



**Brentwood
Borough
School
District**

SUPERINTENDENT'S MESSAGE

BY DR. AMY M. BURCH



Wide Open School-Common Sense Media

Last school year, Brentwood Borough School District was recognized as a Common Sense Media District. This was an honor that we were proud to earn, but our work did not stop with the recognition. COVID-19 seemed to appear out of nowhere and it left all of us scrambling for reliable information and guidance on how to navigate in a cyber world.

Recently, I was honored to speak with the Common Sense Media's leadership team. We discussed a new portion of the Common Sense Media platform called Wide Open School (<https://wideopenschool.org/>). The purpose of the new program was to provide all the resources parents need when talking with their children about COVID-19 which includes distance learning and mental health. Equally as important a section is dedicated to educators to assist with navigating distance learning. Common Sense Media has vetted videos and resources for educators to use in all the major subjects. A COVID-19 resource page was also added that contains free webinars, podcasts, and resources for how to destress.

In addition to Wide Open School, Common Sense Media provides a plethora of information to parents about other topics such as social media, cell phone use, apps and games, privacy and online safety, movie reviews, book reviews, etc. Common Sense Media uses an intricate metric system to evaluate all of these topics and more. Parents and educators can feel comfortable using the resources included on the site to assist the youngest of learners to students leaving for college.



Path to Sensory Exploration

Dr. Barbara Pagan, Elroy Principal

When Elroy Elementary School students return in the fall, they will hop on lily pads, tightrope walk along twigs and spin atop vibrantly painted waves through two hallways. These new colorful paths will provide a space for “brain breaks” throughout the school day. The fun activity improves motor skills and increases classroom engagement. Mr. Pavlecic received funding for the obstacle course requiring students to move through the designs, building sensory pathways, or brain connections, along the way. A sensory path is a great way for kids to develop motor skills like balance, hand-eye coordination and spatial awareness.

We have several students that need a sensory break during the day, and the path gives them a change of scenery along with giving them an engaging activity for their body and brain. Also, the path allows students a break from the school day to release extra energy and still exercise their brain.

The paths incorporate gross motor skills, which are designed for students to hop, leap, sidestep, spin and jump to different elements on the path. The paths also have students applying foundational academic skills by moving along the letters of the alphabet and from numbers one through ten.

Elroy Elementary staff are committed to finding ways to empower our students with the tools they need to be successful in school. I am extremely proud of the Elroy staff for findings creative ways to meet the needs of our youngest learners and know that the new sensory paths will be a resource that will benefit all Elroy students. The idea for the sensory path came out of the school wide positive behavior and interventions and supports (SWPBIS) committee to provide a resource for all students at Elroy.



HIGH SCHOOL

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.

Bollinger
Insurance Solutions

Welcoming Everyone Back to School!

The 2019 – 2020 school year ended abruptly with the transition to remote learning, the Moore School staff used several different ways to reach out and say good-bye to the students. Teachers dropped off surprises at their students' houses and staff also worked together to create an outdoor send off for students. The sendoff included signs from the grade-levels congratulating students on their accomplishments, sidewalk chalk art, and an entire flock of flamingos that were moving up to the middle school!

Although we had to rush out last year, we are focusing now on welcoming our students back! Over the summer, we have been getting new people and programs in place in addition to the normal cleaning and maintenance that Miss Peggy, Miss Loretta, and our maintenance staff usually do. For the up-coming school year, some new changes include a new building secretary, a new physical education teacher, and a new learning platform.

When our students return in the fall, there will be several new faces in the building including the one face welcoming them into the school! Miss Jennifer retired at the end of last year and we will greatly miss her. Our new secretary started at the beginning of August. When you stop by Moore, take a few minutes and introduce yourself! Another new staff member this year is our new physical education teacher who replaces Mr. Spanos who moved up to the high school. We are also welcoming Mrs. Welding to our staff as the speech language pathologist.

Another change for all of our staff members is the Canvas learning management system. Instead of using ClassDojo to push out assignments, Canvas will be a one stop shop for all of a student's course work. We are excited to use this new system in all grades so that teachers, families, and students will have a seamless way to submit assignments, receive instruction, and collaborate with their classmates.

Last year did not end the way we wanted and this coming year may be different from our usual idea of a traditional school year but we are here, ready, and waiting to welcome everyone back! One thing that remains the same is that each year we find ways to move forward and most importantly, we focus on providing our students with an extraordinary educational program taught by caring and devoted teachers and staff members.



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 \$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 and Students \$2.00 | |
| Swimming | Adult \$3.00 | Senior Citizen and Students \$2.00 | |

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



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.

REMINDER FACILITY REQUEST PROCEDURES



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With the COVID-19 pandemic the District is not currently taking facility requests for the 2020-2021 school year. As the situation continues to evolve, we will keep you posted. When we do resume sharing our facilities, 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 Mr. Jeffrey George Director of Facilities at 412-881-2227 x 2405 or at jeff.george@bb-sd.com.

2020 Brentwood School Board Meeting Schedule

The meeting schedule of the Brentwood Board of School Directors for the remainder of the 2020 calendar year is as follows:

| Agenda Planning Meetings | General Purpose Meetings | Committee Meetings |
|--|--|---|
| September 14 | September 21 | September 29 Joint Borough/District meeting at the Borough |
| October 12 | October 19 | October 26 |
| November 9 | November 16 | |
| December 1 (Organization Meeting Tuesday) | December 7 (Combined Agenda/General Purpose) The 2020 board meeting calendar is typically approved at this meeting. | |

All Agenda Planning, General Purpose, and Committee Meetings are held in the Board Room in the Administration Offices of the Brentwood Borough School District, 3601 Brownsville Road. The public is always invited to attend. All meetings begin at 7:00 p.m. A Joint School Board/Borough Council Meeting is scheduled for August 29 at 7:00 p.m. in the NEW Brentwood Borough Council Chambers.

Board Notes and School District Policies on the Web

Are you unable to attend a meeting of your school board due to a schedule conflict but would like to review actions taken at those meetings that are often not covered in newspaper articles? If this is a question that applies to you, the answer is only several clicks away on the web. By going to the school district website at <https://www.bb-sd.com/>, clicking on School Board and then Board Notes, you can view actions taken by the Board of School Directors at their most recent meeting or previous ones. School district policies are also available on the web. By going to the school district website noted above, clicking on School Board and then Board Policies, you will find the entire Brentwood Borough School District Policy Manual. Periodically, it is necessary to revise various policies. Once the Board of School Directors officially adopts revisions, policies on the web will be updated to reflect those changes.



Little Free Library

Dr. Barbara Pagan, Elroy Principa



Little Free Library is an international nonprofit organization that inspires a love of reading, builds community, and sparks creativity by fostering neighborhood book exchanges around the world. Through Little Free Library book exchanges, millions of books are exchanged each year, profoundly increasing access to books for readers of all ages and backgrounds. Now celebrating its 10th year, their motto is "Take a Book, Share a Book".

Academically, children growing up in homes without books are on average three years behind children in homes with lots of books, even when controlled for other key factors. One of the most successful ways to improve the reading achievement of children is to increase their access to books, especially at home. But two out of three children living in poverty have no books to call their own. Free Library book-sharing boxes play an essential role by providing 24/7 access to books and encouraging a love of reading in areas where books are scarce. Little Free Library is working to fill book deserts and place libraries where they can make a big impact through their Impact Library Program. They have donated more than 1,000 libraries through this program to-date.

Some staggering statistics from Little Free Library:

- 3 out of 4 people report they've read a book they normally would not have read because of a Little Free Library
- 73% of people say they've met more neighbors because of a Little Free Library
- 92% of people say their neighborhood feels like a friendlier place because of a Little Free Library

Dr. Pagan and the second-grade teachers at Elroy, Mrs. Forsyth and Mrs. Sauro, have submitted a proposal to receive a Little Free Library to place near the Elroy playground. We feel this would encourage parents and children to read a little while playing outside. If you have any books you would like to donate to help our initiative, please send them to the school office.



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.

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



CHILD FIND AND ANNUAL NOTICE TO PARENTS (CFR 300.125)

In compliance with state and federal law, School Districts 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 if you reside in Brentwood Borough School District or Marissa Gallagher at (412) 885-7583 or email mgallagher@bwschools.net if you reside in the Baldwin-Whitehall School District.



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.

Questions about our District Policy Notices:

For Baldwin-Whitehall School District, contact Marissa Gallagher at (412) 885-7583 or email mgallagher@bwschools.net

For Brentwood Borough School District, contact Dr. Christine Winiarski at 412-881-4940 ext 2215 or email winiarskic@bb-sd.com

School Districts provide 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

School Districts will provide ongoing screening services. If you wish to learn more, have questions, or believe your child may need to be identified, if you are a Brentwood resident please contact Dr. Christine Winiarski at (412) 881-4940 Ext 2215 or email winiarskic@bb-sd.com or if you are a resident of the Baldwin-Whitehall School District, please contact Marissa Gallagher at (412) 885-7583 or email mgallagher@bwschools.net.

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

Continued on next page >



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 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.