



**Brentwood  
Borough  
School  
District**



# SUPERINTENDENT'S MESSAGE

BY DR. AMY M. BURCH

## Governor's Budget and PA Schools Work

Governor Wolf presented his 2019-2020 Budget Proposal which highlighted his priorities for education. At first glance it appears that \$441 million was added to the Basic Education Funding (BEF), but upon closer examination \$260 million was transferred from the Ready To Learn Block Grant. This level funded grant money will be distributed to the schools as in the past and NOT through the funding formula. Of the \$162 million remaining, \$20 million has been committed to five districts. Calculating the various other deductions approximately \$142 remains to be run through the funding formula for distribution to the remaining 495 school districts. Educators welcome the additional funding, but the increase in funding is already committed to mandated increases in special education costs, PSERS, health insurance, and rising costs of charter schools.

This leaves the majority of school districts with zero state dollars for improved programming, updating of facilities, or safety upgrades. The local taxpayers will again be asked to fill the void of the state's share of funding. The William Penn et al. v. PA Dept. of Ed. et al. lawsuit was filed in 2014 citing that the state failed to provide adequate funding for all students to receive the resources they need to meet state imposed academic standards and thrive in today's world. The efforts to fix Pennsylvania's broken school funding system may finally be realized because the Commonwealth Court has set a schedule for hearing the facts in the case for summer of 2020.

The Brentwood Borough School District joined the 21 other partner organizations creating the PA Schools Work campaign to call for a \$400 million dollar increase to be run through the formula. The subsidy money would be used to support school district programming instead of being funneled to PSERS system and charter schools. Local tax payers would not be relied upon to fund the missing portion of the state's share.

### WHAT DOES THIS LOOK LIKE IN BRENTWOOD?

Local tax payers contribute **56%** of funding to the Brentwood Borough School District.

Brentwood Borough School District ranks **150** out of **500** school districts in tax payer contributions.

**\$4 million** is what the state would need to provide to the district to be fully funded. This is the equivalent of **10.25 mills**.

**\$15,408** is the cost of educating a student in the Brentwood Borough school district and ranks **197** out of **500** school districts with **#1** being ranked the highest.

Special Education costs increased **45%** with **0%** increase in funding.

Charter School Tuition increased **342%** – Meaning that **\$529,432** has left the Brentwood Borough School District classrooms.

Your Brentwood School Board will soon start making some important decisions about renovations needed in the district. Our buildings were originally built 105 years ago (Moore School), 99 years ago (Elroy School), and 89 years ago (our Middle/High School facilities). Additions have been added over the years, but the last major renovations took place over 20 years ago in the late '90s and are showing their age.

The first areas to be address are the building "envelopes": the roofs, windows, and masonry that of our facilities. There's no point making interior renovations if the threat of leaking roofs and walls remain, so we have given this a high priority. Even though the structural renovations may not be visible, our roofing systems are well past their warranty period, and the last installations weren't done correctly in many instances. These failures in the roofs and windows have caused extensive damage this past year and caused disruption to our classroom learning. Fortunately, most of the repair has been covered by insurance, but additional damage will not be covered.

Your board has three principles guiding the renovations. Ensuring that the work is completed correctly, we have engaged the architectural/engineering firm HHS DR, a well-regarded firm that works with many school districts in our region. We are striving to move forward in a financially responsible way and are focused on minimizing the burdening on taxpayers, so we have hired the financial advisory firm PFM (Public Financial Management) to guide us in our financing options. Lastly, we want the renovations to be a lasting improvement of our facilities for generations to

come and improve the learning environment for our children, while causing the least disruption to the current students.

The school board renovation committee and the full school board have spent a good deal of time beginning the master planning of our three campuses. The process will probably take a minimum of five years for projects to be fully completed in a responsible way, but it is work your board committed to seeing through to its completion. The future of our district is in good hands with our highly skilled teaching and support staff and effective administrators, and now we need to ensure that our facilities help them in their work and keep our students safe and secure.



DISTRICT NEWS

## New Personnel: BBSD Welcomes Mr. Jeffrey George

The Brentwood Borough School District is happy to welcome Mr. Jeffrey George as the new Director of Facilities. He was hired in November of 2018.

Mr. George is a graduate of Brentwood High School and has been a life-long resident of the Brentwood community with his wife and two children. Mr. George has been very active in the Brentwood Athletic Association (BAA), the Brentwood Dukes youth football program, and in local youth basketball programs as a supporter and as a coach. He is also an active member of the Brentwood Borough Zoning Board which supports the borough on residential and commercial real estate issues. Mr. George is also a former member and past president of the Brentwood Volunteer Fire Company (BVFC).



Mr. George came to the Brentwood Borough School District via Duquesne University. He served as a work leader of the Duquesne University Maintenance Department. He was with the university for fifteen years with a wealth of experiences in his expertise of plumbing,

heating, and cooling. While at the university Mr. George was instrumental in many building and facility renovations and new construction as the university grew during his tenure. Mr. George will be bringing this knowledge and experience with him as he starts his journey with the Brentwood Borough School District.

Since arriving at the district, Mr. George has hit the ground running. He oversees the improvements and renovation to nine middle school classrooms that were damaged during the heavy rains in the fall. Mr. George has been instrumental in the installation of the new gym floor in the middle school that was damaged in the same storm and had to be replaced. He has been working with contractors, vendors, and school personnel to oversee construction and improvements in the district. Mr. George has also been working closely with the district's maintenance and custodial staff to review policies and procedures and to plan for future projects and growth within the department. We are happy to have Mr. George with his wealth of experience and background as a member of our district team.



## Brentwood Borough School District

# New Personnel: BBSD Welcomes Officer Jeremy Bogdanski



The Brentwood Borough School District is happy to welcome Officer Jeremy Bogdanski as the new Director of School Police and Security. He was hired in December of 2018.

Officer Bogdanski is a graduate of Baldwin High School, and he attended Indiana University of Pennsylvania as a member of their police academy. While at Indiana University of Pennsylvania, he earned his Act 120 credentials which is the municipal police officer certification.

In 2013, he was hired by the Brentwood Borough School District as a School Resource Officer working under previous Director, Mr. Joseph Kozarian. During this time at Brentwood, Officer Bogdanski earned his Active Shooter Training Instructor certification through the ALICE program, and became an advanced member of the National Association of School Resource Officers (NASRO).

In 2014, he was hired by the Point Park University Police Department as a Patrol Officer. Officer Bogdanski took advantage of continuing education opportunities while working at the university. He became the department's training coordinator, community relations officer, social media officer, field training officer, ALICE Instructor, use of force instructor, and several other responsibilities for the university. In recognition of his efforts, he was promoted to the rank of Corporal and supervised 8 full-time officers and 5 dispatchers while at Point Park University.

Officer Bogdanski has continued his ambitious schedule at the Brentwood Borough School District since arriving in December. He has been charged with the implementation and supervision of the Safe2Say Something (S2SS) anonymous reporting system that was launched by the Pennsylvania Attorney General's Office in January of 2019. This program, which is mandated under PA state law/Act 44, teaches students, teachers, and administrators how to recognize warning signs and signals, especially within social media, of individuals who may be a threat to themselves or others. It is designed to give students a means to say something to a trusted adult or use its anonymous reporting system if the student is uncomfortable in approaching someone. Officer Bogdanski has rolled out this information to all students grades 5 through 12 and has distributed information on the school district website and in the schools.

Along with the S2SS program, Officer Bogdanski is reviewing all the district's policies and procedures related to safety, as well as performing a risk assessment audit of all district facilities. He plans to be an active and visible member of our school community by educating and working with our students and families, as well as overseeing the safety and security needs of the district. We are happy to have Officer Bogdanski with his wealth of training and background as a member of our district team.

## Brentwood Applies for School-Based Mental Health Service at Elementary Level

Brentwood Borough School District is looking to increase available mental health services to all of its students. The district has had a long-standing relationship with Mercy Behavioral Health and that company has been providing mental health services to middle and secondary students for several years at Brentwood Borough Middle/High School. The district has applied to Allegheny County Department of Human Services and the State Office of Mental Health and Substance Abuse Services to extend these services to students at both Moore and Elroy Elementary Schools.

If these services are approved, the elementary schools will host a qualified mental health therapist to meet with students during the school day. This therapist will be an employee of Mercy, not of the school district. Students needing mental health services will need to have an intake meeting with Mercy staff

and costs of these services will be paid for through the family's insurance.

The elementary schools will continue to address the mental health concerns of students through the existing Student Assistance Programs (SAP). These SAP Teams may recommend that a student need a thorough mental health evaluation and with parental consent, that evaluation is conducted free of charge through the district SAP liaison. Results of that evaluation may lead to a recommendation for outpatient mental health therapy. Community mental health options are discussed with the family and, if approved, a mental health provider (Mercy Behavioral Health) will be available to see students during the school day at Moore and Elroy Elementary Schools. The district is optimistic that these services will become available during the second semester of the 18/19 school year.

## District is Awarded Grant to Address Students' Mental Health Needs

On June 22, 2018 Governor Tom Wolf signed Act 44 of 2018 into law, creating a School Safety and Security Committee within the Pennsylvania Commission on Crime and Delinquency. This school safety legislation was developed in direct response to violence occurring in schools across the country. This newly formed committee has been charged with administering \$60 million in grant monies to schools throughout the Commonwealth.

Brentwood Borough School District applied for grant money under this program in October 2018 and was awarded the Part A \$25,000 meritorious grant in December 2018. The district has also submitted a competitive grant for Part B funding, and, if awarded, those monies are not anticipated until later in the 18/19 school year. The \$25,000 grant has been awarded has been allocated to the purchase of a SEL curriculum to address the social, emotional, and behavioral needs of elementary students.

Social and emotional learning (SEL) is the process through which children acquire the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Social and emotional skills are critical to be a good student and citizen. Extensive research has shown that programs designed to promote social and emotional competence in students produce important outcomes, including improvements in standardized academic test scores that are, on average, 11 percentage points higher for students who received SEL programming, compared to students who did not receive SEL. In addition, high-quality instruction in SEL has been associated with reduced problem behaviors including conduct problems, drug use, and violence.

SEL skills develop in the context of social relationships and within school and classroom contexts, where children learn, apply and practice the skills of self-awareness, self-management, interpersonal awareness, relationship



skills and decision-making. Because SEL is influenced by the culture and climate of the school and classroom it is important that educators and school leaders attend to school-wide routines, habits, and practices that reinforce a positive school climate, while also teaching the social, emotional, and cognitive skills that build positive youth development.

The district reviewed available literature and found the following concerning statistics:

- Approximately 1 in 5 children currently have or will experience a severe mental health disorder, however, only 40 percent of individuals with mental health disorders receive treatment in any year.
- For people who experience mental health disorders, most experience their first symptoms before young adulthood (half with onset of symptoms by age 14). Even more alarming is that the median age of the onset of anxiety disorders is seven years of age.
- Close to half of these students will likely drop out of school.
- Suicide is the second leading cause of death among adolescents and young adults.
- A little over 1 in 5 (22.2 %) adolescents between the ages of 13-18 experience a mental health disorder that has a severe impact on daily functioning. In essence, this equates to the potential for as many as five students in a typical classroom of 25 students having a mental health disorder that severely affects daily functioning across schools in Pennsylvania.
- Substance abuse or dependence is the most commonly diagnosed disorder for young people, followed by anxiety disorders, depressive disorders, and attention deficit hyperactivity disorder. Depression, like other mental health disorders, appears on the rise in school-age students. According to the Johns Hopkins School of Public Health (2016), the rate of adolescents reporting a recent experience with depression has grown by 37 percent over the past decade, with 1 in 6 girls reporting an episode of clinical depression within the past twelve months.

These reported findings, along with other emerging data, further indicates that there is an increasing number of untreated adolescents with depression. While not surprising, these findings further highlight the important role that educators play in supporting social, emotional, and behavioral wellness in students. Students with mental health disorders such as depression are at greater risk for a variety of unhealthy behaviors when compared with their peers. Students with depression are less likely to participate in school activities, are more likely to skip class or miss time away from school, disrupt classroom activities, and engage in risky behavior such as using controlled substances, and are at greater risk to attempt suicide.

Given the amount of time children and adolescents spend in school, coupled with the proportion of students that have mental health challenges, it is not surprising that educators are on the front line to notice challenges, and, in turn, implement evidence-based prevention and intervention programs.

## Upcoming PSSA Test Strategies

### Read Together

- Even the tests that are not focused upon reading require reading skills for successful completion. If your child can't read and understand the posed questions, he will not be able to perform well on the test. To help your child build his reading skills prior to this assessment, read together daily. Set aside time for this task and dedicate effort to turning reading time into a standard household practice.

### Make it Important

- If you convey the attitude that standardized tests are trivial, your child will likely adopt a similar attitude. To increase the likelihood that your child sees performing well on the standardized test as important, you must show him that you feel that it is a priority. Tell your child that you want him to do well on these tests because they will have a major impact on his future.

### Provide Encouragement

- By encouraging your child, you can make it clear that you believe in him and that you think he is fully capable of doing well on the

upcoming standardized tests. If your child goes into the tests with a positive, can-do attitude, he will likely perform better. In the days and weeks leading up to the test, tell your child that you believe that he can do well on the test and that you want him to really show his smarts when he takes the important assessments.

### Sleep Tight

- Many schools tout the importance of getting a good night's rest right before standardized tests. If your child is sleepy, he may not be capable of focusing and putting his all into his tests. Tuck your kiddo in early the night before the test, and encourage him to try his best to rest up so he is fresh and ready for the test.

### Eat Up

- Hunger can be a major distraction. If your child's tummy is growling he may struggle to keep his mind on the academic task at hand. The morning before your child takes his test, fix him a nice breakfast and sit down with him while he eats it. Make the day special for your child so he is excited and pumped for the tests he is about to tackle.

## Kindergarten Registration

Does your child turn five (5) years old on or before September 1st? If, so your child is eligible to enroll in kindergarten in the Brentwood Borough School District. Residents are asked to complete an enrollment packet and meet with Dr. Winiarski to start the process. Dr. Winiarski's office is located in the Middle-High School building. As part of the enrollment process residents will be asked to provide documentation of residency and provide a certificate of birth for the new student. After all documentation is submitted and verified, families will receive information about the kindergarten program from their child's building. All incoming kindergarten students will participate in a screening assessment prior to the start of school and families will be invited for a school tour and to meet the teachers. For more information please visit [www.bb-sd.com](http://www.bb-sd.com) and select either Moore or Elroy Elementary school.

## MOORE ELEMENTARY

## Moore Students and Staff Give Back

This year Moore Elementary came together multiple times to support our neighbors. Teachers led several different initiatives to give back to the community. Mrs. Shannon Schubert continued her winter outerwear and toy drive to benefit the local food bank. Mrs. Schubert and our students donated a lot of toys and warm clothing to families in need.

New this year, Mrs. Becky Wilson came up with a great way to devise a way to utilize the excess Halloween candy and treats. In the days following the holiday students were asked to bring in their extra candy to donate to Stewart Avenue Food Pantry and the Heritage Manor Senior Living Facility. The donations were a sweet treat for both organizations. Another fundraiser focused on raising money for the Juvenile Diabetes Research Foundation. As more and more students and families are touched by this disease teachers came together to bring attention and support national diabetes awareness month. Teachers purchased shirts and students were encouraged to wear hats to raise funds. With everyone's support Moore Elementary was able to donate \$500 dollars which was matched on the day of giving to create a total donation amount of \$1000 to JDRF!

Sometimes giving back to our community is as simple as saying, "thank you." Moore elementary students sent a giant thank you card to our local police department for visiting during Red Ribbon week.

Our staff and students are always looking for ways to give back to the community. We are proud of where we live and work and happy to support this wonderful community!



## “Lighting” Up Learning



Plutarch in *On Listening* said, “the mind is not a vessel that needs filling, but wood that needs igniting.” The teachers at Moore Elementary design their lessons to spark student engagement and create an interest in the subject matter. When students are interested and engaged in the lessons, learning is fun! There are several different ways in which engrossing lessons are created. Teachers may opt to make learning relevant and relatable to real-life situations, they may use technology to make lessons come alive, or they may use hands-on activities to give students a memorable experience.

One way that learning is relevant and relatable is by being challenging and simulating real-life situations. Mathematics teachers in the upper elementary levels are using the Eureka math curriculum to provide students with complex and engaging math problems. These exercises use multi-step problems to simulate situations in which math is necessary to solve. When walking into classrooms using Eureka math you will see students engaged in rigorous work and talking and solving problems with each other. Math is not seen as a series of questions to be solved or an algorithm to apply to a page of work. Math is coming to life everyday with real-world problems in need of solutions.

Technology is an omnipresent facet of our everyday lives. In some ways, children growing up today do not know what it is like without technology. Our teachers design great lessons using technology. Some teachers are using computer programs to assign specific spelling tests. Other teachers are doing research projects on different species of penguins. Students then work in groups to create life-sized models of penguins and then program those penguins using hummingbird robotics to move. Long gone are the

days when technology rich lessons meant projecting with a Promethean board. Today, technology rich lessons use technology to take learning to the next level and provide unique experiences for students.

There are many ways to give students hands-on experiences. Science lends itself to being hands on and the Moore teachers have a lot of great science classes. Classrooms have creatures on student desks so that they can study different organisms. Plants are grown to study their life cycle. In second grade students raise butterflies from caterpillars and then release them into the wild. First grade students are learning about engineering by designing structures to withstand high winds. First grade students also get to build mini-boats that float in the air using fans. The better the boats sails, the farther they float from the fan!

Long gone are the days of teachers standing at the front of their classrooms at podiums dispensing knowledge to students. Classrooms are engaging, immersive spaces where students’ desire to learn is stoked like the flames of a fire. The more they learn the more that they want to learn and the desire for knowledge spreads like the flames.

## ELROY ELEMENTARY

### Two Elroy Classrooms Welcome Pets!



Mrs. Sauro and Mr. Pavlecic applied for grants from Pets in the Classroom and both received funding to purchase classroom pets as well as their habitats.

Mrs. Sauro’s students welcomed three Glofish, Larry, Moe, and Curly, and their 5-gallon tank into their 2nd grade classroom. The students have learned how ecologists can use these tetras to help diagnose environmental issues based on their coloring. The students are also learning about the responsibility involved with caring for a pet such as feeding, cleaning, and tank maintenance.



Mr. Pavlecic uses Spike, the bearded dragon, to help keep students more engaged during health class. The students are learning about healthy food choices and how they relate to their own diet and the diet of animals.

In addition to teaching compassion, interactions with pets are also proven to have positive effects on the social and mental health of people. For more information visit [www.petsintheclassroom.org](http://www.petsintheclassroom.org).

Elroy Elementary School collaborated with the American Heart Association in physical education class. Students are learning about their heart while helping raise money for others. The Kids Heart Challenge mission is for students to learn jump rope skills, how their heart works, and raise money for kids with special hearts. We recently had our assembly to kick-off the event. For more information please visit the website <http://american.heart.org/kidsheartchallenge/>.



## Operation Warm is #morethanacoat

Every student at Elroy Elementary received a brand-new winter coat from Operation Warm sponsored through FedEx. Operation Warm has been around for 20 years serving millions of children across North America. Their mission is to provide warmth, confidence, and hope to all students for a brighter future.

The project started when one man was driving on the streets of Kennett Square, Pennsylvania. Dick Sanford encountered a sight that eventually spurred the formation of Operation Warm. He saw a group of children – coatless – huddled at a bus stop on a cold December morning. The sight led Dick to drive to a local department store and purchase every coat in stock. With the help of his local rotary club, those 58 coats were given directly to kids in need. This gesture of kindness inspired the creation of Operation Warm. The first 58 coats were purchased by one man, but the millions of coats since then have been a result of communities united, working together to improve the livelihood of children.

### Operation Warm Mission Statements:

#### WARMTH

Operation Warm creates brand new, high-quality coats for children in need, offering a child both physical and emotional warmth.

#### CONFIDENCE

The gift of a brand-new coat empowers children by sparking self-confidence in a way that second-hand clothing cannot. A new coat can help students attend school, socialize with their peers and play outside with pride.

#### HOPE

Many families living in poverty struggle to provide necessities like food, housing, clothing and child care. The gift of a brand-new coat offers hope to both children and their parents, reminding them there are those in their community that care about their well-being and future.



## MIDDLE SCHOOL

### Lifelong Learners at Brentwood Middle School

As the landscape of public education continues to change and evolve, it is essential that classroom teachers are prepared to meet the needs of 21st century learners. Teachers across school districts sharpen their skills by participating in professional development trainings, attending workshops, researching best practices, and pursuing advanced degrees. However, one activity that can often provide invaluable learning opportunities for classroom teachers is the ability to collaborate with their colleagues to share their expertise and learn from each other.

At Brentwood Middle School, the core subject teachers conduct “Peer Observations” of their content area colleagues. Each Math, English/Language Arts, Science, and Social Studies teacher at the middle school visits the classrooms of the other teachers in their department to observe lessons and share feedback. After the observations, the teachers may discuss topics such as specific instructional strategies, implementation of classroom routines, physical classroom environments, or tactics to motivate students to perform their best. In addition to individual discussions, the teachers are also able to identify the strategies and practices that they liked the most on a shared electronic document that is available for the entire teaching staff to view. By visiting other classrooms, the teachers can view instruction from a different perspective and reflect on their own practices.

Peer Observations are just one way that the teachers at Brentwood Middle School attempt to provide the best education possible to each one of their students!

## Middle School Computer Club Visits the Apple Store

The Middle School Computer Club, led by High School Computer Science Teacher, Mr. Chris Pierce, visited the Apple Store at South Hills Village Mall. There were 23 students that attended representing grades 6, 7, and 8. The students explored two coding apps while at the store; Swift Playgrounds and Sphero Edu. Swift Playgrounds is an app that instructs students to use Swift commands to tell Byte, the character, to move and collect gems along the puzzle's path. The students worked in small groups to write commands and move Byte across the puzzle world to collect the gems. Swift Playgrounds is an introductory app that teaches kids the Swift programming language in a fun and interactive way. The iPad app requires no previous coding knowledge or experience and is free in the App Store. The second app, Sphero Edu app required students had to utilize their blossoming coding skills to move a robotic ball around a predefined diagram on the store's floor. Students calculated the distance, direction, and time before running their code to stay on the lines of the diagram. Sphero Edu is a toolset that includes coding with 21st century skills as well as incorporating STEAM activities while using a robot. This app is available in the Google Play and Apple App Stores. This was a great opportunity for the Computer Club to have the exposure in computer programming and was enjoyed by all students.



## HIGH SCHOOL

### Technology Student Association Raising Money for Members

Students, teachers, and parents involved in the Technology Student Association (TSA) labored making homemade perogies that they sold to financially support their efforts for the program this school year. TSA is a national organization that engages students in science, technology, engineering and mathematics (STEM) through a series of competitions and events. Brentwood High School is a proud member of this organization. Currently there are 23 students who are members of the Brentwood High School Chapter of TSA. Brentwood students participate at the regional and state level in various competitions. Students can choose from an array of activities which include: technical problem solving, manufacturing, technology debate, Vex Robotics, fashion design and board game design. The goal of the organization is to provide students with activities that they can transfer to employment skills in the future. For example, every competition that a Brentwood student participates in they must have a resume prepared for the judges. The involvement in TSA fosters interest in technology related fields, but also aids students in preparing for the workforce. Brentwood High School TSA is self-funded and the money that is raised is used for registrations fees, materials and lodging for competitions. Please be on the lookout for future TSA fundraisers and consider lending your financial support to our students.



## Building Trades is a Growing Program at Steel Center for Career and Technical Education

Mr. Nolan Bergamasco has been the Building Trades instructor at Steel Center for CTE for the past nine years. He is passionate about his program and the opportunity that is available in the workforce for his students. Building Trades is one of the programs of study at Steel Center for CTE. It is a hands-on, skilled labor opportunity for students who want to work with their hands in a variety of industries. Students completing this program can work in commercial and industrial buildings, as well as homes. The students who are enrolled in this program are exposed to carpentry, millwork, plumbing, painting, glazing, electricity, plastering, welding, minor sheet metal work, concrete work, bricklaying, tile setting, hardware usage, heating, ventilation, waterproofing, roofing, and record keeping. Mr. Bergamasco is optimistic about the opportunities his students have for employment. Mr. Bergamasco stated, "Many of the people who are working in the trades now are Baby Boomers who are retiring. This is leaving a 'Skills Trade Gap' in the industry. As the supply of skilled employees decreases, the demand will increase, and the wages will follow the demand." He also mentioned that this trade is one that requires further education. Skilled labor is required to be knowledgeable in several areas and education is critical to



being trained and proficient to meet these requirements. His students have gone on to join the Carpenters Union, the Electricians Union, the Plumbers Union, and the Heavy Equipment Operators Union. Students who complete the building trades program can earn industry certificates such as the NOCTI Skills Testing Certification, Pennsylvania

Builder's Association Certification (PBA), OSHA-10 Hour Training CareerSafe, Fork Lift Certification and the NCCR Certification. Students who complete the program are well on their way to continue opportunities in this career field. One of the Brentwood students who took advantage of this opportunity is PJ Bruschi. PJ is a senior at Brentwood High School and has been in the Building Trades program at Steel Center for CTE since he was in tenth grade. PJ has worked very hard earning his industry certificates and this year he qualified for a cooperative education opportunity at Brookside Lumber in Bethel Park. PJ stated, "The Steel Center Cooperative Education Program is a great opportunity for students to take advantage of still being in school but working in a real job. It has been a very good decision for me." Steel Center for CTE partners with local business in the industries that are part of their career tracks. Students who excel in the areas can qualify to work in businesses within their career field. PJ Bruschi is one of the students who has taken advantage of this opportunity through Brookside Lumber to earn job experience, make connections in the field in which he was trained, and network with employers who may be hiring in the future. PJ is an example of the opportunities that are available to Building Trades students at Steel Center for CTE.

## Brentwood High School Welcomes KDKA and Presents Taking the Lead: Ford Driving Skills for Life

Brentwood High School was privileged to partner with KDKA television and present Taking the Lead: Ford Driving Skills for Life to all 11th and 12th grade students. The event was hosted by KDKA's Rick Dayton who serves as the member of the KDKA News team and is the host of Hometown High-Q. The program is a partnership between the Ford Motor Company Fund, Westfield Insurance, Governor's Highway Safety Association and Allegheny Pretrial Services.

The Ford Driving Skills for Life is a global initiative with hands-on events and education to provide newly licensed, inexperienced, teenage drivers with skills to improve their driving and make good decisions behind the wheel. Taking the Lead: Ford Driving Skills for Life (started in 2007 in Pittsburgh) is a comprehensive community initiative that features an exciting interactive website [DrivingSkillsForLife.com](http://DrivingSkillsForLife.com). The panel of experts provided information on: Hazard Recognition, Vehicle Handling, Speed Management and Space Management. Motor vehicle accidents are the biggest risk of death to teens in this age range. The purpose of the program is to educate and inform students of safe driving practices so that teens will be better drivers on the road. Brentwood High School was proud to be chosen by KDKA to present this program with the focus being on the student's health, safety, and wellbeing.



## AP Students Celebrate Accomplishments



Brentwood High School held a celebration to honor the students who scored a “3” or above on their AP exams during the 2017-2018 school year. Graduates as well as current students attended the celebratory breakfast. The AP teachers were also invited to honor the students and to be thanked for their hard work and instruction. The Brentwood Borough School District received a grant with the National Math and Science Initiative (NMSI) during the 2017-2018 school year. The grant supports STEM related education and fosters growth in the AP areas which are English, mathematics, science and computer science. Brentwood students were only responsible for half of the cost of the AP exams in these areas due to the NMSI grant. If students scored a “3” or better, they received a student incentive award from the grant.

All the past and present AP students were invited to attend the celebration held at the high school. Former and present students were presented with their awards from NMSI, and current students were encouraged with comments about the importance of their courses and taking the AP exams. We are very proud of the number of students earning awards and the encouragement that our current students received as they pursue their studies this year.

## ATHLETICS



Jared Thomas



Natalie Murrio, Brooke McQuillan, Sydney Gilchrist, Abby Wolf, Rebecca Dirling, Anna Betz

PHOTOS BY MR. JEFF HEALY



Emily O’Shea, Josh Gildea, Shannon Milius, Simon Accamando, Julianna Winkowski, Sean Way