



BOARD CURRICULUM COMMITTEE MEETING MINUTES MONDAY, MARCH 14, 2011

Members of the Board Curriculum Committee met on Monday, March 14, 2011, in the Dining Room at the Education Center. The following Board Members were in attendance: Rosario Amato, William Burkhardt, Michele Cann, Michael Faccinnetto, Irene Follweiler, Loretta Leeson, Eugene McKeon, Aurea Ortiz (arrived at 6:06 p.m.), and Benjamin Tenaglia. Also in attendance were Dr. Joseph Roy, superintendent of schools; Dr. Jack Silva, assistant superintendent for education; Dr. Dean Donaher, acting director of human resources; Richard Agretto, director of special education; Frank Arbushites, director of technology; Janet Tate, supervisor of grants; Vivian Robledo-Shorey, supervisor of minority affairs and governmental programs; principals, teachers, and representatives of the press.

Director Burkhardt called the meeting to order at 6:01 p.m.

COURTESY OF THE FLOOR

1. Mr. Roger Hudak – 1256 East 5th Street, Bethlehem

Mr. Hudak identified himself as the chairman of the mayor's Southside Task Force and a retired Bethlehem Area School District Teacher since 1997. He noted the current challenges associated with students attending Easton and Bethlehem Area School Districts. He pointed out that the teachers and administrators had a "tool box that was becoming empty." He reflected on the past when he had control of his classroom and he was the boss. He spoke in support of the Restorative Practices Program but noted the staff would need training. He expressed concern over the multiple recent arrests occurring at the high schools and reiterated the need to consider a program such as Restorative Practices.

RESTORATIVE PRACTICES PRESENTATION – Mr. Bailie

Dr. Silva provided a brief introduction to Restorative Practices, stating it related to the educational goals associated with the Roadmap for Educational Excellence. It emphasized improvement in the areas of student engagement and skill development. He introduced Mr. John Bailie, Assistant Director of Training and Consulting at the International Institute for Restorative Practices.

Mr. Bailie provided an overview of the programming offered by IIRP. He pointed out their organization was used throughout public, alternative, and private schools in Pennsylvania. Their professionals have worked with delinquent and troubled youth in a non-threatening manner unlike many other similar programs. They attempt to arrive at good behavior by building strong relationships, strong community, a strong sense of culture, and intense consistency among the adults in terms of behavior expectations and the response to misbehavior. Mr. Bailie also noted their organization has done work internationally.

Mr. Bailie emphasized that their organization brought a clear and logical framework in approaching how to build community and relationships in addition to engagement with other people. The main goal was to develop community and to manage conflict and tensions by repairing harm and restoring relationships. He said the primary factor in the success of the program was dependent upon the adults.

He reviewed the organization's social discipline window which was a combination of high expectations, firm boundaries, high encouragement and nurturing. The training involves on site practices, most of which were informal. He explained more details about the structure of the program. He explained their approach was for whole-school change with a proactive approach which was cost effective. It was based on communication and responsibility.

Dr. Silva reviewed that there was an executive summary of an action plan for Restorative Practices of which he would like to initiate at the high school level. He believed it would have the most effect at that level for the approaching year but they would scale the program according to the most current state of the budget. Dr. Silva said he was considering financial support from Wells Fargo in combination with grant funding.

Director Follweiler inquired about measurements other than discipline statistics that would support the practice.

The representative replied that there was a positive response in increased staff attendance. He addressed school climate and culture change which resulted in higher job satisfaction. He stated they were developing another set of measures. He added they distributed self-assessment surveys at the end of years one and two and then provided the school districts with feedback.

Director Follweiler inquired about the master's degree program offered at the graduate school.

Mr. Bailie explained the safe schools program offered continuing education programs that were not associated with the degree program. They also had the offering of the degree program which could work in unison with the safe schools program. He stated their institute received accreditation through middle states with a formal announcement expected to be brought forth in June.

Director Leeson inquired about the details associated with the master's degree program.

Mr. Bailie explained they had a freestanding graduate school which offered two tracks – Restorative Practices in Education and Restorative Practice in Youth Counseling.

Director Leeson asked for a more specific scenario related to how the practice would operate in the classroom.

Mr. Bailie described a scenario involving two students after experiencing an altercation in the school which was followed up with discussion and appropriate follow through.

Director Leeson addressed middle schools and high schools and inquired about the specific grade level would be utilizing the system.

Mr. Bailie replied the program was designed for all grade levels.

Director Ortiz addressed the degree of danger associated with gangs and expressed it was an ongoing challenge.

Mr. Bailie responded that the police were called if weapons were involved. He added that if the gang activity was removed from the environment, they needed to replace a “sense of belonging” for the students. The more the students became involved in an alternate activity the less likely they would return to the gang related activities. He pointed out that not every child could be saved and schools could not fix all of the social ills that affect the world. The goal was to create schools where the activities were least likely to occur which involved a different set of expectations.

Director Faccinetto asked Dr. Silva how the program would work along with the recently addressed Code of Conduct.

Dr. Silva stated that it was complementary to the program. The goal was to create a better sense of engagement in order to arrive at higher levels of academic achievement.

Director Faccinetto expressed concern about conflict with regard to the coordination of both applications.

Mr. Bailie commented that a good system used different measures of available options. He stressed the importance of voluntary cooperation regardless of the environment.

Director Amato expressed concern about the program clashing with the Code of Conduct. He added that it was difficult for the district’s staff to consistently administer the present Code of Conduct and if an additional option was made available, he thought they would use the easier option. He expressed concern about keeping the environment safe for students who wanted to attend school.

Dr. Roy explained that the program would be utilized in addition to the Code of Conduct. He stated he ran a tight ship as a high school principal for fifteen years and utilized a Code of Conduct in addition to Restorative Practices, pointing out they complemented each other.

Dr. Roy thought the most powerful aspect of the intervention was the “restorative” part. He said ownership had a greater impact than punishment. He emphasized that it was not an “either – or” choice.

Director Amato inquired if there would be an additional cost with regard to staffing in the district associated with the program. He gave the example of a student being caught with alcohol or drugs and as follow-up under the Code of Conduct; they needed to attend the student assistance program. He asked if the program would be supplemental to the Code of Conduct.

Dr. Silva replied affirmatively in a cultural sense and in a learning sense for the student and staff. He emphasized that the code of conduct would still be applied but further follow-up would be accomplished through Restorative Practices.

Director Leeson inquired about the implementation of the program with regard to staffing.

Dr. Silva stated that most of the implementation involved all staff. He noted the disciplinary aspect would still be handled by the assistant principal and principal of the building.

Director Leeson pointed out a concern that the process would be time consuming.

Mr. Bailie explained that it might spend a little more time in approaching the problem but overall it saved time in the long run by having a sustainable change in behavior.

Director Leeson recalled the CA/MP program (Character, Academic and Motivation Program) which involved a family counselor and ownership of problems for the students. The students were seen by specific counselors and support staff. Within that scenario, they used a limited number of staff which resulted in an effective program. She expressed concern that by involving the teachers, it would be taking away from academics.

Director Burkhardt brought attention to the loss of educational time associated with behavior problems. He reviewed that teachers are often spending so much time on discipline it took time away from instruction.

Director Leeson commented that she did not think the better teachers had an issue with behavior problems.

Dr. Silva expressed that he believed those teachers were instinctively using Restorative Practices in their environment.

Director Leeson inquired if the data revealed on the presentation was self- reported.

Mr. Bailie replied that the schools were tracking the data.

Director Cann expressed that she thought Restorative Practices addressed the environment such as a way of living or how the students would conduct themselves more so than a disciplinary practice. She thought the Code of Conduct applied to a series of rules for the students.

Director Cann said she did not view it as a practice that would add or take time away from the classes. She thought it took as much time to have one attitude as it did to have another attitude.

Mr. Bailie agreed and added that the classroom climate and response within was inter-related. He commented that the method of achieving the positive classroom climate could be taught to the instructors.

Director Ortiz addressed that often the students felt there were cultural differences that set them apart with the staff. She asked how the practice would work with expelled students.

Dr. Roy thought the implementation of Restorative Practices would overall reduce the incidents associated with students being expelled.

Dr. Silva commented that the program created a culture and sense of community which prevented repeat offending.

Director Follweiler inquired about the budget associated with the program. She inquired about the full two-year estimated cost of \$100,000 for the program.

Dr. Silva shared that they were still working with Restorative Practices on the pricing in light of their shared city location. He agreed on the approximate figure stated by Director Follweiler.

Director Follweiler inquired about the sustainment cost.

Dr. Silva explained that teachers would be trained to be “trainers” and they in turn would be able to train newly hired teachers.

Director Follweiler inquired about a guarantee that the program would work in Bethlehem.

Dr. Silva stated he could give her the indicators of success but he did not think he could give an absolute guarantee. He said that Restorative Practices looked at the categorical data collected such as suspensions, discipline code violations, and attendance, but he would be utilizing school improvement surveys for parents, students, and teachers to ensure progress on each indicator over time.

Director Follweiler said the program would have been an excellent choice if it was presented when they had stimulus money. She expressed strong concern about having a non-taxpayer method to support the program regardless of the program’s history of success. She thought if the program was funded by the general operating budget; they were taking it away from something else. She said she was concerned about starting a program and then not having sufficient funding to sustain it.

Director Burkhardt commented that he felt the principals and BEA needed to be supportive of the initiative. He noted that neither the high school principals nor the president of the BEA were in attendance to support the program.

Dr. Silva expressed that the concept was discussed during Act 48 Meetings and he received strong support from the president of the BEA and the high school principals. He said he would have the Act 48 Committee play a big part in the monitoring of the program. He added that there was a strong sense of support by both high school principals.

Director Burkhardt asked for an opinion of board members with regard to supporting the program.

Director Tenaglia expressed a concern about funding. He reflected on the recent update on the budget and the challenges faced to sustain mandated items. He concluded that he needed to be shown the way they would pay for the program.

Director Faccinetto stated that he liked the concept but agreed there was a need to find an alternate source of funding for the program.

Director Leeson expressed a concern about funding and the expectations of the teachers with more programs if the classroom size increased. She suggested addressing the middle school level to develop the climate that would then come up through the system.

Dr. Silva thought the teachers would welcome Restorative Practices training in light of the possibility of increased class sizes with regard to effective classroom management.

Director Cann supported the program. She commented that it took just as much time to have one approach as it did to have another (approach).

Director Amato expressed concerns about funding.

Directors Follweiler, McKeon, and Ortiz, all supported the program but also had concerns about funding.

Director Leeson also pointed out there were program cuts currently under consideration and if they found a funding source which could be used in another way; the situation might become more complex.

Dr. Roy shared that one of the most common concerns he has heard from students, parents, and teachers was related to student behavior and climate in high school classrooms. The program was specifically designed to meet this most significant issue.

WELLER CENTER/TURNING POINT – HEALTHY RELATIONSHIPS PROGRAM

Dr. Silva introduced a three-year joint initiative between the Weller Health Education Center and Turning Point of Lehigh Valley to promote positive relationship behaviors and reduce and prevent teen dating violence.

Melissa Lee, President and CEO of the Weller Health Education Center, provided an overview of the program's objectives and planned activities.

Mrs. Lee emphasized that the program was completely funded by four separate sponsors. The evidenced based program would also include parental training with input from a committee composed of school district employees. She concluded that the Weller Center and Turning Point would draft a comprehensive report detailing the results of the project, including specific program outcomes for students, staff, and parents, on knowledge gain, attitude changes, and intent for behavioral change.

Director Cann inquired if the program targeted both abusers and victims.

She explained that the students would be receiving tools through ongoing conversation about the appearance of a healthy relationship. Their goal was to have communication with parents in order to encourage support in the home environment.

Director Ortiz inquired about the distribution of the instruction.

Mrs. Lee said they usually communicated with the students during the school day but they would be very flexible with the delivery of the program with the goal to not disrupt certain classes.

Ms. Liddington said the project would begin in Grade 6 and progress up to Grade 9. They would arrive at a more firm program after having discussion with guidance counselors and other stakeholders.

Director Leeson inquired if the program would be incorporated into health classes within the middle schools.

Dr. Silva agreed, noting the greatest influence would be on 12, 13, and 14 year old students.

Director Burkhardt reflected on the past relationship with the Weller Center and how they “could not say no” to the group because of their positive history with the district.

AMAO IMPROVEMENT PLAN (ESOL Improvement Plan) – Mrs. Correll

Mrs. Correll reviewed the annual measurement achievement objective as required by the Pennsylvania Department of Education. The calculations were determined by PSSA results and the WIDA:ACCESS for ELLs. She explained the three main goals which were targeted by the district.

- Annual increases in the number or percentage of children making progress towards learning English
- Annual increases in the number or percentage of children attaining English proficiency
- Adequate yearly progress (AYP) for ELL students

Mrs. Correll reviewed the results with regard to meeting targets in academic years 2006-2007, 2007-2008, and 2008-2009. She pointed out that it was a retroactive plan which the state was required to submit to the federal government.

Mrs. Correll further discussed the present goals of the BASD AMAO Improvement Plan.

If they wanted to lessen the gap of ELLs, they needed to look at the academic language being taught cross-curricularly. The second focus is on effective collaboration with regard to co-teaching and inclusive practices by using the Standards Aligned System. The third goal was to address the ELL Literacy Framework to ensure coordinated delivery of core material among all teachers. There was a need to minimize fragmentation and rather align what was occurring in the mainstream with the ELL students.

Mrs. Correll concluded that the plan was reviewed by their assigned PDE representative and was tentatively pre-approved. She further explained that it could be officially submitted after receiving school board approval.

Director Burkhardt commented about addressing past years associated with the program and that it wasn't an effective use of time but emphasized it was not a reflection on Mrs. Correll.

MIDDLE SCHOOL MATH SCOPE AND SEQUENCE ADJUSTMENT

Dr. Silva addressed his suggestion for a revised path to better align math course sequences to promote success on the PSSA and Keystone requirements. He shared that the Algebra I Keystone Assessment was scheduled for this May.

Dr. Silva pointed that all students taking Algebra I would be required to sit for the assessment regardless of grade level so they needed to ensure proper scope and sequence. He shared the following goals for the next academic year:

- Reduce unneeded duplication of math concepts in Grades 5, 6, and 7
- Keep high level super accelerated at highest level
- Continue using the Orleans-Hanna Algebra Readiness Test to assist in placement decisions for accelerated math paths
- Better align course sequences to promote success on the PSSA and Keystone requirements. The more accomplished 7th and 8th grade math students must take both the PSSA and Keystone Assessments while in middle school. Having “two masters” is particularly challenging for one-year accelerated students taking Algebra I in Grade 8.
- The Grade 8 PSSA Test contains concepts other than Algebra I concepts, so one-year accelerated students currently must learn Algebra I and the additional PSSA content within one year, which leads to a struggle as they race through Algebra I. (The current accelerated Grade 7 students would need to continue taking Algebra I all in one year as 8th Graders in 2011-2012 so they could stay on the accelerated path). The remedy would be to begin spreading Algebra I over two years for one-year accelerated students to allow for more time, conceptual understanding, and retention.
- The Algebra I course should be the same at the middle level (for younger, more advanced students) and the high school (for older students of less ability). All students need to take the same Keystone Exam and meet the same standards at the end of the course.
- Students in non-accelerated math path (B-Track) should successfully complete Algebra II prior to taking the SAT Test in Grade 11.

Director Cann complimented Dr. Silva on the attached excellent research material. She inquired if there were other Keystone Math Assessments in addition to Algebra I.

Dr. Silva replied there were also assessments for Algebra II and Geometry but there would be a delay because of the state budget.

Director Cann reviewed the sequence of high school math courses and Keystone Assessments with Dr. Silva.

Director Leeson also complimented Dr. Silva on the provided research material. She believed it was the district's job to provide a solid foundation in high school material before the students were accelerated.

Dr. Silva agreed and shared his opinion about students being confident and secure in their skills prior to acceleration.

Director Leeson inquired about the reasoning for accelerated Grade 6 students to take Course 2 rather than Course 1. She was concerned about capturing the essential concepts which would be needed in future math courses.

Dr. Silva explained that the revised paths of courses were aligned to the essential content and the standards for preparation of the Algebra I and Geometry Keystone Examinations in addition to the PSSA. He added that he incorporated some flexibility in the paths for students who were capable of acceleration or sustaining on level.

Director Leeson reviewed past concerns about students not being prepared for high school level math courses.

Dr. Silva commented that he attempted to align the revised paths with not only the required assessments but also with the issues seen across the country associated with middle school programs. He emphasized that the math courses were being aligned to prepare the students for the Keystone Assessments.

Director Leeson asked if they were using Praxis certified teachers to teach high school level mathematics.

Dr. Silva replied that he would have to consult with the human resources director but shared that the recent hires were math instructors.

Director Leeson emphasized the need to hire high school level certified teachers for high school level subjects.

INFORMATION ITEMS

Dr. Silva commented on his visit to the high schools today because it was the first day of PSSA and observed a positive atmosphere in the schools.

Dr. Silva shared his ongoing communication with Northampton Community College with regard to entrance level intervention course alignment to the district's standards. He noted that he provided some insight on the Keystone Examinations which were directly associated with the standards. He said he would be in communication with the college for ongoing cooperation with regard to math courses.

Dr. Silva also mentioned the National Endowment for the Humanities Grant, which involved Northampton Community College, the Bethlehem Historic Foundation, and the district. He explained there would be events sponsored by the grant such as a civil war enactment occurring in Bethlehem during April. There would be other opportunities offered to the district's middle and high school students in the upcoming year. They were also working with the college on a Gateway to College application which would assist student drop-outs in attending NCC in order to earn their high school diploma.

AGENDA ITEMS FOR MARCH 21, 2011 REGULAR BOARD MEETING

Director Burkhardt received board approval to list the following agenda items for the March 21, 2011 Regular Board Meeting:

A. Fresh Fruit and Vegetable Program Grant

The program, sponsored by the USDA, provides funding to schools to make fresh fruit and vegetables available to students throughout the school day. The goal of the program is to create a healthier school environment by providing healthier food choices. The recommendation would permit the administration to submit an application to support Donegan, Fountain Hill, Freemansburg, James Buchanan, Lincoln, Marvine, Thomas Jefferson, and William Penn Elementary Schools, in addition to the SPARK Pre-Kindergarten Program for the 2011-2012 school year.

B. Service Contract with Intermediate Unit 21 for the 2010-2011 School Year – Title I Non-Public Services

The recommendation would approve the service contract with Intermediate Unit 21 to provide Title I services for non-public Bethlehem Area School District students attending Life Academy, Allentown, for the 2010-2011 school year at a cost not to exceed \$3,505.

C. Community Service Agency

As part of the Community Service Program, the Board of School Directors must approve each community service prior to students participating with the agency. The recommendation is for approval of the Lehigh Valley Academy Regional Charter School to be included in the Community Service Directory of Participating Organizations and Agencies.

Director Cann inquired how it would be possible for the students to participate in activities at the location in consideration of their schedules.

Dr. Silva explained that it would be the responsibility of the students to obtain transportation for the activities at the school location. He commented that some events or activities take place during after school hours.

Director Leeson also commented that she did not recall previously approving community service activities for district students at another school.

Director Burkhardt suggested obtaining some more detailed information.

Dr. Donaher commented that the opportunities would take place after school hours and involved activities such as tutoring or day care services for parents while they were involved in school events.

D. Annual Measurable Achievement Objective (AMAO) Improvement Plan

That the Board of School Directors approves the Assurance of Quality and Accountability declaration and therefore recommends that the Secretary of Education and the Pennsylvania Department of Education grant formal approval of the AMAO Improvement Plan (ESOL Improvement Plan) for the 2010-2011 school year.

E. Middle School Math Scope and Sequence Adjustment

That the Board of School Directors approves the Middle School Math Scope and Sequence Adjustment starting in the 2011-2012 school year.

F. Agreement with Lehigh University for Use of Stabler Arena for Graduation

That the Board of School Directors approves the Agreement with Lehigh University for the rental of Stabler Arena for 2010-2011 graduation ceremonies at a rate of \$8,100 for Liberty High School and \$7,600 for Freedom High School.

Director Leeson questioned if the rate was similar to last year's payment.

Dr. Silva replied that after inquiring with Mrs. Gober, it was a just a modest increase.

Director Leeson commented that in the past they researched bringing the ceremonies back to the schools but they found it was a similar expense after evaluating all expenses.

Dr. Silva said he thought the price for services was very good in comparison to his past experiences with graduation ceremony costs.

COURTESY OF THE FLOOR

1. Mr. Stephen Antalics, 737 Ridge Street, Bethlehem

Mr. Antalics addressed the Restorative Practices presentation and stated he agreed with Mr. Amato in that the Code of Conduct should be one-hundred percent implemented such as action taken with regard to complaints. He also commented on the Weller Center program offering and thought it could dove-tail into what the Restorative Practices presentation would accomplish since it was addressing violence between people. He noted there were also violent situations occurring between friendships beyond girlfriend-boyfriend relationships such as between two boys or two girls.

Mr. Antalics brought attention to a fascinating after-school music program which incorporated spatial mathematic concepts without the students' realization. He mentioned the investigation of a program of this nature because of the impact on math education.

Mr. Antalics announced that today was "Pi Day" and pointed out the accomplishment of a man who used his computer to calculate pi to the second quadrillionth. He mentioned sharing the information with the math students in the district.

OPEN FORUM

Director Leeson inquired about the honors application process at the high schools.

Dr. Silva replied that the process was consolidated so both schools had the same application.

Director Leeson recalled that the board had previously approved a system and asked for an update on the revised application.

Director Leeson asked about the assignment of summer work for honors students.

Dr. Silva replied the department chairpersons were in charge of the development of the assignments. He said he would inquire about the tasks to ensure consistency and fairness.

Director Leeson inquired about Grade 9 teaming and noted there were many questions which were not answered last year. She would like to evaluate the concept soon and asked for supportive data.

Director Burkhardt commented that they needed to ask the administration for specific information when making inquiries about an area of concern.

Director Leeson said she did not want a description of the program or analogous information but she was interested in data as to what was occurring through the teaming process.

Dr. Roy reflected on a presentation last year which focused on the teaming process.

Director Burkhardt commented that they could request a presentation through Dr. Silva.

Dr. Roy offered a mid-year presentation in order to draw comparisons from the previous year.

Director Leeson stated it would be helpful to have the knowledge with budget considerations.

Director Leeson inquired about the Summer Academy for staff.

Mr. Agretto responded that they would like to continue the program and conferred with Dr. Silva but there was not a formal plan in place.

Director Leeson asked if there was funding for the program from the general operating budget.

Mr. Agretto replied that previous program offerings were grant or stimulus funding supported.

Director Leeson asked if administration was considering larger class sizes.

Dr. Silva responded that it was a consideration given the size of the budget deficit and the level of student reduction. They would attempt to guard the elementary level as best as possible to maintain class sizes but the middle and high school areas were likely to see increased class sizes if they were to close the deficit at the 1.7 percent recommendation.

Director Leeson inquired about the approximate class size at the high school level.

Dr. Silva said the high school principals may need to base their scheduling on 30 students in the electives as opposed to 28 students.

Director Leeson addressed the READ 180 Program.

Dr. Silva said he recently received data from Mr. Villiani regarding the student gains to date. He reported that on average students were achieving more than a year's worth of growth at mid-year.

Director Leeson inquired about a status update regarding the previously discussed enrichment period at Freedom High School.

Dr. Silva referred to Mr. LaPorta's "skinny" block scheduling. He said he would ask Mr. LaPorta to make a presentation at a future meeting.

Director Follweiler stated she was approached by a few people about the governor's budget. She asked Dr. Roy to make comment about the impact on the district.

Dr. Roy stated that the preliminary budget adopted by the board in early February had a revenue expenditure gap of 7.6 million dollars and at the February 23 budget workshop, the administration proposed 1.6 million dollars in cuts in effort to reduce the gap.

The governor's budget on March 8 reduced the district's overall funding by approximately 5 million dollars more than anticipated in the preliminary budget. As a result, the revenue expenditure gap grew to roughly 11 million dollars. Dr. Roy said the plan was to bring in more revisions and reductions on March 24 of approximately 7 million dollars which would leave a revenue expenditure gap of approximately 4 million dollars, which was the original target for March 24. They will need to cut 7 million because of the governor's budget proposal. The reductions needed to close the gap are deep and far reaching with a starting focus on non-mandated programs outside of the school day, many of which were funded by eliminated state grants in the proposed budget. They would then look at non-mandated programs occurring during the school day and then at core academic programs. He concluded that in order to close such a substantial gap, it would mean deep cuts in programs and personnel, which would be laid out in detail next week.

Dr. Follweiler reflected on the past teaming presentation and recalled the board requested supporting data at that time.

Dr. Silva will follow-up on the request for a presentation on FHS teaming for the board.

The meeting was adjourned at 8:22 p.m.

Minutes prepared by:

Donna L. Wenz
Confidential Secretary – Office of Educational Programs