

New York State Education Department

2021-2022 Renewal Site Visit Report for Board Authorized Charter Schools
under the 2019 Charter School Performance Framework

Mott Hall Charter School

Renewal Site Visit Dates: October 19, 20, 2021

Date of Report: May 18, 2022

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and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

BENCHMARK ANALYSIS

The 2019 Performance Framework which is part of the Oversight Plan included in the Charter Agreement for each school outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- x Educational Success
- x Organizational Soundness
- x Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated, and the report narrative will

New York State Education Department
2019 Charter School Performance Framework Rating³

2019 Performance Benchmark

Level

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Middle School

x MS:

- o The school's renewal application states that

address any deficiencies and increase student performance. During the board focus group, the board members mentioned that the school had been utilizing disaggregated data on its ELLs to make decisions about its ELL programming. On the 2021 CS Teacher Survey, 96 percent of teachers who responded somewhat or strongly agreed that the school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program. MHCS self-reported data on its local assessments of iReady and Reading Inventory for the 2021 school year. Notably, the school reported that in iReady ELA, 47 percent of all students met projected growth targets and 31 percent of all students met stretch growth targets. The school also shared the disaggregated data for its ENL subgroup population. For grade students, 56 percent met projected growth targets and 33 percent met stretch growth targets, and for grade students, 57 percent met projected growth targets and 43 percent met stretch growth targets. The school's Reading Inventory data included 67 percent of total student population and 83 percent of the SWD subgroup demonstrated growth in reading Lexile scores.

- x Indicator d: The school self-reports in its renewal application that MHCS it conducts mock state exams, along with its progress monitoring interim assessments to assess student progress toward State learning standards. On the 2021 CS Teacher Survey, 96 percent of teachers who responded somewhat or strongly agreed that the school uses multiple measures to assess student progress toward state learning standards

4. Element: Supports for Diverse Learners

- x Indicator a: According to the renewal application, the school reports that it works collaboratively with families and the Committee on Special Education (CSE) to develop a student individual Education Plan (IEP). According to the renewal application, the school reports that it employs the Home Language Questionnaire (HLQ), student interviews, and NYSITELL to identify its ELLs. On the 2021 CS Teacher Survey, 82 percent of teachers somewhat or strongly agreed that the school follows the NYSED approved identification process for SWDs and 65 percent of teachers who responded somewhat or strongly agreed that the school follows them for ELLs.
- x Indicator b: MHCS reported in the renewal application that it supports SWDs through ICA and SETSS models, employing two special education teachers per grade level, one for ELA and one for math, and a special education teacher support service (SETSS) provider. The school ensures students receive mandated speech services, occupational and physical therapy, and other related services.

180, a research-based program, and Lexile scores for its literacy interventions and the school's schedule of an A day and B day to alternate large group lessons with stations and independent practice with online adaptive tools that supports the data gathering and determining targeted interventions and groupings. On the 2021 CST Teacher Survey, 96 percent of teachers who responded somewhat or strongly agreed that the school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Benchmark 3: Culture, Climate and Student and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Meets

Element

Indicators

1. Measures of Culture, Climate, and Student Engagement

Element

Indicators

	<p>a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the District of Columbia All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
3. Family Engagement and Communication	<p>a. The school communicates with families in their preferred language to discuss students' strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, focus groups, or participation logs and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>

4. Social

	educational program. The school has a McKinney Coordinator that staff can identify.
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Summative Evidence for Benchmark 3:

Over the current charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: Measures of Culture, Climate, and Student Engagement:

- x Indicator a: According to MHCS's renewal application, the school uses its MTSS process to address any issues of regular absenteeism or tardiness. The renewal application further explains that when the school moved to remote learning due to the COVID pandemic, the school put in place additional interventions to address chronic absenteeism including teachers taking attendance every period, deans assigned to cohorts of students for phone calls home when a student was absent, weekly review and analysis of attendance data by the dean of school culture and assistant principal of guidance, weekly attendance committee meetings to review data and create action plans for students of concern, and if escalated to severe attendance concerns, the principal and a dean conduct home visits. On the 2021 CSO Teacher Survey, 77 percent of teachers who responded somewhat or strongly agreed that the school has processes and procedures in place to address chronic absenteeism for all students. The renewal application and school website include an AP of Guidance and a director of social emotional health that lead the Social Emotional Health Team. During the site visit the former AP of guidance met with the CSO during the leadership focus group. The school had yet to fill either position. Guidance newsletters created by the former staff are posted on the school website for the 2020-2021 school year (1) --6.7 (n4Cw 8.26 (l) 1

the school's current discipline policy and code of conduct incorporate the school's values, infractions by level, the respective range of school responses, interventions, and consequences for those levels, and the school's technology, internet safety, and acceptable social media use policy.

x Indicator d: In MHCS's renewal application the school explains it employs a parent coordinator,
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Project Hope and that the counselors helped them through the COVID pandemic and remote learning. On the 2021 CSTeacher Survey, 87 percent of teachers somewhat or strongly agreed that the school has social, emotional, and mental health programs and supports for all students. On the 2021 CSParent Survey, which only garnered a 16 percent response rate, 79 percent of the parents who responded somewhat or strongly agreed that the school has social, emotional,

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over the current charter term, the trajectory for this benchmark has been consistent. Meets.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>

- x Financial Composite Score
- x Working Capital
- x Debt to Asset
- x Cash Position
- x Total Margin

Financial Condition

Mott Hall Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school's financial health is measured on a scale from 0.00 to 1.00. A score of 0.00 indicates a school is in poor financial condition, while a score of 1.00 indicates a school is in excellent financial condition. A score of 0.50 indicates a school is in good financial condition. A score of 0.75 indicates a school is in very good financial condition. A score of 0.90 indicates a school is in excellent financial condition. A score of 1.00 indicates a school is in exceptional financial condition.

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to an annual financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Since the 2019 renewal site visit report, the trajectory for this benchmark has been consistent as a Meets rating.

Renewal is based on evidence that the following indicators are generally present:

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Mott Hall Charter School's 2020 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

However, the auditor did identify certain deficiencies in internal controls that would be considered significant deficiency. During audit testing, the auditor noted that 6 out of 25 student files selected lacked the documentation for proof of residency. The auditor recommends that the enrollment documents, including proof of residency, be collected prior to the student's admittance and maintained in a student file. Student files should be kept in a central location and reviewed for accuracy and completeness by someone other than the person who maintains the file.

- x Indicator a: In the renewal application, MHCS describes that it conducts a board self-evaluation survey, which includes a board member report card with metrics on attendance, active participation, volunteerism, contributions, and overall character, as its tool to evaluate the board. In the renewal application, MHCS explains that the board conducts formal evaluation of the executive director/principal annually and includes a customized evaluation tool based on exemplars and the NYSED Charter School Performance Framework and created in collaboration with a consultant. Review of board meeting minutes submitted as part of the school's 2020 Annual Report shows mentions of the board members' self-evaluations.
- x Indicator b: The board currently is comprised of seven members with relevant and diverse experience, including backgrounds in education, finance, human resources, and fundraising according to the school's BOT Membership Table Attachment G of the renewal application. The school also shows in its renewal application that over the course of the charter, three board members left and three members joined. Five of the seven board members were present for the board focus group, including the board president. During the board focus group, the board members present spoke about how they always are looking for new board members, they regularly discuss how to reposition the board, and that they would like to bring on two or three more board members. They also noted th

of a policy approval included a board review and unanimous approval of the school's updated social media policy.

- x Indicator f. During the board focus group, the present board members discussed that prior to the COVID19 pandemic, they had held an onsite fundraising training with a consultant for the board. At the time of the CSO remote site visit, the board stated that they ~~int~~erred bring a consultant in to w6 Tw -29.576 -

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and

Element

Indicators

- b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over the current charter term, the trajectory for this benchmark has declined from a Meets to an Approaches. This is due to governance issues outlined in the school's Notice of Deficiency by the CSO on December 13, 2021 for which the school submitted a Corrective Action Plan.

1. Element: School Leadership:

- x Indicator a: An executive director/principal serves as the school leader and reports to the MHCS board of trustees, as detailed in the school's organization chart. The executive director/principal is in their seventh year with the school. Along with the executive director/principal, the school has an assistant principal of instruction, assistant principal of guidance, director of social emotional health, and a director of operations. All of those positions, with the exception of the director of social emotional health, report into the executive director/principal, as detailed in the school's organization chart. However, the submitted organization chart also included a position, titled director of special education and compliance, that does not seem to be a current, existing position. School leadership provided email verification that a director of special education was hired on November 11, 2021, which was after the site visit) and the school does not currently have a director of operations. This information was confirmed by school leadership and is addressed in the school's CAP. During the CSO remote site visit, the school leadership shared that the assistant principal of guidance position was vacated for the 2021-2022 school year and that they had identified a new person for the role, but they had not started by the time of the visit. For the CSO remote site visit, the person previously in the role participated in the school leadership team focus group. The school's leadership team communicates the school's mission and goals through the hiring process, professional development, and the work of the PLCs. On the 2021 CSO Dec (e (v)-8.5 [(O)-15.4.9 (t)-8I)37 Tw 7 0 Td (

strategies it will use to address these deficiencies. The board acknowledged the issues and noted in the CAP that it will be revising the school's organizational structure and will be develop the hiring, onboarding and transition process.

- x Indicator c: MHCS's recruitment methods include attending job fairs, offering referral bonus for teachers or other staff, and posting open jobs on the school's website as described in the school's renewal application and evident on the school's website. The school's renewal application noted that the school utilizes hiring committees that have included students, teachers, deans, and parents to get all stakeholders' perspectives. According to MHCS's renewal application, some of the school's retention strategies include assisting teachers in acquiring or extending areas of certification and offering reimbursement for professional development. If needed, the school will utilize a Performance Improvement Plan for staff members with challenges, after first receiving individualized coaching and feedback. In the 2021 CSO Teacher Survey, 64 percent of teachers somewhat or strongly agreed that the school successfully recruits, hires, and retains key personnel and makes decisions when warranted to remove ineffective staff members. However, since the CSO remote renewal site visit, the CSO issued a Notice of Deficiency to the school in December 2021, stating that "the school has failed to recruit, hire, and retain staff sufficient to meet the needs of all students and subgroups, and is not fully staffed with personnel who are able to meet all operational needs." Because of this notice, the school was required to develop a CAP to identify strategies it will use to address these deficiencies.

- x Indicator d:

school year, with check ins with the social worker, giving them voice when creating school

formal midyear and endyear evaluations based on improvement following feedback from coaches. On the 2021 CSO Teacher Survey, 91 percent of teachers who responded somewhat or strongly agreed that the school has systems to monitor and maintain organizational and

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Mission and Key Design Elements	<p>a. School stakeholders share a common and consistent understanding of school's mission and key design elements outlined in the charter, including in public-facing materials.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

Over the current charter term, the trajectory for this benchmark has been consistent. ~~as~~ Meets.

- 1. Element: Missions and Key Design Elements:
 - x Indicator a:

intervention blocks, illustrating the school's emphasis on student proficiency. With regard to special population support, the school leadership team focus group spoke about how they intend to support ELL students to be a big emphasis for professional development for teachers in the 2021-2022 school year, wanting staff to understand the entire process from intake on for an ELL student.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. Targets are met	a. The school maintains sufficient enrollment demand for the school to meet or close to meeting the

- o outreach to parent coordinators of elementary schools in the school's district of location
- o distribution of admissions information to local community-based organizations, shelters, clinics, libraries, churches, and food banks,
- o collaboration with local schools on community events
- o attendance at local community board meetings by MHCS parents
- o online information session options through Facebook and Instagram Lives and Zoom meetings

During the school leadership team focus group, the school leader

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. Legal Compliance	<ul style="list-style-type: none">a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirementsb. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.d. The school has sought Board of Regents and/or the NYSED Charter 5 (e)-6 15 (R)-

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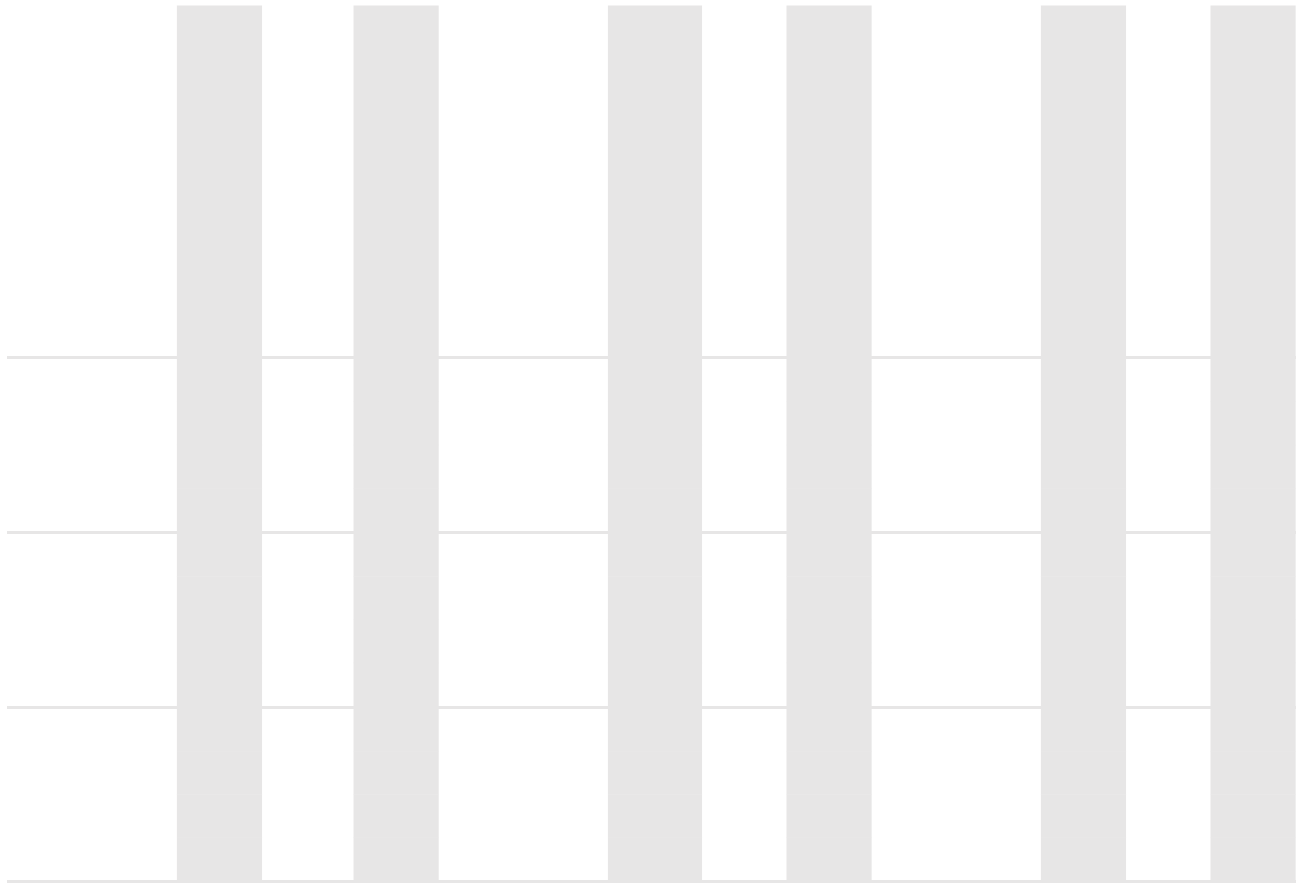
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' Œ	î î ò r î î ö	ì 9	ð 9 r ð	ò 9	r ò	ì 9	î î 9	r î	í î 9	r í î	r	r	r	r	r	r
' Œ	î î ó r î î ö	î î 9	í î 9 ì	í ñ 9	r ñ	í ñ 9	í î 9	= ñ	î î 9	r ñ	r	r	r	r	r	r
' Œ	î î ò r î î ö	ì 9	í î 9 r í î	í ð 9	r í ð	ò 9	î î 9	r ó	î î 9	r í ñ	r	r	r	r	r	r
' Œ	î î ò r î î ö	ð î 9	ó 9 = î ò	ö 9	= î ð	í ð 9	ñ 9	= ò	í î 9	= ð	ñ ó 9	í ñ 9	= ð î	î î 9	= î ñ	
' Œ	î î ó r î î ö	î î 9	í ñ 9 = í ó	î î 9	= í î	í î 9	í î 9	ì	í ò 9	r ó	î î 9	î ð 9	r î	î î 9	r í î	
' Œ	î î ò r î î ö	í ò 9	í ó 9 = í í	í ð 9	= ò	î î 9	î î 9	= î î	í î 9	= í î	î î 9	î î 9	= í	í ó 9	r ñ	

Ž ^ EKd ^ ~ í • U ~ î • U ~ î • U ~ ò • U v ~ ò • o } À X

îîîî Ez^ Z Œš Œ ^ Z}}o /v({Œu š}}v
 v Zu Œl í r /v] š}Œ îW o u vš ŒÇID] o ^ Z

îX X]ÀX ^µ PŒ}µ% 'Œ r> À o WŒ}([] v ÇW

	D}šš , oo ^	Ez ^ ö	J((Œ vš] o š} Œ^s	Ez^	J((Œ vš] o š} Ez^	D}šš , oo ^	Ez ^ ö	J((Œ vš] o š} Œ^s	Ez^	J((Œ vš] o š} Ez^	D}šš , oo ^	Ez ^ ö	J((Œ vš] o š} Œ^s	Ez^	J((Œ vš] o š} Ez^
'Œ	îîîñrîîíð	íî9	íð9 rð	îñ9	ríî	ð9	íð9	ró	îð9	ríð	r	r	r	r	r
'Œ	îîîðrîîíó	ð9	íð9 rñ	îî9	ríð	ð9	íñ9	ró	îð9	ríî	r	r	r	r	r
'Œ	îîîórîîíð	ðð9	îî9=íð	îð9	=ó	íð9	îî9	=í	îî9	rð	r	r	r	r	r
'Œ	îîîðrîîíð	îí9	íð9=ð	íó9	rò	îî9	íð9	=ò	îð9	rò	r	r	r	r	r
'Œ	îîîñrîîíð	íó9	íó9ì	îñ9	rð	îî9	íð9	=ó	îñ9	rð	r	r	r	r	r
'Œ	îîîðrîîíó	íñ9	îî9 rð	îî9	ríð	ð9	íñ9	rð	îð9	ríó	r	r	r	r	r
'Œ	îîîórîîíð	íð9	íð9ì	îî9	ró	îî9	íð9	=íî	îî9	=í	r	r	r	r	r
'Œ	îîîðrîîíð	îñ9	îñ9ì	îî9	rñ	îî9	îî9	=ð	îî9	rí	r	r	r	r	r
'Œ	îîîñrîîíð	íð9	îñ9rð	îî9	ríñ	íð9	îî9	=ñ	íð9	rí	îî9	íð9	ríî	ñî9	ríð
'Œ	îîîðrîîíó	íð9	îî9=ð	íó9	rî	ð9	íð9	rð	íð9	ríî	îñ9	íð9	=í	ðð9	ríð
'Œ	îîîórîîíð	ðî9	îî9=ð	îð9	=í	íð9	îî9	=ð	îñ9	=î	ðî9	íð9	=ð	ðð9	rò
'Œ	îîîðrîîíð	îí9	îî9 rí	îð9	rð	îð9	îî9	=íó	íð9	=íí	íó9	îñ9	rð	ðð9	ríð

Ž^ EKd ^ ~í•U ~î•U ~ò•U v ~ó• o)ÁX

î î î Ez^ Z Œ š Œ ^ Z}}o /v({Œ u š}}v

Z P v š • K μ :

Z Œ š Œ ^ Z}}o

DKdd , >> , Zd Z ^ ,KK>

Z P v š • d • š]vP K μ š }u • t PPŒ P š v ^ μ PŒ}

	Z Œ š Œ d}š o d • š	D}šš , oo ^	Ez^	v v μ o Z P v š • K μ š }u • W	Z Œ š Œ d}š o d • š	D}šš , oo ^	Ez^	v v μ o Z P v š • K μ š }u • W	Z Œ š Œ d}š o d • š	D}šš , oo ^	Ez^	v v μ o Z P v š • K μ š }u • W	Z Œ š Œ d}š o d • š	D}šš , oo ^	Ez^
oP Œ /î î ô rî î î ô	í ð	ô î 9	ô ô 9 ð	r	r	r	r	r	r	r	r	r	í ð	ô î 9	ô î 9 = í î
~ }uu}v }Œ	î î ô rî î î î	ô ñ	î î î 9	î î î 9 î	í ó	î î î 9	î î î 9	î	í ó	î î î 9	î î î 9	î	ô í	î î î 9	î î î 9 î
	î î ô rî î î ó	ñ	î î î 9	î î î 9 = í î	r	r	r	r	r	r	r	r	r	r	r
>]Ä]vP	î î ó rî î î ô	í î	î î î 9	î î î 9 = í ð	r	r	r	r	r	r	r	r	ô	î î î 9	ó ó 9 = í î
vÄ]Œ}vu yš	î î ô rî î î î	ó	î î î 9	î î î 9 = í ñ	r	r	r	r	r	r	r	r	ó	î î î 9	ó ô 9 = í ð
	î î ô rî î î î	ô ð	î î î 9	î î î 9 î	í ó	î î î 9	î î î 9	î	í ó	î î î 9	î î î 9	î	ô î	î î î 9	î î î 9 î

Ž^ EKd ^ ~i•U ~i•U ~ô•U v ~ô• o}ÄX

îîî E z ^ Z Œ š Œ ^ Z}}o /v({Œ u š]}v

v Z u Œ l í r /v] š}Œ ïW ,]P

Z Œ š Œ ^ Z}}o

DKdd , >> , Zd Z ^ ,KK>

ïX X]X v ïX X]]X ,]PZ ^ Z}}o Kµš }u • t PPŒ P š v ^µ PŒ}µ% d}š o }Z}O

E}š %%%o] o š} šZ]• Z Œ š Œ • Z}}o

îîî Ez^ Z Œš Œ ^ Z}}o /v({Œu š}}v

v Zu Œl í r /v] š}Œ ïW ,]P

ïX X]]]X v ïX XÀ]X ,]PZ ^ Z}}o Kμš v~'ĐPPPX μšX& v ïPP'Đ&•~ XPv !X u@ "ï

îîî E z ^ Z Œ š Œ ^ Z}}o /v({Œ u š]}v

v Z u Œ l í r /v] š}Œ iW ,]P

ïX X]X v ïX X]]X 'Œ μ š]}v Kμš }u • t P PŒ P š v ^μ PŒ}μ%o }Z}Œ š 'Œ
E}š %o%o] o š} šZ]• Z Œ š Œ • Z}}o

ïX X]]]X v ïX X]ÀX 'Œ μ š]}v Kμš }u • t P PŒ P š v ^μ PŒ}μ%o }Z}Œ š K v
E}š %o%o] o š} šZ]• Z Œ š Œ • Z}}o

îîîî E z ^ Z Œ š Œ ^ Z}}o /v({Œ u š]}v • Z
 v Z u Œ l ò r /v] š}Œ í W v Œ }

Z Œ š Œ ^ Z}}o
 DKdd , >> , Zd Z ^ , KK>

í X X]X P P Œ P Œ š v Œ }o o u v š W

P P Œ P š v Œ }o o u v š W Z % } Œ š } À • } v š Œ š r d Œ P š A

D)šš , oo ^

îîîòrîîíó	îíñ	îòî	òï9
îîíórîîíó	îòì	îñò	òí9
îîíòrîîíó	îòì	îòò	òò9
îîíòrîîíì	îòì	îòì	òò9
îîìrîîíí	îòì	îòì	òò9

í X X]]X ^ μ P Œ } μ % v Œ }o o u v š W

^ μ P Œ } μ % v Œ }o o u v š W ^ š μ v š • } Œ š Z] •]o]š] • U v P o] • Z > v P μ P

	D)šš , oo ^	Ez ^ ò	J((Œ v š] o š)] • š	D)šš , oo ^	Ez ^ ò	J((Œ v š] o š)] • š	D)šš , oo ^	Ez ^ ò	J((Œ v š] o š)] • š
îîíòrîîíó	íò9	îò9	r ó	íñ9	îò9	r íí	òò9	òò9	= ñ
îîíórîîíó	îì9	îò9	r ò	îì9	îì9	r ò	òò9	òò9	= ò
îîíòrîîíó	íò9	îò9	r íì	îì9	îò9	r ò	òò9	òì9	= ñ
îîíòrîîíì	îì9	îò9	r ñ	íò9	îò9	r íì	òì9	òì9	r í
îîìrîîíí	îì9	îò9	r ó	îì9	îì9	r íì	òì9	òñ9	r í

Ž ^ EKd ^ ~i• v ~ò• o)ÁX

íX X]X v íX X]]X Z š vš}}vW

Œ Z š vš}}v r ŒPŒ P š v ^ ŒPŒ}µ%• Œ

	oo ^šµ Œ			^t Œ			>> Œ			Œ		
	D}šš , oo ^	Ez ^ õ	J((Œ vš] o š)	D}šš , oo ^	Ez ^ õ	J((Œ vš] o š)	D}šš , oo ^	Ez ^ õ	J((Œ vš] o š)	D}šš , oo ^	Ez ^ õ	J((Œ vš] o š)
îîîõrîîîó	óó9	óó9	í	óî9	óõ9	rí	óõ9	óõ9	rñ	óõ9	óõ9	=í
îîîórîîîó	óî9	óó9	ró	óó9	óñ9	ró	óõ9	óõ9	rõ	óî9	óó9	ró
îîîõrîîîõ	óî9	óó9	=í	óó9	óõ9	rõ	óó9	óõ9	=õ	óî9	óó9	=í
îîîõrîîîî	óó9	óó9	=í	óî9	óò9	=ó	óõ9	óõ9	rñ	óõ9	óó9	=í
îîîîrîîîí	óî9	óî9	rí	óî9	óî9	ró	óî9	óî9	rõ	óî9	óî9	rí

Ž^ EKd ^ ~i• v ~ò• o)ÁX

îîîî E z ^ Z Œ š Œ ^ Z}}o /v({Œ u š]}v •Z

v Z u Œ l õ r /v] š}Œ íW vŒ}

íX X]X v íX X]]X ,]PZ ^ Z}}o W Œ•]•š v W

E}š %%o] o š} šZ

'CE . ^ ^ CEÄ
D ÆJµµ ^ CEÄö • ö ö

iiöriö iiöriö iiöriö iiörii ii
ör ö 6E V€ @ Æ R r l t y™%d9™™U™™-c™™CB9™ x9™™d4#™™ñ -H d-IDSP™ P™ \$ÉhDSP™ c™™MB Ya Æ R ö
v(€)oo
> ö r ö öii
iii
iii

Z CE š CE Ä•X šµ o v(€)ou vš

iiiö iiiö iiiö iiiii iiiii
• Z CE š CE v(€)ou vš • šµ o v(€)ou vš

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K&Z

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