievement in rigorous course work, including Advanced Placement. The Advanced Placement teachers at the high school attended the College Readiness Program which was a hands-on interactive training to better prepare them for teaching in their content area and preparing students with skills that would transfer to the specific Advanced Placement Exams. NMSI also

provided mentors, teacher training, and student study session with other school district to increase collaboration and support among area schools.



During the 2017-2018 school year Brentwood high School added

five Advanced Placement courses. We increased the number of students who were taking Advanced Placement Classes, increased the number of students who took the Advanced Placement exams, and increased the number of qualifying scores that students earned on the Advanced Placement exams. Thanks to NMSI, the dedicated work of our teachers, and the discipline of the students we doubled the number of students taking Advanced Placement exams and doubled the number of qualifying scores. This has enabled more of our students to be exposed to more rigorous and college-ready curriculum with more supports than were offered prior to the grant. We are looking forward to working with NMSI in year two and expect to continue to make gains district wide to the benefit of our students.



Brentwood Borough School District

Steel Center for Career and Technical Education Makes Changes in Computer Technology for 2018-2019

Mr. Jason Olexa, High School Principal

Steel Center for CTE has always taken pride in reviewing and revising their programs to offer the best courses for our students and to keep up with the industry standards and cutting-edge technology that students will use when they enter the work force. This year is another example to their commitment to continuous improvement. In the spring Steel Center for CTE conducted a complete review and revised curriculum offered in Computer Technology. They gathered an Occupational Advisory Committee comprised of experts in the field and current employers in the Pittsburgh area to review their program and equipment and to make recommendations that meet the needs of the current job market. Steel Center for CTE also conducted a Market Research Study where they examined the job market and the skills needed for openings in this field. They discovered that the demand for computer technicians, computer specialists and information technology have grown exponentially in our area. They decided to tailor their program to meet the recommendations of the Occupational Advisory Committee and the market needs in the area. The program offered thirteen industry certifications that the students could earn during their enrollment in the course. They have now increased this to thirty-three industry certifications that students can earn which includes repair, hardware and networking.

The Brentwood Borough School District has benefited from this program also. This past school year Matthew Boone-Arrigo and Mark Janovec,



who are both seniors in the Computer Technology program at Steel Center for CTE, performed internships within the district. They continued this work experience through the summer months. Through this partnership between Steel Center for CTE and the Brentwood borough School District, these students are learning the trade and getting hand-on learning experience within the industry that they will be working in the future. Both young men have excelled in their course work and are now applying that knowledge to real life work experiences. It is these opportunities and cooperative efforts that help to make our students career and college ready.

MIDDLE SCHOOL NEWS

*Computer Science at Brentwood Middle/High School
Mr. David Radcliffe, Middle School Principal*

Students at Brentwood Middle/High School will have additional opportunities in the area of Computer Science beginning with the 2018-2019 school year. Last year, an A.P. Computer Science class was added as an elective for interested high school juniors and seniors. This year, an additional course, "Introduction to Computer Science", will be available for freshman and sophomores. The introductory course will "empower students to create authentic artifacts and engage in Computer Science as a medium for creativity, communication, problem-solving, and fun." Students will learn about the basics of computer science through problem-based learning, web development, animation, games, the design process, data and society, and physical computing. The Computer

Science courses are linked to the district's attempt to provide additional STEM (Science, Technology, Engineering, and Math) opportunities to our students with the goal to prepare them for post-secondary and career exploration.

Mr. Chris Pierce, who formerly served as the 8th grade Social Studies teacher at Brentwood Middle School, will lead the Computer Science initiative. Mr. Pierce's interest in Computer Science was spurred by the many elements of technology that he included in his 8th grade American History course (including virtual reality and augmented reality) that helped to deeply engage the students in learning. We wish Mr. Pierce and the students all the best as they embark on a new adventure.

Growth Mindset in Parenting

Mrs. Barbara Pagan, Elroy Elementary Principal

It's important for parents to understand how their child's mindset influences their behaviors, motivation, and achievement. More and more teachers and school administrators are embracing growth mindset as a strategy to bolster student motivation, and these same strategies can be used at home with great results.

As parents, you play a huge role in influencing the mindset of your children, so it's important for you to model a growth mindset for your children. Showing your children that you are excited by challenges, see mistakes as learning opportunities, and understand the value of practice and trying different strategies will go a long way in cultivating their growth mindsets!

Mindset is a simple idea discovered by world-renowned Stanford University psychologist Carol Dweck with decades of research on achievement and success—a simple idea that makes all the difference.

In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. This roadblock keeps children from moving forward in their learning.

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment. Virtually all great people have had these qualities.

Parents often wonder what they can do and say to change their child's mindset from fixed to growth. The good news is that mindsets can change, and there are certain strategies you can use right away to see a big difference in your child's challenge-seeking behavior. Giving praise throughout the learning process, talking about the brain, accepting mistakes as learning



opportunities, and understanding the role of emotions in learning are all practices you can begin today.

Embracing a growth mindset isn't always easy but can have a huge impact on your child...and perhaps on you, too!

Mrs. Barbara Pagan, Elroy Principal

Beginning in the 2018-2109 school year a new Life Skills Support program will serve students whose needs are more functional than academic. The program emphasizes pre-academic (pre-reading and pre-math skills), self-help (i.e., toileting, feeding, personal hygiene), social, and community living skills (i.e., community safety, recognizing stranger danger). The students enrolled in this program are primarily students with intellectual disabilities and delays in communication, social/emotional development, and motor skills. The goal of the program is to prepare students to work, live, and function as independently as possible.

Prior to having this program, the school district contracted with neighboring school districts or the Allegheny Intermediate Unit to provide programs for students needing these services. In order to attend these programs at locations outside of the district, the district provided bus/car transportation to these alternate locations, sometimes extending the students' school day by an hour. The district remains committed to increasing internal capacity over time to provide all students with quality educational programming in their home school district.

What is Mindfulness in Education?

Mrs. Bonnie Betler, Moore Elementary Principal

Recently the concept of “mindfulness” in schools seems to be taking off. There was even a Forbes magazine article discussing the benefits of yoga and mindful practices for students with anxiety, ADHD, and general stress (Walton, 2018). Teachers may also benefit from mindfulness; using it as a tool to deal with their own stress and as a mechanism to remind themselves to pause before responding to a situation. What is mindfulness and what are the different ways in which it is appropriate for school?

In brief, mindfulness is being present in the moment. Surprisingly, being present in a moment is a lot harder than it sounds. Just imagine a young student sitting in their desk first thing in the morning. They are sitting there working on morning work but thinking about the lunch forgotten on the back seat of dad’s car and the reading test in the afternoon. That child sitting working on their morning work may appear to be calm and on-task on the outside however, inside their mind is racing and not on the morning work. Perhaps they are thinking about what they are going to eat for lunch. Can their dad bring their lunch to school? What happens if they do not do well on the test; will they get in trouble? A student may be going through the motions of doing work but their mind may not be on the task. Although they are getting the work done, they may not be learning from the task, as they are unfocused.

Mindfulness is about bringing the focus of one’s thoughts back to the task-at-hand. The first step is to recognize that our thoughts have drifted elsewhere and to work to bring them back to the moment. Sometimes that is all it takes, recognizing that our mind is elsewhere, acknowledge those thoughts, and to refocus. Other times our thoughts may be so strong that we are unable to merely acknowledge them and come back. In those instances, you may have heard people suggest that students focus on their breath. The rhythm of breathing a deep “cleansing” breath through the nose and an extended exhalation out through the mouth a few times can help calm one’s thoughts and then allow them to re-engage with their work. The idea is that by focusing on one’s body the focus can then change from thoughts in our head to physical sensations.

The focus on the physical is where the practice of yoga comes into the mindful movement. Yoga is about listening to our bodies and moving with intention. The elementary physical education curriculum contains a unit on yoga in which students rotate through several different stations involving developmentally appropriate postures for students. Walking into the gym during a yoga lesson is very different- truly, a calming experience. Students are contorting their bodies into somewhat unfamiliar positions while at the same time listening to what their bodies are telling them so that they do not push themselves too hard.

The concept of mindfulness can help everyone in schools recognize the importance of a focus on the present. This can help students keep their attention on learning. Mindfulness can also help teachers recognize their own thoughts so that they are able to respond to situations at hand without allowing emotions to dictate response. When teachers use mindfulness, they pause before they act. Mindfulness calls upon us to remove our own emotions for a situation so that we are better able to understand the behaviors that we are observing. Stopping and acknowledging that we do not always know what a student is experiencing; taking a moment to understand a behavior and then responding to a situation can allow both the teachers and the students to have a more positive interaction. The use of mindful practices both in and outside of schools can create a calm and inviting environment and produce positive outcomes for practitioners.

DISTRICT NEWS

Cafeteria News: District to Change Online Payment Vendor

In September 2018, the District changed to SchoolCafe’ to collect online credit card payments for student cafeteria accounts. This change will allow parents/guardians to apply online for free/reduced benefits, make payments to student cafeteria accounts, and view student cafeteria account balances all in one place. SchoolCafe’ is even available as an app for your smartphone. Simply download the app on the App Store or GooglePlay (search SchoolCafe’).

Look for the link on our webpage in the future to SchoolCafe’.

Friendly Reminder to Apply for Free and Reduced Meals

A new school year has begun, have you filed a new free and reduced application for school meals? Every year a new application must be filled out to receive free and reduced meal benefits. To get started visit www.paschoolmeals.com.

Little Spartan Kinder Camp

Mrs. Lindsay Klousnitzer, Director of Curriculum, Instruction and Professional Development

As our young learners transitioned to kindergarten, Brentwood Borough School District wanted to focus on building their self-confidence and fostering their enthusiasm for learning. In preparation for the opening days of school, the Little Spartan Kinder Camp provided our youngest students time to familiarize themselves with their new elementary school. Children participated in typical kindergarten classroom activities, toured the school buildings, and learned about their new classmates. The two-week long experience was filled with interactive academic lessons as well as social play and group interaction. The camps were held at both Elroy and Moore Elementary buildings. All incoming kindergarten students were invited to attend and 78% of the class took part in the program. Due to its success, we will continue to offer this summer program in the upcoming years.



Golden Ager Card Available

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

REMINDER: Facility Request Procedures

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

School Safety



The National Association of School Resource Officers (NASRO) presented its Chief Nicholas C. Derzis Safe Schools Leadership Award to Joseph Kozarian, Director of School Police and Facilities, Brentwood Borough School District. This award recognizes individuals for their contributions and dedication to a school resource officer (SRO) program and the many children, parents and faculty members of their communities and schools. Mr. Kozarian continues to be a leader in the area of school safety. Throughout the summer he assisted in training hundreds of schools resource officers across the country.

Brentwood High School Sports Schedules

Mr. Rick Huffman, Athletic Director

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

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 \$5.00	Senior Citizen \$4.00	Students \$3.00
Basketball	Adult \$5.00	Senior Citizen \$4.00	Students \$3.00
Volleyball	Adult \$3.00	Senior Citizen \$2.00	Students \$2.00
Swimming	Adult \$3.00	Senior Citizen \$2.00	Students \$2.00

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



**Brentwood
Borough
School
District**

**Voluntary
Student Accident
Insurance for
Students K-12**

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

K-12 Voluntary Student Accident Insurance

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

- \$500,000 School Zone Only Student Accident Insurance
- \$500,000 Student Life Insurance
- \$1,000,000 Student Life Insurance
- \$1,000,000 Student Accident Insurance

Bills will be paid!

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

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

Bollinger Specialty Group
1200 10th Street
Pittsburgh, PA 15222
Phone: 412.261.8800
Fax: 412.261.8801
www.bollingerspecialty.com

New Faces at Brentwood



Mr. James Cassell – Mr. Cassell will be joining the district's administrative team as the new Assistant Principal at Brentwood Middle/High School. Mr. Cassell most recently served as the Distance Learning Coordinator at the Westmoreland County Intermediate Unit, where he oversaw operations with 23 school districts. Mr. Cassell received his Bachelor of Science Degree in Secondary Education (with a certification in Social Studies) from Slippery Rock University and then completed his Master's Degree in Educational Leadership at California University of Pennsylvania.



Mr. Tony Rogiero – Mr. Rogiero will be the new 7th grade Math teacher at Brentwood Middle School, replacing Mr. Henninger who moved to the high school. Mr. Rogiero served as a long-term substitute teacher at Boyce Middle School in Upper St. Clair and at Elroy Elementary School prior to his most recent position as a paraprofessional at Brentwood Middle School. Mr. Rogiero is a graduate of Brentwood High School and Clarion University.



Mrs. Kim Zaya – Mrs. Zaya will serve as a secretary in the main office at Brentwood Middle/High School. She assumed the role vacated by Darlene Attanucci who retired at the end of the 2017-2018 school year. Mrs. Zaya has worked for the school district for several years, most recently at Moore Elementary.



Ms. Jessica Downy - Ms. Downy received her undergraduate degree from Wheeling Jesuit University in elementary and special education. She also has a master's degree in special education from Duquesne University. Ms. Downy work for the Diocese of Pittsburgh for nine years at Sacred Heart Elementary School in Shadyside. Last school year Ms. Downy was the long-term substitute for fourth grade science and social studies.



Ms. Taylor Kortze - Ms. Kortze is a graduate of Seton Hill University with a Bachelor of Arts degree in Special Education and Elementary Education. She has been employed at the Pace School in Pittsburgh where she was responsible for developing IEPs, instructing, and assessing student performance. Ms. Kortze believes in working closely with the child, family, staff and community service providers to develop an individualized program for every student to succeed. Taylor has also worked at the Allegheny Intermediate Unit, Moss Side Middle School, and Gateway School District. Ms. Kortze also brings with her the unique creative thinking skillset she acquired while working with many young children at Walt Disney World in their Bibbidi Bobbidi Boutique.



Mr. Andrew Simpson - Mr. Simpson is a graduate of Duquesne University with a Bachelor of Arts degree in Elementary Education. He has been employed by Brentwood Borough School District since August 2014 as a substitute teacher. He has also worked at Moon Area School District and the YMCA Room to Grow Child development Center in South Park. Mr. Simpson is currently working toward his Master's degree in Special Education from Chatham University.

School districts across the Commonwealth are required to send annual notifications of certain policies. The district meets this requirement through a variety of options such as publishing policies in student handbooks and the INCommunity magazine, letters to parents and/or posting policies on the district website. Please direct questions about required annual notices to your child's building principal.

PA Truancy Legislation

In November of 2016, the Pennsylvania legislature passed Act 138, which is commonly referred to as the "Truancy Law". The provisions of this legislation first took effect during the 2017-2018 school year.

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

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

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

Consistent school attendance is essential in helping students to reach their greatest academic potential. Act 138 is designed to assist schools and families in working together to make sure that attendance is a top priority for all students.

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

Student Information Release Opt-Out

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

Technology: Skylert SMS Messaging Coming to Brentwood

Mrs. Melissa Fulmer, Coordinator of Innovation and Technology

Starting on September 4, 2018, parents and guardians of Brentwood Borough School District, will be able to utilize the SchoolMessenger system for our Text Messaging Service. There will be a push notification sent from SchoolMessenger to the mobile phone number on file with the School District on September 4, 2018. This message will be an "opt-in" message to start the service. Brentwood Borough School District will utilize the SchoolMessenger system to deliver text messages, straight to your mobile phone with important information about events, school closings, safety alerts and more.* SchoolMessenger is compliant with the Student Privacy Pledge, so you can rest assured that your information is safe and will never be given or sold to anyone. Information on SMS text messaging and Short Codes: SMS stands for Short Message Service and is commonly referred to as a "text message". Most cell phones support this type of text messaging. Our notification provider, SchoolMessenger, uses a true SMS protocol developed by the telecommunications industry specifically for mass text messaging, referred to as "short code" texting. This method is fast, secure and highly reliable because it is strictly regulated by the wireless carriers and only allows access to approved providers. If you've ever sent a text vote for a TV show to a number like 46999, you have used short code texting.

*Terms and Conditions – Message frequency varies. Standard message and data rates may apply. Reply HELP for help. Text STOP to cancel. Mobile carriers are not liable for delayed or undelivered messages. See schoolmessenger.com/txt for more info.



Brentwood Borough School District: ESSA Notification Addressing Professional Qualifications

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

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

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

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals meet applicable Pennsylvania state requirements. Please feel free to contact your child's building principal if you desire to further discuss this information.

Open House and Conference Days for 2018-2019

The Brentwood Borough School District values the partnership between the school districts and the families of our students. This communication and cooperation is an essential part of a positive school experience. For your planning purposes we have scheduled our Open House dates and Parent/Teacher Conference Day for the 2018-2019 school year.

2018-2019 Open House

Wednesday, September 12, 2018, Middle/High School, 6:30PM-8:30PM

Thursday, September 13, 2018, Elroy and Moore Elementary, 6:00PM-8:00PM

Please note the slight difference in times between the MS/HS and the elementary.

2018-2019 Parent Teacher Conference Day

Friday, November 9, 2018, Elroy Elementary, Moore Elementary and Brentwood Middle/High School, Noon – 6:00PM

Brand New District Website

The Brentwood Borough School District collaborated with eSchoolView to create a brand-new district webpage. The goal with the update was to bring easy to view, timely information on any device. We appreciate your patience while each page is populated with new information. If you have any questions about your school's webpage, please contact the building principal.

SPECIAL EDUCATION NEWS

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 Winarski 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 14.121(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.