



**Brentwood
Borough
School
District**



SUPERINTENDENT'S MESSAGE

BY DR. AMY M. BURCH

A top priority of the Brentwood Borough School District is the safety and security of the students. On June 2, 2018, Act 44 was passed by the Pennsylvania legislature and was designed to implement across Pennsylvania the following:

1. Identification of a safety and security coordinator in each school district.
2. Create a school safety and security committee within the Pennsylvania Commission on Crime and Delinquency (PCCD).
3. Expand the PA State Police's Risk and Vulnerability Assessment Team (RVAT) unit.
4. Establish mandatory school safety training for school entity employees.
5. Establish standards for school police, school resource officers, and school security guards.
6. Establish the Safe2SaySomething from the Attorney General's Office.

The Brentwood Borough School District was ahead of the curve in 2010 when we implemented a school police force, conducted risk assessments, and provided training to our teachers and staff. The District employed full-time school police officers, part-time officers, and security guards. Risk assessments were conducted, and recommendations were implemented district wide. The WeTip hotline was also initiated several years ago and offered our students, parents, teachers, and staff a way to report concerns. We worked collaboratively with our first responders and state emergency management teams. All of this was accomplished through collaboration of the Board of School Directors and the administration.

We are encouraged by the steps the PA legislature has taken to improve school safety but are concerned that the items listed in Act 44 will be unfunded mandates. A two-part grant was offered to all school districts, but of the \$52 million dollars available only \$25,000 will be guaranteed to districts that apply appropriately. The remaining money, estimated to be approximately \$42 million dollars was offered as a competitive grant. It leads to the question, "Which school districts will be able to improve school safety capabilities through this grant and which school districts will not?" It is our belief that all children deserve to feel safe and secure. If the PA legislature truly believes that our children must have new mandates to be safe at school, then they should approve the necessary funding.

We remain committed to the safety and security of our students. We will continue to refine our programs, policies, and procedures as our assessments recommend. Often parents ask how they can support the district. One way is to call our local representatives, Representative Harry Readshaw and Senator James Brewster and encourage them to support appropriately funding our district.

The Brentwood Borough School Board spends a lot of time outside of board meetings reviewing contracts, financial reports, resumés of applicants, policies and procedures, and personnel reports. We have a good relationship with the administration, so that when questions arise, they are answered quickly, and usually ahead of meetings. Board meetings, you might be surprised to learn move quickly at times for two reasons, one because most of our questions have already been answered, or two it's an item where the results maintain the status quo (there is a lot of routine business on the agendas).

Areas that require a lot of time invested in planning, review, and discussion are referred to committees where a small number of board members work with the superintendent and other administrators to find the best solutions for the district. An example of the use of a committee is during negotiations with the two unions representing teachers, professional employees, secretaries, paraprofessionals, custodians, maintenance workers, and cafeteria workers, and when negotiating with the administrative team. We have used committees to review policies and procedures, and for strategic planning. Currently, there is a very active committee working with architects, engineers, and financial consultants on moving forward with safety and security issues and badly needed capital improvements to our school buildings.

It may also come as a surprise that our school district is part owner of Steel Center for Career and Technical Education where a number of our students attend to learn skills in industries from computer technology to welding. In the 1960s, Brentwood joined with 10 other school districts to form a consortium, pooling our resources to provide excellent educational facilities and training



in our area. Board member, David Schaap is our representative to their Joint Operating Committee, which meets regularly like our district board, to oversee budgets, contracts, policies, and personnel.

Our district has always worked with other school districts to find joint solutions and cost-saving programs. This includes purchases ranging from electricity to busing to internet service. The South Hills Area School Districts Association (SHASDA) gives us an opportunity to network with other elected school board members from the South Hills. Board members, Gary Topolosky and Donna Werner regularly attend SHASDA monthly meetings to learn about the various facets of education and changes coming ahead.

Clearly, being elected to the school board means more than showing up at two to three meetings a month, and it's this work that helps sustain and improve our district for the students in K-12 now, but also for the students yet to come to Brentwood.

DISTRICT NEWS

The Brentwood Borough School District has joined forces with Precision HR Solutions, Inc. to secure substitute services for teachers, paraprofessionals, secretaries, nurses, custodians and food service. If you are interested in substituting in the

Brentwood Borough School District, please contact Paul Broman, Talent Acquisition Manager at Precision HR Solutions, Inc. via email at pbroman@PrecisionHR.net or by phone at 412-226-0770. You can also explore the website at www.precisionhr.net.

Emergency Delays or Cancellations

In the event of a change in the school calendar due to inclement weather or emergency situations, necessary information for parents and students will be provided on the following television and radio stations:

TV STATIONS		RADIO STATIONS	
KDKA	(Channel 2)	KDKA	(1020 AM)
WTAE	(Channel 4)	FROGGY	(104.3 FM)
WPXI	(Channel 11)		

In addition, the district notification system will continue to be used to contact homes in the event of school delays or school closures. For the district notification system to work efficiently, updated contact information is a must and should be submitted to your child's school office. Or just follow the Superintendent on Twitter @AmyMBurchDEd for closings and delays.

Every effort will be made for all schools to remain open as originally scheduled on the school calendar. To reduce the number of days the schools may be closed due to inclement weather or emergency situations, delayed starting times will be used when conditions allow. On days when delayed starting times are used, all schools will begin at 10:00 a.m. unless otherwise noted in television, radio, or district announcements.

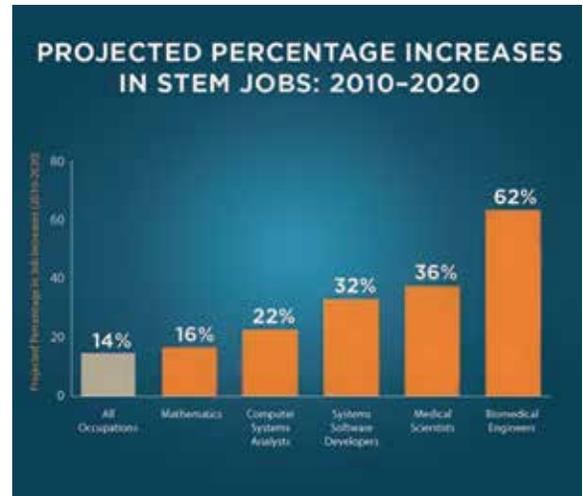


Brentwood Borough School District

Brentwood Educators and Corporations Partnership for STEM Learning

As we prepare our students for their future careers, educators are tasked with the goal of understanding the relevance of our current teachings in relation to futuristic assumptions of career readiness. While this is an exciting challenge, it is one that requires a great deal of collaboration and responsiveness. With that said, the Brentwood Borough School District will be partnering with the Allegheny Intermediate Unit Math & Science Collaborative on a grant-funded workforce opportunity. Educators and Corporations: Partnership for STEM Learning (ECP), funded through the Pennsylvania Department of Labor & Industry, will allow a team of Brentwood educators to witness real-life examples of how mathematics, literacy, and science and engineering practices featured in the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the International Standards for Technology Education (ISTE) are utilized in the workplace. Through this year-long partnership, teachers and administrators will take part in immersive experiences that will provide them with the awareness and tools to prepare our Brentwood students for a future in the 21st century.

In addition, corporations will become more familiar with the current K-12 STEM education and deepen their understandings of the critical educational shifts underway. The ultimate goal of the program is to build sustainable partnerships between our school district and local corporations to ensure our students are provided STEM-rich learning environments that prepare them for their potential future careers. We understand that by providing all of our students with the essential skills and knowledge needed to be prepared for STEM-related college majors and/or careers will enhance their chances for future success.



Brentwood Borough School District: 2018-2019 AIU Catalyst STEAM Grant Recipient

Throughout the past few years, the Brentwood Borough School District has worked closely with the AIU and code.org to navigate the world of computer science and develop a plan for continued implementation at every level K-12. Approximately three years ago, teachers in the district developed our Imagination Station 4 Innovation (IS4I) which is a "makerspace on wheels" where creativity can come to life by incorporating technology and innovation across all disciplines. As we continue to integrate the IS4I program into both elementary buildings, we have also identified the need to grow our



secondary program. With the help of code.org and their intensive trainings, we have incorporated both Computer Science Discoveries and AP Computer Science Principles courses into our curriculum this school year. To support the integration of a computer science curricular strand, the district has received funding from the Grable and Hillman Foundations through the Allegheny Intermediate Unit's Transformed STEAM (Science, Technology, Engineering, the Arts, and Mathematics) Catalyst Grant of \$16,500. To be a recipient of the grant, one's project must demonstrate a commitment to creativity, contextual thinking, and other aptitudes deemed critical to college and career readiness. The funding will give us the ability to purchase materials and technology that will support the computer science curriculum and teacher professional development.

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The Class of 1968 Gives Back to the Class of 2019

Annually, the Brentwood Borough School District and Brentwood High School is contacted by past graduates who are hosting reunions. The time spans from 10 to 50 years of Brentwood High School graduates who wish to stay in touch with each other. Reunions are a time of sharing, remembering and giving.

This past summer the Brentwood High School Class of 1968 hosted their 50th Class reunion. The alumni with their spouses and significant others had a wonderful weekend which included a tour of Brentwood High School. The Class of 1968 was so touched with their return home that they graciously donated over \$2,000.00, to be awarded to seniors in the Class of 2019. The money donated will be used as a one-time scholarship to help the next generation of Spartans as they start their post-secondary careers.

Acts of kindness like this make being a Brentwood Spartan special. The years may pass, we go our separate ways, but we remain one community no matter where we live. Brentwood is always home. The Class of 2019 would like to thank the Class of 1968 for their generous donation and wish them the best at their 55th and 60th class reunion.



German Career Day

Brentwood German Students were recently invited to the University of Pittsburgh for "Career Booster Day," which was organized in collaboration with the Goethe-Institut. Representatives from German universities and the German Academic Exchange Service (DAAD) also participated. Both high school students and college students from around the region were in attendance. The students attended seminars such as "Applying for Jobs in Germany" and "Engineering Programs in Germany." The event was inspiring and provided much information about the many opportunities available to German students.

Why Learn a Foreign Language? You Might Win a Fulbright Scholarship!



Victoria Healy is a 2013 graduate of Brentwood High School. As a high school student, she fell in love with the German language and became a passionate student of this foreign language. In Victoria's senior year, she hosted students from Germany who stayed in Brentwood, and they hosted Victoria in the same summer. Victoria could not say enough about her time at Brentwood High School and Mrs. Hebestreit, better known

as "Frau," who is the middle/high school German teacher. Her time at Brentwood High School grew her love of the German language and German culture.

Upon graduation, Victoria attended Duquesne University for two years, and then transferred to Washington and Jefferson College. While she was at Washington and Jefferson College, she attended Ludwig Maximilian University in Munich, Germany as part of a study abroad program. She spent thirteen months there and all her instruction was in German. She majored in German and International Business where she earned her Bachelor of Arts degree in May of 2018. A German professor at the college suggested that Victoria apply for the Fulbright Scholarship.

J. William Fulbright was an American politician in the 20th Century and his career in politics lasted over thirty years. He was regarded for his contribution to international affairs and was the longest serving chairman of the Senate Foreign Relations Committee. J. William Fulbright had profound influence on America's foreign policy. The Fulbright Scholarship, which is named in his honor, is a competitive grant that roughly 1,600 students a year qualify for in the United States. This grant has a difficult application process and is very exclusive to those who are rewarded with a grant.

Victoria won the grant and will be using it to teach English at two different high schools in Nuremburg, Germany. She will be teaching from August through June of 2019. She will be sharing her knowledge of English with these high school students as well as what life is like in Western Pennsylvania, especially Brentwood. Victoria was excited to have won the Fulbright Scholarship and anxious to get started on the next leg of her journey. When she was asked if she had any advice for current Brentwood students she responded by saying, "Add a foreign language to whatever you study, or whatever degree you are working towards. Having a second language is a competitive edge in today's global market." This is certainly great advice and we wish Victoria the best on her use of the Fulbright Scholarship.



Brentwood students get the opportunity to view an open heart surgery

By Ashley Klein, 11th grade student

It wasn't your typical field trip. Instead of waiting for a docent in a museum or a professor on campus, students arrived at the Allegheny General Hospital (AGH), and waited while the patient was prepped properly for surgery. The students were escorted to observation room which contained benches encompassed by the glass dome to observe the surgeon operate.

The field trip organized by Mrs. Maureen Anderson, the district's gifted education teacher, enabled students interested in pursuing a career in the medical field to the AGH Cardiovascular Institute watch the open-heart surgery.

Lindsey Hollabaugh, Assistant Coordinator of the Open Heart Observation Program at Allegheny General Hospital, acted as the students' guide for the day, explaining in detail the steps of the procedure, tools used, and the medical background and job description of all of the people in the operating room.

"It's really important to figure out what you want to do after high school. For high school students, this experience can be monumental in helping to reach the decision that, Yeah, I definitely want to be in the medical field. I love this, or it can be No way, I thought it was going to be like this, but I ended up hating it. I hate the blood I don't want to do this," said Hollabaugh.

"I think that it is beneficial to give the students information so they can understand the process a little better. And also, it's good because they learn that it's not what it's like on TV. It's very controlled and things tend to go really well and it's definitely not like an episode of Grey's Anatomy. I think it's good for students to see that it's just normal everyday life for the surgeon," said Hollabaugh.

Students were able to ask questions and get to know about everything that happens during a real surgery, from the positions of the staff in the room to the recovery time after the surgery.

"It was everything I expected and more. While looking through the observation dome, countless medical instruments and machines were visible. I never imagined that many implements would be used in a surgery like this," said Junior Aiden Hoffman.

“Growth Mindset at Brentwood Middle School”

The concept of developing a “growth mindset” among students has been a primary focus in the Brentwood Borough School District over the past couple of years. This concept is visible at Brentwood Middle School in various ways.

One of the ways that teachers at Brentwood Middle School promote a growth mindset among their students is through the continual implementation of formative assessments in the classroom. Formative assessments can be described as small formal and informal strategies used to monitor student learning and to check for student understanding. These assessments help the teachers to identify which concepts and skills students have mastered and where they may still need additional assistance.

In addition to daily classroom instructional activities, middle school students also take an online assessment called Measures of Academic Progress (MAP) in Math, Reading, and Science three times each year (fall, winter, and spring). The MAP assessment is unique to each child as the questions become more difficult as the student answers correctly, and become a bit easier if the student answers incorrectly. The results of the MAP assessments help to demonstrate student academic growth throughout the year and assist the teachers in making informed decisions regarding classroom instruction and curricular objectives. Teachers meet with students individually to discuss the MAP results and plan for student academic success.

The teaching staff at Brentwood Middle School is excited to watch our students “grow” throughout the school year!



PTSS Educational Donation to Brentwood Middle School

The Brentwood Middle School parent organization (PTSS) recently made a substantial educational donation of \$1800 to the middle school. This donation was possible due to the hard work and fundraising efforts of the PTSS executive board and parent volunteers.

The educational donation will be used to help provide “authentic learning experiences” to the middle school students throughout the school year, allowing students to apply what they learn in class to real world issues, problems, or situations that are meaningful and connect them to the world outside of the school.

The first purchase that was made with funds from the educational donation was a Sphero robot which will be used by the middle school Computer Club to allow students to have opportunities in the area of computer programming.

The middle school staff and administration would like to thank the PTSS for their generous donation!



Middle School 8th Grade Field Trip to Lutherlyn Camp

Students from the Brentwood Middle School traveled to Lutherlyn Camp in Butler for the annual eighth grade field trip. Before the field trip, students were randomly separated into five groups, with each group having about twenty students. Throughout the day, groups took part in various team-building activities that challenged students both physically and mentally. Students needed to brainstorm ideas and then work together to execute their plan. They also needed to problem solve if any difficulties arose throughout the task. Our eighth graders saw first-hand the importance of cooperation, communication, leadership, perseverance and teamwork. The experience was not only an enjoyable day out of the classroom for students but also a wonderful and meaningful learning experience! Each year, for many students, this field trip serves as one of the highlights of their final year in middle school!

Teachers Dr. Hite, Mrs. Nystrom, Mr. Vaccaro, Mrs. Hubsch and Mrs. Golvash as well as the school nurse, Mrs. Greer and paraprofessional, Mrs. Monahan coordinated this field trip and accompanied the students to Lutherlyn as chaperones.

Winter Happenings at Moore Elementary!

With the excitement of winter break soon upon the students and staff, Moore Elementary has several exciting events coming in the month of December. Please be sure to check the building's webpage for the most up-to-date information regarding the winter events.

NEW WINTER CLOTHING AND TOY DRIVE

This year, Mrs. Schubert's annual collection for the local food pantry will focus on gathering new toys and new hats, gloves, and gear for the falling temperatures. These items will be given to the food pantry and will benefit our community.

WINTER CONCERT

The winter concert will take place on Tuesday, December 18, 2018. Once again there will be two shows. The morning show is suggested for families whose children have last names that begin with the letters A through M. The afternoon show is suggested for families who children have last names that begin with the letters N through Z. Students are asked to remain in school until dismissal so that they can fully participate in both performances.

MIDDLE OF THE YEAR TESTING

During the first two weeks of December all students in kindergarten through fifth grade will take mid-year benchmark tests. Tests will be administered in both reading and mathematics. After all students have tested, teachers will meet to review testing results and adjust instructional groups. Group adjustments may affect kindergarten and first grade reading rooms as well as flexible groups in second through fifth grade. Finally, test results will be sent home with students in the New Year.

PUMPKIN CARVING

Pumpkin carving is a longstanding tradition in most homes in the United States. Kids watch their parents create spooky orange faces until they are old enough to wield the knife themselves. Social media platforms are filled with pictures of proud children displaying their gap-toothed creations. It is natural that a great way to get kids to write a sequenced paragraph is by asking them to write the steps of carving a Jack-o-Lantern. At Moore Elementary School, the third grade students did just that.

For students whose families are new to the United States, this simplistic writing task is a gargantuan feat. Most of the English Language Learners (ELLs) at Moore had never seen a pumpkin in person let alone carved one. When asked about carving pumpkins, many of them were confused as to why we light-up gouged gourds in the first place. There were many ways to answer their questions- picture books, YouTube videos, pictures. But, this seemed like the perfect time for a hands-on lesson.

Dr. Betler, Moore School Principal, agreed to be the guest pumpkin carver for the third and fourth grade ELL students. They had many questions and Dr. Betler patiently answered them as she walked them through the messy steps of pumpkin carving. The students took notes and took turns reaching into the cavity to remove the "pumpkin guts." Once the classroom Jack-o-Lantern was finished, the seeds were roasted and shared. With a newfound understanding of an American tradition, the students sat down to write excellent how-to paragraphs that were hung with pride in the hallway. Thanks, Dr. Betler, for kicking off our Halloween season!



Moore Elementary's Student Assistance Program

The goal of the Student Assistance Program (SAP) is to help students overcome barriers to their learning. For the purposes of the SAP program those barriers are defined as being non-academic in nature. Some examples of learning barriers that are addressed in the SAP program are death of a pet or loved one, parental or family separations, social problems or mental health concerns. The first step in the SAP process is for a referral to a SAP team member. At Moore the members of the SAP team include Mrs. Girone, Ms. Rodriguez, Mrs. Wilson, Mrs. Steigerwald, Ms. Rebholz, Mrs. Ziegler, Dr. Betler, and Dr. Winiarski. After students have been referred to the SAP program the team gathers information and may recommend a screening by a SAP liaison. After obtaining permission from a parent or guardian the SAP liaison will meet with a student and follow-up with the parent or guardian with their recommendations. Recommendations may include school-based or outside of school services. Parents and guardians are key members of the SAP process. Students will not receive in-school services without parental permission. Students can enter and exit the SAP program at any time. If your child is experiencing a difficulty and you think they may benefit from participation in the SAP program, please contact the school to speak with one of the SAP team members!

National Bullying Prevention Month

Mrs. Barbara Pagan, Elroy Principal

RECOGNIZING BULLYING

In his book, *Bullying at School: What We Know and What We Can Do*, Dan Olweus, creator of the Olweus Bullying Prevention Program, defines bullying as:

“A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself.”

This definition includes three important components:

1. Bullying involves an imbalance of power or strength.
2. Bullying involves a pattern of behavior repeated over time.
3. Bullying is aggressive behavior that involves unwanted, negative actions.

BULLYING IS NOT TEASING

Although, it might be hard to tell the difference between playful teasing and bullying there is a distinct difference. Usually, teasing involves friends who play together in a way that seems fun to all the people involved. Often they tease each other equally, but it never involves physical or emotional abuse.

WHY STUDENTS BULLY

Information about bullying suggests that there are three interrelated reasons why students bully.

1. Students who bully have strong needs for power and (negative) dominance.
2. Students who bully find satisfaction in causing injury and suffering to other students.
3. Students who bully are often rewarded in some way for their behavior with material or psychological rewards.

WHAT CAN I DO IF I THINK MY CHILD IS BEING BULLIED?

If you think your child is being bullied:

- a. Share your concerns with your child’s teacher. They have been trained in how to deal with bullying situations so the bullying will stop. They will take your concerns seriously.
- b. Talk with your child. Tell him/her that you are concerned and ask some questions.
- c. Try to find out more about your child’s school life in general. If your child is being bullied, he or she may be afraid or embarrassed to tell you. Here are some questions you could ask:
 - Do you have any special friends at school this year? Who are they?
 - Who do you sit with at lunch?
 - Are there any students at school you really don’t like? Why don’t you like them?

SPECIAL EDUCATION NEWS

Brentwood Welcomes New Students: New Program Increase Capacity to Educate Students with Disabilities in their Neighborhood School

It’s a milestone like no other: That moment when parents watch their children head off to kindergarten. In the realm of childhood milestones, starting kindergarten is up there with taking first steps and saying first words. Parents have been waiting and preparing for this day for five years. The excitement of walking their child to their neighborhood school and watching him/her walk through the front doors to begin their 13 year educational journey - greeted by teachers who may have taught their older children, watching their child play on the playground with the other kids from their neighborhood as well as new friends they make throughout the day. The experience produces so much emotion in moms and dads that they’re often not sure how to react. Should they cry or celebrate? That has been the experience of so many parents in the Brentwood Borough School District over the past years, but this year it was the first-time experience for a group of parents of children with intellectual disabilities who started at Elroy Elementary School.

Up until the current school year, the Brentwood School District had sent students with significant developmental disabilities to neighboring school districts to receive their needed educational programs. The district did not have the internal resources to support students who needed a Life Skills Support program. The

district had partnered with schools like the Mon Valley School operated by the Allegheny Intermediate Unit, Keystone Oaks or Bethel Park School Districts, or Wesley Spectrum to provide educational programming to students with these types of needs. This would often mean a longer bus ride to and from school for each of these students as well as not knowing any other student in their classroom because each student came from their own neighborhood. Each district who sent students to these programs incurred costs for tuition as well as transportation to these programs.

Districts are always trying to build internal capacity to meet the needs of all learners, so Brentwood School District decided to investigate the possibility of developing a Life Skills Support program within our neighborhood schools. A series of events started to unfold in February 2018 that would contribute to the district’s decision to open this classroom. February marks the beginning of transition meetings for families of preschool students with disabilities. These required transition meetings allow the families the opportunity to share information about their child between the preschool Early Intervention programs and the school-age district staff. Sharing this information with

Continued on next page >

the district several months before the student enters kindergarten allows the district to evaluate and plan for supports that the child needs in order to be successful. This process is also done so that students have no gaps in his/her educational program and the transition from preschool to kindergarten is seamless for students with disabilities.

During these transition meetings in February the district received information that several students with intellectual and developmental disabilities would be kindergarten age by the start of the 2018/19 school year. Through review of these students' evaluations and preschool IEPs, it was evident that they would need a great deal of support and would benefit from a more functional Life Skills program.

Life Skills Support is one of nine programs of support outlined in Chapter 14 of the PA School Code. Life Skills Support is defined in the PA School Code as a program that provides students with a disability who require services primarily in the areas of academic, functional or vocational skills necessary for independent living. Young students in these programs typically require extensive supports in the areas of communication, socialization, functional academics, and fine/gross motor development.

February is also an important month in the budgetary planning process for the upcoming school year. Budgetary calculations were projected for costs the district would incur if we were to continue sending these young incoming kindergartners to programs outside of the district. Calculations were also projected for costs the district would incur if the district was to open its own Life Skills Support programming. The Board of School Directors made the decision to open a classroom and gave approval to hire and train new staff, purchase new curricular material, and develop a developmentally-appropriate classroom space. The district received approval from the Pennsylvania Department of Education to open a Life Skills classroom in May 2018.

The district received and reviewed many applications for the two available positions-classroom teacher and classroom paraprofessional and made the decision to hire Ms. Taylor Kortze and Mr. Andrew Simpson. Ms. Kortze came to Brentwood from Pace School where she was employed as a special education teacher, working with students who had behavioral challenges. She also has experience as a cast member at Walt Disney World's Bibbidi-Bobbidi Boutique. Mr. Simpson accepted the position of classroom paraprofessional and he has been working in the district as an elementary substitute teacher. Mr. Simpson is currently finishing his Master's degree in special education at Chatham University. The district is proud to have these two educators as part of our faculty.

Classroom space at both elementary schools is at a premium and the district made the decision to develop the new classroom at Elroy Avenue Elementary due to the fact that the majority of students who would be attending this classroom live in the vicinity of that elementary school. As the district is moving toward utilization of mobile technology labs in the schools, the decision was made to convert a technology classroom into the new Life Skills classroom. Computers were removed from the classroom and redistributed throughout the district as possible and computer tables were switched out for kindergarten-sized student desks and chairs.

The Laura Hoover "Its All Good Foundation" (www.lhiagf.org) offered a donation to commission an up-and-coming artist to

paint a mural in the classroom to brighten the atmosphere.

The "Its All Good Foundation" is a non-profit that was set up in remembrance and tribute to Laura Hoover and funds projects supporting non-traditional education using an 'outside the box' approach to learning. The Foundation commissioned Ms. Anika Ignozzi to paint the mural. Ms. Ignozzi is a local artist who has developed her own clothing

line called Ooh baby! and her work can be seen in Pittsburgh's Strip District. She describes her work as conversation pieces that create positive dialogue between loved ones, strangers, and the inbetweens. It is here to brighten all days and bring self criticism to a halt. Ms. Ignozzi painted a colorful and fanciful landscape on the classroom's 8-foot wall. The painting captures every person's attention immediately upon entering the classroom. The Foundation also donated developmentally appropriate toys, sensory items, and two iPads for students use.

The district continued its partnership with Allegheny Intermediate Unit to provide services to our new students in this classroom, including: Speech and Language Support, Occupational Therapy, Physical Therapy, Assistive Technology, and Hearing/ Vision Support.

Once everything was in place we waited anxiously for the students to arrive on the first day of school. There was some anxiety...both from the new students and their parents, but they were welcomed whole-heartedly into their new school. Parents were a little hesitant to say good-bye to their little ones, but after lots of hugs and kisses, the young students took our hands and entered the classroom. The first few days were spent getting to know each other and learning classroom expectations.

"I was there to greet students and parents on the first day of school and spent the first two days in the classroom making sure things went well and students were comfortable. I have to admit I was a little nervous at first because the students were slow to warm up to staff and each other. I returned to the classroom two weeks later to find a completely different climate where students were playing with each other, referring to each other as "Friend", and participating in the typical kindergarten classroom procedures as a group" said Chris Winiarski, Director of Special Education. Parents, too, are very pleased with their children's progress. One mom admitted that she was very worried about her son starting kindergarten and was afraid that his level of fear and anxiety coupled with his communication difficulties would interfere with his success in school. That same mom shared that she is so happy with her son's progress in this program that she has actually shed tears of pride and relief.



Anika Ignozzi takes a break from developing her clothing line to paint the mural and brighten up the new Life Skills Support classroom

Brentwood Borough School District... There's an app for that

Brentwood Borough School District introduces the launch of the Brentwood Borough School District app by esv2go which is now available for iOS, Android, and Windows devices. The app enables parents, students, faculty and staff with the ability to stay connected and informed about what's happening at Brentwood Borough School District. Administrators can now easily promote unified messaging through cross platform communications to the app, via push notifications.

The Brentwood Borough School District app by esv2go is free and provides parents with quick access to everything school-related including calendars, directions to events, contact information for teachers and administrators, important documents, cafeteria menus, and more. Brentwood Borough School District is going to be much more advanced with the addition of the Brentwood Borough School District app by the award-winning esv2go.

Go to <http://siap.ps/eeeba3> to download the Brentwood Borough School District app by esv2go today!

ATHLETICS



Front row (left to right) - Michelle Barton, Salina Thapa, Daniella Rullo, Hannah Sayre, Julianna Winkowski

Back row (left to right) - Thomas Hayden, Adam Czerniejewski, Logan Staude, Alex Pahler, Andrew Smith, Aaron Luppe



Left to right - Brooke McQuillan, Quintasia Streeter, Shannon Milius, Angela Sacco



Left to right - Rebecca Dirling, Noah Luther, Brandon Griener. Missing from the photo is Julianna Winkowski.



Left to right - Salina Thapa (manager), Thomas Hayden, Gabriel Schwerer, Aidan Barker, Courtney Cillo



Left to right - Nick Czerwien, Tom Clibbens, Jared Thomas, Andrew Wilson, Noah Green



Left to right - Quintasia Streeter, Maria Nguyen, Brooke McQuillan, Abby Wolf, Natalie Murrio, Anna Betz



Front row (left to right) - Adam Czerniejewski, Andrew Smith, Simon Accamando, Suren Poudyel
Back row (left to right) - Nick DiNardo, Sean Way, Biren Biswa, Dominic Dudiak, Ramesh Bista

