NEW JERSEY DEPARTMENT OF EDUCATION
OFFICE OF FISCAL ACCOUNTABILITY AND COMPLIANCE
CORRECTIVE ACTION PLAN

NAME OF SCHOOL DISTRICT ATLANTIC CITY BOARD OF EDUCATION   COUNTY: ATLANTIC

TYPE OF EXAMINATION: CONSOLIDATED MONTIORING REPORT

OFAC Case # CM-003-015

DATE OF BOARD MEETING: ________SEPTEMBER 2016

CONTACT INFORMATION: PAUL SPAVENTA

TELEPHONE: 609-343-7200

CORRECTIVE ACTION PLAN: Findings numbered 1-30 on pages 1-22

Paul A. Spaventa

Chief School Administrator   9/30/16 Date   Elliot Rickett Board Secretary/Business Administrator   9/30/16 Date

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SCHOOL DISTRICT NAME: ATLANTIC CITY BOARD OF EDUCATION

COUNTY: ATLANTIC

TYPE OF EXAMINATION: Consolidated Monitoring Report July 2016

OF AC Case #: CM-003-15

DATE OF BOARD MEETING: September 2016

CONTACT PERSON: Paul A. Spaventa

TELEPHONE NUMBER: 609-343-7200 ext. 5003

FAX NUMBER: 609-348 -3886

RECOMMENDATION NUMBER	CORRECTIVE ACTION PLAN (REQUIRED ACTION)	METHOD OF IMPLEMENTATION	INDIVIDUAL RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
1. The district's Title I parental notification letter did not include the multiple, educationally related, objective entrance and exit criteria used for Title I student identification in a targeted assistance program. This information is necessary for parents to understand the reasons their child was selected to participate in the Title I program and what is needed for their child to exit the program	All schools are now school wide. We will attach the form that we are currently using. The district will revise its Title I participation letter to include the multiple, educationally related, objective criteria used to identify students for Title I services, and the criteria used to exit students from the Title I program. The school will provide a copy of its revised FY 2016-17 Title I participation letter to the NJDOE for review.	Distribution and notification will be sent home to all parents and notification will be on the website	Title I Coordinator Director of Assessments & Special Projects	30-Sep-16

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2. The district did not provide school-level Title I parental involvement policies for each of its schools.	School Improvement Teams will modify the district parental involvement policy to reflect individual schools. The district will provide technical assistance to its Title I served schools in the development of a school-level parental involvement policy & ensure each school works with their stakeholder groups to develop the policy and review it annually. The district will submit copies of the FY 2016-17 school-level policies to the NJDOE for review. The district will also submit evidence of engaging parents in the development and review of the policies (e.g., meeting invitations/ flyers; meeting agendas, sign-in sheets, and minutes).	Principals and their teams which includes the Parental Advisor Council to include and revise the policy.	Principals PAC Title I Coordinator Director of Assessments & Special Projects	30-Sep-16

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3. The district's School Improvement Plan (SIP) for the Atlantic City High School that serves as its School wide Plan under ESEA §1114(b) did not include all the school-level expenditures. Specifically, the Plan did not reflect the need for the expenditure of computers totaling $132,838.00.	The Principal has updated the School Improvement Plan to reflect the need for the expenditure of computers totaling $132,838.00. The district will update the SIP/school wide plan for Atlantic City High School to include the need to justifying the use of Title I funds to purchase the computers.	Amend the School Improvement Plan	Principals Director of Secondary Education	April 2016
4. The district and schools do not have professional development plans. All schools and districts in New Jersey are requirement to create an annual district professional development plan and all schools are required to create a school-level professional development plan. Activities in the school level plans must be consistent with the district professional development plan. The district-level and school-level plans must align with New Jersey definition of Professional Development and Professional Development Standards for Teachers and the New Jersey Standards for Professional Learning.	The district and schools have embarked on a professional development plan for 2016-17 school year. The district and schools will create professional development plans for the 2016-17 school year that are consistent with professional development plans to the NJDOE for review.	The district professional development committee and school leadership teams met to create their respective professional development plans reflecting the district and school strategic planning goals.	District Professional Development Committee School Leadership Teams	Summer 2016

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5. The district's use of Title IIA funds totaling $256,559.64 to pay for the salaries and benefits for a second grade teacher at Brighton Elementary School, a first grade teacher at Uptown Elementary School, and a Kindergarten teacher at Richmond Elementary School teachers to reduce class sizes supplants local funding sources because the student teacher ratio does not meet New Jersey Administrative Code for school districts with poverty levels of greater than 40 percent.	The district must reverse all charges and submit the adjusting entry to the NJDOE. The district must allocate the appropriate staff for each grade level according to New Jersey Administrative Code for the 2016-2017 school year. A copy of teacher grade level assignment and student enrollment for each school must be submuitted to the NJDOE for review.	The three positions will not be included in the Title IIA plan for the 16-17 School year. The positions will be funded with local funds.	Business Administrator Title I Coordinator Assistant Superintendent of C&I	September 30, 2016
6. The district's use of Title IIA funds totaling $9,500.00 on purchase order 16-00968 to provide professional development for administrators on maintaining a district seniority list by Califon consultants, is not an allowable use of Title IIA funds.	The final report will reflect the 15-16 reversal of charges and submit the adjusting entry to NJDOE.	Moving forward will amend Board resolution to reflect and reverse charge to adjust Title IIA funds of $9,500.00 to local funds.	Business Administrator Title I Coordinator	August - September 2016

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7. The district did not formalize the appropriate ELL entry criteria for the gifted and talented program. Although informal alternate criteria may be used to ensure ELLs' access to gifted and talented programs, no formal documentation exists in the district's selection criteria document. Selection criteria that allow for instructional methodology proven to be effective for ELLs must be provided to support the full range of academic offerings available to qualifying ELLs. The current selection criteria are ineffective because they may restrict ELLs' opportunities to access the district's gifted and talented program.	Revise the Gifted and Talented Forms to include criterion that will allow the ELL population to participate in the Gifted and Talented Program. The district will document alternate gifted and talented selection criteria for ELLs to ensure access to gifted and talented programs. These criteria may include alternate entrance scores for students based on performance on the ACCESS for ELLs assessment, native language indicators, and other alternative measures. Alternate gifted and talented selection criteria will be submitted to the NJDOE for review and approval once they are established.	Revise the Gifted and Talented selection forms.	WIDA Task Force Gifted and Talented Instructors	September 30, 2016

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8. The district has not developed recommendation forms for limited English proficient (LEP) parents in their native language for the gifted and talented program. Although LEP parents may have been consulted regarding recommendations for the gifted and talented programs, no formal native language parent recommendation form is available. Selection criteria that allow for instructional methodology proven to be effective for ELLs must be provided to support the full range of academic offerings available to qualifying ELLs. The current selection criteria documents are ineffective since they may restrict ELLs and other students opportunities to access the district's gifted and talented programs.	Develop alternate gifted and talented native language forms for LEP parents. The district will document alternate gifted and talented native language recommendation forms for LEP parents to ensure access to gifted and talented programs. These native language forms will be developed, disseminated to LEP parents as appropriate, and submitted to the NJDOE for review and approval once they are established.	Disseminate to LEP parents as appropriate	Bilingual/ESL/SIOP/Teacher Facilitato Principals	30-Sep-16

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9. The district did not receive Title III Immigrant funds in FY 2016, but the enrollment data submitted was inaccurate. Although the district included students who were not born in the United States (U.S.) and had been in a U.S. school for less than three years, it also included many students who had been in a U.S. school for more than three years. The inaccurate identification of students as immigrants limits students who do meet the federal definition of immigrant from accessing needed services.	The district will submit a revised October 15, 2015 immigrant list of public and nonpublic students to the NJDOE for review. This list will include student identification (for public school students), U.S. entry date, first entry into U.S. school, and district/nonpublic school entry date for all immigrant students. The district will also submit a list of all ineligible students originally counted as immigrant students that includes student identification (for public schools students), U.S. entry date, first entry into U.S. school, and district/nonpublic school entry date.	Review the reports from the Student Management System and NJSMART to ensure that only eligible students are included in immigrant count submitted on October 15.	Bilingual/ESL/SIOP/Teacher Facilitat	30-Sep-16

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10. Teachers of ELLs did not have access to an English as a Second Language (ESL) curriculum aligned to the World Class Instructional Design and Assessment (WIDA) standards. ESL curriculum must address the WIDA English language development standards, cross-reference the school district's content curriculum, and be adopted by the district board of education. The lack of an ESL curriculum aligned to the WIDA standards restricts ELLs' opportunity to access effective ESL instructional methodology.	The district will align the ESL curriculum to the WIDA standards for the 2016-2017 school year. The curriculum will address the WIDA English language development standards, cross reference the school district's content curriculum, and be adopted by the district board of education. The district will submit documentation of the curriculum development and adoption process to the NJDOE for review.	Secondary was completed and Board approved from 2014 WIDA Access Team will meet throughout the year to align the standards and will be implemented as completed throughout the year.	Bilingual/ESL/SIOP/Teacher Facilitator WIDA Task Force Assistant Superintendent of C&I Directors of Elementary and Secondary Education	August 2017
11. The use of Title III funds for non-ELL afterschool classes supplanted state/local funds. As the result of sampling time sheets, reviewers were able to determine the 4th and 6th grade afterschool program at Texas Avenue School contained non-ELLs. The district used Title III funds to provide afterschool programs for non-ELLs at multiple grade levels. This adversely impacts the use of Title III supplemental spending for programs and services to address the needs of ELLs.	The district will determine which schools/grade levels have non-ELL students enrolled in the Title III afterschool program. The district will reverse the expenditure of Title III funds for those specific classes and use state/local funds instead. The district will submit documentation of the adjusting entries to the NJDOE for review	Students will be identified for targeted assistance in the afterschool programs. We reversed expenditures of Title III funds to Title I funds.	Principals ELL Lead Title I Coordinator Bilingual/ESL/SIOP/Teacher Facilitator	Apr-16

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12. Although former ELLs are a part of the overall data analysis at the district-level, there is no formal evaluation process for former ELLs who have been exited from the program for two years or less. The district did not meet the Title III requirement to monitor for two years the progress made by exited ELLs on content and achievement standards. The lack of a specific process for monitoring former ELLs limits the effectiveness of the district in providing appropriate services to former ELLs.	The district will formalize a process memo for all district staff regarding former ELLs for two years after such children are no longer receiving services. The process memo will include criteria for performance evaluations, time lines, and the staff members responsible for such evaluations. The district will submit documents of the process memo to the NJDOE for review.	There will be quarterly building level reviews of F1 and F2 student data to determine process and/or needs for additional supports.	Bilingual/ESL/SIOP/Teacher Facilitat	30-Sep-16
13. The district expended FY 2015-2016 Perkins grant funds on Microsoft Office related software and books. This purchase was improperly charged to the Perkins grant without a reasonable connection to an approved CTE Program. The district purchased the following supplies and allocated the costs to the Perkins grant: P.O. 16-01035 on 10-21-15 to the vendor Pearson for Microsoft Office Publisher 2013 book and supporting materials to support the upgrade of Computer Lab for $5,529.93.	The district will ensure Perkins Grant funds are expended on approved programs and expenditures represents allocable program costs in accordance with the requirements at the Perkins Act and applicable regulations.	We reversed expenditures of Perkins funds to Title I funds	Director of Secondary Education	1-Apr-16

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14. The district did not provide opportunities to participate in structured learning experiences (SLE) for all students enrolled in approved CTE programs.	The district will offer CTE students opportunities to explore all aspects of their career programs through participation in SLEs linked to the New Jersey Core Curriculum Content Standards in all approved CTE programs. The district will contact its Perkins program officer for technical assistance.	The program instructors will identify students that are prepared for Structured Learning Experiences (SLEs) during the 2016-17 school year, for placement in SLEs. We will secure these experiences through the advisory committee.	Director of Secondary Education Assistant Superintendent C & I	June 2017
15. The district did not have a minimum of two advisory committee meetings for CTE advisory committees for each approved CTE program.	The district will ensure there are at least two advisory board meetings held each project period for all approved CTE programs. The advisory boards will include the requirement membership as indicated in the NJ Administrative Code listed above. The district will maintain sufficient evidence that meetings took place including sign-in sheets with the name and signature of those in attendance at the meeting indicating the name, organizational affiliation of each member in attendance. Once the advisory boards is established the district will submit a copy of the advisory board minutes and sign-in sheets to Perkins program officer.	We will hold at least two advisory board meetings with required documentation for each project period during the 2016-2017 SY.	Director of Secondary Education Principals	December 2016

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16. All CTE program curricula did not incorporate the New Jersey Core Curriculum Content Standards.	The district will align their CTE curriculum to reflect the New Jersey Core Curriculum Content Standard Nine (Career Ready Practices and Standard 9.3, Career and Technical Education) and the curriculum will be board approved.	The District will align their CTE curriculum to reflect the New Jersey Common Core Content Standard Nine and obtain board approval.	Principals Assistant Superintendent of C&I	30-Sep-16
17. The district is not offering a coherent sequence of three courses for Accounting Technology/Technician and Bookkeeping (CIP Code 520302).	The district will ensure a coherent sequence of at least three courses are offered for approved CTE programs supported with Perkins funding. The course sequence will consist of those courses identified in the approved reapproval application. The district will ensure courses required of all students in the district for high school graduation purposes are not included with the CTE courses for CTE program approval. Also, course sequence information will be available for students, teachers, guidance counselors, administrators and parents.	Research a viable alternative based on indiustry standards in accounting.	Director of Secondary Education Assistant Superintendent of C&I	September 2017

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18. The district did not conduct evaluations of CTE programs and review CTE student performance date annually.	The district will ensure program data is reviewed annually and CTE program performance is evaluated annually based on the review of relevant CTE program data. Evidence that a review and evaluation has been conducted will be maintained by the district for monitoring purposes.	We will provide proof of verifications that yearly program evaluations were conducted.	Director of Secondary Education Principals	June 2017
19. The district did not provide evidence that any materials and/or procedures to increase and support nontraditional student participation were developed and implemented.	The district will conduct activities or implement strategies to increase participation and success of nontraditional students and other special population students in CTE programs. The district will contact its Perkins Program Officer for resources and assistance with developing appropriate strategies.	We will send guidance counselor to workshops to assist us in the promotion of our programs that have non-traditional student participation.	Director of Secondary Education	June 2017

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20. The district utilized Perkins funds to support a Financial Literacy course (Keys to Financial Success) in the Accounting Technology/Technician & Bookkeeping Program (520302). Financial Literacy courses are not approved courses in a CTE program.	The district will ensure Perkins funds are not used to support courses required of all students in the district for high school graduation purposes such as Financial Literacy. The district will also ensure student enrollment in such Financial Literacy courses are not reported in the CTE submission in NJSMART.	We will remove Financial Literacy course from approved CTE program and ensure student enrollment is not reported.	Principals	30-Sep-16
21. The district did not consistently convene for identification and eligibility determination/IEP meetings with required participants for students referred and/or eligible for special education and related services and for students referred and/or eligible for speech-language services.	The district will ensure meetings are conducted with required participants and documents of attendance and/or written parental consent to excuse a member of the team is maintained in student files. In order to demonstrate correction of noncompliance, the district will provide training for child study team members & speech language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citation listed. A monitor from the NJDOE will conduct an on-site visit to interview staff, review meeting documentation, including the sign-in sheets, for meetings conducted Oct. 2016 and Dec. 2016 and to review the oversight procedures.	We will conduct Professional Development through Stockton to provide training to ensure compliance. Consistently ensure meetings are conducted with required documentation for attendance and maintained in student files.	Assistant Superintendent of C&I	30-Sep-16

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22. The district did not document all required considerations and statements in each IEP. IEPs for students eligible for special education and related services did not include: measurable annual goals and objective for social studies, science and counseling; and age 14 post-school transition components. IEPs for students eligible for speech-language services did not include documentation of the consideration of the need for extended school year services.	The district will ensure each IEP contains the required considerations and statements. In order to demonstrate correction of non-compliance, the district will conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citation listed. In addition, to demonstrate correction of individual instances of noncompliance, the IEPs were identified as non-compliance. A monitor from the NJDOE will conduct an off-site visit to interview staff, review the revised IEPs and a random sample of additional IEPs developed at meetings conducted between Oct. 2016 and Dec. 2016, and to review the oversight procedures. The names of the students whose IEPS were identified as noncompliant, the district is referred to the state IEP sample form which is located at http://www.state.nj.us/education/specialed/form/.	The district will conduct two in-services with all of the CST and Speech members to address the findings of the state monitors. The district will continue to monitor the IEPs of both the Child Study Team and Speech Therapists to ensure they are following all of the laws of special education as it pertains to attendance, timelines, and best practices.	Supervisor / Director of Student Services Assistant Superintendent of C&I	January 2017

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23. The district did not consistently maintain documentation of the frequency, duration and effectiveness of the interventions provided in the general education setting through the Intervention and Referral Services (I&RS).	The district will ensure I&RS documentation includes the description, frequency, duration and effectiveness of the interventions provided in the general education setting. In order to demonstrate correction of non-compliance, the district will conduct training for members of the I&RS committee and develop an oversight mechanism to ensure compliance with the requirements listed in the citations. A monitor from the NJDOE will conduct an onsite-visit to interview staff, review documentation for students who are provided interventions in general education between Oct. 2016 and Dec. 2016, and to review the oversight procedures.	The district will conduct two in-services with all of the CST and Speech members to address the findings of the state monitors. The district will continue to monitor the IEPs of both the Child Study Team and Speech Therapists to ensure they are following all of the laws of special education as it pertains to attendance, timelines, and best practices.	Supervisor / Director of Student Services Assistant Superintendent of C&I	January 2017

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24. The district did not consistently conduct all required sections of the functional assessment as a component of an initial evaluation for students referred for special education and related services and students referred for speech-language services. Evaluation reports for students referred for special education and related services did not include a structured observation in other than a testing setting. Evaluation reports for students referred for speech-language services did not include: structured observation in other then a testing setting; parent interview; review of developmental/ educational history; and review of interventions.	The district will ensure all components of the functional assessment are conducted as part of the initial evaluation process. In order to demonstrate correction of noncompliance, the district will conduct training for child study team members and speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citations listed. A monitor from the NJDOE will conduct an onsite visit to interview staff, review initial evaluation reports completed between Oct. 2016 and Dec. 2016, and to review the oversight procedures For assistance with corrections of noncompliance, the district is referred to the sample report form for speech language evaluations which is located at: http://www.state.nj.us/education/ specialed/form/.	The district will conduct two in-services with all of the CST and Speech members to address the findings of the state monitors. The district will continue to monitor the IEPs of both the Child Study Team and Speech Therapists to ensure they are following all of the laws of special education as it pertains to attendance, timelines, and best practices.	Supervisor / Director of Student Services Assistant Superintendent of C&I	January 2017

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25. The district did not conduct meetings within 20 calendar days of receipt of a written request for a speech-language evaluation to determine if an evaluation was warranted.	District will ensure indentification meetings are conducted within 20 calendar days of receipt of a written request for evaluation and the required participants are in attendance. In order to demonstrate correction of noncompliance, the district will conduct training for speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citations listed. A monitor from NJDOE will conduct an on-site visit to interview staff, review documentation from meetings conducted between Oct. 2016 and Dec. 2016, and to review the oversight procedures.	The district will conduct two in-services with all of the CST and Speech members to address the findings of the state monitors. The district will continue to monitor the IEPs of both the Child Study Team and Speech Therapists to ensure they are following all of the laws of special education as it pertains to attendance, timelines, and best practices.	Supervisor / Director of Student Services Assistant Superintendent of C&I	January 2017

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26. The district did not consistently conduct multidisciplinary initial evaluations for students referred for speech-language services by obtaining an educational impact statement from the classroom teacher.	The district will ensure a multi-disciplinary evaluation is conducted for students referred for speech-language services by obtaining a statement from the general education teacher that details the educational impact of the speech problem on the student's progress in general education. In order to demonstrate correction of noncompliance, the district will conduct training for speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citation. A monitor from the NJDOE will conduct an on-site visit to interview staff, review initial evaluation reports for students referred for speech-language services whose eligibility meetings were held between Oct. 2016 and Dec. 2016, and to review the oversight procedures.	The district will conduct two in-services with all of the CST and Speech members to address the findings of the state monitors. The district will continue to monitor the IEPs of both the Child Study Team and Speech Therapists to ensure they are following all of the laws of special education as it pertains to attendance, timelines, and best practices.	Supervisor / Director of Student Services Assistant Superintendent of C&I	January 2017

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27. The district did not ensure child study team participation at the planning conference of students transitioning from an Early Intervention program to preschool.	The district will ensure a member of the child study team participate in the planning conferences for each student transitioning from Early Intervention to preschool. In order to demonstrate correction of noncompliance, the district will conduct training for child study team members and develop an oversight mechanism to ensure compliance with the requirements in the citations listed. A monitor from the NJDOE will conduct an on-site visit to interview staff, review documentation of participation in an transition planning conference for early intervention referrals received between Oct. 2016 and Dec. 2016, and to review the oversight procedures.	The district will conduct two in-services with all of the CST and Speech members to address the findings of the state monitors. The district will continue to monitor the IEPs of both the Child Study Team and Speech Therapists to ensure they are following all of the laws of special education as it pertains to attendance, timelines, and best practices.	Supervisor / Director of Student Services Assistant Superintendent of C&I	January 2017

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28. The district did not consistently conduct reevaluations within three years of the previous classification date for students currently eligible for speech-language services.	The district will ensure reevaluations are conducted within required time lines. In order to demonstrate correction of non-compliance, the district will conduct training for speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citations listed. A monitor from the NJDOE will conduct an on-site visit to interview staff, review time lines for students due for reevaluations between Oct. 2016 and Dec. 2016, and to review the oversight procedures.	The district will conduct two in-services with all of the CST and Speech members to address the findings of the state monitors. The district will continue to monitor the IEPs of both the Child Study Team and Speech Therapists to ensure they are following all of the laws of special education as it pertains to attendance, timelines, and best practices.	Supervisor / Director of Student Services Assistant Superintendent of C&I	January 2017

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29. Although the district provided documentation to support a number of payroll charges, the records do not comply with the required timekeeping standards for federally funded grants. Employees whose salaries are paid 100 percent with grant funds must complete a semi-annual certification attesting to their performance of grant related duties. Employees whose salaries are partially paid with grant funds must complete monthly personal activity reports. The documentation must reflect what the staff is doing, when and where they are working and it must support their funded percentage. This documentation is necessary to ensure grant funded staff are actually performing grant related responsibilities.	The district will identify staff members whose salaries are supported in whole or in part with grant funds and verify the time and activity of staff charged to the grant. The district will submit sample time sheets utilized during FY 2015-2016 to the NJDOE for review.	The district will revise the time activity sheets using the state recommended forms.	Title I Coordinator Director of Assessments & Special Projects	September 2016

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30. The district's written policies and procedures covering procurement and cash management functions were not consistently followed. Examples are as follows: purchase orders missing the signature of the district authorized Purchasing Agent; unsigned receiving copies of purchase orders; and purchase order voucher copies not executed by vendor.	The district was unable to initially satisfy the functions noted given by the NJDOE regarding fiscal guidance relative to approval and payment of invoices, such as the signatures of the Business Administrator and vendor. The issues were subsequently resolved accordingly.	The district will ensure that policies and procedures are followed.	Business Administrator Accounts Payable	April 2016

ATLANTIC CITY BOARD OF EDUCATION
Office of the Secretary

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September 30, 2016

At the regular meeting of the Atlantic City Board of Education held on September 26, 2016 the following resolution was approved:

Curriculum & Instruction #16

On a motion made by Ms. Bassford and seconded by Mr. Johnson, the Atlantic City Board of Education voted to approve the Atlantic City Public Schools Corrective Action Plan for the NJDOE Consolidated Monitoring Report for the Elementary and Secondary Education Act (ESEA) and the Individualized Disabilities Education Act (IDEA) from July 1, 2014 through April 22, 2016 (Case # CM-003-015), per Exhibit B. Ms. Bassford-abstain; Mrs. Byard-abstain; Mrs. Days-Chapman-yes; Mr. Devlin-yes; Mr. Harvey-yes; Mr. Johnson-yes; Mrs. Langford-yes and Mr. Steele-abstain. Of eight members present, five voted in the affirmative and three abstained. The motion carried.

Respectfully submitted,

Angela Brown

Angela Brown
Board Secretary