For 36 years, I have had the privilege and honor to work in public education. During that time, public education has faced its challenges and attacks. However, I do not recall a time when the attacks have been as great as they are today. Those attacks include substantial cuts in state funding, efforts to direct resources away from students, and inaccurate claims that public education is failing. At its January 23, 2012, General Purpose Meeting, the Board of Directors approved the Stand Up for Public Education resolution. Stand Up for Public Education is an initiative of the Pennsylvania School Boards Association (PSBA) to share the good news of public education.

How much do you know about the successes of public education in the Commonwealth of Pennsylvania? To answer that question, PSBA has provided the following information:

- Pennsylvania has made eight straight years of improvements in student achievement in math and reading. More than three-quarters of Pennsylvania students are now on grade level based on the Pennsylvania System of School Assessment (PSSA) scores in math and nearly three-quarters in reading.
- Pennsylvania was ranked seventh among states for K-12 student achievement and ninth overall, according to a new national report released by Education Week magazine titled “Quality Counts 2011: Uncertain Forecast – Education Adjusts to a New Economic Reality.”
- Pennsylvania was recognized by the non-partisan Center on Education Policy as the only state in the nation to make significant progress boosting achievement in all subjects and grade levels between 2002 and 2008.
- The number of Pennsylvania public high school students taking and testing in an Advanced Placement course continues to increase each year.
- According to the Pennsylvania Department of Education’s 2008-2009 School Safety Report, an overwhelming majority of Pennsylvania’s students attend safe schools, and schools overall are becoming safer.
- 94% of all school districts, and 75% of all schools in Pennsylvania, achieved Adequate Yearly Progress (AYP) for the 2010-11 school year.
- 180 schools that failed to achieve AYP for the 2008-09 school year, as well as five school districts, advanced to Making Progress status for 2009-10.
- Pennsylvania public schools are credited with a 90% graduation rate for 2009-10.
- 75% of all students in the state scored at a proficient or advanced level in math on the PSSA test for that year, while 72% of all students performed at a proficient or advanced level in reading. These numbers are well ahead of the goals of 56% and 63% respectively for math and reading that were in place for the 2010 school year.
- 72.6% of Pennsylvania graduates are college bound for 2009-10 (95,380 students).
- 68.1% of Pennsylvania graduates were headed to two- or four-year colleges or universities for 2009-10.

Public education has always been considered the backbone of our American democracy. If you are a product of public education, I would encourage you to join me and “Stand Up for Public Education” by sharing your own personal successes with others.

Ronald W. Dufalla, Ph.D.
Superintendent of Schools
The Pennsylvania School Boards Association (PSBA) recently honored Richard Briner of the Brentwood Borough School Board for his volunteer service to the local community. Mr. Briner has served as a school director for eight years. Since 1983, the PSBA has recognized the contributions of dedicated local school directors with long-term service through the Honor Roll of School Board Service. According to PSBA president Marianne L. Neel, school directors are continually spending more of their personal time on school-related activities with 54% of them devoting 16 hours or more a month to school board business. She further noted that on the average, these individuals put in about two-and-a-half working days per month of nonpaid, volunteer service as school directors. The Honor Roll is the association’s way of saying “thank you” to those individuals who exemplify leadership and dedication, giving unselfishly to their communities, students, and the public schools. Their efforts, along with those of their fellow board members, reflect their dedication to giving children the opportunity to gain knowledge through the best educational system possible.

Kindergarten registration for the 2012-2013 school year will be held March 26-28. Registration packets may be completed from 7 to 8 a.m., 9 to 11 a.m., and from 1:00 to 3:00 p.m. during the registration period.

Children must be five years old on or before September 30, 2012, to enroll in kindergarten.

According to school district policy, placement of kindergarten students will be made using the attendance zones established by the school district as a guideline. Parents must register kindergarten students at the school they will attend. The school administrators will make final assignments.

Parents must bring the child’s birth certificate, immunization records and any other pertinent health information to registration. Parents must also provide proofs of residency, which may include a valid lease or mortgage agreement and a current utility bill with the parent’s name and address imprinted upon it. The child need not be present. Parents should be prepared to complete all forms at the time of registration.

Parents may download kindergarten registration forms from the school district’s website to complete in advance. Registration materials may be accessed at www.brentwoodpgh.k12.pa.us. You may download and complete the forms at any time but we will not accept them until March 26. Parents must still bring the required forms, along with original birth certificate, immunization records, and proofs of residency, to the school office in person during the registration period.

Once registration packets are submitted, new kindergarten registrants will be scheduled for a readiness screening between April 30 and May 3.

We will hold kindergarten orientation sessions for parents and students in each elementary school on Tuesday, April 24, at 1 p.m. At that time, you may visit the kindergarten classrooms.
Young Artists Contribute to Mural

Through a grant provided by the Grable Foundation, 748 students from 42 school districts participated in the creation of a 20-foot mural that is permanently installed in the lobby of the Allegheny Intermediate Unit located at the Waterfront in Homestead. Over a three-week period during the fall, artists Laura Jean McLaughlin and Bob Ziller worked with the students to graphically depict what public education meant to them while at the same time emphasizing the importance of art education and the imagination of children. Brentwood students involved in the creation of the mural included Abby Balkovec, Morgan Dryburgh, Josephine Hernandez, Derrick Hogue, Scarlett Hotalen, Liz Kazmierczak, Sydney Luther, Katie Murano, Brianna Paul, Christian Reinhardt, and Shelby Sorochman.

Each year the Brentwood Borough School District receives federal funds to operate programs in the schools. The grants are awarded through funding formulas established by the Pennsylvania Department of Education using federal guidelines under the No Child Left Behind Act of 2001.

The largest federal allocation the district receives is for Title I services. Title I provides funding to local school districts to operate programs for educationally disadvantaged students. Though the amount of funds set aside for a local educational agency is derived from the number of economically disadvantaged families living in a district, any student who meets eligibility requirements may participate in Title I funded programs. In Brentwood, Title I funds are used to operate an early intervention reading program for eligible kindergarten, first, second, and third grade students. In addition, the school district contracts with the Allegheny Intermediate Unit to provide an equitable share of Title I services to eligible nonpublic school students. In 2011-2012, the Brentwood Borough School District received a Title I, Part A allocation of $201,288 to operate these programs.

Title II, Part A provides allocated funds to allow schools to reduce class size in the elementary schools. This year the Brentwood Borough School District received an entitlement of $38,675 to reduce class sizes at Elroy School.

Questions regarding federal programs may be directed to Mr. Robert P. Monaghan, federal programs coordinator (monaghanr@brentwoodpgh.k12.pa.us).
During the week of November 28, 2011, students at Elroy Elementary School showed their support for the Brentwood Food Bank. Each day of the week two grades brought in their donations. Friday was a day for all to bring in donations to encourage students to get their grade level ahead. In first place was kindergarten with 200 cans of food and boxed goods. A close second was won by fourth grade with 199 cans of food and boxed goods. Third place went to fifth grade with 166 items donated, and in fourth place was third grade with 169 items. First and second grades gave it a good try with 139 and 156 items donated respectfully. The winning grade level received a popcorn treat from the Elroy PTA.

In all, the students of Elroy donated 1,029 cans of food and boxed goods to the Brentwood Food Bank. It was great for students to come together and support families in Brentwood during the holiday season.

First grade in room 202 at Elroy Elementary School sent a special thank you to the 8th Force Support Squadron, United States Air Force, in the form of handmade holiday cards. This squadron was special to the class, because SSgt. Christopher Haines, a member of this squadron, is the father of one of the students, Alana Haines. SSgt. Haines was in Kunan, South Korea, serving his country.

Students worked for a week on their cards, using pictures and verses that were cut from cards given by their teacher, Amy Smith. A thank-you message was written in each card, along with drawings of the students.

As a thank-you for their thoughtfulness, SSgt. Haines sent the class some items from South Korea. He sent enough Won, Korean money, in the form of bills and coins, for each student and Korean peanuts, candy and cookies. Two special gifts also sent were a piece of wire fence from the Korean Demilitarized Zone in a frame and four of SSgt. Haines’ squadron coins. These coins mean a lot to men and women in the Air Force and are a tradition to receive when you become a member of a squadron.

The class enjoyed writing to Alana’s father and receiving his South Korean mementos.
“Without will power, we would not be motivated, and being motivated takes us to new places.” This was a response from an 8th grade student at Brentwood Borough School District when given the statement: “Your ‘I will’ is stronger than your IQ.” The writing prompt was an introductory activity to a short story titled Flowers for Algernon, by Daniel Keyes, which was read as a part of the Language Arts curriculum in 8th grade. The story is about an intellectually impaired 37-year-old man named Charlie Gordon who is chosen to participate in an experiment that will boost his IQ of 68 to over 200. The students read and grappled with issues such as: individual vs. society, peer relationships, kindness, intellectual ability, and scientific intervention.

At the conclusion of the story, the 8th grade students participated in an interdisciplinary activity day. During the short story, the main character, Charlie, has to undergo testing in order to be eligible to participate in the experiment. Part of his testing included racing a mouse, Algernon, in a maze. Charlie was given a paper copy of the maze, while Algernon was actually in the maze. For the beginning part of the interdisciplinary day, the 8th grade students had to work in teams of three or four to create a maze that a marble would go through. The students used scientific and mathematical concepts, as well as artistic skills, to construct a maze. The top three groups that had the marble stay in the maze the longest, and the top three groups for artistic creativity relating to the story, were rewarded in the second part of the day.

After eating lunch at the Civic Center in the Brentwood Borough Park, the students were sent on a scavenger hunt race. This activity, designed by 8th grade teachers last year and revised a bit this year, was inspired by the television shows “The Amazing Race” and “A Minute to Win It.” The six winning groups from the morning activities were permitted to begin earlier than the rest of the remaining 17 groups. Each group had to work as a team to complete tasks in different locations outside of Brentwood Middle/High School, and throughout Brentwood Park. The tasks were designed with the short story in mind. Students were able to relate to Charlie Gordon throughout the activities. Some activities included: “Finding Algernon” where each group had to find their “Algernon” which was hidden throughout the area, “Dueling Doctors” where the students had to work as a team to get across the practice field on walking beams, and “Birthday Memory Board” where students’ memories were tested after viewing birthday gifts for 45 seconds. Each group had to complete nine stations as they were racing against the other groups and the clock. The winning group members received gift cards to Caribou Coffee or GameStop.

The day was successful in that students related to the main character of the story, examined how all subjects can tie together, worked on building peer relationships, and completed tasks as a team—not individually. According to a sample of student responses from the introductory activity (“It doesn’t matter how smart you are, because you don’t have to be smart to make the right decisions,” and “This taught me to always believe that I can do something”), the proof was in the ending.
Brentwood Middle School Makes a Difference

The students, teachers and staff of Brentwood Middle School (BMS) really “practice what they preach!” Through their weekly advisory/character education program, they have been able to make a difference in their community while learning important character traits such as pride, respect, cooperation, thankfulness and generosity. In addition to weekly lessons, classroom activities, and bi-monthly door decorating contests, BMS students, teachers and staff complete a variety of service projects to “put into action” what they are learning.

In October, students worked together to make “ghostie” lollipops with messages for the patients of Children’s Hospital. More than 300 ghostie lollipops were delivered to the hospital for the children to enjoy around Halloween time! Some advisory classes, inspired by the Thanksgiving holiday, held their own non-perishable food drives in November and donated the food to local food pantries.

As one of their December service projects, students used their creativity and artistic abilities to make holiday cards for the residents of a local nursing home. Also in December, BMS sponsored its annual holiday toy drive, which once again proved to be a huge success! For two weeks, spare change was collected in classrooms and during lunches – more than $350 was raised! Through the students’ generosity, they were able to brighten the holidays for eight area children by purchasing Christmas gifts for them. On Friday, December 2, 10 students, along with middle school staff members Diana Kleinhampl, Grace Fonzi and Lynne Golvash, spent part of their day shopping and wrapping gifts such as games, toys, clothing and books.

Brentwood Middle School looks forward to completing more service projects during the second semester and continuing to make a difference, little by little, in the community!
This year at Brentwood High School, a new class was introduced to the technology education curriculum. The objective of this class was to teach problem solving and critical thinking skills to students while instilling the importance of charitable giving. These objectives were achieved by framing the content of the class around the engineering and manufacturing process, while focusing on a product that would be donated to charity. Students designed and manufactured a Tic-Tac-Toe board game that they donated to the Marines’ Toys for Tots program.

The course began by having each student individually brainstorm ideas for toys that they could manufacture using the available equipment in the manufacturing lab. The toys needed to be aesthetically pleasing and functional, as well as cost effective and able to be completed in a manner that maximized quality and quantity. Each student’s preliminary concept was developed, defined and presented to the class, followed by a class vote to determine the top three designs.

Students were then broken into groups to develop each of the three chosen design ideas into prototypes. One group developed a prototype of a toy helicopter, another group used a toy truck and another developed a wooden Tic-Tac-Toe board. Difficulties in making the prototype were identified by the students and they had to quickly resolve any potential issues in the manufacturing process. Students had to consider how each step could be completed at a high production level while maintaining the needed level of accuracy and quality. Finally each group presented their findings and prototypes to the class, where the Tic-Tac-Toe board was eventually chosen for production. The students decided that the Tic-Tac-Toe board would give the greatest manufacturing success while providing a toy that would be desired by the greatest number of children.

With the product decided, students began to break into individual groups to perform the different tasks necessary to manufacture the toy. An estimate was made on the number of toys that could be produced and how much money it would cost for the production runs. Plans were developed to raise the funds necessary to pay for supplies. In addition to the raising of money for the production of the toys, the students created working drawings, flow charts, fixtures, CNC tool path codes, product logos and developed packaging ideas. Each student had individual responsibilities that needed to be completed so that these toys could effectively be manufactured. Incomplete work by one student could prevent another student from completing their portion of the project. Students quickly learned that they were each a key part of the process.

With pre-planning complete, pieces of the project began to be manufactured. Efforts were made to ensure that only accurate and high-quality pieces were used in the finished product. As more and more pieces were made, attention was turned to preparing the toys for final finish and assembly work. Each piece was sanded and sprayed with a lacquer finish. Individual pieces were assembled and prepared for packaging. In total the students manufactured 150 toys for donation.

After all of the toys were finished and packaged, the class delivered the toys to the Toys for Tots distribution center in the Strip District. The students volunteered to assist in the distribution of all of the toys for this region, including the toys made in this class. Each student had the opportunity to see how their hard work had impacted some of the recipients of the toys. Jackie Pickens, a senior, said, “The parents seemed to really appreciate what we were doing, and the kids there had huge smiles on their faces.”

By the close of the semester, it was apparent that the new class implemented at Brentwood High School was a great success. In years to come the teachers, Brian Joyce and Beau Sedlar, hope to expand the class to have more participants and produce more toys. Hopefully, the class will provide the opportunity to help many more children in the future. Everyone in the class thought that it was a great experience.” Senior Corey Egger said, “It was a really nice experience to be in this class. We got to use our own designs and ideas in order to make other families happy at Christmas time.” Both Joyce and Sedlar echo Corey’s sentiments because the spread of joy is the overall premise to this class idea, while providing high school students the opportunity to utilize engineering and manufacturing skills developed within the technology education program at Brentwood High School.
The tight deadlines, stress over designing colorful and dynamic layouts and the worry over names being spelled correctly was all worth it for the Anthem staff after finding out that the Brentwood yearbook was named Best High School Yearbook for a school with a population under 500 by the National Scholastic Press Association (NSPA).

The Minaret, the high school newspaper, and Anthem, the high school yearbook, were both judged among hundreds of publications. The newspaper won a first place award this year after entering the contest. Last year, The Minaret was awarded second place. The Anthem also received a first place award as well as being named best yearbook from a population of 500 or less.

The NSPA is a nonprofit membership organization that provides resources, critiques and scholarships to high schools and other higher learning publications across the country.

“I am ecstatic. I’ve had a wonderful group of students working on both publications for the last two years. It’s nice to have my students and our hard work recognized. It’s also so rewarding to know our publication was considered ‘the best’ among so many other contestans,” said advisor Jennifer Hughes.

NSPA judges are journalists or other professionals with media-related jobs who have experience in areas they are tasked to judge. The judges review the entries and decide the winners independently of NSPA.

“I enjoyed working on both publications very much,” said Liam Dryburgh, a junior at Brentwood and a staff member for the last two years. “Getting rewarded for our hard work is awesome.”

The Anthem was among 561 publications that were critiqued by the NSPA for the 2010-11 school year.

“When I realized how many entries we were up against, I was even more impressed with our accomplishment,” said Hughes.

Editor Kelsey Mahoney, who has been on the staff for the last two years, says she is working diligently on both publications and is planning on submitting the 2011-12 yearbook and an issue of The Minaret to NSPA at the end of this school year. Mahoney says she is hoping to receive similar accolades again next year.
Anger in children and teens takes many forms. It may be expressed as mild irritation to rage. How anger is expressed is different for different people, even adults. Adults want to help children and teens appropriately express themselves and deal with their angry feelings. Some teens may repress their anger and withdraw, while others may be more defiant, become belligerent, and destroy property. Angry outbursts from younger children are often difficult for parents to handle. Parents often feel that it is their job to make their kids act the way they feel they should behave. Many parents fall into the trap of engaging in shouting matches with kids while others have no idea how to react when an angry outburst occurs. It is important to remember that anger is not a primary emotion. We do not wake up angry, but rather we are angry due to another underlying emotion. The expression of anger is really the tip of the iceberg; it is important to realize that there is a much deeper hidden cause for angry outbursts. This article provides some tips on dealing with an angry child or teenager.

Try not to yell or challenge your child when he or she is angry. Parents often react to an angry outburst by challenging their children and yelling back. The best thing to do is remain calm when your child is angry. Nothing good can come from both the parent and child getting upset. When parents remain calm and wait until their child calms down, the problem can be dealt with more reasonably and the adults remain in control. If you become angry it shows your child that you are out of control. A “time-out” is time away from a situation or interaction that allows children AND adults time to calm down and then come back to discuss the situation. A time-out is not a punishment and can be very helpful in these situations.

Do not try to reason with your child when he or she is in the middle of an angry outburst or tantrum. Children and teens do not have the ability to stop and reason like adults can. Children are more apt to listen to you once they are calm. You will then be able to help them problem solve. Parents must pay attention to their own physical reactions. By staying calm, you are not challenging your child by yelling back and free from engaging in a power struggle. Never give into your child’s demands when they throw a tantrum. This is the quickest way to reinforce that tantrums are the best way to get what they want. Discuss with your child during a quiet time about where they can go when they are angry and rules to ensure safety for everyone involved. Children need to know that they have a safe place to let off steam. As long as they are not breaking any rules, they should be permitted to have time to be angry. Let them know that you are there for them but you are going to give them time and space to work through their anger. Encourage them to follow up with you to process their feelings after they calm down.

Do not get into power struggles. This is easy for me to say, but difficult for parents to do. You tell your child or adolescent to clean his room and he outright refuses. Then you threaten, “You better clean it, or you’re not going out this weekend.” They reply, “You can’t make me clean it and I’m going out this weekend anyway.” Then you say something, he says something, you both begin to shout, and low and behold, a power struggle has developed. When possible, keep a cool head and avoid battles and power struggles. At times, it may be better to have the children experience the consequences of their behavior than to win the battle and get them to do what you want. When parents try to win each battle, they may end up fighting with their child throughout adolescence and will probably end up losing the war. Many parents offer choices such as, “Are you going to clean your room on Saturday or Sunday?” Have the child choose and involve them in choosing the consequence if they don’t follow through.

Do not get physical with your child. Parents who get physical with their children are teaching them to solve problems with aggression. Studies have shown that children who have been disciplined through physical punishments will often end up as adolescents who get into physical battles with their parents.

Encourage appropriate communication. The most effective way to deal with anger and rebellious behavior is to have children and teenagers appropriately communicate their feelings and for parents to listen. Parents can encourage children and teens to express and explain negative feelings, sources of their anger, and their opinions of what angers them, what parents do that they do not like, and what they disapprove of. If children and teens can express themselves in a normal tone of voice and are not rude or
disrespectful, then problems can often be addressed. Teenagers who can complain, disapprove, and disagree without engaging in an argument are a rare breed. They must be taught that becoming sarcastic, accusatory, shouting and swearing are not effective ways to communicate their emotions. Praise and reward your child when they do positive things as often as you can. Only giving them attention for negative behavior may ensure more tantrums in the future, since it is the main way of getting attention from you.

**Listen.** If a teenager is complaining about excessive restrictions, consequences or other things that they do not like, listen. Try to understand her feelings. If the complaints are realistic, see if something can be worked out and resolved, or if a compromise can be made. It is important to be truly present and listen. Do not problem solve or redirect. That will come later.

**Avoid negative attention.** A mistake that parents often make is to pay more attention to what their child is doing wrong—their failures, mistakes, misbehaviors—than to what they are doing right—their successes, achievements, good behaviors. Emphasize your child’s successes, accomplishments, achievements and good behaviors. A little bit of praise can go a long way.

**Try not to react to passive-aggressive behavior.** By the time children become teenagers, they have learned ways to “play” their parents. The phrase “passive-aggressive” is used to describe behavior or a personality trait that involves acting indirectly aggressive rather than directly aggressive. Passive-aggressive people regularly exhibit resistance to requests or demands from family and other individuals often by procrastinating, expressing sullenness or acting stubborn. Some of the opposition, stubbornness, resistance and other passive-aggressive maneuvers are designed to get a reaction from parents. Don’t feed into it. If you ask your child to do something and he is doing it, although complaining and talking under his breath the whole time, ignore the complaints since he is doing what you asked. Although this is hard to do, it will definitely avoid a battle.

**Avoid Random Discipline.** Parents often discipline after the fact, a concept known as random disciplining. They set up a rule but wait for their child to break it before they decide on a consequence. When children do not know what consequence, if any, they will receive for a behavior, they will test the waters. For example, parents often tell children that they are “grounded” for bad grades. Two things are unclear about this. What is considered a bad grade? “D’s” and “F’s” are obvious, but some families consider “C’s” and even “B’s” to be unacceptable when they know their child can do better. Secondly, what does being “grounded” mean? No electronics? One hour daily at the dining room table until the grade is brought up? Having to miss a practice or afterschool activity? It is helpful for parents to spell out the rules and consequences at the same time. Consequences are often more difficult for parents to enforce than for children to follow, so choose wisely. Once a consequence is assigned it is best that it is seen through in its entirety in order to avoid power struggles. Hang in there. The first time enforcing consequences is often the most difficult. Children need to know what it is they did wrong. They also need to know what exactly they need to do to make things right again. I really like the consequence of taking away electronics, ALL electronics: cell phone, video games, television, iPod… anything that plugs in or needs to be charged. Let your child know that she is “unplugged” for the length of the consequences. (True story: I have worked with a family who would “ground” their child from the X-box. The child would in turn play with his other game systems and handheld games, but not the X-box. Where is the punishment in that?)

**Provide appropriate role-modeling.** Children learn a great deal from modeling their parents’ behavior. Serving as an appropriate role model is a good way to teach children how to deal with and express anger. Parents must look at themselves to be sure they are not models of the behavior they are trying to eliminate in the child. Parents who handle anger by yelling, throwing things, or hitting are inadvertently teaching children to handle conflict and anger with physical force and aggressive behavior. Even parents who don’t actually engage in physical punishments but make threats or use intimidation are indirectly teaching their children aggressive and inappropriate methods of problem solving. If there is a significant amount of arguing in the home, or if parents show disrespect toward one another, it is likely that the child will adopt similar behavior patterns. Older siblings are often role models for their younger brothers and sisters. Children see and often emulate how their older siblings interact with parents, other siblings or themselves. Setting limits and holding everybody accountable for negative behaviors is a good place to start. If you scream at your child, at some point he is going to scream back. I had worked with a mother who told me, “Every time I hit my daughter, she hits me back. What should I do?” My answer was very simple: “Stop hitting her.” There are other effective ways to provide consequences.

**Set limits and follow through.** Before going out somewhere, talk to your children calmly beforehand and explain in detail how you expect them to act and the consequences if they don’t behave appropriately. Some parents even offer a reward for positive behaviors. I have seen and applaud parents who have left their shopping carts and a store because their child was not listening. Sure, this gives added stress to the parents, but it teaches the child that the parents are going to follow through on what they say. Parents are encouraged to try to give advanced notice whenever possible. Let children know when their routine is going to change. Give a reminder when something is going to end by telling them something like, “We are leaving the park in 10 minutes.” Or, “All video games must be turned off at 8:00 p.m.” Although there may be some resistance at first, children will learn that you are in charge.

This is a problem that has challenged parents for centuries. The best advice that I can give parents is to be consistent, firm but fair, and be a good role model. Do not feel like you are a bad parent if you don’t have a solution to every situation that arises with your child. There are many good parenting books at your local bookstore or online. Ask questions, seek out advice, keep trying, and do not be afraid to admit that you are human and can make mistakes.
“WeTip” School Safety Program Instituted

The Brentwood Borough School District has joined the WeTip National School Safety hotline program as a new member. WeTip empowers students and their families to keep their schools and communities safe by providing totally anonymous, neutral third-party reporting of illegal activity. WeTip’s school safety program is a joint involvement of law enforcement, students, their families, and school staff members committed to providing a safe living and learning environment for students and their families nationwide. By using the WeTip anonymous hotline system at 1.800.78.CRIME, incidents of arson, vandalism, graffiti, property destruction, bullying, and school/violent crimes can be reported 24 hours a day, 365 days a year. Reports are handled by 60 trained operators who immediately relay information to school officials and local law enforcement officers with the goal of safety being the main focus.

Friends for Life

In 2009 when Brentwood High School hosted a foreign exchange student from Chile, little did Robert Domer know that he was making a friend for life. During the 2009-10 school year, both he and Paulina Tobar participated on the varsity swim team, enduring many long practices and bus rides. Once Paulina returned home to Santiago, she and Robert stayed in touch through Skype and Facebook. In December of 2011, Robert had the fortune of being able to visit her. While in Santiago, he learned more about the Chilean culture and was able to improve his Spanish skills while visiting his friend and this South American capital city.

Robert, currently a junior, stayed there for 13 days and had an unforgettable experience. With Paulina’s family, he visited the seaport town of Viña del Mar, the president’s house, the capital building, and many other tourist hot spots. He really enjoyed going camping in the mountains and swimming in the ocean. Since Chile is in the Southern Hemisphere, it’s summer there now! Robert was surprised that Santiago is such a large city and is very comparable to American capital cities. He will never forget how generous and hospitable the Chileans were. While in Santiago, Robert feasted upon Chilean delicacies like empanadas, corn casseroles, meat and rice. Robert also traveled internationally to Sweden with the Boy Scouts of America for the World Scout Jamboree in 2010.