



# GATE News

Winter 2010

● **Focus on La Cumbre Junior High School and Dos Pueblos High School** ●

*Each issue will focus on a couple of our schools. Stay tuned for news from your student's school!*

## From the DAC Chair

*Sandy Robertson*

### Fundraising Efforts

Thanks to the energetic efforts of our Fundraising Chair, Beth Berlese, our new Fall Campaign is bringing in much-needed dollars to support our GATE and Advanced Placement classes. Speaking at each secondary school's Back-to-School Nights earlier this fall, parents made the plea for 100% participation from families in order to offset a 55% cut in funding to the GATE (see the previous Newsletter for more details). In recent years, Site Coordinators have mentioned our annual Spring Phone-a-thon at BTSN and encouraged parent participation at that point, but the idea to have parents speak to parents was Beth's idea, and it is an excellent one.

Additionally, Ms Berlese and her Fundraising Committee (DAC members Liz Downey and Lori Goodman, with expert assistance from our GATE Secretary, Annette Makwana), organized and prepared materials for distribution in all GATE and AP classes. Students took home a flyer requesting a \$100.00 donation from each family of a GATE and/or AP student. This effort is new this year, and is resulting in a fantastic return. To date (November 10, 2009), we have received over \$30,000.00 Never before have we raised so much so early in the year. A hearty "THANK YOU" to all.

*continued on page three, DAC Chair*

## Trading Science Cards:

### Do You Have Helen Brooke Taussig?

In an effort to expand student knowledge of the many contributions life scientists have made, Mrs. Dodson's 7<sup>th</sup> graders researched and created "trading cards." Although larger than the athletic counterpart, these scientific trading cards included facts from credible sources, scientific and social achievements, as well as a digital or hand-drawn picture. By now, students in Mrs. Dodson's 7<sup>th</sup> grade GATE life science class know names and accomplishments of male and female scientists alike but have yet to trade their cards.

And if you didn't know, Helen Brooke Taussig, along with colleague Alfred Blalock, discovered a medical procedure used to treat a serious heart condition in children. The procedure was first used in 1944. Subsequently, Taussig was promoted to full professor at John Hopkins University, and in 1965 became the first woman president of the American Heart Association.

## Student Voice

*By Lauren Sousa*

Students in Ms Palmer's 7th grade GATE Core Knowledge class have begun a unit studying response to literature and character analysis. In order to prepare them for literature-based character analysis, Ms Palmer instructed students to write a self-study essay. Students will then use the same tools and strategies to analyze other characters in literature. The following is Lauren Sousa's self-study/character analysis essay.

*Continued on page eight, Voice*

# Slave Stories

In Mrs. Moore's 8<sup>th</sup> grade GATE English class, students read an excerpt from Harriet Tubman's biography by Ann Petry. In order to learn more about the Underground Railroad and the lives of enslaved Africans, the students explored the life of a slave before, during, and sometimes after compulsory servitude. Students completed a character profile and did further study using explicit internet research tools for the Underground Railroad. Finally, as a synthesis project, students wrote a letter to Moses (Harriet Tubman) dated November 1851, asking her for permission to go on the next journey. At the end of the letter, students wrote a reflective summary of their impression and experience with Harriet Tubman, providing accurate character descriptions.



Students explored a Web Quest in which they followed a character profile and did further study using explicit internet research tools for the Underground Railroad. Finally, as a synthesis project, students wrote a letter to Moses (Harriet Tubman) dated November 1851, asking her for permission to go on the next journey. At the end of the letter, students wrote a reflective summary of their impression and experience with Harriet Tubman, providing accurate character descriptions.

Student (Adi Fernandez)  
Letter to Moses (Harriet Tubman):  
November 25, 1851



Dear Moses,

I am Kofi and I am from Southern Ghana. I lived with my mom, sister, and uncle. My mom was so beautiful. She had a blue dress and a black necklace. Aba is my sister. We would always fight a lot. Aba seemed to be my uncle's favorite niece. I had many friends back in Ghana. Their names were Kobbi, Bobo, and Kojo. I would help my mother take care of the goats and chickens. My uncle sold me to my master. He told me that if I went with his "friends" they would take me to a special place. I asked him if my friend Kobbi could come and he said no and he had a funny look on his face. I remember seeing my mom and sister crying and yelling. My uncle took them inside and told them to stop crying. My boat trip was very harsh. I was scared of the water so I went on top of the boat. My eyes really hurt and my knees were stiff. They gave us all rice and I liked it.

They also gave us yams and they were crunchy and had insects in them. I met a man named Abeeku and I stayed with him the whole time. On our way a few men near me started to attack the white men. Then, we all got pushed back into a hole except the men who started the fight. I remember being so frightened. Everyone started to scream and say that they could see men being hanged from their thumbs. I covered my ears but I could still hear the whipping. When we got to land I did not want to get off the boat because I was afraid of what could happen next. Abeeku left me there and got off



the boat. I remember running off the boat and being pulled by a man; he opened my mouth and took me with him. When I got to the plantation I met a boy named Paul and everyone made fun of him because of the color of his skin. My master Mr. Jones called me John. At the plantation many boys tried to take advantage of me. I remembered when my master came to me and told me that the next day I would be working outside in the fields. I was frightened because I had seen how people worked. I also observed how the overseer would do anything to make people scare of him and he would also make them starve. I thought about escaping that night but I didn't.

Moses, please, I beg you to make me one of the lucky passengers to be able to taste freedom. If you choose me you will not regret it. I really want to escape all these tortures and be able to breathe the freedom air. I want to feel like a human being, not like an animal that gets whipped every time he does not please the master. Once again, please consider me in your next trip.

## **DAC Chair** - *continued from page one*

If you haven't sent in your donation yet, please do so now and avoid a phone call during our Annual Phone-a-thon in March and help keep the materials, supplies, technology, and other resources coming to ensure that our students continue to receive the best education possible.

### **Tri-County Teacher, Parent, Student Grants Available**

The December 2 deadline is fast approaching for applications from Tri-County GATE Council for teacher, parent, and/or student grants. The purpose is to encourage teachers, parents, or students to explore and individual project. See the Tri-County GATE website for applications and more details. The web site address is [tricitygate.org](http://tricitygate.org).

### **Join Our Email Distribution List**

Outreach is continuing to all of our GATE/AP families. Of the approximately 2000 GATE/AP families, only 801 have joined our distribution list. Joining enables your Site Coordinator to communicate with you about current enrichment opportunities, special events/programs for your students, and resources for parents as well.

Send your email contact information to [gatedac@sbsdk12.org](mailto:gatedac@sbsdk12.org). Include the name of your student, school, grade, and your full name (especially if your last name is different from your student's).

### **Web Site Address**

Also, don't forget that we have a web site. If you are reading this electronically, you have already found it. If not, the address is [www.sbceo.org/~sbhsgate/](http://www.sbceo.org/~sbhsgate/).

Thanks again to all for their help and support.

## **Dos Pueblos GATE/AP /IB Students Make Strong Showing in National Merit Scholarship Program**

*Mark Swanitz*

*Dos Pueblos High School Principal*

Dos Pueblos High School students again made an outstanding academic showing in the National Merit Scholarship Program. Six DP students earned the honor of being named semifinalists in this year's competition. Students enter the contest by signing up for and taking the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT). Last year, 1.4 million students took this exam. Of these, only the top 16,000 students—roughly 1%—were named semifinalists. DP is proud to congratulate Sky Adams, Ellen Feldman, Jeanmarie Gonzalez, Rashi Singh, Nicholas Su, and Anjian Wu on their accomplishment. They now have the opportunity to continue in the competition for Finalist standing and a chance to be awarded one of 800 scholarships totaling \$2.5 million.

In addition, 28 scholastically talented DPHS seniors listed here have been named Commended Students in the 2010 National Merit Scholarship Program: Jenna Becker, Alexis Chasney, Kristen Cummings, Ananda Das, John Douglas, Caleb Dunne, Hannah Friedland, Natalie Friedman, Kurt Gallessich, Matthew Grace, Sean Guthrie, Kyle Hoffman, Felix Li, Gabriel Li, Oriane Matthys, Cory Micheel, Paul Park, Miranda Rodriguez, Da-Bin Ryu, Nicole Schauser, Eric Schuh, Andrew Silverstein, Sam Skopp, William Terry, Sara van Valkenburgh, Hannah Vincent, Nicole Voyer, and Helen Wang.

About 34,000 Commended Students throughout the nation are being recognized for their exceptional academic promise. Although they will not continue in the 2010 competition for National Merit Scholarships, Commended Students placed among the top five percent of more than 1.5 million student who entered the 2010 competition by taking the 2008 Preliminary SAT/National Merit Scholarship Qualifying Test.

*continued page five, PSAT/NMSQT*

## Declaration of the Rights of Young People

After studying the events leading up to the American Revolution, students in Ms Pelle's 8<sup>th</sup> grade Core Knowledge GATE class related their own experiences to those of the British colonists. Brainstorming in groups, students identified ways in which they believed their own rights were abused. Using guiding questions, students developed a very rough document in five parts then compared this draft to the actual Declaration of Independence in order to understand the organizational structure. Finally, students worked in groups to create their own declarations borrowing words and structure from Thomas Jefferson. Although they understood that these declarations would not have as far-reaching consequences as the declaration that formed our nation, the list of complaints were brief and genuine:

- They [adults] expect us to act maturely yet continue to treat us like children.
- Although they are allowed to be angry with us, they punish us for being angry at them.
- Adults do not talk to us like we are equal, and often hear only what they want.

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### CHNOPS

If you are confused by the title, ask your 7<sup>th</sup> grader: maybe he or she will be able to tell you. In GATE life science at La Cumbre Junior High School, students will learn about the atomic structure of the six most common elements of living things: Carbon, Hydrogen, Nitrogen, Oxygen, Phosphorus, and Sulfur. Before jumping into atomic structures, though, students engaged in a reflective writing assignment in order to explore their own prior knowledge of life. Students answered a range of questions on this topic, including the following:

What is life and where did it come from?  
Is it natural for living things to go extinct?  
Is there life anywhere else in the universe?  
Does any living thing have more of a right to live than any other?

Students also grappled with questions about cloning, and how or if humans are different from other living things. A diversity of life experience and background makes for a variety of answers, and Mrs. Dodson enjoys the different ways students respond. These questions are discussed and revisited throughout the year and students will complete a similar writing assignment at the end of the year to reflect on their own growing, changing, and expanding knowledge of life science.

#### **Please join our email list.**

Send your student's name, school and grade level plus your contact information to [gatedac@rain.org](mailto:gatedac@rain.org)

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**On the GATE website** – Check out the GATE website at <http://www.sbceo.org/~sbhsgate> for information about the GATE program, book reviews on the gifted, educational information, legislative announcements, a list of GATE, AP and IB classes offered at the Santa Barbara secondary schools, summer program information, upcoming events, and much more.

# Kids Speaking Up Recognized for Writing

By William M. Macfadyen, Noozhawk Publisher

This story is a reprint from an outside news source, some of the students mentioned in the article may not be currently enrolled in the SB Secondary District.

Six Dos Pueblos High students — all members of the Kids Speaking Up writing project and Noozhawk contributors — were among the winners of the 2009 California Press Women High School Journalism Contest, part of the National Press Women High School Journalism Competition. The honorees are seniors Sophie

Eve D’Arcy and Alex Pearson and freshmen Isabelle D’Arcy, Katie Fearon, Dillon Nadler and Nicholas Sterner.

Co-founded in 2004 by the D’Arcy sisters and their friend, Ben Raderstorf, Kids Speaking Up boasts 40 student members who explore current events and write about them. The organization — with chapters at Dos Pueblos, Goleta Family School and Goleta Valley Junior High — publishes an annual magazine of essays, poems and opinion pieces. In addition, an essay is published weekly on Noozhawk in a partnership that began at the start of the 2008-2009 school year.

Two of the winners received honorable mention certificates in the features category for their articles published on Noozhawk. Fearon won for her essay on the nuclear energy debate while Nadler won for his article on male eating disorders.



Isabelle, left, and Sophie D’Arcy are co-founders of Kids Speaking Up, a 40-member student group that publishes an annual magazine and weekly essays on Noozhawk. (Maxwell Moore photo)

work appearing in Kids Speaking Up Magazine. Isabelle D’Arcy earned a second-place award in the features category for her satirical piece headlined “Real Women Wear Stilettos.” She, Sophie D’Arcy and Sterner won third-place awards in the environment category for their interview with environmentalist and ocean explorer Jean-Michel Cousteau.

Pearson received an honorable mention in the opinion category for his magazine piece, “ Ask Not What Your Country Can Do For You,” which draws parallels between patriotism and fascism.

Four other awards were given for

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## PSAT/NMSQT - continued from page three

A spokesperson from the National Merit Scholarship Corporation commented, “Recognition of high-achieving students is essential to advancing educational excellence in our nation. As demonstrated by their outstanding performance in our highly competitive program, the young men and women named Commended Students represent some of the most academically talented students in our country. We sincerely hope this recognition will enhance their educational opportunities and encourage them in their pursuit of academic success.”

Congratulations to our outstanding students.

## Dos Pueblos 9<sup>th</sup> Grade GATE English Students Lead Community Book Discussion

Written by Bill Woodard – Dos Pueblos High School English Teacher

For the past four weeks, my freshmen GATE English students have immersed themselves in a world where books are burned by firemen, where individuality is shunned as a dangerous threat to society, and where citizens are numb to the suffering and pain of themselves and others. Ray Bradbury's classic dystopian novel *Fahrenheit 451*, provoked strong reactions from these talented students who took the ideas they read about in the novel and used the novel as a jumping off point to examine how technology is impacting our modern world. Participating in the NEA-sponsored Santa Barbara "Big Read," the Santa Barbara Library provided a free copy of the novel along with a reader's guide for each of the students. During September, the students read and discussed the novel in depth. On Sunday, October 11<sup>th</sup>, many of the students took advantage of the special opportunity to meet and listen to the author Ray Bradbury who spoke at the Lobero Theater about his life and his work.

In response to the reading, students completed analytical and creative writing assignments to show their understanding of the issues raised in the text. One assignment asked them to discuss whether technology is more of a uniting or a dividing force in our society; another asked them to trace how Bradbury uses motif and allusion to develop his ideas regarding censorship. The last assignment asked students to write a personal narrative of how technology is impacting their own lives. The culminating activity was participating in the Goleta Public Library's Community discussion of the novel. Having been asked by the library to lead the discussion, I thought an even better idea would be for these bright and engaged students to lead the discussion themselves. Thus, on the evening of Monday, October 19, thirty Dos Pueblos ninth graders gathered at the Goleta Public Library and led an hour-long discussion of *Fahrenheit 451* for the community of Goleta, winning rave reviews for their insight, thoughtfulness, and community involvement!

## Dos Pueblos AP Biology Students Benefit from Amgen's Donation

By Gabe Li - 12<sup>th</sup> Grade Dos Pueblos AP Biology Student

Recently, Amgen, a molecular and cellular biotechnology corporation that creates new therapeutic drugs, was nice enough to lend more than 20,000 dollars worth of labs to Dos Pueblos, making it the only high school in Santa Barbara County with such advanced equipment. These labs not only familiarize us with important tools used everyday by scientists, but also are nearly identical to many Advanced Placement labs, which must be completed prior to taking the Advanced Placement test in Biology to receive college credit. One day prior to performing the lab, our class first reads the "prelab" in the Lab Program books also lent to us by Amgen. This orients us as to what we will be doing and the significance scientifically of the lab to science in general. We also read over the actual lab to preview what exactly we will have to do. During lab days, our class splits off into our respective chosen groups, is given instructions by Mr. Evans, and then begins the lab, of which we have completed a few very intriguing ones.

The first lab we worked on was simply an introduction to microvolumetrics and pipetting.

*continued on page nine, Amgen*

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## Scholarship Winner's Essay

*Each year, La Cumbre Junior High School Core Knowledge seventh grade students journey with Ms Palmer and Ms Pelle to Italy and France for twelve days. The trip is intensive as students are required to keep an annotated journal, visit museums, galleries, churches, and participate in hands-on learning activities. This trip combines sixth and seventh grade history as well as art history, a significant component of the Core Knowledge curriculum. Eric Cervantes was the recipient of a GATE scholarship which paid for 85% of the cost to travel to Europe with his Core Knowledge 7<sup>th</sup> grade class. The following is Eric's autobiographical incident essay recounting his experience in Europe.*

I have had many experiences in my life. All of them have given me either a special memory or a life lesson. There have been many moments that I wished I could live over and over again; unforgettable experiences that give me a story to tell in the future. My favorite experience was the Core Knowledge Europe trip.

Originally I wasn't going to go on the trip. My parents couldn't afford to pay for it. I felt really sad because I really wanted to go. I had to deal with it and thought that maybe the trip wasn't going to be that great anyway. Then one day in class Ms. Palmer, my teacher, called me up. I thought, oh great what did I do now?

Ms. Palmer asked, "Eric, how would you like to go on the Europe trip?"

"Really?" I asked in disbelief.

"Yes, there might be a scholarship that you can get from GATE," she informed me. "It's not for sure but you probably will be going."

"YAY!" I exclaimed.

Within a few months I got the scholarship and was able to go on the trip. Europe was amazing. The day we went to Venice, Italy was the best part of the trip for me. I remember that I got to see the Grand Canal, Saint Mark's Basilica, and I got to see part of Venice from a water taxi.

It was May 17, 2009, day 7 of the trip. We were staying at the Donatello Hotel in Florence, Italy. We had to get up extra early to get on the bus to go to Venice. On the way there, our tour guide told us about the history of Venice. When we arrived everyone was expecting the place to be filled with canals and gondolas everywhere. There weren't as many as we all expected but it was still a sight to see. The Grand Canal was one of the first things we saw arriving in Venice. It was huge! There were a lot of people taking rides in gondolas and other tourists just staring at it. They were probably thinking, just like me, how beautiful and nice it was. Saint Mark's Basilica was spectacular too. It had a stunning mosaic made of thousands of tiny tiles put together along the top of the exit and entrance. It was small compared to the basilicas in Florence and in Rome, though it was still really cool. What I liked the most were the statues along the top. From the ground they looked so realistic. I also saw the part of Venice that was touching the Adriatic Sea. Seeing Venice from the water was stunning.

Even though Venice was my favorite part, the trip as a whole was a great learning experience. I learned about architecture, history, and people of the renaissance. I learned about the Medici family of Florence, the rise and fall of the Roman Empire, the Vatican, the Duomo of Florence, and people like Michelangelo, Leonardo da Vinci and Brunelleschi. We learned about all of these in class before the trip but actually seeing where they were and learning about them right where they existed, was exhilarating. In class I often thought, "What makes these people and places so special?" So when I was right there where it all took place, it made it come to life and helped me appreciate and value what I learned that much more.

I went on this trip thanks to a scholarship that people gave me because my family, like others, couldn't afford it. They chose me out of the group of students who couldn't afford to go, because I had the best grades. It showed me that if you're a good student with excellent grades, great opportunities will come your way.

## Voice - continued from page one

I tend to plan ahead. Like a calendar, I usually know what is coming next...or what is supposed to, at least. I put great care into knowing the when, the where, the why and the how. I am timely, harmonious, and well-thought-out.

I tend to be on time. Time is a very valuable asset. It never stops for anyone; waste it and it's gone forever. Time belongs to everyone, not just me. It's a unique kind of thing, not physical and not really in existence but still there, omnipresent.

And to waste it is a crime. I will always try to be there when it happens. If I can control it, I will be on time. If I can't, I will accept the fact with dignity and grace and do what I can to remedy the situation. I want to be there for zero period. It starts early, but that doesn't mean I can't be there for the whole thing.

Another important aspect of timeliness is not just to be on time but to do things quickly and accurately. Life must run like a well-oiled machine, with time being its fuel. My homework sometimes takes me hours. That's not timeliness. Time is allotted for each task, such as homework, reading, free time, and sleep. If one task takes too long, its time pushes into the next task, a disastrous game of dominos. A calendar knows there are only 31 days in the average month. If construction takes too long, there goes part of a business month's profit. If my homework takes me too long, there goes part of my sleep. Time is important, but so is harmony.

Harmony is an interesting thing. It is not quite a physical quality and yet it is. The activities of a cell are less harsh when the cell is at peace -- in harmony. Harmony is, for lack of better description, deficiency of stress. One

aid to the construction of harmony is planning. If you know what is going to happen next, you know how you are going to do it. I try daily to guarantee harmony, but the truth of the matter is that perfect harmony is impossible. With the best planning, things will go wrong, often things beyond my control. A perfectly planned presentation is ruined with one unknowing person's finger, clicking "DELETE." A cozy afternoon sipping hot chocolate goes bump when hot chocolate calls in empty from the shelf. I deal with this in a very simple way: time keeps on ticking, the calendar keeps on moving, and soon enough all this will go away and leave my thoughts.

Thought. In the heat of the moment, it seems of little importance, when that is the most important time to think. Before the decision, it's important to think. What's it about? Is it worth it? How does it work? I want to know. Like a calendar, I want to write it all out: the when, how, and why. Look before you leap; think before you do. I don't want to randomly jump into the pool without

knowing if it's full of foam or poison. I pretty much know what I want from here. I know where I'm going, how I will get there, and how long it will take. But I've given it a great deal of thought before I made those decisions. I won't just point to a place and move, click on the college and apply. I've got to think: will I be happy there? Will it be a good fit? If it will, I will give it a try...but not without a decent bit of thought.

Overall, foresight and scheduling are incredibly important. I'm not going to leave everything up to "fate." Like a calendar, I know I need to plan it all out and execute it as well as I can. Still, I can't control everything. And that's where I must leave the calendar and go out to live my life.



## Amgen - continued from page six

This lab allowed us to get used to essential scientific equipment: mainly micropipettes and gel electrophoresis machines. Micropipettes are tools scientists use to measure out very minute quantities of various agents and liquids into test tubes, and gel electrophoresis is a method that uses an electrical current and a gel matrix to separate molecules such as DNA and proteins based on their size and charge. Although the gel matrix was already prepared for us, it was incredibly exciting to use such state of the art equipment, and it was also very enjoyable to see our experiment work.

The second lab we worked on involved restriction enzymes and plasmids. This is an extremely important method in DNA technology. Essentially, using restriction enzymes, a scientist can cut off a sequence of DNA and insert it into a bacterial plasmid, which contains accessory DNA in bacteria. This allows for a human gene to be inserted into a host bacterium, which is in turn cloned thousands of times and inserted into a patient. For example, in theory, an insulin gene can be inserted into bacteria using this process, and in turn placed into a diabetic. We worked with pARA-R, a recombinant DNA plasmid that allows bacteria to express a foreign gene. This lab was even more exciting, as we could see a more tangible real world application to the work we were doing.

Overall, we are extremely grateful to Amgen for this amazing contribution to our classroom. Our labs are not only entertaining, but they are invaluable in terms of the firsthand scientific knowledge we are ascertaining. We have quite a few more labs to do, and I look forward to completing them and learning more about the amazing world of biology.



## GATE District Advisory Council

\*\* site coordinator \* delegate

### **Goleta Valley Junior High - 967-3486**

\*\* Paul Campbell, ext. 152

\* Lori Goodman  
Marilyn Goodman

### **La Colina Junior High - 967-4506**

\*\* Kurt Berghold, ext. 502

\* Liz Downey  
\* Guofang Wei

### **La Cumbre Junior High - 687-0761**

\*\* Kate Pelle, ext. 123

\* Ruth Franklin  
\* Carole Ingraham

### **Santa Barbara Junior High - 963-7751**

\*\* Marilyn Garza ext. 117, \*\* Leo Borden, ext. 122

\* Rebecca Armstrong

### **Dos Pueblos High - 968-2541**

\*\* Bill Woodard, ext. 396

\* Beth Berlese  
\* Dan Terry

### **San Marcos High - 967-4581**

\*\* Joan Cotich, ext. 340

\* Kristyne Aljian  
\* Susan Zink

### **Santa Barbara High - 966-9101**

\*\* Patty Ruth, ext. 318

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