

STATE OF NEW JERSEY  
DEPARTMENT OF EDUCATION  
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BERGEN ARTS AND SCIENCE CHARTER SCHOOL  
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*New Jersey K-12 Education*

CONSOLIDATED MONITORING REPORT  
MARCH 2016

**District:** Bergen Arts and Science Charter School  
**County:** Bergen  
**Dates On-Site:** January 12 and 13, 2016  
**Case #:** CM-004-15

**FUNDING SOURCES**

Program	Funding Award
Title I, Part A	\$317,986
IDEA Basic	177,296
IDEA Preschool	2,398
Title II, Part A	3,910
Title III	6,156
Total Funds	<u>\$ 507,746</u>

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**BACKGROUND**

The Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Act (IDEA) and other federal laws require local education agencies (LEAs) to provide programs and services to their districts based on the requirements specified in each of the authorizing statutes (ESEA and IDEA). The laws further require that state education agencies such as the New Jersey Department of Education (NJDOE) monitor the implementation of federal programs by sub recipients and determine whether the funds are being used by the school for their intended purpose and achieving the overall objectives of the funding initiatives.

**INTRODUCTION**

The NJDOE visited the Bergen Arts and Science Charter School to monitor the school's use of federal funds and the related program plans, where applicable, to determine whether the schools programs are meeting the intended purposes and objectives, as specified in the current year applications and authorizing statutes and to determine whether the funds were spent in accordance with the program requirements, federal and state laws, and applicable regulations. The on-site visit included staff interviews and documentation reviews related to the requirements of the following programs: Title I, Part A (Title I); Title II, Part A (Title II); Title III; and IDEA Basic and Preschool for the period July 1, 2014 through December 31, 2015.

The scope of work performed included the review of documentation including grant applications, program plans and needs assessments, grant awards, annual audits, board minutes, payroll records, accounting records, purchase orders, a review of student records, classroom visitations and interviews with instructional staff to verify implementation of Individualized Education Programs (IEP), a review of student class and related service schedules, interviews of child study team members and speech-language specialists and an interview of the program administrator regarding the IDEA grant, as well as current district policies and procedures. The monitoring team members also conducted interviews with school personnel, reviewed the supporting documentation for a sample of expenditures and conducted internal control reviews.

**EXPENDITURES REVIEWED**

The grants reviewed included Title I, Title II, Title III, and IDEA Basic and Preschool from July 1, 2014 through December 31, 2015. A sampling of purchase orders and/or salaries was taken from each program reviewed.

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**GENERAL DISTRICT OVERVIEW OF USES OF TITLE I AND IDEA FUNDS**

**Title I Projects**

The school is operating a Title I Schoolwide program. The FY 2015-2016 Title I funds are being used primarily for management fees, salaries, benefits, purchased services and instructional equipment.

**IDEA Projects**

The school used IDEA funds for Orton-Gillingham training, dyslexia training, special education teachers' salaries, special education aids' salaries, occupational therapy, speech-language services, counseling and psychological services, learning consultant services, social worker services, and Easy IEP training.

**DETAILED FINDINGS AND RECOMMENDATIONS**

**Title I**

**Finding 1:** The school did not have a documented Title I parental involvement program that reflected the requirements of the Title I legislation. For FY 2015-2016, the school must have a written parental involvement policy that is evaluated annually with current board adoption. Additionally, the school must annually develop a school-parent-student compact.

**Citation:** ESEA §1118(a)(2): *Parental Involvement (Local Educational Agency Policy)*; ESEA §1118(d): *Parental Involvement (Shared Responsibilities for High Student Academic Achievement)*.

**Required Action:** For FY 2016-2017, the school must develop a written parental involvement policy that is evaluated annually with current board adoption. The policy must be developed with the input of associated stakeholders, including parents. The school must submit evidence of the parental involvement policy and the school-parent-student compact (e.g., meeting agendas, sign in sheets and minutes) to the NJDOE for review.

**Finding 2:** The school did not provide evidence that its parental involvement policy and the school-parent-student compact were developed in conjunction with Title I parents/guardians. The exclusion of parents/guardians in the development of these documents did not offer them the opportunity for full participation in their child's educational program.

**Citation:** ESEA §1118(a)(2): *Parental Involvement (Local Educational Agency Policy)*; ESEA §1118(d): *Parental Involvement (Shared Responsibilities for High Student Academic Achievement)*.

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**Required Action:** The school must provide evidence that Title I parents/guardians and other associated stakeholder groups are included in the development and annual review of the parental involvement policy and school-parent-student compact. The school must provide the NJDOE with evidence of the development and annual review of these documents with parent/guardian input (e.g., meeting announcements, meeting notes, and sign in sheets). In addition, the school must submit copies of a recent board approved parental involvement policy, including minutes from the board meeting, to the NJDOE for review.

**Finding 3:** The school did not provide evidence that all individuals with salaries charged to the federal programs were formally appointed by board resolution.

**Citation:** Uniform Grant Guidance 2 C.F.R. 200.430: *Compensation-Personal Services*.

**Required Action:** The school must implement procedures to ensure that all staff charged to federal grants are reappointed annually by board resolution and documented in the minutes.

**Finding 4:** For FY 2015-2016, the school did not provide evidence that it conducted an annual Title I parent meetings that met the legislative requirements. The flyer provided was labeled “Back to School Night”; however, the agenda provided was labeled, “Title I School Wide Planning Meeting.” Not conducting the annual meeting at the beginning of the year to explain the Title I legislation and the school’s Title I program did not allow parents of identified Title I students to be informed and vested in the Title I process from the start.

**Citation:** ESEA §1118(c)(1): Parental Involvement (Policy Involvement);  
ESEA §1114(b)(2)(B)(ii) Schoolwide Stakeholder Engagement.

**Required Action:** The school must ensure that its annual Title I Parent Meeting is held no later than mid-October. The school must submit evidence of the meeting (e.g., invitational letter/flyer, agenda, meeting minutes, and sign in sheets) to the NJDOE for review.

**Finding 5:** The parents’ section of the school’s web page did not contain the required ESEA/NCLB information and notifications for parental involvement. In addition the links to the Student Handbooks for the Elementary and Middle schools are inactive.

**Citation:** ESEA §1111(h)(2)(E): Public Dissemination – annual local agency report card.

**Required Action:** The school must review and update its parental involvement web page containing required annual notifications and documents to meet the broader ESEA/NCLB dissemination requirement. The school must submit the link for the updated web page to the NJDOE for review.

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**Title II**

A review of the expenditures charged to the Title II grant yielded no findings.

**Title III**

A review of the expenditures charged to the Title III grant yielded no findings.

**IDEA (Special Education)**

**Finding 6:** The school did not consistently conduct identification meetings within 20 calendar days of receipt of a written request for evaluation for students eligible for speech-language services to determine if an evaluation was warranted.

**Citation:** N.J.A.C. 6A:14-2.5(b)6; 3.3(e) and 3.6(b).

**Required Action:** The school must ensure identification meetings are conducted within 20 calendar days of receipt of a written request for evaluation. In order to demonstrate correction of noncompliance, the school must conduct training for speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citation listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review documentation from meetings conducted between September 2016 and November 2016, and to review the oversight procedures.

**Finding 7:** The school did not consistently conduct multidisciplinary initial evaluations for students referred for speech-language services by obtaining an educational impact statement from the classroom teacher.

**Citation:** N.J.A.C. 6A:14-2.5(b)6 and 3.6(b).

**Required Action:** The school must ensure a multidisciplinary evaluation is conducted for students referred for speech-language services by obtaining a written 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 school must conduct training for speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citation listed above. 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 between September 2016 and November 2016, and to review the oversight procedures.

**Finding 8:** The school did not consistently conduct all required sections of the functional assessment as a component of initial evaluations for students referred for special education and related services and for students referred for speech-language services. Initial evaluation reports

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did not consistently contain a teacher interview, a review of prior interventions documented by the teacher(s) or others who work with the student, and other informal measures.

**Citation:** N.J.A.C.6A:14-3.4(f)4(i-vi); 20 U.S.C. §1414(b)(4) and (5); and 34 CFR §300.306(c)(i).

**Required Action:** The school must ensure all components of the functional assessment are conducted as part of all initial evaluations. In order to demonstrate correction of noncompliance, the school must 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 above. Monitors from the NJDOE will conduct an on-site visit to interview staff, review initial evaluation reports for students evaluated between September 2016 and November 2016, and to review the oversight procedures. For assistance with correction of noncompliance, the school may refer to the sample report form for speech-language evaluations which is located at: [www.state.nj.us/education/specialed/form](http://www.state.nj.us/education/specialed/form).

**Finding 9:** The school did not consistently provide parents of students referred and/or eligible for speech-language services notice of a meeting for eligibility and IEP team meetings.

**Citation:** N.J.A.C. 6A:14-2.3(k)3,5; 20 U.S.C. §1414(b)(1); and 34 CFR §300.304(a).

**Required Action:** The school must provide parents notice of a meeting in writing early enough to ensure they have an opportunity to attend. In order to demonstrate correction of noncompliance, the school must conduct training for speech-language specialists and develop an oversight mechanism to ensure compliance with the requirements in the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review meeting documentation for meetings conducted between September 2016 and November 2016, and to review the oversight procedures.

**Finding 10:** The school did not consistently document all required considerations and statements in the IEPs of students eligible for special education and related services and for students eligible for speech-language services. IEPs did not consistently include:

- student's strengths and how the student's disabilities affect his/her progress in general education;
- results of most recent evaluation (speech-language services only);
- participation in school wide assessments; and
- approved accommodations and modification on school wide assessments.

**Citation:** N.J.A.C. 6A:14-3.7(e) 1-17, and (f); 20 U.S.C. §1414(d)(3)(A)(B); and 34 CFR §300.324(a)(1)(2).

**Required Action:** The school must ensure each IEP contains the required considerations and statements. In order to demonstrate correction of noncompliance, the school must

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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 above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review the revised IEPs, along with a sample of IEPs for students whose annual review meetings were conducted between September 2016 and November 2016, and to review the oversight procedures. For assistance with correction of noncompliance, the school may refer to the state IEP sample forms which are located at: [www.state.nj.us/education/specialed/form](http://www.state.nj.us/education/specialed/form).

**Finding 11:** The school did not consistently convene identification 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.

**Citation:** N.J.A.C. 6A:14-2.3(k)1(i-vii), 2(i-x); 3.3(e); 20 U.S.C. §1414(d)(1)(B); and 34 CFR §300.321(a).

**Required Action:** The school must ensure all meetings are conducted with required participants and documentation of participation is maintained in students' records. In order to demonstrate correction of noncompliance, the school must 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 above. 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 between September 2016 and November 2016, and to review the oversight procedures.

**Finding 12:** The school did not consistently document required transition components in the IEPs of students eligible for special education and related services ages 16 and above. IEPs did not consistently include the following:

- measurable postsecondary goal(s) based on age appropriate transition assessments; and
- annual review goal related to the student's transition service needs.

**Citation:** N.J.A.C. 6A:14-3.7(e)12.

**Required Action:** The school must ensure the IEPs for students age 16 or above include all required components. In order to demonstrate correction of noncompliance, the school must conduct training for child study team members and develop an oversight mechanism to ensure compliance with the requirements in the citation listed above. To demonstrate that the school has corrected the individual instances of noncompliance, the school must conduct annual review meetings and revise IEPs for specific students whose IEPs were identified as noncompliant. A monitor from the NJDOE will conduct an on-site visit to interview staff, review the revised IEPs along with a sample of IEPs of students age 16 and above developed at meetings conducted between September 2016 and November 2016, and to review the oversight procedures.

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**Finding 13:** The school did not consistently provide to students beginning at age 14, written invitations to meetings where post-school transition was being discussed.

**Citation:** N.J.A.C. 6A:14-2.3(k)2x; and 34 CFR §300.322(a)(2)

**Required Action:** The school must ensure each student with an IEP age 14 or above is provided with a written invitation to any IEP meeting where transition to adult life will be discussed. In order to demonstrate correction of noncompliance, the school must conduct training for child study team members and develop an oversight mechanism to ensure compliance with the requirements in the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review copies of student invitations to meetings to students age 14 and above for meetings conducted between September 2016 and November 2016, and to review the oversight procedures.

**Finding 14:** The school did not consistently provide to students eligible for special education and related services written notice of graduation and the summary of academic achievement and functional performance prior to graduating or exiting.

**Citation:** N.J.A.C. 6A:14-4.11(b)1.4; and 20 U.S.C. §1414(c)(5)(B); and 34 CFR §300.305(e)(3).

**Required Action:** The school must ensure written notice of graduation and a summary of academic achievement and functional performance is provided to parents or adult students prior to graduating or exiting. In order to demonstrate correction of noncompliance, the school must conduct training for child study team members and develop an oversight mechanism to ensure compliance with the requirements in the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review copies of written notice of graduation and the summary of academic achievement and functional performance provided to eligible students at the conclusion of the 2015-2016 school year, and to review the oversight procedures.

**Administrative**

**Finding 15:** On several occasions, the school failed to issue a purchase order prior to goods being purchased or services being rendered (confirming order). School policy and state regulations require that a properly executed purchase order be issued prior to the purchase of goods or the rendering of services.

**Citation:** Uniform Grant Guidance 2 C.F.R. 200.302; N.J.S.A. 18A:18A(2)(v) Public School Contracts Law.

**Required Action:** Purchase orders should be issued to all vendors prior to goods or services being provided.



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The NJDOE thanks you for your time and cooperation during the monitoring visit and looks forward to a successful resolution of all findings and implementation of all recommendations contained in this report.

If you have any questions, please contact Steven Hoffmann via phone at (973) 621-2750 or via email at [steven.hoffmann@doe.state.nj.us](mailto:steven.hoffmann@doe.state.nj.us).

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

NAME OF SCHOOL DISTRICT: Bergen Arts & Science Charter School  
TYPE OF EXAMINATION: Consolidated Monitoring Report  
DATE OF BOARD MEETING: 05/19/2016  
CONTACT PERSON: Mustafa Coban  
TELEPHONE NUMBER: 201-773-9140









COUNTY: Bergen

FAX: 201-773-9141

RECOMMENDATION NUMBER	CORRECTIVE ACTION	METHOD OF IMPLEMENTATION	INDIVIDUAL RESPONSIBLE FOR IMPLEMENTATION	COMPLETION DATE OF IMPLEMENTATION
1	For FY 2016-2017, Bergen ASCS will develop a written parental involvement policy, and evaluate it annually with current board adoption. The policy must be developed with the input of associated stakeholders, including parents. Provide evidence of the parental involvement policy and the school-parent-student compact(e.g., meeting agendas, sign in sheets and minutes). Information will be furnished to NJDOE for review.	Parental involvement policy and school-parent-student compact will be developed with the input of stakeholders, including parents. Bergen ASCS will organize a meeting where teachers and parents are invited. The stakeholders will review and revise as needed, the compact and Title I Parental Involvement Policy.	Grant Coordinator	10/15/2016
2	Provide evidence that Title I parents/guardians and other associated stakeholder groups are included in the development and annual review of the parent involvement policy and school-parent-student compact. Submit copies of the recent board approved parent involvement policy, including minutes from the board meeting. Information will be furnished to NJDOE for review.	Parental involvement policy and school-parent-student compact will be developed and reviewed annually with the involvement of parents/guardians and other associated stakeholder groups during annual Title I parent meeting.	Grant Coordinator	10/15/2016
3	Implement procedures to ensure that all staff charged to federal grants are reappointed annually by board resolution and documented in the board minutes.	Every staff member charged to federal grants will be listed on the agenda of the board meeting. The following information will be furnished: employee's name, date of hire, position held, salary and percentage charged to the federal grants.	Grant Coordinator	9/1/2016
4	Ensure that annual Title I Parent Meeting is held no later than mid-October. Retain and submit evidence of the meeting(e.g., invitation letter/flyer, agenda, meeting minutes, sign in sheets) available for NJDOE review.	The 2016-2017 annual Title I parent meeting will be held at the beginning of school year no later than mid-October. The annual Title I parent meeting will meet legislative requirements. Information will be furnished to NJDOE for review.	Grant Coordinator	10/15/2016
5	Review and update parental involvement web page containing required annual notifications and documents to meet the broader ESEA/NCLB dissemination requirement. Submit the link for the updated web page to NJDOE for review.	Parental involvement web page containing required annual notifications and documents. The page will be reviewed, updated and maintained on a regular basis.	Grant Coordinator	9/1/2016

6	Upon receipt of a written request for evaluation for special education and related services and/or speech language services, the child study team will conduct an identification meeting within 20 calendar days.	All child study team members and speech-language specialists will attend a training. Attendance will be mandatory and documented. The mechanism of oversight will include a detailed check list to ensure such training has been completed and understood. A fulltime speech-language specialist has been hired to provide therapy as well as case manage speech only IEPs.	Speech-language specialists	9/1/2016	
7	The speech-language specialist will conduct a multidisciplinary evaluation upon receiving a completed characteristics of speech and language disorders and a speech referral form from the general education teacher stating the educational impact of the speech problem. Information will be furnished to NJDOE for review.	For all speech referrals, the speech-language specialists will obtain an educational impact statement from the classroom teacher for the referred student. All special-languague specialists will attend a mandatory and documented training. The mechanism of oversight will include a check list to ensure such training has been completed and understood. A fulltime speech-language specialist has been hired to provide therapy as well as case mangage speech only IEPs.	Speech-language specialists	9/1/2016	
8	The child study team will conduct all required sections of the functional assessment as a component of initial evaluations upon receiving a completed pre-referral form, PLAAFP (Present Levels of Academic Achievement and Functional Performance) form, and a speech referral form.	The child study team will obtain teacher interviews, a review of prior interventions documented by the teacher and informal measures from the general education teachers. The child study team will attend a mandatory and documented training. The mechanism of oversight will include a pre-referral form, PLAAFP form, and speech referral form. The Response to Intervention (RTI) chart will be a review of prior interventions documented by the teacher. Reading levels from Running Records, a component of a balanced literacy program, along with student work samples will be used as informal measures.	Learning consultants, psychologists, speech-language specialists, social workers,	9/1/2016	
9	Notice of meetings will be mailed/emailed 15 days prior to the meeting date. A letter will be generated from documents in Easy IEP. A copy of the letter will be included in a subfile that is entitled "Invitation Letters." The subfile will be included in the student's main file.	The school will conduct training for case managers and speech-language specialists. The training will be mandatory and documented. The mechanism of oversight will include a detailed check list to ensure such a training has been completed and understood.	Speech-language specialists	9/1/2016	

10	Easy IEP professional development training will be conducted to ensure each IEP contains the required consideration and statements. All teachers will complete our district wide PLAAFP form before each IEP meeting. Information will be furnished to NJDOE for review.	A meeting will be conducted to train all child study team members and speech-language specialists to ensure all recommended components of each IEP are clearly identified and stated at all times. Attendance will be mandatory and documented. The mechanism of oversight will include a detailed check list to ensure such training has been completed and understood. An example IEP will be presented to all case managers for clarification that all sections of the IEP are developed and clearly outlined in order to demonstrate corrections of noncompliance areas.	Case managers	9/1/2016	
11	The school will consistently provide written notice following the identification meeting to parents of students referred for speech-lannguage services. All case managers will use the "Written Notice Following an Identification/Evaluation" form found on Easy IEP. Information will be furnished to the NJDOE for review.	All child study team members, speech-language specialists and case managers will receive professional development training in August. Attendance will be mandatory and documented. The mechanism of oversight will include a detailed check list to ensure such training has been completed, understood and implemented.	Speech-language specialists and Case managers	9/1/2016	
12	The case managers will document required transition components in the IEP's of students eligibile for special education and related services ages 16 and above. Interest surveys will be used for measurable postsecondary goals based on age appropriate transition assessments and annual review goals related to the student's transition service needs. Information will be furnished to the NJDOE for review.	A meeting will be conducted to train all case managers to ensure the IEP's for students age 16 or above include all required components. Attendance will be mandatory and documented. The mechanism of oversight will include an interest survey.	Case managers	9/1/2016	
13	Students beginning at age 14, will be provided written invitations to meetings where post-school transition are being discussed.	A meeting will be conducted to train all case managers to ensure each student with an IEP age 14 or above is provided with a written invitation to any IEP meeting where transition to adult life will be discussed. The mechanism of oversight will include a detailed check list to ensure such training has been completed and understood.	Case managers	9/1/2016	

14	Students eligible for special education and related services will be provided a written notice of graduation and the summary of academic achievement and functional performance prior to graduating or exiting. Information will be furnished to the NJDOE for review.	A meeting will be conducted to train all case managers to ensure written notice of graduation and a summary of academic achievement and functional performance is provided to parents or adult students prior to graduating or exiting. Attendance will be mandatory and documented. The mechanism of oversight will include a notice of graduation form.	Case managers	9/1/2016	
15	Based upon school policy and state regulations, a properly executed purchase order will be issued prior to the purchase of goods or the rendering of services.	The accounts payable department, which is overseen by the school business administrator, will issue properly executed purchase orders to all vendors prior to goods or services being provided.	Business Administrator	9/1/2016	
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Chief School Administrator Date Board Secretary/Business Administrator Date

Nihat Gurecan