EXHIBIT 1

Table of Contents

Abstract - Page 1

Program Eligibility - Page 2

Needs Assessment - Page 4

Program Design - Page 7

Center Operation – Page 12

Application Overview – Page 13

PA Funding Priorities - Page 14

Management Plan - Page 16

Program Evaluation – Page 18

Adequacy of Resources and Program Sustainability – Page 22

Extended Day Program Abstract

The community to be served is the School District of Lancaster, comprised of the City of Lancaster and Lancaster Township, and located in the heart of Amish Country. Our Extended Day Program will address High School students (grades 9, 10, 11, 12) with a focus on tutoring, STEM enrichment, and credit recovery. We will also target college and career readiness for students in grades 10 - 12. We estimate serving 230 students at the McCaskey Campus (a Focus school) and 100 students at Phoenix Academy (a low performing school).

Our partnership consists of the School District of Lancaster (McCaskey Campus) and Camelot Education (Phoenix Academy). The goals include raising student achievement, improving student classroom performance, and increasing student self-efficacy and college aspirations.

Activities include tutoring in core content subjects, STEM enrichment, extended library hours and access to technology, parent meetings and workshops, credit recovery programs, college and career readiness activities, and professional development for staff. Programs will be offered for 36 weeks for 12 hours each week. Both sites will be open Mondays through Thursdays. Phoenix will be open Monday through Thursday from 3:30 to 6:30 PM. The McCaskey Campus will be open for one hour every morning from 7:00 – 8:00 and two hours every afternoon from 3:15 – 5:15. Nutritious snacks will be served in the afternoon session; no 21st CCLC funds will be used to pay for snacks. No non-public schools are located within the attendance area.

Program Eligibility

The School District of Lancaster is located in Lancaster, PA, a mid-size city facing many challenges similar to those of cities nationwide, including pervasive poverty, high unemployment, skyrocketing crime, a collapsing housing market, low educational attainment, and more. The school district suffers along with the city and struggles to provide student supports, dealing with a limited tax base and decreasing government contributions, all while complying with state and federal regulations and mandates. As a multi-ethnic, multi-cultural community, the district serves steadily increasing numbers of refugee students from Somalia, Iraq, Ethiopia, Cuba, the Congo, and especially Bhutan. Refugee students arrive at our doors with limited formal schooling and /or significant gaps in school attendance, little or no ability to speak English, and a lack of understanding of the American educational system. Additionally, many of these refugee students are over-aged, and need to catch up on their course work in an accelerated manner. For this application, the School District of Lancaster (SDoL or the "district") is proposing an Extended Day Program targeted toward our 9th, 10th, 11th, and 12th grade students attending Phoenix Academy and the J.P. McCaskey Campus. The demographics of our targeted schools/students are shown below:

School	Enrollment	Minority Population	ELL Population	Poverty Rate	Special Ed Population	SPP Score / Designation
McCaskey Campus	2,542	83%	19%	81%	21%	61.5 / Focus School
Phoenix Academy	458	93%	27%	91%	31%	33.5/ Non – Title 1 School

The chart clearly shows our schools to be comprised of at-risk students – high minority population, high poverty rate, high percentage of English Language Learners, and a high percentage of students receiving Special Education services. Our School Performance Profile scores indicate that McCaskey and Phoenix are low-achieving schools and there are significant improvements to be made.

Camelot Education is the district's partner in this endeavor. At our Phoenix Academy campus, Camelot Education provides an alternate path to graduation by simultaneously working on accelerated and compacted curriculum so that students can graduate with their chronological peers. Camelot collaborates with the school district to support students through custom tailored curricula, safe learning environments, counseling and social services, student leadership development, remediation and academic enhancement programs, and drop-out prevention strategies. Camelot specializes in transitional and accelerated learning. Their goals are to increase student academic achievement, raise student attendance, create and maintain a safe and orderly learning environment, prepare students to meet state and district graduation requirements, and provide students with the necessary skills and support to enroll in a postsecondary institution, certification program, or trade school and obtain gainful, self-sufficient employment.

For this application, a series of E-mails, telephone calls, and several face-to-face planning meetings determined all aspects of the proposed program design. Agency boards of directors and superintendent/school board approvals cemented the partnership. Both centers will have substantial roles to play in the delivery of services and both will be supported by grant funds. Funding will provide on-site management at Phoenix (Program Manager) and McCaskey (Program Coordinator), as well as staff to run the programs. The managers will meet minimally once each month to discuss program status, on-going issues, successes, and necessary modifications to the program. The SDoL will provide the McCaskey and Phoenix facilities (including classrooms, gymnasiums, computer labs, libraries, office space, technology, access to the Internet, and more), financial oversight, and access to student records for evaluation and grant reporting at no cost to the 21st CCLC program. Camelot Education will be responsible for supervising and managing the activities provided by their staff that are occurring at their facility. Planned activities and programs are included in the budget and are aligned with overall program goals. The Community Education Liaison stationed at McCaskey will plan and provide parent engagement activities via the Parent Academy, monthly Parent Action Committee (PAC) meetings, Back to School nights, parent/teacher conferences, and 21st CCLC Open House meetings. Both sites also maintain an "open door" policy and parents are always welcome to drop in to visit the program. SDoL will provide tutoring, credit recovery, extended library hours, and STEM enrichment opportunities in the Extended Day Program. Phoenix will also offer tutoring, extended library hours, and credit recovery at their site. College and Career Readiness will be delivered to our 10th, 11th, and 12th graders in conjunction with our GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant activities. Professional development will be provided by attendance at 21st CCLC regional workshops and state/national conferences, pertinent webinars, as well as through our to-be-established Professional Learning Community (the "Campus Connection") that will meet once each month.

Using principles of effectiveness, we based our program on objective data, including school demographics and academic assessments, to determine need. We also set obtainable goals and objectives regarding both the required performance measures and our chosen performance measures to reflect high quality academic and enrichment opportunities. We relied upon academic research to guide us in developing the programs, partnerships, and activities to meet those goals and objectives. Finally, we will perform progress monitoring and periodic assessments via our Campus Connection professional learning community to facilitate an ongoing evaluation to refine, improve, and strengthen our program.

Needs Assessment

We will serve 330 students in our Extended Day Program – 100 at Phoenix Academy and 230 at the McCaskey Campus. Demographics about the schools were provided in the previous section, and demonstrate that we serve a large percentage of high need students. The chart

below shows the percentage of students scoring proficient or advanced on the 2013-14 Keystone exams and is further evidence that our students are at-risk for academic failure:

SCHOOLS – All Students	Reading	Mathematics	Science
McCaskey Campus	45%	36%	25%
Phoenix Academy	8%	0%	0%

SCHOOLS – Historically Underperforming Students	Reading	Mathematics	Science	
McCaskey Campus	38%	27%	18%	
Phoenix Academy	8%	0%	0%	

As shown above, McCaskey students scored well below 50% in proficient/advanced in Reading, Science, and Math; Historically Underperforming Students scored even lower. Phoenix Academy had a mere 8% score proficient or advanced in Reading, and no students scoring proficient or advanced in Math and Science. Tutoring will work on student comprehension and application of concepts learned in these core subjects. Keystone prep classes will help students understand the test. Our proposed STEM program will address Math and Sciences, but will also incorporate language arts (i.e. descriptive writing for experiments and lab reports) to provide a well-rounded approach to improving test scores and raising academic achievement.

As Cohort 6A grantees, we provided tutoring and credit recovery to at risk high school students at McCaskey and Phoenix. These efforts helped us raise our graduation rate from 67% in 2011-12 to 81% in 2013-14. Additionally, School Based Behavioral/Mental Health services are offered during the school day and in the school setting so that students can receive counseling and/or therapy to meet their mental health needs that may be barriers to academic success. In the summer before students enter high school, we provide motivational training and small group mentoring to selected at-risk eighth grade students to help transition them from

middle school to high school. Areas addressed include drop-out prevention, school attendance, goal setting, social supports, and building relationships. Our current GEAR UP grant provides college and career readiness activities for high school students, such as career fairs, college visits, job shadowing, practice SAT and ACT exams, and more. McCaskey's Career and Technical Education program works closely with the Lancaster County Workforce Investment Board to ensure our students are aware of high paying, high demand jobs in the Lancaster area. They provide mentorships to motivate students to take the course work and meet the goals necessary to receive job skill certificates or move on to higher education. Working together, these programs and services have allowed us over the last five years to steadily decrease the percentage of school drop-outs (from 3.3% to 1.94%) and to increase the percentage of our graduates who are enrolled in post-secondary education (from 60% to 70%). But while the numbers are growing there is still room for improvement. More programs and services are needed to meet the varied needs of the district's students and the different ways in which they learn. We need to provide a new approach that that is geared toward the individual student rather than a one-size-fits-all program. We also need to provide enrichment activities that focus on possible career paths in the sciences, especially for our female and Hispanic students who are severely underrepresented in engineering and other technical fields. Finally, we need to provide students more access to technology so that they can be computer literate and competitive in the global job market.

Cohort 8 funding will be used to strengthen our existing extended day programs. by coordinating services through a "caseload" approach. Each tutor will work with the same group of approximately 15 students every day. The tutors (most of whom will be regular school day teachers) will get to know the students and their needs on an individual basis. At Phoenix, two grouped sessions will be held, running Monday/Wednesday and Tuesday/Thursday from 3:30 to 6:30. Students must attend both days. Tutoring, homework support, and credit recovery will occur. Both centers will provide rigorous, standards-based instruction linked to the academic

standards that are taught during the school day. Afterschool program staff will assist students with their classroom assignments in one-on-one and small group interactions. This will positively impact the percentage of students who score proficient or advanced on the Keystone Exams. We will especially focus on our ELL and special education students, our two subgroups who continually score lower on state and local assessments. We will actively recruit these students and their families to participate in tutoring and other academic support activities, including parent workshops, parent support groups, and English as a Second Language classes. Guidance Counselors will be in attendance in the Extended Day Program every day to ensure students are on track for promotion or graduation, assist them in exploring college and career options, and meet with them and/or their parents/guardians if desired. Once each month the staff will meet as the Campus Connection professional learning community to discuss student progress, data, trends, strategies, program needs, and more. Both sites will also offer parent involvement activities that focus on parent/family needs and interests. An interpreter will be provided at these events to eliminate language barriers so that our ESL students and their parents can fully understand and participate in the activities and programs. This concentrated, individualized approach will help our students connect to school, improve behaviors, increase attendance, achieve academically, and ultimately, graduate from high school.

Program Design

The Program Coordinator at McCaskey and the Program Manager at Phoenix will assign students to tutors who will work with these same students every day to ensure continuity and fidelity. They will be familiar with the individual needs of their students and can vary their teaching approaches accordingly. High quality ESL and special education teachers will especially be targeted to work with our neediest students, and differentiated and scaffolded instruction will be used to meet the needs of all learners. To ensure understanding, program staff will vary their communication in many ways – telling (verbal), showing (written), demonstrating (physical), and partnering students for peer support (modeling). Though we are

offering STEM enrichment, we will be integrating language arts into these activities. For example, in order to do lab experiments students must be able to read and follow directions. Reporting the results of lab experiments requires organization and clarity in writing, and sharing results with the group will incorporate public speaking skills. Through differentiation of instruction, cross-curricular applications, immediate and real-time access to student data, and use of Multi-Tiered Systems of Support (MTSS), we believe we can positively impact student behavior and academic achievement. Academic support and tutoring will be provided daily and will include intensive instruction in literacy, math, and science. It will also provide academic enhancements for those students who need challenges to accelerate their learning, and credit recovery for students who are at risk of failure. Our GEAR UP grant will complement our 21st CCLC efforts in college and career readiness as it will expose high school students to mentorships, college experiences, career paths, and more. English Language Learners, Homeless students, and Refugee students are specifically recruited for this program, and district funds supporting these sub-groups are blended into the extended day program. Each funding stream is carefully monitored by each program's project director and the grant accountants in the district's Business Office. The enrichment component will be centered on STEM and will include activities such as a hands-on robotics program and learner-centered digital media and technology projects. Nutritious snacks (not funded by 21st CCLC) will be served so that students will not feel hungry and can better concentrate on their lessons. Also, improved nutrition and eating habits will lead to improved student health which will also contribute to increased student achievement. We will seek reimbursement from the National School Lunch Program; no 21st Century Community Learning Centers funds will be used for food. SDoL contracts with Shultz Transportation Company to provide safe and direct delivery of students. Shultz will ensure that its drivers are properly licensed and have clearances and clean driving records. Further, the company will ensure that its buses are properly maintained and undergo periodic safety checks and inspections as required.

Though the majority of our school population is comprised of children who are considered "at-risk" in some way, we are still looking to serve the neediest of our students. "Neediest" will be determined by consultation with each school's leadership, including the principals, assistant principals, and guidance counselors in conjunction with afterschool staff, who are themselves regular school day teachers. Criteria will include standardized test scores, local assessments, class participation, and classroom behavior. Real-time student data can be accessed from the district's eSchool information system. A list of high-need students will be generated and shared by afterschool staff, and these students will be targeted for program recruitment. Letters will be sent to their parents/guardians asking for their children to participate. No student will be discouraged or excluded from enrolling in the afterschool program, but the emphasis and primary focus will be on serving at-risk students in need of academic intervention, including credit recovery. All activities will be aligned to the Pennsylvania Core Standards.

There are several ways information about the program can be disseminated, including: brochures and flyers; posters; newsletters, and postings on the district's website, Facebook page, and Twitter. Targeted students who have been deemed especially at risk will have letters sent to their parents to inform them about the program and encourage their participation. All communication will be done in English and Spanish to accommodate our heavily Hispanic population, as well as Nepali/Bhutanese to accommodate our large refugee population. By extending the library hours of operation, students will have more access to technology learning solutions that are aligned with Pennsylvania Core Standards, strengthen basic skills, and increase academic achievement. Students will learn to recognize legitimate research sites and will use a variety of school supported software, including Study Island, Power Library, Career Cruising, and more. Students will be able to do hands-on, interactive projects including pod casting, digital media, and power point. We want our students to understand and embrace the concept of anytime, anywhere learning through technology.

Because many studies consistently show that parental involvement in their child's education leads to greater academic achievement for the child, we have an open door policy wherein parents can visit our centers at any time in addition to the quarterly Open House meetings held each year. The Open Houses will offer parents opportunities to tour the centers, talk to staff and other parents, and provide feedback on program activities. Additionally, each school holds quarterly Parent Cafes that offer workshops for parents that have been suggested and/or designed by the parents themselves through surveys and questionnaires, including training in self-efficacy, advocacy, and leadership skills. SDoL Parent Academies are held each fall and spring for four weeks. The Academies offer seven tracks: Special Education, English Language Learners, Social and Emotional Development (English and Spanish), Health and Wellness, Parent Leadership, and Technology. Our Community Education Liaison (CEL) will work collaboratively with school and center staff to hold these and other events for parents, including FASFA /financial aid nights, family literacy activities, financial management/budgeting workshops, parent/teacher conferences, and more.

A timeline of project implementation is as follows: In January, the Program Coordinator will recruit certificated school day teachers to work in the Extended Day Program and set up the schedule for Guidance Counselors (one guidance counselor will attend the after school session each day). In January the Program Coordinator in conjunction with 21st CCLC Extended Day Program staff will review with appropriate district and school personnel student achievement, attendance and discipline data to identify at-risk students. The staff will recruit and enroll identified students and families in the program and meet with families to establish attendance and behavior plans for at-risk students. Commencing in January and concluding in December, the extended day program will provide daily tutoring, STEM enrichment, credit recovery, extended library hours, access to technology, college and career readiness, and parent involvement and engagement activities. In January, our third party evaluator, the Center for

Opinion Research (COR), will collect baseline data on participating students. Student achievement, attendance, and behavior will be monitored by 21st CCLC staff and discussed at monthly Campus Connection meetings. The Community Education Liaison (CEL) will schedule quarterly Open House meetings which will serve as opportunities for parents and students to provide feedback on the program and its activities. Parent Action Committee meetings are held every other month, and the Parent Academy is held twice yearly (March - April and October -November). In August, the Program Coordinator and Community Education Liaison (CEL) will assist in planning the Back to School Night which will serve as an opportunity to inform students and their parents about the Extended Day Program and the activities it will offer. The CEL will also establish a Focus Group that will meet twice (in spring and fall) to discuss program issues, proffer suggestions, and provide guidance. This Focus Group will be comprised of two students, two teachers, two administrators, two parents and two community members. In April, COR will administer student, teacher and parent surveys, and in December will collect year-end achievement, attendance, and behavior data. The COR will also collect and analyze feedback from parents, teachers, students, the Focus Group, and Extended Day Program Staff, and disaggregate/analyze the data to identify program strengths and weaknesses. In December, post-assessment data will be collected; data will be reviewed to evaluate successes and challenges of the program. This will be done by the 21st CCLC staff, Program Coordinator, COR, and Camelot Education staff at Phoenix Academy. On-going activities throughout the life of the grant period include recruitment of teachers/tutors, service providers, and volunteers, as well as investigating and establishing community partnerships as applicable. Additionally, each year at least two staff will attend the mandatory state grantee meeting, the Extended Learning Opportunities conference, the regional trainings, and the national summer learning conference, if offered. Included is a Sample One Month Operating Schedule listing activities at our proposed sites.

Center Operation

The designated afterschool program space will either be the classroom (in the case of a Teacher) or the office (in the case of the on-site Program Manager). Security cameras provide interior views of the hallways and classrooms and exterior views of the perimeter of the buildings and persons who are at the front door. A buzzer/card swipe security system is in place to prevent unauthorized entry. All doors are locked from the outside and adults have to sign in and show ID whenever they enter the building. All sites will be open Mondays through Thursdays. Phoenix will run Monday – Thursday from 3:30 to 6:30 PM and serve 100 students. McCaskey will be open Monday – Thursday from 7:00 – 8:00 in the morning and 3:15 – 5:15 in the afternoon and will serve 230 students. Both sites offer a total of twelve hours of programming each week and 432 hours between January and December. Staff will work with the same assigned caseload of approximately 15 students every day at McCaskey, and twice each week at Phoenix. Monthly meetings of program staff (Campus Connection) will help determine program direction, evaluate successes, and recognize trends in efforts to keep the students engaged in and regularly attending the program. Programs will begin in January and run through the end of May, break for summer, then resume from September through December. Our school buildings are compliant with all safety codes. All buildings are also ADA compliant and provide accommodations for persons with disabilities, including access ramps, elevators, wide doors, handicap-accessible bathrooms, and well-lit hallways. Our program uses a written registration and permission form for parents/guardians to sign and is provided in both English and Spanish. Our written policy – also available in both languages - sets expectations for attendance, transportation, and discipline. As a school district, we have direct and immediate access to student records, including attendance. We will know if a student is in school but is not attending the afterschool program. Students are allowed one excused absence per month provided the student brings in a note to the Program Coordinator from their parent/guardian

explaining the absence. After each unexcused absence a phone call will be made to the parent/guardian. After the fourth unexcused absence the student may be dismissed from the program, but this decision will be made on a case-by-case basis by the building principal.

Application Overview

We will provide out-of-school -time programming in the hours before (7:00 - 8:00) and after school (3:15 – 5:15) Mondays through Thursdays at the McCaskey Campus and in the hours after school (3:30 – 6:30) at Phoenix Academy for a total of twelve hours per week. We are targeting at-risk High School students in grades 9-12 for tutoring, credit recovery, and STEM activities including increased access to technology through extended library hours. We are targeting students in grades 10 – 12 for College and Career Readiness activities. We will provide ample opportunities for parent involvement and engagement through Open Houses, workshops, parent education opportunities, and serving on our Focus Group. Through these efforts we want to improve school attendance and classroom performance, both academically and behaviorally, and increase academic achievement. Our Performance measures include: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math as determined by report card grades and the Keystone Exams; Students regularly participating in the program will show improvement in the performance measures of homework completion, class participation, and student behavior as determined by student attendance records, teacher surveys, and discipline records. We will also measure students' perceived levels of self-efficacy and academic aspirations (desire to go to college) through the annual student survey administered by the Center for Opinion Research (COR) at Franklin & Marshall.

PA Funding Priorities

Priority and Focus Schools - As previously shown, our schools have Keystone exam scores that are in dire need of improvement. McCaskey is a designated Focus school; while not a Title I school, Phoenix's test scores nevertheless demonstrate that their students are low performing, with only 8% scoring proficient or advanced in Reading, and no students scoring proficient or advanced in science or math. Our high population of at-risk students demonstrates a need for interventions and programs designed to raise academic achievement, encourage persistence to graduation, and positively impact student behavior. Our programs solely target students in the high school grades. We intend to serve 330 9th, 10th, 11th, and 12th grade students at the McCaskey Campus and Phoenix Academy.

stem - Our STEM activities will address Pennsylvania Core Standards and increase understanding of technology, engineering, science, and math. Researchers Wai, Lubinski, and Steiger (2010) found that students who had more opportunities to participate in STEM activities, such as those offered in after school programs, were more likely to follow STEM career pathways. Increased access to computers and other digital devices through computer labs and extended library hours will provide myriad opportunities for students to use digital media and technology in ways that make learning more personal and relevant to them. Also, we will offer a hands-on robotics program that will enable students to explore engineering, an often overlooked concept in the STEM approach. Robotics also ties into different fields of knowledge, such as electronics and computer sciences. When students learn about robots, they will inevitably learn about other sciences as well (Papert, 1980; Rogers & Portsmore, 2004). Additionally, teaching students how to build robots also teaches them how different parts of a complex system interact and depend on each other (Beer et. Al, 1999). This is a crucial concept for computer scientists, doctors, biologists, and other science-based careers.

High School Credit Recovery - As Cohort 6A grantees, we offered credit recovery to McCaskey High School students and Phoenix Academy students in the high school grades. Our efforts helped us improve the graduation rate to 81%. We will continue these efforts should we receive funding through Cohort 8. McCaskey will offer credit recovery via direct instruction by teachers and computer-based instruction, depending on the student's needs. At no time will credit recovery programs be solely reliant upon computer-based instruction. Camelot Education will also provide afterschool credit recovery for 9th - 12th grade students attending Phoenix Academy, a credit recovery facility for students who, due to multiple risk factors including refugee status, pregnant and parenting youths, homelessness and other poverty-related issues, may not graduate on time. Students will be grouped and attend two sessions per week (either Monday and Wednesday, or Tuesday and Thursday). A letter indicating SDoL's acceptance of this coursework and granting of the credits earned is included in this application.

College and Career Readiness - Our overall program is designed to increase academic success so students will desire to pursue post-secondary education and become gainfully employed. In addition to tutoring and credit recovery, we will have a High School Guidance Counselor present at all afterschool sessions to meet with students (and parents, if desired) to make sure students are on track for promotion or graduation and are taking coursework that will prepare them for college and/or careers. McCaskey offers several Smaller Learning Communities (SLC) and upon entering 9th grade students choose the one that best suits their interests and career goals. These SLC's include McCaskey Institute of Technology, International Baccalaureate Program, Arts and Humanities, Public Leadership and Service, Health Sciences, Media Studies and Communication, and Technical and Business Careers. Students are able to change once after Grade 9 and again after Grade 10, so it is imperative that 10th graders contemplating changes meet with the Guidance Counselor who can ensure they will be taking the appropriate coursework to graduate on time. During regular student

conference opportunities during the Extended Day Program, guidance counselors will schedule, refer, or facilitate student access to current college information and post-secondary training programs, computers with Internet access and career exploration software, college visits and on-campus college fairs, and SAT/ACT test prep sessions. The Guidance Counselors can assist the 11th and 12th grade students in exploring college resources and opportunities and filling out college applications. In tandem with our GEAR UP program, parents will be invited to attend financial aid, financial planning and FASFA nights where they can learn about affording post-secondary education for their children. Also, one of the goals of our STEM initiative is to increase student awareness of and interest in STEM careers.

Management Plan

The school district will provide overall management via a full-time Program Coordinator who will also provide direct on-site management of the Extended Day Program at McCaskey. The Program Coordinator will work with other school district program managers and coordinators to blend existing funding and programming, and assimilate 21st CCLC activities with Homeless and Refugee Student, Title III, GEAR UP, and other tutoring funding sources. We will utilize the best blending of funds so that we do not duplicate funding and/or services but rather serve the myriad needs of students in different ways. The Program Coordinator will meet monthly with the Program Manager at Phoenix Academy to ensure the program is on track to meet program goals. Likewise, the Program Coordinator will meet monthly with program staff to discuss student progress, data, teaching strategies, needs and expectations, initiatives, and to serve as a professional learning community for on-going professional development. Additionally, the Program Coordinator and other staff will attend all required 21st CCLC meetings, workshops, and conferences, and participate in webinars that address the procedures and desired outcomes of our proposed program. The Program Coordinator at McCaskey and the Program Manager at Phoenix will: oversee student attendance and discipline at their sites; supervise

their building tutors; convene the Campus Connection meetings; and communicate with the regular school day teachers (who may also be tutors) to ensure tutoring is aligned with schoolday content, curriculum, and the Pennsylvania Core Standards. The Program Coordinator will also work with the Community Education Liaison (CEL) to ensure parent involvement activities and events are being scheduled and effectively promoted to increase participation. The Program Coordinator will organize and schedule all 21st CCLC program activities, arrange for safe and reliable transportation of students, establish student attendance plans, perform followup for students with chronic absences, manage the budget, provide healthy snacks (no 21st CCLC funds used), recruit community partners, collect evaluation data, complete and submit all required reports, and oversee daily operations. The principals at both centers will: allow use of their facilities including classrooms, resource rooms, gyms, cafeterias, art and music rooms, copiers, printers, phones, and on-site technology; recruit students and afterschool staff; share information with parents through newsletters, parent association meetings, and parent information sessions; and assist with connecting the regular school day to the extended day program. Because tutors in the extended day program are typically teachers from the same school building, communication between the regular school day and the extended day program is easily accomplished. Partner meetings will be held monthly to discuss issues and concerns, share successes, and assess progress in program implementation and delivery. All district staff have clearances on file. Any adult who wishes to work with our students must obtain the following clearances: FBI, PA Criminal History, PA Child Abuse, and Act 24. These clearances must be provided to the Program Coordinator before any adults can interact with our students.

The Center for Opinion Research (COR) at Franklin & Marshall College will be the local evaluator for this project. COR will use student and teacher surveys to measure progress and impact of the extended day programs. These surveys will be given every year; annual survey administration allows for analysis of change from year to year. The surveys will measure students' perceived levels of self-efficacy and academic aspirations (desire to go to college), as well as students levels of self-efficacy and academic aspirations as perceived by their parents. The COR will also assist the district in collecting and reporting annual performance report data. Keystone test scores will be used to assess student achievement; attendance rates and out-ofschool suspension rates will determine assess student behavior. Results of all evaluation methods and instruments will be thoroughly analyzed and monitored by the management of the extended day program, school administrators, and the extended day program staff. Informal evaluations and monitoring will also take place during monthly agency/partner meetings.

To ensure broad-based community, school and student involvement and support, the CEL will establish a Focus Group composed of two teachers from each of the targeted schools, two students who participate in the program, two parents, two representatives from the community, and two SDoL administrators. The Focus Group will meet in the fall and spring each year to review program activities and accomplishments and recommend changes to program policies, procedures, and operations. Minutes will be taken and attendance recorded. Each Focus Group member is expected to bring their knowledge, personal experiences, and expertise from their unique perspectives to make suggestions, offer solutions, provide information, give guidance, and be the program's "ambassadors" to the community. While the composition of the Focus Group in itself provides a wide diversity of perspectives and opinions, our program will also survey students and parents involved in the program to help determine potential enrichment activities and parent involvement activities to be offered as part of our 21st CCLC program.

Program Evaluation

The evaluators for our program will be Berwood Yost and Kelly Frey with the Center for Opinion Research at Franklin & Marshall University. Mr. Yost and Ms. Frey, through COR, have worked with the School District of Lancaster since 2003 to evaluate many of our grant funded programs, including previous 21st CCLC grants. COR's Director, Mr. Yost, earned a Bachelor's Degree in Social Science and a Master's in political Science, and holds memberships in Delta Tau Kappa National Social Science Honor Fraternity, American Association for Public Opinion

Research, among others. He has been working in this field for more than 20 years. His scholarly articles are widely published, and he teaches several classes on research methods. Ms. Frey holds Bachelor's and Master's Degrees in Psychology. She has been the Project Manager at COR since 2006. In that role she develops evaluation plans, designs research projects, verifies the accuracy of data, conducts data analysis, and reports the findings. Mr. Yost's and Ms. Frey's credentials, combined with their long and productive working relationship with the school district and knowledge of FERPA and data safeguarding, make for an ideal evaluation team.

For Performance Measure 1: Students regularly participating in the program will meet or exceed state and local academic achievement standards in reading and math, we will use the following as instruments: Keystone scores; report card grades; program attendance data; and Classroom Diagnostic Tools (CDT) as indicators of student achievement in reading and math. The Keystones are administered each spring to students in grades 9-12. Pre-test data will come from the previous year and post-test data will come from the current year. Report card grades will be looked at quarterly to monitor progress. The CDT is given three times during the year to monitor progress. For Performance Measure 2: Students regularly participating in the program will show improvement in the performance measures of school attendance, classroom performance, and/or reduced disciplinary referrals, we will use the following instruments to measure homework completion rates, class participation, school attendance, and tardies: teacher surveys; student program attendance records, school attendance records, and eSchool student information system. For Performance Measure 3: Participants in 21st Century Programs will demonstrate additional positive educational, social, and behavioral changes, we will use the following instruments to measure improvements in student behavior: teacher surveys and student program attendance data. Pre-test data will come from the previous year and post-test data will come from the current year. We will also compare 21st CCLC participants to nonparticipants. The assessment of students will include two tasks. First, the change in indicators will be measured for program participants. Second, to offer a more meaningful assessment of program effects on these indicators, the research team will use a comparison group of nonparticipants. A measure of active program participation will be created from program attendance data maintained by the district, representing each student's participation in 21st CCLC services during the school year. The evaluator will also support the district in collecting and reporting annual performance report data, including student report card grades and the regular attendee teacher surveys on classroom performance.

Our evaluation is based on the principles of effectiveness: curriculum integration, using summative and formative assessments to drive instruction and determine intervention, collaborative sharing among teachers, use of best practices, and scientifically-based research strategies are in place in the district. The Pennsylvania Core Standards will be addressed with each activity/lesson. We will use small group instruction with a ratio of 10 students to 1 instructor to maximize the amount of individual attention provided to learners. The school district has instituted Multi-Tiered Systems of Support (MTSS), a three-tiered approach that monitors student progress with ever-intensifying interventions to meet the varying needs of all students. MTSS will be carried through into the Extended Day Program to ensure all students' needs are met. School district data, including student achievement (Keystones), attendance, and report card grades are collected throughout the school year and will be reported to the evaluator (COR) each summer. Student survey data to track attitudes and behaviors is collected each May, and parent survey data is collected each winter, with analysis conducted by the evaluator in the summer. Annual local evaluation reports will be delivered to SDoL during the fall on or before the PDE deadline following each school year. Results will be made public via board of director and school board reports, Focus Group meetings, teacher/staff meetings, newsletters, parent information sessions, and the annual community reported distributed throughout Lancaster City. Additionally, formal and informal communications between Extended Day and

regular school day staff will ensure that activities in the Extended Day Program are compliant and congruent with the regular school day fare. In its capacity as evaluator, COR maintains a data base of SDoL student information including academic achievement, attendance, behavior, demographics and program participation. COR will use student survey instruments to measure progress and impact of the afterschool programs. The surveys will measure students' perceived levels of self-efficacy and academic aspirations (desire to go to college). COR will assist Camelot Education and the district in collecting and reporting annual performance report data. Results of all evaluation methods and instruments will be thoroughly analyzed and monitored by the management of the Extended Day Program, and the administrators of Camelot Education and the School District of Lancaster. Informal evaluations and monitoring through group discussions will also take place during monthly agency/partner meetings. COR will provide a written evaluation in the fall of the previous year's activities and programs. The written evaluation will pinpoint areas of concern that need attention, with program adjustments made accordingly.

Along with our overall evaluation, periodic evaluation will be conducted to assess our progress in meeting our goals and to determine if changes are necessary. Report cards are issued quarterly and demonstrate progress made from the preceding grading period. It is a communication tool between the teacher and parent and provides a "starting point" for a conversation between the teacher and parent regarding academic needs for the child. The Classroom Diagnostic Tools (CDT) allows for progress monitoring and diagnosing individual student strengths and weaknesses. It provides benchmark and formative data to drive instruction, guiding teachers to alter their teaching methods and strategies. Keystone testing is done yearly in the winter/spring and assesses math, reading, and science. Keystone scores for individual students are provided to the parents of every tested child, and school percentages of students scoring proficient or advanced on the Keystones are widely publicized. Communication between the school day teachers and the Extended Day Program staff, as well as extended day

staff access to these assessment results, will reveal the needs of the individual students, highlight academic areas of general concern, and allow tutoring, academic enhancement, and enrichment programs to direct their efforts where it is most needed.

As multi-year 21st CCLC grantees we are well versed in the reporting requirements. The Program Coordinator will be responsible for all reporting deadlines and will collaborate with the centers and local evaluator as necessary to submit all required federal, state, and local reports by the established deadlines. The district student information system, eSchool, aids in the data collection and reporting efforts by centralizing a large database from which reports can pull needed student data. In addition, program data is entered and analyzed regularly throughout the program year. Reporting templates are completed as the program year progresses in order to keep the requirements at the forefront and to monitor program progress in meeting those requirements before the report is due.

The Multi-Year Program Design and Performance is included and provides reasonable and attainable activities, data sources, and evaluation methods for all years of the grant.

Adequacy of Resources and Program Sustainability

The district and our partner will contribute all necessary facilities, equipment, supplies, and human resources for each of the centers. Our 21st CCLC centers will be housed within their respective school buildings which will provide the space and educational materials needed for the extended day program to ensure that all activities take place in safe, appropriate environments. Title III funds will be used to support the parent involvement component by sponsoring the Parent Cafes and Parent Academies. Snacks provided by the afterschool program will be reimbursed through the district's participation in the National School Lunch Program. GEAR UP funds will be used to support the College and Career Readiness component, such as by providing SAT and ACT test prep courses before and after school, supplies for STEM enrichment, and instructional materials. The school district and its individual buildings (McCaskey and Phoenix) will allow full use of their facilities, including classrooms, computer labs, libraries/media centers, cafeteria, gyms, and outdoor areas. They also provide internet access to enhance learning and custodial services to keep the building sanitary. Computer labs and extended library hours will be provided for research, writing, and program and Internet skill building activities. Libraries will also be used for resiliency programs, quiet study and reading, homework support, technology access, mentoring meetings, college and career fairs and presentations, and parent involvement activities. Classrooms will be used for tutoring and STEM enrichment activities like chess club, robotics, electronics and others.

The district has been blending and leveraging funds for years to keep afterschool programs alive when grants have ended. Through the district we have access to the Lancaster Education Foundation (LEF) and its data base of more than 30,000 alumni who can be approached for monetary and volunteer support. LEF has also made after school programs one of its primary funding targets for the foreseeable future, and is identifying potential donors and sponsors for potential long-term financial support. We will explore grant opportunities to fund parts of our afterschool program, and seek donations and contributions from local businesses and organizations, including Lancaster City's strong faith-based community. Our proposed 21st CCLC program is designed to build capacity for sustained success. It is completely in line with the school district's Strategic Plan, which includes setting high expectations for all students, implementing specific learning supports to ensure students meet those expectations, and partnering with parents and the community to create a seamless system of supports for students. It is also in line with the district's adopted Theory of Action, which holds improving our Graduation Rate as one of its four top priorities. With these measures in place, the school district will wish to continue a program that directly relates to priority areas. District facilities will be used, with no rent or utilities usage charged to the afterschool program. This allows on-going access to classrooms, libraries, cafeterias, art rooms, gymnasiums, and computer centers, and continued use of district copiers, printers, FAX machines, phones, and the like.

EXHIBIT 2



STANDARD RIGHT-TO-KNOW REQUEST FORM

DATE REQUESTED: May 23, 20	16			
REQUEST SUBMITTED BY:	☑ E-MAIL	□ U.S, MAIL		
REQUEST SUBMITTED TO (Age 251 S. Prince Street, Lancaster, P.	A 17603	ress):	ancaster, c/o rightto	know@lancaster.k12.pa.us,
NAME OF REQUESTER : Kaitlin	M. Gurney, Pepp	er Hamilton LLP		
STREET ADDRESS: 3000 Two L	ogan Square, Eigl	nteenth and Arch Stree	ets	
CITY/STATE/COUNTY/ZIP(Requ	ired):			
TELEPHONE (Optional): 215-981-4990 EMAIL (optional): gurneyk@pepperlaw.com				
RECORDS REQUESTED: *Provide Please use additional sheets if a Please refer to the attached Exhibit A	le as much specific necessary A: Records Request	detail as possible so the	e agency can idea	ntify the information.
requires that a written request should agency to ascertain which records a contain material exempt from the Ri	e being requested."	' If the School District	determines that a	any requested records
DO YOU WANT COPIES? Z YE		- VEO NO	•	
DO YOU WANT TO INSPECT THE DO YOU WANT CERTIFIED COR				
DO YOU WANT TO BE NOTIFIE			:DS \$100? 🗆 YI	ES 🗹 NO
** PLEASE NOTE ** IT IS A REQUIRE	: <u>RETAIN A COP</u> D DOCUMENT IF	Y OF THIS REQUES YOU WOULD NEED	T FOR YOUR F TO FILE AN A	FILES ** NPPEAL **
	FOR AG	ENCY USE ONLY		
OPEN-RECORDS OFFICER:				
□ I have provided notice to appro	priate third parties	s and given them an	opportunity to ob	oject to this request
DATE RECEIVED BY THE AGE!	NCY:			

**Public bodies may fill anonymous verbal or written requests. If the requestor wishes to pursue the relief and remedies provided for in this Act, the request must be in writing. (Section 702.) Written requests need not include an explanation why information is sought or the intended use of the information unless otherwise required by law. (Section 703.)

AGENCY FIVE (5) BUSINESS DAY RESPONSE DUE:

EXHIBIT A: RECORDS REQUESTED

- 1. A record or records that reflect per-student spending at (a) Phoenix Academy and (b) the McCaskey Campuses between the years 2011 to 2016;
- 2. A record or records that reflect all employees dismissed from (a) Phoenix Academy or (b) the McCaskey Campuses between the years 2011 to 2016;
- 3. A record or records that reflect services or funding provided pursuant to Pennsylvania's Migrant Education Program between the years 2011 to 2016;
- 4. A record or records that reflect the number of new students ages 17-21 enrolled between the years 2011 to 2016 at (a) Phoenix Academy or (b) the McCaskey Campuses;
- 5. A record or records that reflect the number of students ages 17-21 who showed proof of residency and immunization who were turned away from Lancaster School District enrollment between the years 2011 to 2016;
- 6. A record or records that reflect the number of students who met the State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses;
- 7. A record or records that reflect the number of Access Tests administered between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses;
- 8. A record or records that reflect the number of ELL students who reached English proficiency between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses; and
- 9. A record or records that reflect the ages of all students enrolled in ESL programs between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses.

EXHIBIT 3



RIGHT-TO-KNOW LAW ("RTKL") APPEAL OF DENIAL, PARTIAL DENIAL, OR DEEMED DENIAL

Office of Open Records ("OOR") Email: openrecords@pa.gov Fax: (717) 425-5343	Commonwealth Keystone Bu 400 North St., 4th Harrisburg, PA 17120	Floo
Today's Date: 7/18/2016	-	
Requester Name(s): Kaitlin M. Gurney		
Address/City/State/Zip: Pepper Hamilton LLP, 3000 1	wo Logan Square, 18th and Arch Streets, Philadelphia, PA 1	9103
Email: gurneyk@peperlaw.com	Phone/Fax: 215-981-4990 /215-981-4750	
Request Submitted to Agency Via: Email M	ail Fax In-Person (check only one)	
Date of Request: 5/23/2016 Date of	Response: 6/30/2016 Check if no resp	ponse
Name of Agency: School District of Lancaster	•	
Address/City/State/Zip: c/o Barley Snyder, Solicitors,		
Email: dwalker@barley.com	Phone/Fax: 717-553-1062 /717-291-4660	
Name & Title of Person Who Denied Request (if a	ny): David M. Walker, Esquire	
denial, partial denial, or deemed denial because the custody or control of the Agency; the records do	ned above. By signing below, I am appealing the Age ne requested records are public records in the posse not qualify for any exemptions under § 708 of the Rapt under any Federal or State law or regulation; and	ssion RTKL
I am also appealing for the following reasons (Option Please see the attached letter identifying grounds)	* * * * * * * * * * * * * * * * * * * *	
☐ I have attached any letters or notices extending ☐ I hereby agree to permit the OOR an addition ☐ I am interested in resolving this issue through	the Agency regarding my request. (REQUIRED) ng the Agency's time to respond to my request. nal 30 days to issue a final order. n OOR mediation. This stays the initial OOR deadling ation is unsuccessful, the OOR has 30 days from the	e for
Respectfully submitted,	(SIGNATURE REQUI	
You should provide the Agericy with a copy of t	his form and any documents you submit to the OC	DR.

OOR Appeal Form - Revised January 4, 2016

3000 Two Logan Square Eighteenth and Arch Streets Philadelphia, PA 19103-2799 215.981.4000 Fax 215.981.4750

> Kaitlin M. Gurney direct dial: 215-981-4990 direct fax: 215-981-4750 gurneyk@pepperlaw.com

July 18, 2016

Via Email and First Class Mail
Office of Open Records
400 North Street
Harrisburg PA 17122

Re:

Appeal of Denial of Public Records

June 30, 2016 RTKL Response

Dear OOR Appeals Officer:

The purpose of this correspondence and attached exhibits is to file an appeal with the Office of Open Records ("OOR") pursuant to the Right to Know Law ("RTKL"), 65 P.S. § 67.101. The appeal stems from the denial of public records we sought from the School District of Lancaster ("the School District" or "the District") related to (1) employees dismissed from schools in the District; (2) the ages and test scores of students, specifically ESL and ELL students, enrolled at Phoenix Academy and McCaskey High School in the District; and (3) records reflecting the number of school-age students 17-21 who were turned away from enrollment in the District, which the District, in its Response, contends do not exist. We ask that the OOR require the District provide responsive records, including, in accordance with Section 506(d) of the RTKL, responsive records from its contractor Camelot Education, which manages Phoenix Academy. In the alternative, we ask that the District satisfy its burden of demonstrating that it has scrupulously searched its records and provide evidence that no such records exist.

Section 1101 of the RTKL requires that the appeal "shall state the grounds upon which the requester asserts that the record is a public record," and "shall address any grounds stated by the Agency for denying the request." The records sought are black-letter public records, and the grounds stated by the School District are addressed below. We do not seek a hearing in this matter.

FACTUAL BACKGROUND

On May 23, 2016, we sought a copy of the following records. The request is attached as required as Exhibit A.

Philadelphia	Boston	Washington	n, D.C.	Los Angeles	New York	Pittsburgh
Detroit	Berwyn	Harrisburg	Orange County	Princeton	Silicon Valley	Wilmington

Office of Open Records Page 2 July 18, 2016

- 1. A record or records that reflect per-student spending at (a) Phoenix Academy and (b) the McCaskey Campuses between the years 2011 to 2016;
- 2. A record or records that reflect all employees dismissed from (a) Phoenix Academy or (b) the McCaskey Campuses between the years 2011 to 2016;
- 3. A record or records that reflect services or funding provided pursuant to Pennsylvania's Migrant Education Program between the years 2011 to 2016;
- 4. A record or records that reflect the number of new students ages 17-21 enrolled between the years 2011 to 2016 at (a) Phoenix Academy or (b) the McCaskey Campuses;
- 5. A record or records that reflect the number of students ages 17-21 who showed proof of residency and immunization who were turned away from Lancaster School District enrollment between the years 2011 to 2016;
- 6. A record or records that reflect the number of students who met the State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses:
- 7. A record or records that reflect the number of Access Tests administered between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses;
- 8. A record or records that reflect the number of ELL students who reached English proficiency between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses; and
- 9. A record or records that reflect the ages of all students enrolled in ESL programs between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses.

The District invoked a 30-day extension of time on May 31, 2016, which is attached as Exhibit B. On June 30, 2016, the District responded to our request, which is attached as Exhibit C. It provided documents, redacted documents, or website links in response to Public Records Request Nos. 1, 3, 4, and 6-9, and denied Public Records Request Nos. 2 and 5.

The School District denied Public Records Request No. 2, stating that "no professional employees of the School District were dismissed from the McCaskey Campus between the years

Office of Open Records Page 3 July 18, 2016

2011 and 2016," and that there were no records of Phoenix Academy employees "within the possession, custody, or control of the School District."

The redacted records produced in response to Public Records Request No. 4 do not state which school the students attend, Phoenix or McCaskey, and thus we do not know whether records of Phoenix Academy students were produced at all.

Public Records Request No. 5, which sought records reflecting the number of school-age students 17-21 who were denied enrollment in the District, was denied because the District said "no responsive records exist within the possession, custody, or control of the School District."

The redacted records produced in response to Public Records Request No. 8 do not reflect which school the students who reached English proficiency attended. And with respect to Public Records Request No. 9, the heavily redacted records provided do not respond to the request, because the students' year of birth is not provided, and so the students' age cannot be determined as the request seeks.

REFUTING SCHOOL DISTRICT GROUNDS FOR DENIAL UNDER 1101

"The objective of the Right to Know Law ... is to empower citizens by affording them access to information concerning the activities of their government." SWB Yankees L.L.C. v. Wintermantel, 45 A.3d 1029, 1041 (Pa. 2012). Further, this important open-government law is "designed to promote access to official government information in order to prohibit secrets, scrutinize the actions of public officials and make public officials accountable for their actions." Bowling v. Office of Open Records, 990 A.2d 813, 824 (Pa. Commw. Ct. 2010), aff'd 75 A.3d 453 (Pa. 2013).

The RTKL defines "public record" as "[a] record, including a financial record, of a Commonwealth or local agency that (1) is not exempt under section 708; (2) is not exempt from being disclosed under any other Federal or State law or regulation or judicial order or decree; or (3) is not protected by a privilege." 65 P.S. § 67.102 (emphasis added). The burden of proving a record does not exist, or is exempt from disclosure, is placed on the agency responding to the right-to-know request. See 65 P.S. § 67.708.

The School District does not contend that the requested records are exempt from disclosure or do not otherwise qualify as public records. Rather, the School District contends that the records do not exist, or that they exist in the possession of a third party contractor. In other responses, the School District has provided non-responsive information or provided the records in a format they cannot be read. These responses do not satisfy the School District's burden under the RTKL.

Office of Open Records Page 4 July 18, 2016

A. All Employees Dismissed from Phoenix Academy or the McCaskey Campus (Request No. 2)

Under the RTKL, an agency bears the burden of demonstrating that it has reasonably searched its records to establish that a record does not exist. An affidavit may serve as sufficient evidence of the non-existence of requested records. See Hodges v. Dep't. of Health, 29 A.3d 1190, 1192 (Pa. Cmwlth. 2011) (affidavit of agency's Open Records Officer was dispositive evidence that requested records did not exist); Moore v. Office of Open Records, 992 A.2d 907, 908-909 (Pa. Cmwlth. 2010) (agency's submission of sworn and unsworn affidavits that it was not in possession of requested records was sufficient to satisfy its burden of proving non-existence of record). But without a "sufficient evidentiary basis as to whether any responsive records exist, however, the OOR will order the disclosure of responsive public records." Dep't. of Labor & Indus. v. Earley, 126 A.3d 355, 357 (Pa. Commw. Ct. 2015).

In this case, the School District provided none of the required evidentiary support that the records sought do not exist. In addition, the Response stated that "no <u>professional</u> employees of the School District were dismissed from the McCaskey campus between the years 2011 to 2016." The request had no such qualification; it sought "all employees dismissed from (a) Phoenix Academy or (b) the McCaskey Campuses between the years 2011 to 2016." The School District should provide the requested public records or provide requester with an affidavit documenting its search and averring that the public records do not exist.

In addition, the School District's response that the records of employees dismissed from Phoenix Academy are not within its "possession, custody or control" also fails to comply with the School District's duty under the RTKL. Pursuant to Section 506(d) of the RTKL, a record of a private entity not otherwise subject to the RTKL is nevertheless a public record if that private entity is performing a governmental record and the requested information relates to that governmental function. 65 P.S. § 67.506(d) ("A public record that is not in the possession of any agency but is in the possession of a party with whom the agency has contracted to perform a governmental function on behalf of the agency, and which directly relates to the governmental function and is not exempt under this act, shall be considered a public record of the agency for purposes of this act."). The Pennsylvania Supreme Court has explained Section 506(d) "recasts certain third-party records bearing the requisite connection to government as public records 'of the [government] agency." SWB Yankees LLC v. Wintermantel, 615 Pa. 640, 664 (Pa. 2012). It does not matter whether the government agency itself is in possession of the requested public record. Allegheny Cnty. Dep't. of Admin. Servs. v. A Second Chance, Inc., 13 A.3d 1025, 1039 (Pa. Cmwlth. 2011) (explaining that "a record in the possession of a party with whom an agency has contracted to perform a governmental function on behalf of the agency shall be deemed a 'public record,' and, as a consequence, shall be accessible under the RTKL, so long as the record (a) directly relates to the governmental function and (b) is not exempt under the RTKL").

Office of Open Records Page 5 July 18, 2016

The School District appears to assert that because the records related to Phoenix Academy, the district's alternative school operated by Camelot Education pursuant to contract, are not in its possession, custody, or control, it does not have to turn over these records to the requester. See Ex. B; see also Press Release, Camelot awarded contract to operate alternative education programs for Lancaster School District (May 17, 2011), available at http://cameloteducation.org/camelot-awarded-contract-to-operate-alternative-education-programs-for-lancaster-school-district. Supreme Court and Commonwealth Court precedent establishes that because the School District has elected to contract out a "governmental function" to Camelot Education, it is incumbent upon the School District to provide the requested public records.

B. Records Reflecting the Number of New Students Ages 17-21 Enrolled at District Schools in the Past Five Years (Request No. 4)

In response to Request No. 4, the School District provided a redacted spreadsheet containing only the year of enrollment and the student's age at the time of enrollment. See Response to Request No. 4, attached as Exhibit D. Because the School District failed to identify whether the students attend (a) Phoenix Academy or (b) the McCaskey Campuses as the Request sought, the redacted spreadsheet is non-responsive to Request No. 4.

In addition, without data reflecting which District school the students on this spreadsheet attend, we cannot assess whether the School District provided data related to students attending Phoenix Academy which, as discussed above, Section 506(d) of the RTKL requires, and the School District has consistently failed to provide. See A Second Chance, Inc., 13 A.3d at 1039.

C. Records Reflecting School-Age Applicants Turned Away from Enrollment (Request No. 5)

Pursuant to 24 P.S. §13-1301, all students who demonstrate proof that they are under the age of 21, reside in the district, are properly immunized, and have taken a Home Language Survey are entitled to be enrolled in their local Pennsylvania school district. The requester sought records reflecting the number of eligible school-age applicants ages 17-21 who met these requirements but were nevertheless turned away from enrollment in the School District.

As set forth above, the School District bears the burden of providing evidentiary support that documents its search for such records and establishes that no such records exist. See Earley, 126 A.3d at 357. The School District has failed to satisfy its burden. Moreover, the School District's Response that it "does not maintain" any such records is ambiguous, as it fails to indicate whether there are no such students or whether such students exist, and it simply does not maintain records of their attempted enrollment and unlawful denial of enrollment.

Office of Open Records Page 6 July 18, 2016

D. Records Reflecting the Ages of ESL Students and the Number of Students Reaching English Proficiency (Request Nos. 8 and 9)

The School District provided five spreadsheets and one PowerPoint presentation as a collective response to Request Nos. 6 through 9. The District did not offer responsive documents to Request Nos. 8 and 9 for the following reasons:

- The response to Request No. 8, which sought records that reflect the number of ELL students who reached English proficiency in the last five years at Phoenix Academy and the McCaskey Campuses, is non-responsive in the same manner as the response to Request No. 4. The response, which is attached as Exhibit E.1 and E.2, fails to indicate whether the students who reached English proficiency in the last five years attended Phoenix Academy or the McCaskey Campuses as the request sought. And as set forth above, without information related to Phoenix Academy, we cannot be sure that the School District has satisfied its burden of providing responsive information from its contractor, Camelot, as Section 506(d) of the RTKL requires.
- None of the materials provided in response to Request Nos. 6 through 9 provide the information sought in Request No. 9: the ages of all students enrolled in ESL programs in the last five years at Phoenix Academy and the McCaskey Campuses. The spreadsheets attached as Exhibits F.1 and F.2 would appear to have provided this information, but the birth date, including the birth year, of each student has been redacted. While a birth date is protected information under FERPA, a birth year is not. In addition, the School District raised two exceptions to the RTKL. Section 708(b)(6)(i)(A), the personal identification exception, does not apply here because it mentions neither a birth year nor a date of birth. The District also invoked Section 708(b)(30), an exception for certain information related to minor children under the age of 17, which protects a full date of birth, but not a birth year. Moreover, since many of the students in ESL programs in the District may be over the age of 17, Section 708(b)(30) would not apply to them. Providing a birth year only is a standard response to Right to Know Law requests seeking agerelated data, and we ask that birth years be provided here for all students in ESL programs at both Phoenix and McCaskey. See, e.g., Governor's Office of Admin. v. Purcell, 35 A.3d 811, 812 (Pa. Commw. Ct. 2011) (approving agency's decision to redact the month and day of each employee's birth date in response to Right to Know Law request so that the requester only received birth years); McCord v. Pennsylvanians for Union Reform, 2016 Pa. Commw. LEXIS 139, at *32 n.24 (Pa. Commw. Ct. Mar. 18, 2016) (same).

Pepper Hamilton LLP

Office of Open Records Page 7 July 18, 2016

E. Conclusion

For the reasons set forth above, we ask the OOR to require the School District to provide records responsive to Request Nos. 2, 4, 5, 8, and 9, or in the alternative, offer evidentiary support that the requested records do not exist.

Best regards,

Kaitlin M. Gurney

PEPPER HAMILTON LLP

3000 Two Logan Square

Eighteenth & Arch Streets Philadelphia, PA 19103-2799

215.981.4000

EXHIBIT A



STANDARD RIGHT-TO-KNOW REQUEST FORM

DATE REQUESTED: May 23, 201	6									
REQUEST SUBMITTED BY:	☑ E-MAIL	U.S, MAIL								
REQUEST SUBMITTED TO (Ager 251 S. Prince Street, Lancaster, PA		ess):	ancaster, c/o righttos	cnow@lancaster.k12.pa.us,						
NAME OF REQUESTER : Kaitlin I	M. Gurney, Peppe	r Hamilton LLP								
NAME OF REQUESTER: Kaitlin M. Gurney, Pepper Hamilton LLP STREET ADDRESS: 3000 Two Logan Square, Eighteenth and Arch Streets										
CITY/STATE/COUNTY/ZIP(Requi	red): Philadelphia	a, PA 19103								
CITY/STATE/COUNTY/ZIP(Requirements) TELEPHONE (Optional): 215-981-	4990	EMAIL (optional):	gurneyk@pepp	erlaw.com						
RECORDS REQUESTED: *Provide Please use additional sheets if n	as much specific o		•							
Please refer to the attached Exhibit A: Records Requested. Note that Section 703 of the Right to Know Law merely requires that a written request should identify or describe the "records sought with sufficient specificity to enable the agency to ascertain which records are being requested." If the School District determines that any requested records contain material exempt from the Right to Know Law, please provide such records in redacted form. Thank you.										
DO YOU WANT COPIES? Z YES DO YOU WANT TO INSPECT THI DO YOU WANT CERTIFIED COP DO YOU WANT TO BE NOTIFIED	E RECORDS? [S? 🗆 YES 🗹 NO	DS \$100? 🗆 YE	ES Ø NO						
** PLEASE NOTE: ** IT IS A REQUIRED	RETAIN A COP'DOCUMENT IF	OF THIS REQUES YOU WOULD NEED	T FOR YOUR F TO FILE AN A	ILES ** PPEAL **						
	FOR AGE	ENCY USE ONLY								
OPEN-RECORDS OFFICER:										
□ I have provided notice to approp	oriate third parties	and given them an o	pportunity to ob	ject to this request						
DATE RECEIVED BY THE AGEN	CY:									

**Public bodies may fill anonymous verbal or written requests. If the requestor wishes to pursue the relief and remedies provided for in this Act, the request must be in writing. (Section 702.) Written requests need not include an explanation why information is sought or the intended use of the information unless otherwise required by law. (Section 703.)

AGENCY FIVE (5) BUSINESS DAY RESPONSE DUE:

EXHIBIT A: RECORDS REQUESTED

- 1. A record or records that reflect per-student spending at (a) Phoenix Academy and (b) the McCaskey Campuses between the years 2011 to 2016;
- 2. A record or records that reflect all employees dismissed from (a) Phoenix Academy or (b) the McCaskey Campuses between the years 2011 to 2016;
- 3. A record or records that reflect services or funding provided pursuant to Pennsylvania's Migrant Education Program between the years 2011 to 2016;
- 4. A record or records that reflect the number of new students ages 17-21 enrolled between the years 2011 to 2016 at (a) Phoenix Academy or (b) the McCaskey Campuses;
- 5. A record or records that reflect the number of students ages 17-21 who showed proof of residency and immunization who were turned away from Lancaster School District enrollment between the years 2011 to 2016;
- 6. A record or records that reflect the number of students who met the State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses;
- 7. A record or records that reflect the number of Access Tests administered between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses;
- 8. A record or records that reflect the number of ELL students who reached English proficiency between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses; and
- 9. A record or records that reflect the ages of all students enrolled in ESL programs between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses.

EXHIBIT B



126 East King Street Lancaster, PA 17602-2893 Tel 717.299.5201 Fax 717.291.4660 www.barley.com David M. Walker, Esquire
Direct Dial Number: 717-553-1062
E-mail: dwalker@barley.com

May 31, 2016

Via Email at gurneyk@pepperlaw.com
Kaitlin M. Gurney
Pepper Hamilton LLP
3000 Two Logan Square
Eighteenth and Arch Street
Philadelphia, PA 19103

Re: Right-to-Know Request Dated May 23, 2016

Dear Ms. Gurney:

This firm serves as Solicitor for the School District of Lancaster (the "School District"). On May 23, 2016, you submitted a request to the School District seeking records under the Pennsylvania Right-to-Know Law (the "RTKL"), 65 P.S. § 67.101 *et seq*. Specifically, you requested:

- 1. "A record or records that reflect per-student spending at (a) Phoenix Academy and (b) the McCaskey Campuses between the years 2011 and 2016;
- 2. A record or records that reflect all employees dismissed from (a) Phoenix Academy or (b) the McCaskey Campuses between the years 2011 to 2016;
- 3. A record or records that reflect services or funding provided pursuant to Pennsylvania's Migrant Education Program between the years 2011 to 2016;
- 4. A record or records that reflect the number of new students ages 17-21 enrolled between the years 2011 to 2016 at (a) Phoenix Academy or (b) the McCaskey Campuses;
- 5. A record or records that reflect the number of students ages 17-21 who showed proof of residency and immunization who were turned away from Lancaster School District enrollment between the years 2011 to 2016;
- 6. A record or records that reflect the number of students who met the State Required Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses;

- 7. A record or records that reflect the number of Access Tests administered between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses;
- 8. A record or records that reflect the number of ELL students who reached English proficiency between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses; and
- 9. A record or records that reflect the ages of all students enrolled in ESL programs between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses."

As permitted by Section 902 of the RTKL, your Request is under review for the following reasons: (1) because your Request is likely to require redaction of records as permitted by Section 706 of the RTKL; (2) because the extent of your Request precludes a response within five days; and (3) because legal review is necessary as it is likely that some or all of the records responsive to your Request will be subject to various exemptions. 65 P.S. § 67.902.

You can expect to receive a response to your Request on or before June 30, 2016.

Sincerely,

David M. Walker

DMW:cla 5185516.1

cc: Matthew R. Przywara, Chief Financial & Operations Officer Kimberly J. Reynolds, Business Manager Robert M. Frankhouser, Jr., Esquire

EXHIBIT C

126 Bast King Street Lancaster, PA 17602-2893 Tel 717.299.5201 Fax 717.291.4660 www.barley.com David M. Walker, Esquire
Direct Dial Number: 717-553-1062
E-mail: dwalker@barley.com

June 30, 2016

Via Email at gurneyk@pepperlaw.com
Kaitlin M. Gurney
Pepper Hamilton LLP
3000 Two Logan Square
Eighteenth and Arch Street
Philadelphia, PA 19103

Re: Right-to-Know Request Dated May 23, 2016

Dear Ms. Gurney:

As you are aware, this firm serves as Solicitor for the School District of Lancaster (the "School District"). On May 23, 2016, you submitted a request to the School District seeking records under the Pennsylvania Right-to-Know Law (the "RTKL"), 65 P.S. § 67.101-et seq. Specifically, you requested:

- 1. "A record or records that reflect per-student spending at (a) Phoenix Academy and (b) the McCaskey Campuses between the years 2011 and 2016;
- 2. A record or records that reflect all employees dismissed from (a) Phoenix Academy or (b) the McCaskey Campuses between the years 2011 to 2016;
- 3. A record or records that reflect services or funding provided pursuant to Pennsylvania's Migrant Education Program between the years 2011 to 2016;
- 4. A record or records that reflect the number of new students ages 17-21 enrolled between the years 2011 to 2016 at (a) Phoenix Academy or (b) the McCaskey Campuses;
- 5. A record or records that reflect the number of students ages 17-21 who showed proof of residency and immunization who were turned away from Lancaster School District enrollment between the years 2011 to 2016;
- 6. A record or records that reflect the number of students who met the State Required Exit Criteria for Pennsylvania's English Language Instructional

Barley Snyder
Lancaster • York • Reading • Hanover • Malvern • Hunt Valley

Kaitlin M. Gurney Pepper Hamilton LLP June 30, 2016 Page 2

Programs for English Language Learners between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses;

- A record or records that reflect the number of Access Tests administered between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses;
- A record or records that reflect the number of ELL students who reached English
 proficiency between the years 2011 to 2016 at (a) Phoenix Academy and (b) the
 McCaskey Campuses; and
- A record or records that reflect the ages of all students enrolled in ESL programs between the years 2011 to 2016 at (a) Phoenix Academy and (b) the McCaskey Campuses."

(the "Request").

On May 31, 2016, you were notified that the School District was invoking a thirty-day extension of the timeframe within which it was required to respond to your Request, as permitted by Section 902 of the RTKL, and that you could expect to receive a response to your Request on or before June 30, 2016. This letter and the enclosed materials shall serve as the School District's response to your Request.

Corresponding with the numbered list set forth in your Request, the School District responds as follows:

- 1. The information responsive to this item of your Request is publicly available through the Pennsylvania Department of Education's website, found here:

 http://www.education.pa.gov/Teachers%20-%20Administrators/School%20Finances/Finances/AFR%20Data%20Summary/Pages/AFR-Data-Detailed-aspx#.V3VZztIrJD-". To the extent this item of your Request seeks a per-student spending figure for Phoenix Academy, no responsive record exists within the possession, custody or control of the School District.
- 2. Please note that no professional employees of the School District were dismissed from the McCaskey campus between the years 2011 to 2016. To the extent this item of your Request seeks records of employees dismissed from Phoenix Academy, no responsive records exist within the possession, custody or control of the School District. The RTKL does not require that the School District create a record which does not currently exist, nor does it require that the School District compile, maintain, format or organize a record in a manner in which it does not currently do so. 65 P.S. § 67.705.
- Please see the enclosed form PDE-2057 Annual Financial Report showing funding provided pursuant to Pennsylvania's Migrant Education Program for school years 2010-2011 through 2014-2015. The PDE-2057 report for 2015-2016

Kaitlin M. Gurney Pepper Hamilton LLP June 30, 2016 Page 3

is not yet available or in the possession of the School District as of the date of your Request. Additionally, see the Policies of the Board of School Directors of the School District, available at http://www.boarddocs.com/pa/lanc/Board.nsf/vpublic?open#.

- 4. Please see the enclosed spreadsheet showing the requested enrollment data between 2011 and 2016. Note, however, that the RTKL defines a "public record" as a "record, including a financial record, of a Commonwealth or local agency that: (1) is not exempt under Section 708; (2) is not exempt from being disclosed under any other Federal or State law or regulation or judicial order or decree; or (3) is not protected by a privilege." 65 P.S. § 67.102. The Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g et seq. ("FERPA"), is a Federal law that protects the privacy of student education records. FERPA protects personally identifiable information contained in education records from disclosure and financially penalizes school districts "which [have] a policy or practice of permitting the release of education records ... of students without the written consent of their parents." See Abraham v. Kane Area School District, AP 2015-2705 (January 29, 2016) (quoting 20 U.S.C. § 1232g(b)(1)). Regulations implementing FERPA define "education records" as those records that are "[dlirectly related to a student" and that are "[m aintained by an educational agency or institution." 34 C.F.R. § 99.3. Those same regulations define "personally identifiable information" to include the student's name, the name of the student's parent or other family members, the address of the student, and, without limitation, other information that alone or in combination is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. Id. While the RTKL does not require an evaluation of the circumstances surrounding the request for records, "FERPA does." See Abraham at *5 (citing 34 C.F.R. § 99.3(g)). Consistent with the above-eited authority, the enclosed spreadsheet is redacted of information protected from disclosure under FERPA. Additionally, the spreadsheet is redacted consistent with 65 P.S. §§ 67.708(b)(6)(i)(A) and (b)(30).
- 5. The School District does not maintain any records that "reflect the number of students ages 17-21 who showed proof of residency and immunization who were turned away from Lancaster School District enrollment between the years 2011 to 2016." Since no responsive records exist within the possession, custody or control of the School District, this item of your Request is denied.
- 6-9. See the enclosed five (5) spreadsheets and one (1) PowerPoint presentation that collectively provide the records maintained by the School District that are responsive to these items of your Request. See also the spreadsheet discussed above in response to item four of your Request. Consistent with the above discussion, the records provided in response to these items of your Request are

Kaitlin M. Gurney Pepper Hamilton LLP June 30, 2016 Page 4

redacted of information protected by FERPA and exempt from disclosure under 65 P.S. §§ 67.708(b)(6)(i)(A) and (b)(30). To the extent the enclosed records do not provide data for all of the years specified in any of these items of your Request, no such records are in the possession, custody or control of the School District.

As permitted by Section 704(b) of the RTKL, this response notifies you that certain requested records are available through publicly accessible electronic means.

The above-described records that are maintained by the School District and responsive to your Request are available for download via the hyperlink included in the email transmitting this letter. Please contact me immediately if you have any difficultly downloading the records.

In accordance with the provisions of the RTKL, please be aware that appeals from this decision may be filed within 15 business days of the mailing date of this response, as outlined in §1101 of the RTKL. Appeals should be addressed as follows:

Commonwealth of Pennsylvania Office of Open Records Commonwealth Keystone Building 400 North Street, 4th Floor Harrisburg, PA 17120-0225

Sincerely,

David M. Walker

DMW:ank 5216255.1

cc: Matthew R. Przywara, Chief Financial & Operations Officer Dr. Arthur W.C. Abrom, Director of Student Services Kimberly J. Reynolds, Business Manager Robert M. Frankhouser, Jr., Esquire

EXHIBIT D

	Student ID Student Name	DoB SY	Age at time of
2016 17 18 2016 18 2016 18 2016 17 2016 18 2016 17 2016 19 2016 17 2016 19 2016 10 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 2016 20 2016 20 2016			TOTAL SEASON DOWN
2016 18 2016 17 2016 18 2016 17 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 19 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 19 2016 19 2016 19 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 20 2016 17 2016 20 2016 17 2016 2016 20 2016 2016 2016 20 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016		2016	
2016 16 2016 17 2016 20 2016 12 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 19 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016			1/
2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 19 2016 17 2016 19 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 19 2016 18 2016 19 2016 18 2016 19 2016 18 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 19 2016 18 2016 19			10
2016 18 2016 20 2016 18 2016 18 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 19 2016 19 2016 19 2016 19 2016 17 2016 17 2016 17 2016 17 2016 17 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016			17
2016 70 2016 17 2016 17 2016 16 2016 17 2016 17 2016 19 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 19 2016 19 2016 19 2016 18 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 19 2016 17 2016 19 2016 19 2016 19 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2017 19 2018			
2016 17 2016 18 2016 17 2016 18 2016 17 2016 17 2016 17 2016 17 2016 17 2016 19 2016 17 2016 19 2016 18 2016 17 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 19 2016 18 2016 19 2016 18 2016 19 2016 10 2016 10 2016 10 2016 10 2016 20 2016 17 2016 20 2016 17 2016 20 2016 17 2016 20 2016 17 2016 20 2016 17 2016 20 2016			20
2016 18 18 2016 17 2016 18 2016 17 2016 17 2016 17 2016 17 2016 17 2016 19 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 18 2016 17 2016 18 2016 17 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 18 2016 18 2016 17 2016 18 2016 19 2016 17 2016 18 2016 19 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 20			17
2016 17 2016 18 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 19 2016 19 2016 19 2016 17 2016 17 2016 17 2016 17 2016 17 2016 18 2016 18 2016 18 2016 17 2016 18 2016 17 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016			
2016 18 2016 17 2016 19 2016 19 2016 17 2016 17 2016 17 2016 19 2016 19 2016 18 2016 17 2016 17 2016 17 2016 17 2016 19 2016 19 2016 19 2016 17 2016 17 2016 17 2016 17 2016 19 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 18 2016 17 2016			
2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 19 2016 19 2016 19 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 19			
2016 17 2016 19 2016 17 2016 17 2016 17 2016 19 2016 19 2016 19 2016 16 2016 16 2016 17 2016 17 2016 18 2016 18 2016 18 2016 19 2016 17 2016 18 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 10 2016 10 2016			17
2016 19 2016 17 2016 17 2016 17 2016 17 2016 19 2016 17 2016 17 2016 17 2016 17 2016 18 2016 17 2016 19 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 18 2016 17 2016 18 2016 17 2016 19 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 20 2016		2016	17
2016			
2016 17 2016 19 2016 19 2016 17 2016 17 2016 17 2016 17 2016 17 2016 18 2016 18 2016 17 2016 19 2016 17 2016 17 2016 17 2016 17 2016 19 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 10 2016 20 2016			and the second second
2016 17 2016 19 2016 18 2016 17 2016 17 2016 17 2016 17 2016 19 2016 19 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 19 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 10 2016 10 2016 10 2016 17 2016 19 2016 10 2016 17 2016 20 2016 17 2016 20 2016 17 2016 20 2016 17 2016 20 2016 17 2016 20 2016 17 2016 20 2016 17 2016 20 2016 17 2016 20 2016 17 2016 20 2016 17 2016 20 2016 17 2016 20 20 2016 20 2016 20 2016 20 2016 20 20 2016 20 2016 20 2016 20 20 20 20 20 20 20 2		2016	17
2016 17 2016 19 2016 19 2016 18 2016 17 2016 17 2016 17 2016 18 2016 18 2016 18 2016 18 2016 17 2016 17 2016 17 2016 18 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016			17
2016 19 2016 18 2016 17 2016 18 2016 17 2016 18 2016 19 2016 17 2016 18 2016 17 2016 18 2016 19 2016 17 2016 18 2016 19 2016 17 2016 18 2016 19 2016 17 2016 18 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 10 2016 20 2016 10 2016 20 2016 10 2016 20 20 2016 20 2016 20 2016 20 2016 20 20 2016 20 2016 20 2016 20 2016 20 20 20 20 2016 20 20 20 20 20 20 20 2		2016	
2016			
2016 18 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 18 2016 18 2016 18 2016 19 2016 17 2016 17 2016 17 2016 17 2016 19 2016 19 2016 18 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 18 2016 17 2016 18			
2016 18 2016 17 2016 17 2016 20 2016 8 2016 19 2016 17 2016 18 2016 19 2016 18 2016 19			
2016 17 2016 20 2016 20 2016 19 2016 20 2016 19 2016 20 2016 20 2016 20			18
2016 17 2016 20 2016 19 2016 18 2016 19 2016 17 2016 17 2016 17 2016 17 2016 17 2016 18 2016 18 2016 18 2016 17 2016 17 2016 17 2016 19 2016 17 2016 19 2016 17 2016 17 2016 17 2016 18 2016 18 2016 18 2016 18 2016 19 2016 17 2016 18 2016 17 2016 18 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 18 2016 19			17
2016 20 2016 20 2016 30 2016 18 2016 18 2016 17 2016 17 2016 17 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 17 2016 19 2016 1		SECRETARIST CONTRACTOR OF THE PROPERTY CONTRACTO	4
2016 20 2016 18 2016 18 2016 18 2016 19 2016 17 2016 17 2016 17 2016 19 2016 1			17
2016 19 2016 18 2016 18 2016 19 2016 17 2016 17 2016 17 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 18 2016 18 2016 18 2016 18 2016 17 2016 18 2016 17 2016 20 2016 20 2016 20 2016 20 2016 20		2016	20
2016 18 2016 19 2016 17 2016 17 2016 17 2016 19 2016 20 2016 20 2016 20			19
2016 19 2018 17 2018 17 2018 17 2018 17 2018 17 2018 18 2016 19 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 18 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 18 2018 17 2018 18 2018 17 2018 18 2018 17 2018 19 2018 17 2018 18 2018 17 2018 18 2018 17 2018 18 2018 17 2018 18 2018 17 2018 18 2018 17 2018 18 2018 17 2018 18 2018 17 2018 18 2018 17 2018 18 2018 17 2018 18 2018 18 2018 18 2018 17 2018 18 2018 17 2018 18 2018 18 2018 18 2018 17 2018 18 2018 17 2018 18 2018 17 2018 18 2018 18 2018 18 2018 17 2018 18 2018 18 2018 17 2018 18 2018 18 2018 17 2018 18 2018 18 2018 17 2018 18 2018 18 2018 17 2018 18 2018 18 2018 17 2018 18 2018 18 2018 17 2018 18 2018 17 2018 18 2018 18 2018 18 2018 18 2018 18 2018 17 2018 18 2018 17 2018 18 2018 1			18
2016 19 2016 17 2016 17 2016 18 2016 19 2016 19 2016 19 2016 19 2016 18 2016 19 2016 18 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 17 2016 19 2016 19 2016 17 2016 19 2016 1		2016	Same verse and a second
2016 17 2016 17 2016 17 2016 18 2016 18 2016 18 2016 19			
2016 17 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 17 2016 19 2016 17 2016 19			
2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 18 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 17 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 17 2016 19 2016 18 2016 19 2016 18 2016 19 2016 19 2016 19 2016 19 2016 18 2016 19 2016 19 2016 18 2016 19 2016 19 2016 18 2016 1			
2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 19 2016 17 2016 19 2016 19 2016 17 2016 19 2016 1			o fiskus nimusumi i smarkuntuvindarum 7
2016 19 2016 18 2016 19 2016 18 2016 19 2016 17 2016 19 2016 19 2016 17 2016 17 2016 19 2016 17 2016 17 2016 17 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 17 2016 19 2016 1			
2016 17 2016 19 2016 1			
2016 17 2016 17 2016 19 2016 1			17
2016 19 2016 19 2016 19 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 17 2016 18 2016 17 2016 17 2016 18 2016 18 2016 18 2016 19 2016 18 2016 19 2016 1		2016	
2016 19 2016 19 2016 19 2016 19 2016 17 2016 18 2016 17 2016 18 2016 17 2016 18 2016 19 2016 17 2016 19 2016 20 2016 19 2016 20 2016 2			
2016 19 2016 19 2016 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 17 2018 18 2018 18 2018 18 2018 19 2018 17 2018 19 2018 17 2018 17 2018 17 2018 18 2018 17 2018 18 2018 1		2016	
2016 17 2016 19 2016 17 2016 17 2018 17 2018 17 2018 17 2018 18 2018 18 2018 19 2018 17 2018 18 2018 17 2018 18 2018 17 2018 18 2018 17 2018 19 2018 18			
2016 19 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20		2016	19
2018 19 2016 18 2018 19 2018 19 2018 19 2018 19 2018 19 2018 19 2018 17 2018 19 2018 1			
2016 18 2016 18 2016 19 2016 19 2016 17 2016 1			
2016 18 2018 19 2018 17 2018 18 2018 18 2018 17 2018 17 2018 18 2018 1			19
2016 19 2016 19 2016 19 2016 10 2016 10 2016 10 2016 10 2016 10 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20			
2016 17 2016 2016 17 2016 2016 17 2016 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20 2016 20			
2016 19 2016 18 2016 17 2016 17 2016 20 2016 20 2016 20 2016 20			17
2016 17 2016 17 2016 17 2016 17 2016 17 2016 20 2016 2		2016	
2016 20 2016 20 2016 20 2016 20 2016 20			
2016 17 2016 1			
2016 17 2016 2016 20 4 April 2016 20 6 April 2016 2016 2016 2016 2016 2016 2016 2016			
POLICE CONTROL			
またならないというという。			20
		nesteurs en un servicione	ELEVATOR OF THE SERVICE SERVICE
			•

	2016	18
	2016	18
	2016	18
	2016	18
	2016	17
	2016	17
	2016	17
	2016	18
	2016	18
	2016	17
	2016	
	2016	17
	2016	1910x2631262412
	2016	17
		THE PROPERTY OF THE PROPERTY O
	2016	17
	2016	18
	2016	17
	2016	18
	2016	18
	2016	18
	2016	17
	2016	17
	2016	18
	2016	18
	2016	17
	2016	17
	2016	18
	2016	18
	2016 2016	18 17
	2016	18
	2016	17
	2016	19
	2016	17
	2016	18
	2016	17
	2016	17
	2016	18
	2016	17
	2016	17
		Province to the section of the sec
the same		
		•

Student ID Student Name DoB SY	Age at time of
	Enrollment
2015	20
######################################	19
2015	17
##Christyneric/ys/c-cis/## 2015	19
2015	18
2015	17
2015	17
2015	17
2015	17
2015	17
2015	17
DESCRIPTION OF THE PROPERTY OF	17
2015	19
**************************************	18
2015	18
989555000000000000000000000000000000000	18
Example 10 Fig. 1 2015	18
2015	10 17
2015	19
2015 2015	19
90.40 TO	17
False 20 105 105 105 105 105 105 105 105 105 10	17
######################################	18
2015	17
**************************************	18
2015	19
2015	17
2015	19
The second state of the se	18
2015	18
2015	18
2015	18
2015 2015	17
2015 Nucleide registration on bind and 2015	17
2015 2015	18
2015 2015	18 17
2015 https://doi.org/ 2015	17 18
	18 17
2015 2016	i II n Januari mara
2015 (2016) 2015 356(2016)	19 30 12 10 12 10 10 10 10 10 10 10 10 10 10 10 10 10
2015 quiting representative and a service of the se	17
equilibrary extends "and a 2015" Monte contraction to the contraction of the contraction	19
personal in tental control of the Co	18
authentosymmetry 20115	19
9999957889978899788999 2015 ####################################	18
2015 2015	19
22132	17
### ##################################	18
2000 2000 2000 2000 2000 2000 2000 200	18
2015	**************************************
2015	18
2015	19
2015	20
2015	17
Merchanism and the second seco	erdiamerupaankuusema

	Historyman program i	**		E
	2015	***	19	
	2015			
	2015	SCHOOL STORY	18	
1	2015	Salaking	19	THE REAL PROPERTY AND ADDRESS OF THE PARTY AND
	2015	TOTAL PR	17	
	2015	1000	17	
	2015	ZHENO C	18	
	2015	TOTAL SE	17	
ŀ	2015	A 22.2	17	
	2015	The same	19	
	2015	CONT.	17	
	2015	Section.	18	
	2015		17	1
	2015	Accelor	18	
	2015	edione,	17	
	2015	XIII.	20000000000000000000000000000000000000	THE PERSON NAMED IN
	2015	No.	18	ALC: NO.
	2015	The state of	17	
	2015	A COUNTY	17 m	
	2015	No.	17	
		Service Services		-
	2015	Chicago and	STREET,	
	2015	100	18	of the same of
	2015	2000		
	2015	Section 2		Sales Annual
	2015	SCHOOL STATE		Dogwood .
	2015	Spector and		Carl manches
	2015	200	17	-
	2015	Town a	17	Charles of the last
	2015	200	18	***************************************
	2015	i commen	18	47.4
	2015	A STREET	17	
	2015	H.	19	9
	2015	***	18	•
	2015	ad	alaminaria madali Marita	
	2015	a	10	
	MANAGEMENT AND LONGER SECTION	,,	ny Angerical is a described in the second	

.

Enginent 2014 17 2014 18 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 18 2014 19 2014 18 2014 17 2014 16 2014 17 2014 17 2014 17 2014 10 2014 17 2014 10 2014 17 2014 10 2014 17 2014 20 2014 17	Student ID. Student Name:	DoB	SY,	Age at time
2014 17 2014 16 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 18 2014 20 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18 2014 19 2014				
2014 17 2014 16 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 18 2014 20 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18 2014 19 2014	。 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1	CONTRACTOR OF THE PROPERTY OF THE PARTY OF T	2014	
2014			2014	17
2014 17 2014 17 2014 17 2014 17 2014 19 2014 17 2014 18 2014 17 2014 17 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 19 2014 19 2014 20 2014 17 2014 19 2014 20 2014 17 2014 19 2014 20 2014 17 2014 19 2014 20 2014 17 2014 19 2014 20 2014 17 2014 19 2014 20 2014 17 2014 19 2014 20 2014 17				18
2014 17 2014 19 2014 17 2014 17 2014 17 2014 17 2014 20 2014 17 2014 20 2014 17 2014 16 2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18 2014 19 2014 19 2014 20 2014 17 2014 18 2014 19 2014 19 2014 20 2014 17 2014 18 2014 19 2014 19 2014 20 2014 17 2014 18 2014 19 2014 19 2014 20 2014 17 2014 18 2014 19 2014 20 2014 17 2014 18		.54		17
2014 17 2014 19 2014 17 2014 18 2014 17 2014 20 2014 17 2014 17 2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 19 2014 19 2014 20 2014 20 2014 20 2014 18 2014 19 2014 20 2014 18 2014 19 2014 20 2014 18 2014 19 2014 19 2014 20 2014 19 2014 20 2014 19 2014 10				
2014 19 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 10 2014 20 2014		13		en en datamente en
2014 17 2014 18 2014 17 2014 17 2014 20 2014 17 2014 17 2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18				
2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18 2014 20 2014 20 2014 17				
2014				
2014 17 2014 20 2014 17 2014 19 2014 19 2014 18 2014 19 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18 2014 18 2014 17 2014 20 2014 18 2014 17 2014 18 2014 20 2014 18 2014 20 2014 18 2014 20 2014 18 2014 20 2014 18 2014 20 2014 18				
2014 17 2014 20 2014 17 2014 17 2014 17 2014 18 2014 18 2014 19 2014 18 2014 18 2014 17 2014 19 2014 20 2014 17				10 17
2014 20 2014 17 2014 19 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 19 2014 19 2014 19 2014 19 2014 20 2014 19 2014 18				
2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18				
2014 17 2014 18 2014 18 2014 19 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18		on the state of th	2014	
2014 19 2014 18 2014 19 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 19 2014 20 2014 19 2014 20 2014 18 2014 20 2014 18 2014 20 2014 18 2014 20 2014 18 2014 20 2014 18 2014 20 2014 19 2014 20 2014 19 2014 20 2014 19 2014 20 2014 19 2014 20 2014 19 2014 20 2014 19 2014 20 2014 19 2014 20 2014 19 2014 20 2014 19 2014 20 2014 19 2014 20 2014 19 2014 20 2014 19		3	2014	17
2014 18 2014 19 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 20 2014 17 2014 18 2014 20 2014 17 2014 18 2014 20 2014 17 2014 18		:		PP
2014 19 2014 18 2014 18 2014 17 2014 18 2014 17 2014 20 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 19 2014 19 2014 19 2014 20 2014 19 2014 19 2014 19 2014 19 2014 20 2014 19 2014 19 2014 19 2014 20 2014 19 2014 20 2014 17 2014 20 2014 17 2014 20 2014 17				18
2014 18 2014 18 2014 18 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 18 2014 17 2014 20 2014 17		•		18
2014 18 2014 17 2014 18 2014 17 2014 17 2014 18 2014 17 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 19 2014 18 2014 17 2014 18 2014 19 2014 18 2014 17 2014 18 2014 19 2014 18 2014 17 2014 18 2014 19 2014 18 2014 19 2014 18 2014 19 2014 18 2014 17 2014 18 2014 19 2014 18 2014 17 2014 18 2014 19 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 19 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18				
2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 19 2014 17 2014 18 2014 19 2014 17 2014 18 2014 19 2014 17 2014 18 2014 19 2014 17 2014 18		4		
2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 19 2014 17 2014 18 2014 19 2014 17 2014 18 2014 19 2014 17 2014 18 2014 17 2014 18 2014 17 2014 19 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 20 2014 17 2014 18 2014 17 2014 18 2014 20 2014 17 2014 18				
2014 17 2014 18 2014 17 2014 17 2014 17 2014 18 2014 20 2014 18 2014 20 2014 17 2014 18 2014 20 2014 17 2014 18 2014 20 2014 17 2014 18 2014 20 2014 17 2014 18				
2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 1				
2014 17 2014 20 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 19 2014 17 2014 19 2014 17 2014 19 2014 17 2014 18 2014 17 2014 19 2014 17 2014 18 2014 17 2014 19 2014 17 2014 18 2014 17 2014 19 2014 17 2014 18 2014 17 2014 19 2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 1				TI Social de la companie
2014 20 2014 20 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 18 2014 18 2014 17 2014 18				
2014 20 2014 17 2014 18 2014 17 2014 17 2014 18 2014 17 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 20 2014 18 2014 20 2014 18 2014 20 2014 18 2014 20 2014 18 2014 20 2014 18 2014 20 2014 20 2014 18 2014 20 2014 20 2014 20 2014 20 2014 20 2014 20 2014 20 2014 20				
2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 17 2014 18 2014 17 2014 17 2014 17 2014 18 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 19 2014 19 2014 19 2014 18 2014 18 2014 19 2014 19 2014 19 2014 18 2014 18 2014 19 2014 19 2014 18 2014 18 2014 19 2014 19 2014 18 2014 18 2014 19 2014 18 2014 18 2014 19 2014 18 2014 1				R
2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 18 2014 17 2014 18 2014 19 2014 19 2014 18 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18	·		2014	
2014 18 2014 17 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 19 2014 19 2014 19 2014 10 2014 1			2014	**************************************
2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 19 2014 18 2014 18 2014 18 2014 18 2014 18 2014 19 2014 18 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17				
2014 17 2014 18 2014 18 2014 17 2014 18 2014 17 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 19 2014 19 2014 19 2014 19 2014 18 2014 19 2014 19 2014 18 2014 19 2014 19 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 18 2014 18 2014 17 2014 18 201				To be a consistent to the sense of the sense
2014 18 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17 2014 17 2014 17 2014 18 2014 17 2014 17 2014 18 2014 17 2014 17 2014 18 2014 18 2014 17 2014 18 2014 18 2014 17 2014 17 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18 201				18
2014 17 2014 18 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 17 2014 19 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 18 2014 17 2014 17 2014 18 2014 17 2014 18 2014 18 2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17				
2014 18 2014 19 2014 19 2014 19 2014 10 2014 17 2014 20 2014 10 2014 17 2014 19 2014 10 2014 17 2014 10 2014 17 2014 10 2014 17 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17				Marine Commence of the Commenc
2014 18 residence report and residence of the control of the contr		:		∦ 18 ∦⊶⊶~~
2014 17 2014 17 2014 17 2014 19 2014 19 2014 19 2014 19 2014 19 2014 18 2014 17 2014 19 2014 17 2014 19 2014 17 2014 19 2014 17 2014 19 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 18 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19 2014 19				1 1/ 1A
2014 17 2014 19 2014 20 2014 19 2014 20 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 18 2014 17 2014 18 2014 17 2014 18 2014 17				edicerementerary av specialitat
2014 20 description of the control				
2014 20 2014 17 2014 18 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17				19
2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 18 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17 2014 17			2014	20
2014 20 management of the second of the sec				
2014 2014 2014 2014 2014 2014 2014 2014				
2014 19 2014 19 2014 20 2014 20 2014 20 2014 20 2014 20 2014 20 2014 20 2014 20				
2014 2014			2014	
2014 20 2014 20 2014 20 2014 20 2014 20				
2014 suppression of the control of t				19
2014 17				1/
				20 17
		The second desired and the second desired and the second desired as the second desired as the second desired as	2017	Aconsmission of the
		ing the second s		

	2014	18
	2014	19
	2014	17
	2014	17
	2014	20
	2014	20
	2014	18
	2014	w -r-accenticipus warren 18
	2014	
	2014	17
	2014	
	2014	19
	A9.	
	2014	17
	2014	18
	2014	18
	2014	17
	2014	17
	2014	17
	2014	17
	2014	19
	2014	17
	2014	17
	2014	18
	2014	18
	2014	18
	2014	18
	2014	18
	2014	17
	2014	18
	2014	18
	2014	10 18
	2014	18
	2014	17
	2014 2014	17
	ORDERSON OF STREET	ili. Kanada da peranca na natandriak da persebabah 2005.
	2014	17
	2014	18
	2014	19 ************************************
	2014	17
	2014	17
	2014	19
	2014	19
	2014	17
	Production Construction in Section 1	

•

Student ID Student Name	DoB	SY	Age at time
			of Enrollment
		2013	Enrollment 19
		2013	18
		2013	18
		2013	18
		2013	20
		2013	21
		2013 2013	19 19
		2013 2013	19 17
		2013	19
		2013	17
		2013	18
		2013	17
		2013	18
		2013 2013	18 17
		2013 2013	17 18
		2013	17
		2013	17
		2013	17
		2013	18
		2013	17 17
		2013 2013	17 17
		2013 2013	† 17 17
		2013	17
		2013	
		2013	17
		2013	17
		2013	19
		2013	18 17
		2013 2013	17 18
		2013 2013	18 17
		2013	18
		2013	19
		2013	18
		2013	21
		2013	17 17
		2013 2013	17 18
		2013 2013	18 18
		2013	19
		2013	
		2013	21
		2013	18
		2013	20 19
		2013 2013	19 17
		2013 2013	17 18
		2013	17
		2013	17
		2013	19
	tion measurement exercises and are	and the state of t	INSTANTACION SIZE EMPLES CANS
	1 A 14		
· · · · · · · · · · · · · · · · · · ·			

2013	NAME AND ADDRESS OF THE PARTY O	18	
2013		18 17	
2013	1	17	
2013	Ženie Ž	21 19	
2013	en en	19	
2013	nija rade ji	17	
2013	Species	19	
2013	20	17	
2013		18	
2013			
2013	12 12 13 14 15 15 15 15 15 15 15 15 15 15 15 15 15		
	Š.	THE PERSON CONTRACTOR	
2013		. ค.ส. เคราะสายเสราะสายเสราะสายเสราะสายเสราะสายเสราะสายเสราะสายเสราะสายเสราะสายเสราะสายเสราะสายเสราะสายเสราะสา	
2013	ź.,	17	
2013		18	
2013	al anama	17	
2013	e Jewa J	10 %	
2013	ediaee	17	
2013	diar.	18	
2013	Alema	17	
2013	, jour	18	
2013	nageur.	18 17	
2013		18	
2013		17	
	augarae	COMPRESSOR STREET	
2013	regiones g	18 17 17 17 18	
2013		18 20 17	
2013	100.00	20	
2013	A PERSON	17	
2013	ing Signal Signal	17	The court of the c
2013	r Oran	18	
2013		20	
2013	and the	A Affection Continues that	
2013	1	18	4
		18	T CHES
2013	rad director	18	NAME OF TAXABLE PARTY.
2013 2013		18	STREET, THE PROPERTY OF THE PARTY OF THE PAR
2013 2013 2013	rad director	18 18 18 000000000000000000000000000000	ATTORION OF THE PROPERTY AND THE PROPERT
2013 2013 2013 2013 2013	THE STATE OF THE S	18 18 18 2000000000000000000000000000000	GOOGLECT CONTRACTOR CO
2013 2013 2013 2013 2013	THE STATE OF THE S	18 18 18 2000000000000000000000000000000	GOOGLECT CONTRACTOR CO
2013 2013 2013 2013 2013 2013		18 and the second of the secon	CONTROL OF THE PARTY OF THE PAR
2013 2013 2013 2013 2013 2013 2013		18 and the second of the secon	CONTROL OF THE PARTY OF THE PAR
2013 2013 2013 2013 2013 2013 2013 2013		18 18 18 18 18 18 18 18 18 18 18 18 18 1	AND THE STATE OF THE PROPERTY OF THE PROPERTY OF THE STATE OF THE STAT
2013 2013 2013 2013 2013 2013 2013 2013		18 18 18 18 18 18 18 18 18 18 18 18 18 1	AND THE STATE OF THE PROPERTY OF THE PROPERTY OF THE STATE OF THE STAT
2013 2013 2013 2013 2013 2013 2013 2013		18 18 18 18 18 18 18 18 18 18 18 18 18 1	AND THE STATE OF THE PROPERTY OF THE PROPERTY OF THE STATE OF THE STAT
2013 2013 2013 2013 2013 2013 2013 2013		18 18 18 18 18 18 18 18 18 18 18 18 18 1	AND THE STATE OF THE PROPERTY OF THE PROPERTY OF THE STATE OF THE STAT
2013 2013 2013 2013 2013 2013 2013 2013		18 18 18 18 18 18 18 18 18 18 18 18 18 1	AND THE STATE OF THE PROPERTY OF THE PROPERTY OF THE STATE OF THE STAT
2013 2013 2013 2013 2013 2013 2013 2013		18 18 18 18 18 18 18 18 18 18 18 18 18 1	AND THE STATE OF THE PROPERTY OF THE PROPERTY OF THE STATE OF THE STAT
2013 2013 2013 2013 2013 2013 2013 2013		18 18 18 18 18 18 18 18 18 18 18 18 18 1	AND THE STATE OF THE PROPERTY OF THE PROPERTY OF THE STATE OF THE STAT
2013 2013 2013 2013 2013 2013 2013 2013		18 18 18 18 18 18 18 18 18 18 18 18 18 1	AND THE STATE OF THE PROPERTY OF THE PROPERTY OF THE STATE OF THE STAT
2013 2013 2013 2013 2013 2013 2013 2013		art thin individual section and in individual section and individual	以来来的影响的是一个人,也是是一个人,也是一个人,也是一个人,我们是一个人,我们也是一个人,我们也是一个人,我们也是一个人,我们也是一个人,我们也可以是一个人, 第二十二章 1888 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 —
2013 2013 2013 2013 2013 2013 2013 2013		and the second s	以来来的影响的是一个人,也是是一个人,也是一个人,也是一个人,我们是一个人,我们也是一个人,我们也是一个人,我们也是一个人,我们也是一个人,我们也可以是一个人, 第二十二章 1888 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 — 1988 —
2013 2013 2013 2013 2013 2013 2013 2013		in the history of the control of the	以来来的影响的是一个是一个人,我们们是一个人,我们们是一个人,我们们是一个人,我们们是一个人,我们是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们
2013 2013 2013 2013 2013 2013 2013 2013		in the history of the control of the	以来来的影响的是一个是一个人,我们们是一个人,我们们是一个人,我们们是一个人,我们们是一个人,我们是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们
2013 2013 2013 2013 2013 2013 2013 2013		art the laboration and in the control of the contro	以来来的影响的是一个是一个人,我们们是一个人,我们们是一个人,我们们是一个人,我们们是一个人,我们是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们
2013 2013 2013 2013 2013 2013 2013 2013		To the second se	以来来的影响的是一个是一个人,我们们是一个人,我们们是一个人,我们们是一个人,我们们是一个人,我们是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们
2013 2013 2013 2013 2013 2013 2013 2013		architecture of the control of the c	以来来的影响的是一个是一个人,我们们是一个人,我们们是一个人,我们们是一个人,我们们是一个人,我们是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们
2013 2013 2013 2013 2013 2013 2013 2013		To the second se	以来来的影响的是一个是一个人,我们们是一个人,我们们是一个人,我们们是一个人,我们们是一个人,我们是一个人,我们就是一个人,我们就是一个人,我们就是一个人,我们
2013 2013 2013 2013 2013 2013 2013 2013		architecture of the control of the c	AND THE STATE OF THE PROPERTY OF THE PROPERTY OF THE STATE OF THE STAT

Student ID Student Name	i Dol	STEEN SY	Age at time
是一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个一个			Enrollment
		2012 2012	17 19
		2012	17
		2012	18
		2012 2012	17 17
		2012	17
		2012	19
		2012	17
		2012 2012	18 17
		2012	17
		2012	18
		2012	17
		2012 2012	19 21
		2012	17
		2012	17
		2012	17 17
		2012 2012	17 19
		2012	19
		2012	17
		2012 2012	18 17
		2012 2012	17
		2012	17
		2012	17
		2012 2012	18 17
		2012 2012	
		2012	19
		2012	18
		2012 2012	17
		2012	18
		2012	18 18
		2012	17
		2012 2012	17
		2012	17 18
		2012	17
		2012	17
		2012 2012	17
		2012	
		2012	19
		2012	
		2012 2012	18 17
		2012	17
		2012	17
		2012	20

and a second	e presence :	-m-neor-settements-c-8
2012		17
2012	Ì.	17
2012		21
2012	4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	21
2012		21 17 19
2012	Name of the	19
2012	gour.	18 5
2012	THE SECOND	18 20
2012	Comments of the Comments of th	20
2012 2012	T COL	17 17
2012 2012	र्वे स्ट्रिक्टमार	CONTROL COM XXMART - MANUSCRAPE OF THE
2012 2012	o de la composição de l	20
2012 2012	ulius:	18
2012		19 19
2012 2012		
2012 2012		17 17
2012 2012		economic processor (
2012	6 1 10 10 10 10 10 10 10 10 10 10 10 10 1	18 19
2012		19 19
2012 2012		19 17
2012	eŽena eŽena	21
2012		21 18
2012		17
2012		17
2012	will the	17
2012		18
2012	Ž.	17
2012 2012	- Paris	18
2012 2012	17.1	18
2012	an Just	merken Community
2012	a alignose Si	17
2012		21
2012		rear C. TPC and an area
2012	AND THE PERSON NAMED IN	19
2012		
2012	January Control	17
2012		18
2012		18
2012	ml-	17 F
2012	To the second	19
2012	- mile	20 17 18 18 18 18 19 17 17 17 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18
2012		17
2012		17
2012		enterine School 1982 Mars 2007
2012		17
2012		17
2012		17 J
2012	STATE CONTRACT	17
2012		17 18
2012	4200e	17
2012	andala T	18
2012		17
2012		17 18 17 17 17 18
2012	design design	16 17
2012	245	17

			2012 2012	18 20
			2012	20
			2012	17
			2012	18
			2012	17

.

	Student ID. Student Name DoBy is a		Age at time of Enrollment
		2011	17
	was a second of the second of	2011 2011	17 20
	and the state of t	2011	19
	□	2011 2011	17 20
	2.	2011 2011	17
		2011	18
•		2011	17 17
	·	2011 2011	18 18
	in the state of th	2011	19
		2011	17
		2011 2011	17 20
		2011	18
		2011	17
		2011 2011	17 17
		2011	19
		2011	17
		2011	17 19
		2011 2011	19 17
		2011	19
		2011	17
		2011 2011	17
		2011	18
		2011	17
		2011	21
		2011 2011	19 17
		2011	19
		2011	17
		2011 2011	18 17
		2011	17
		2011	18
		2011 2011	18 20
		2011	19
		2011	20
		2011 2011	21 20
		2011	17
	환경 경우 양화대를 가고 있다.	2011	17
		2011	20
		2011 2011	18 18
		2011	18
		2011	19
		2011	17

3		
2011	i Stainen	18
2011		18 18
2011	T.	10
2011	ar ar ar ar ar ar ar ar ar ar ar ar ar a	18
2011	i de la companya de l	18
2011	reserve se	18
2011	n jaran sa	18
2011	inger tum K	20
2011	daves I	17
2011	diam.	18
2011	ağırası İ	17
2011	d geanner	18
2011	adama E	19
2011		17
2011	erica.	17
2011	den:	17
2011	i I	18
2011	echemu L	19
2011	obu s	19 17 18 19
2011	er Brown	18
2011	erijamer G	19
2011	Politica (Control	18
2011	nighte e	20
2011	odinous 1	18
2011	ecijosa 1	19
2011	e-djaman	18
2011	estano J	18
2011	en francis	19
2011	Fargozius B	21
2011		17
2011	ACHTHAI	Augustalian di Brodit (1984)
2011		18
2011		18
2011		18 18 18 18 18 18 18 18 18 18 18 18 18 1
2011	200	21
2011		17
2011		17
2011	nagen	17
2011	essifikes	18
2011	encillian encillian	17 17 18 17 17
2011		19
2011	35	17
2011		17
2011		18
2011	ender.	20
2011		17 17 18 20 19 18 19 19
2011	existence.	18
2011		19
2011	marrier A	17
2011	SHEET STATE	19
2011	eve 9	18
2011	evenion	17
2011	east Sea	18
2011	Neman	17 17 17 17
2011	THE PERSON NAMED IN	

.

			2011	19		
			2011	17		
			2011	17		
		,	2011	19		
		and the second	2011	18	•	
			2011	19		
			2011	18		
			2011	18		
			2011	18		
			2011	17		
			2011	22		
			2011	18		
			2011	17		
		$(x,y) \in \mathcal{X}_{\mathcal{A}}$	2011	18		
			2011	18		
			2011	17		
			2011	18		
			2011	18		
			2011	17		
Parameter (1974), especial parameter (1974), in the property of the contract o	- was the first of the second	- contracting	Section and the second section of	St. of the Submitted Street, Street, St.		

EXHIBIT E.1

Student List Report

Student ID Last Name First Name	Date Entered	Program Exit Date	Grade
	8/27/2003	8/27/2013	Grade 12
	8/31/2006	8/27/2013	Grade 12
	3/3/2005	9/16/2014	Grade 12
	9/1/2004	10/5/2011	Grade 11
	5/24/2005	9/25/2015	Grade 11
	8/27/2003	9/25/2015	Grade 12
	9/1/2004	9/25/2015	Grade 12
	8/27/2003	9/25/2015	Grade 12
	10/24/2003	9/12/2011	Grade 12
	8/27/2003	9/16/2014	Grade 12
	8/27/2003	8/26/2013	Grade 12
	8/26/2013	9/25/2015	Grade 11
	10/9/2006	8/26/2013	Grade 9
	8/31/2005	9/13/2012	Grade 10
	8/31/2005	8/26/2013	Grade 10
	9/20/2004	9/28/2012	Grade 11
	10/19/2007	9/12/2011	Grade 10
	1/15/2004	9/16/2014	Grade 12
	9/1/2004	10/5/2011	Grade 11
	9/1/2004	9/16/2014	Grade 11
	9/1/2004	9/28/2012	Grade 11
	9/1/2004	10/5/2011	Grade 11
	9/1/2004	10/5/2011	Grade 11
	9/1/2004	9/28/2012	Grade 11
	4/17/2006	9/13/2012	Grade 11
	8/31/2005	8/26/2013	Grade 10
	8/31/2005	10/5/2011	Grade 10
	8/31/2005	9/16/2014	Grade 10
	9/12/2005	5/21/2012	Grade 9

-	•	•		•	-	-				-				-	-				_												
	•																														
4	5	Ŋ	ιζ	ιŌ	ဖွ	ဖွ	ζ.	ဖွ	ဖွ	ਨੁ	ις.	ιΩ	4	စ္	5	δ	ιū	ñ	र	Σ.	2	5	2	5	2	2	5	9	9	3	ထွ
8	8	00	8	8	8	8	8	00	8	8	8/31/2005	8	12/7/2004	8	8	3/16/2005	4/25/2005	8/31/2005	8/31/2005	8/31/2005	8/31/2005	8/31/2005	8/31/2005	9/16/2005	8/31/2005	8/31/2005	9/12/2005	8/31/2006	8/31/2006	9/12/2005	8/31/2006
9/30/2004	2/2	12	1/2	1/2	12	1/2	2/2	1/2	12	2/2	77	1/2	712	12	1/2	7/9	5/2	1/2	1/2	17	1/2	11/2	17/2	79	7,2	7/2	2	7,7	77	7	$\frac{2}{2}$
<u>ල</u>	9/12/2005	8/31/2005	8/31/2005	8/31/2005	8/31/2006	8/31/2006	9/12/2005	8/31/2006	8/31/2006	9/12/2005	8/3	8/31/2005	7	8/31/2006	8/31/2005	3/1	4/2	8/3	8/3	8/3	8/3	8/3	8/3	97	8/3	8	9	8/3	8/3	9	8
•	•																,														
						: "						•		7																	

Grade 10 Grade 11

8/27/2013

9/25/2015 9/13/2012 9/13/2012

Grade 9

8/26/2013 12/16/2011

9/13/2012

9/3/2012

8/26/2013

9/28/2012

9/16/2014

Grade 10 Grade 10 Grade 10

Grade 9

Grade 9

Grade 9

Grade 9 Grade 9

Grade 9

Grade 9 Grade 10 Grade 10 Grade 10

9/13/2012

9/13/2012 9/13/2012 10/5/2011 10/5/2011 10/5/2011

9/12/2011

Grade 10 Grade 10

Grade 10 Grade 9

9/25/2015 9/25/2015 8/26/2013

Grade 12

Grade 10

Grade 10 Grade 10 Grade 10

Grade 9

12/16/2011

2/6/2012

9/13/2012

8/26/2013

9/13/2012

Grade 9

Grade 9

Grade 11

9/25/2015

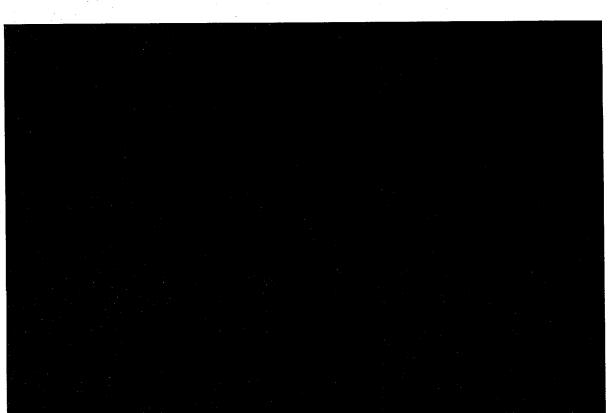
9/13/2012

9/16/2014

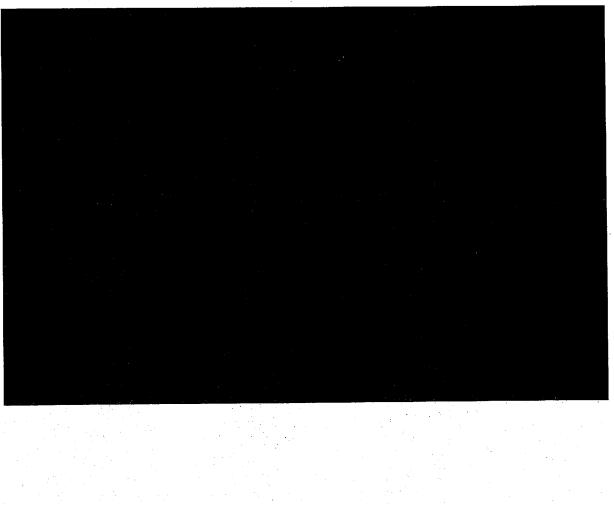
Grade 10

Grade 9

Grade 9	Grade 9	Grade 9	Grade 9	Grade 12	Grade 9	Grade 11	Grade 12	Grade 10	Grade 9	Grade 11	Grade 9	Grade 9		Grade 9	Grade 9	Grade 12	Grade 9	Grade 11	Grade 10	Grade 9	Grade 12		Grade 9	Grade 9			Grade 9				
10/5/2011	9/12/2011	5/21/2012	9/23/2014	9/16/2014	10/5/2011	10/5/2011	9/12/2011	8/26/2013	9/13/2012	9/13/2012	9/12/2011	9/13/2012	9/12/2011	8/27/2013	9/12/2011	10/5/2011	9/25/2015	8/26/2013	9/13/2012	10/5/2011	9/28/2012	9/16/2014	8/26/2013	9/28/2012	10/5/2011	9/28/2012	10/5/2011	9/12/2011	9/28/2012	5/21/2012	8/26/2013
8/31/2006	8/31/2006	9/12/2005	9/29/2005	10/3/2005	9/29/2006	1/30/2006	3/16/2006	4/17/2006	8/31/2006	8/31/2006	8/31/2006	8/31/2006	8/31/2006	5/9/2006	8/31/2006	8/31/2006	9/20/2007	8/31/2006	8/31/2006	8/31/2006	8/31/2006	8/31/2006	8/31/2006	8/31/2006	8/31/2006	8/31/2006	8/31/2006	8/31/2006	9/8/2006	9/25/2006	9/27/2006



Grade 10 Grade 10 Grade 9 Grade 9 Grade 10 Grade 10 Grade 9	Grade 11 Grade 12 Grade 12 Grade 10 Grade 10 Grade 10	Grade 11 Grade 11 Grade 11 Grade 11 Grade 10 Grade 10 Grade 10 Grade 9 Grade 9 Grade 9 Grade 9 Grade 9 Grade 9
9/25/2015 9/16/2014 9/25/2015 9/13/2012 8/26/2013 9/13/2012	9/25/2015 9/25/2015 9/12/2011 9/25/2015 9/12/2011 9/12/2011 5/14/2012	9/25/2015 9/25/2015 9/13/2012 8/27/2013 9/28/2012 9/3/2012 9/12/2011 10/5/2011 10/5/2011 9/23/2013 9/25/2015
10/2/2006 11/15/2006 2/6/2007 3/9/2007 4/13/2007 5/10/2007	8/30/2007 8/30/2007 8/30/2007 8/30/2007 8/30/2007 9/4/2007 10/5/2007	12/10/2007 12/10/2008 1/7/2008 3/6/2008 4/10/2008 4/16/2008 9/2/2008 9/2/2008 9/2/2008 9/2/2008 9/2/2008
10/, 11/, 2/6, 3/9, 4/1: 5/10	8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	9/2 1/7 1/7 1/7 1/7 1/7 1/7 1/7 1/7 1/7 1/7



8/27/2013 9/16/2014 9/28/2012 9/3/2012 9/16/2014 9/23/2014	9/13/2012 9/25/2015 8/26/2013 9/16/2014 9/13/2012 9/13/2014 10/5/2011 9/23/2012 9/13/2012 9/13/2012 9/13/2012 9/13/2012 9/13/2015 9/13/2015 9/16/2014 9/16/2014	9/25/2015 9/25/2015 9/16/2014 9/16/2014 9/16/2014
12/1/2008 12/18/2008 1/5/2009 1/6/2009 3/18/2009 9/3/2009	9/3/2009 9/3/2009 9/8/2009 9/3/2009 10/5/2009 10/5/2009 2/24/2010 4/20/2010 9/2/2010 12/3/2010 12/9/2011 1/5/2011 6/6/2011 4/7/2011	8/29/2011 9/15/2011 8/29/2011 8/30/2011 9/22/2011

Grade 11
Grade 12
Grade 10
Grade 10
Grade 11
Grade 11
Grade 11
Grade 11
Grade 11
Grade 10
Grade 11
Grade 10
Grade 11
Grade 10
Grade 11
Grade 10
Grade 11
Grade 10
Grade 10
Grade 10
Grade 10
Grade 10
Grade 10

2/13/20	3/5/201	5/21/20	8/27/20	8/27/20	9/5/201	11/12/2	2/21/2(2/21/20	9/4/201	8/26/2(8/25/2(
•													
												5	

Grade				Grade		Grade					Grade	
9/16/2014	9/16/2014	9/25/2015	9/16/2014	8/26/2013	9/16/2014	9/25/2015	9/16/2014	9/23/2014	9/25/2015	9/25/2015	9/25/2015	8/26/2012
2012	012	2012	2012	2012	012	2/2012	2013	2013	013	2014	2014	

EXHIBIT E.2

Student List Report

			ļ
Student ID Last Name First Name	Date Entered	Program Exit Date Grade	
The state of the s	2/1/2005	9/26/2014 Grade 12	
	9/25/2008	10/28/2015 Grade 12	
	11/29/2006	10/5/2011 Grade 7	
	12/3/2008	9/16/2014 Grade 12	
	9/2/2010	8/26/2013 Grade 8	٠.

EXHIBIT 4

ACF-OGM SF-PPR COVER PAGE

Administration for Children and Families U.S. Department of Health and Human Services

Item	Activity	Indicator	Explanation
	Description	1 to	
B-01	Major Activities and	Use project task charts from the approved grant	State Activities:
	accomplishments	and/or project work	During this time frame a new Refugee Program Officer, Pamela M. Kolega,
	during this period.	plan. Describe any draft/final	was appointed to the position (Refugee Program Officer) that had been vacated
		products in this section.	In May 2013. Ms. Kolega had two weeks of training under the supervision of Susan D'Annunzio. Following this training, Carmen Medina, Chief of the
			Division of Student Services, became Pam Kolega's supervisor and mentor.
			Ms. Kolega attended refugee relevant sessions at the following conferences:
			• Meeting the Challenge, Pennsylvania's Education for Children and
		-	Youth Experiencing Homelessness Program
			• 2013 Migrant Education Program and English as a Second
			Language Conference, Education without Borders: Pursuing
			Excellence and Exploring Possibilities
			In addition, the grantees received a survey from the Pennsylvania Department
			of Education's new Program Officer to find out their needs and how the
			Pennsylvania Department of Education Refugee Program can assist and service
			the grantees' individually and common needs. To date, follow-up phone calls
			have been made in order to update survey results.
1			

refugee families adjust to life in a new country. The district and the Diversity Training to 70 of the districts' paraprofessionals. Trainings were A Nepali Student Liaison hired through MCRC works at East High School to The International Institute of Erie provides Erie City School District with a Home School Liaison (also called school based caseworker) who assists with This grantee works collaboratively with the resettlement agencies to assist resettlement agencies meet regularly to discuss topics, such as: mental health; student support services; parenting classes; and other classes and programs available through the Erie Family Center and other community agencies The Multicultural Community Resource Center (MCRC) also has provided the enrolling of newly resettled refugee youths. So far this year, he has workshop was entitled If You Were Wearing My Glasses? The workshop was presented by Ms. Ludy Souderman from the Philadelphia City School District. Ms. Kolega and Ms. Medina collaboratively planned and organized a training (PDE). The theme of this training was Refugee Family Engagement and the Erie City School District will continue to collaborate with the International that was held Jan. 29, 2014; at the Pennsylvania Department of Education Institute of Erie and the Multicultural Community Resource Center for Nov. 5, 2013 (two hour training Diversity in Communication) Sept. 6, 2013 (two hour training on Introduction to Diversity) ranslation and interpretation services for our 800 refugee students. throughout the city. Meetings were held this reporting period on: support the Nepali students, parents and staff. Erie City School District: Sept. 13, 2013 Grantees' Activities: Dec. 19, 2013

	enrolled 150 refugee youths. Part of his responsibilities is to schedule interpreters for any interpretation or translation needs for the school or parents.
	Periodic staff meetings to discuss updates, curriculum, and research-based
	strategies for working with refugee youth.
	• Sept. 25, 2013 (27 refugee staff-about 800 refugee students)
	• Dec. 5, 2013 (27 refugee staff-about 800 refugee students)
	 Nov. 20, 2013 (2) refugee staff-about 800 refugee students) Nov. 23, 2013 (2) refugee staff-about 800 refugee students)
	100. 23, 2013 (27 totages statt-about 600 tetages statells)
	Hebrew Immigrant Aid Society (HIAS PA):
	During this reporting period (Aug. 13—Feb. 14, 2014), 56 unduplicated youth have been served through program activities
	Six vouth have received after school English as a Second Language
	(ESL) tutoring.
	• Fifteen have been enrolled in an after school program.
	 Three youth have received after school homework support.
	• Thirty-three youth (and their families) have received case management
	 Two voith who are not in their Recention & Placement resettlement
	period have received support in school enrollment.
	Group workshops have been implemented to provide support and information to both youth and adults.
	• Two back-to-school workshops were conducted on Aug. 31, 2013 and
	Sept. 17, 2013 to provide information about the school year to parents
	and to give away school supplies such as back packs, notebooks, and
	pens.
	• One parent workshop was conducted on Nov. 10, 2013 to teach the US
	• One collectivities were captured to Dec. 14, 2012 to be a security
	 One conege workshop was conducted on Dec. 14, 2013 to help yourn explore their options for college and higher education.
 The state of the s	In-service trainings to school district personnel were conducted to support the

School District. The session on Aug. 22 was designed and presented by Amber Children and Family Services and Nationalities Service Center) are benefitting Lancaster summer credit recovery for 9th-12th grade refugee students produced In the professional development session, which was held on Nov. 5, 2013, two obtaining a better understanding of our refugee population and how to support One presentation was conducted on Nov. 6, 2013 to district counselors their English language learning. The sessions on Sept. 11, Nov. 5 and Dec. 11 which enabled him to be eligible to attend full-day career and technical center One presentation was conducted on Aug. 19, 2013 to ESL teachers on training throughout this school year. Several others received two core credits In the time period beginning Aug. 15, 2013, through the present, professional awareness were presented to the faculty and staff of McCaskey High School. from program services and providing input into direction and changes. One favorable results. Twenty-three students were enrolled in the program. One population, with oversight from the ESL Coordinators of the Lancaster City Hilt, the Coordinator of ESL for the McCaskey Campus (9-12th), who also student has graduated from high school and one student completed credits, As a follow-up to our report submitted in July 2013, the School District of These sessions were held on Aug. 22, Sept. 11, Nov. 5, and Dec. 11, 2013. development sessions on English as Second Language (ESL) and refugee were designed and presented by ESL teachers who work with the refugee Coordination is ongoing to ensure that partner organizations (Lutheran about the refugee groups arriving in this region and their needs. These sessions were designed to assist members of the school team in The Philadelphia Refugee Education Project is a collaborative effort. serves as the Refugee Impact Grant Educational Program Director. cultural competency of those teaching or working with refugees. collaborative meeting was conducted in this reporting period. (Math and English Language Arts) and an elective credit. the behavioral health needs of refugee students Lancaster City School District:

		refugee guests from the community spoke about their experiences and challenges, as well as fielded questions from the faculty/staff. One of the guest speakers is also a para-educator at the McCaskey High School campus (campus referring to two buildings, serving about 4,000 9-12 th grade students) and for the summer program. He is a Bhutanese refugee who came to us from Nepal. The other guest speaker was from the Democratic Republic of Congo.
		The McCaskey Parent Advisory Committee, which is open to all parents and community members hold meetings one Thursday per month. These were held on the evenings of Sept. 12, Oct. 10, Nov. 14 and Dec. 12, 2013. In order to include refugee parents, the McCaskey High School sends phone and email messages in the parent's native language, inviting them to the meetings. Also, many personal invitations are made by phone calls to parents by the Lancaster City School District Nepalese and Spanish speaking staff. These meetings are a time for parents, administration and other community members to meet to discuss school procedures, clubs, and organizations available to students and general parent concern. These meetings have translation services available for all parents.
· Carrette and a second a seco		The Fall Parent Academy meetings held a total of four Thursdays in October are provided to allow refugee students and their parents an opportunity to attend educational sessions. Flyers were distributed to communicate the sessions, and were translated into Arabic, Burmese, French, Nepalese, Spanish and Swahili languages. Phone calls were also made as in the parents' native language to invite them to the sessions. Parents also have translators available at these academy meetings. The ESL strand of the Parent Academy, which includes Lancaster City School District refugee parents, is very well received. These sessions often bring 30 parents and students together to learn. Transportation is provided by the district for the large Nepalese/Bhutanese community. The sessions for October 2013 included: Dental Health; My Child's Health; Helping your Child Succeed; and Preparing for Parent Teacher Conferences. These sessions not only provide learning opportunities but also provide the school with the opportunity to connect more meaningfully with the refugee community.

The school psychologist and guidance counselor held six sessions with the refugee students in their Skill Preparation classes. They educate the students on topics surrounding emotions, communications and stress management.	The school psychologist and guidance counselor have also assisted in several, approximately 25, mental health and well-being referrals for refugee students, ensuring culturally appropriate care and language services.	Home visits to our refugee students' homes take place with member(s) of the school staff, such as counselors, ESL teachers, the Coordinator of ESL and the Nepali para-educator. Home visits have been made for approximately 35 students. Different language translators are available for languages other than Nepalese through a local translation agency.	The high school campus maintains strong communication with the Phoenix Academy (the district's site for overage and under credited students). Twenty refugee students are currently enrolled at Phoenix Academy. The ESL Coordinator for the McCaskey Campus (9 th -12 th) communicates with Phoenix staff as part of the enrollment process, and provides on-site help at Phoenix with enrollment and other refugee student matters.	The School District of Lancaster has a formal Refugee Working Group, which is a committee that meets on a monthly basis. The group consists of ESL teachers from Lancaster City School District schools with the highest refugee population, student service representatives, school psychologists, ESL coordinators, and representatives from the nursing staff. The committee discusses, plans and coordinates concerns regarding translation service to our refugee students/families, common meetings, and summer programming.	The Lancaster City School District hosted the Nepali Community Meeting on Dec. 15, 2013. This meeting was set up by the Nepalese community to hold elections for their community leaders. The Nepalese community allowed administration to speak with parents about the importance of coming to school regularly, completing excuse notes and other important school policies.

 Lancaster-Lebanon Intermediate Unit #13: Direct Service: Home Visits This is a unique program: 11 students were served primarily in the summer of 2013. Six out of 11 students who attended the summer Refugee School Impact Grant program in 2013 were visited at home. Three parents and six families were encouraged during home visits to let Refugee School Impact Grant staff knows if they had any questions or needs throughout the school year. During home visits, students and families were presented with district handbooks and school supplies. Professional Development Josh McManness, Adult Education Instructor, attended the Migrant Education Conference where specific sessions were about refugee immigrant students in Harrisburg on Oct. 16 and 17, 2013. On Nov. 9, 2013 Josh McManness, Adult Education Instructor, attended the Lancaster County Refugee Coalition's sponsored tutor/teacher training on how to teach English as a Second Language (ESL) to English Language Learners (ELLs) with limited educational background in their native country. Josh McManness and Lora Zangari, Adult Education Supervisor, are current members of the Lancaster County Refugee Coalition's (LCRC) Adult Edu. On lan wars to best
address the language needs of Lancaster City School District refugee immigrant community teachers in the 23 school districts in Lancaster-Lebanon Intermediate Unit #13 region. • Joshua McManness met at McCaskey East High School with the Migrant Education and Camp Summertime Youth staff on Sept. 10, 2014 to discuss refugee programming in Lancaster County for 2014. • Lora Zangari, Tim Shenk, Adult Education Director, and Josh McManness met on Nov. 7, 2013 regarding refugee education services

with representatives of the Franklin and Marshall Ware Institute (a community institute in downtown Lancaster), Camp Summertime Boost, Church World Service, Lutheran Resettlement, and the Lancaster City School District (Lancaster City's Migrant Education was invited but not present) to pool resources and discuss the coordination of next year's inclusive refugee immigrant summer programming. One of the partnering agencies received funding from the Lancaster County Community Foundation and plans to significantly support the refugee student summer program by offering artistic and athletic opportunities for the refugee students in the afternoons.	 Lincoln Intermediate Unit #12 (LIU #12): A Science, Technology, Engineering, Math (STEM) Day was held Aug. 6, 2013, for 11 refugee students who were identified after the start of the summer refugee school. Emily Perri, part-time LIU #12 summer teacher presented a STEM day at the LIU #12 Dauphin County office. This information was not included in the previous report. 	 LIU #12 refugee staff offered a family civics field trip to Philadelphia on Sept. 21, 2013, for 42 refugee students and parents. 	• LIU #12 refugee staff held a parent meeting on Sept. 18, 2013, with six refugee parents to introduce them to the local library system. A children's librarian with the Dauphin County Library System presented a program of services available to assist families. Families registered for library cards and the children's librarian read with the refugee children.	 LIU #12 refugee staff monitored students' grades. LIU #12 refugee program staff attended parent-teacher conferences with six parents. 	 Fourteen refugee immigrant elementary and middle school students participated in the Dauphin County Literacy Day held at Harrisburg Area Community College (HACC) on Oct. 19, 2013.

 	····		· · · · · · · · · · · · · · · · · · ·		
• Six refugee high school students participated in a Gettysburg College Experience on Nov. 15, 2013. The refugee students spent an entire day on campus touring the campus, attending classes, meeting with the admissions office, and participating in a question and answer session with a panel of college students.	 A parent meeting was held Nov. 17, 2013, with refugee immigrant parents. Local educational health resources were discussed by LIU #12 Refugee Program Staff. 	• The LIU #12 Refugee Program in partnership with the Bhutanese Community in Harrisburg, a grassroots organization addressing needs of the local Bhutanese/Nepali community, held a meeting for parents of refugee high school students on Nov. 24, 2013. Ten refugee parents discussed concerns of attendance, need of refugee students to commit to more study time, differences in the educational systems, and low college enrollment. Tuition, financial aid, and scholarships for postsecondary education were also discussed.	 The Cypress program staff (name of LIU #12 Refugee Program) and Messiah College, a refugee program partner, offered a weekend college visit on Jan. 25, 2014, at the Messiah campus in Grantham, PA. Students arrive for breakfast and leave at 3 pm on Saturday. Approximately 10 refugee students will participate in writing workshops and a college tour. 	• Six refugee students participated in a tour at Albright College on Jan. 30, 2014. The college will provide a small group tour and a meeting with an admissions counselor and financial aid officer.	Cypress staff provided study sessions for 10-12 refugee high school students on Dec. 11, 2013 and Jan. 14, 2014, at the LIU #12 Dauphin County office. Certified teachers through the LIU #12 provided academic

Federal Grant Number: 90ZE0128/01 Reporting Period: Aug. 15, 2013 – Feb. 15, 2014

			assistance.
B-02	Problems	Describe any deviations or departures from the original project plan including: 1. actual/anticipated slippage in task completion dates, and	State Level: None at this time. Grantee Level: Erie City School District: Erie City School District does not report problems for their area.
		2. special problems encountered or expected 3. Advise Projects Officer and Grants Management Specialist of assistance needs.	Hebrew Immigrant Aid Society (HIAS PA): No deviations or changes have been made to the original project plan. Most aspects are operating and are on track to meet program goals by the end of the year. The only goal that has no progress made to date is supporting refugee parents and youth who need to attend an annual Individualized Education Program (IEP) meeting. These are school meetings which define the personalized educational objectives for a child who has a disability. Though outreach has been done, no parents have been identified who need support in this area. This program service will continue to be offered, and further outreach will be conducted to reach these families.
			The most challenging aspect of the program to date has been identifying the most productive time and day for group workshops. With such a diverse population, the work schedules and locations for the refugee parents are extremely varied, and the time spent each week in prayer or religious service is mixed. Participant input is solicited during and before each of these meetings in order to gauge any need to adjust the time or day.
			Lancaster City School District: There are no problems to report. The refugee staff is in the process of planning their summer schedule of student activities. In order to address a challenge met last summer, they are coordinating with other organizations that also provide opportunities for the students during the summer to develop a calendar of events. This will enable them to plan their program strands in a more efficient manner in order to facilitate maximum participation of their students, and to continue to grow the program.

			 Lancaster–Lebanon IU #13: Lancaster-Lebanon IU #13 did not report problems for this period. Lincoln IU #12: Initially, almost 100 percent of students were from refugee camps in Nepal now and training was provided about the Bhutanese culture. Now students are arriving from Central African Republic and Iraq, training related to the cultures of newly arrived students would be helpful. Given the new populations and home languages Lincoln IU #12 Refugee Program, Cypress, named for the national tree of Bhutan, will work with translators and interpreters to provide communication in the families' home languages.
В-03	Significant findings and events	To be noted by project officer, or reported to regions, States, other agencies, Program Director/Commissioner, Assistant Secretary, Secretary, etc.)	 Grantees' Level: Erie City School District The Refugee 2013 Summer Program at the Boys and Girls Club was well attended by 35 refugee students in grades K-2 from Pfeiffer Burleigh and McKinley Elementary Schools. The students were administered a pre-test consisting of sight words. At the end of the four weeks a post-test was administered to measure growth over the four week period. Seventy-five percent of the students showed an increase in the number of sight words.
			 The Erie City School District has redesigned the bi-weekly parent meetings to parent/student workshops that offer refugee parents and their children a variety of literacy activities that involve reading, listening, speaking and writing. Meetings were held this reporting

period on:
Oct. 19, 2013, from 10 am-Noon (10 adults and six refugee children)
o Nov. 9, 2013, from 10 am-Noon (five adults and 15 refugee children)
 Dec. 7, 2013, no show Jan. 11, 2014, from 10 am-Noon (five adults and six refugee children)
• In the past, the Saturday program was to help the families to familiarize themselves with the American school system and the community. They had guest speakers from the Erie Police Department and school nurse who presented valuable information on safety and hygiene. The district would take the parents on field trips to the library, and review basic computer skills and sign them up for library cards.
 This year the district decided to have parent/student workshops to aid parents in supporting their children's academic success by providing them with literacy skills and strategies to work at home with their children.
Hebrew Immigrant Aid Society (HIAS PA): During this reporting period, program staff attempted to implement a focus group with Iraqi parents to identify their unique needs and questions on the topic of the United States educational system and Philadelphia public schools in order to more closely tailor services to those needs. Unfortunately, while approximately 10 participants expressed interest in attending during outreach activities none attended on the date that it was conducted. Follow up is being conducted at this time to assess the willingness to participate in the future. Upon completion, findings will be reported.
Lancaster City School District: In the credit recovery strand of our summer program, 23 refugee students earned a total of nine communication arts credits, eight art credits, and two

Federal Grant Number: 90ZE0128/01 Reporting Period: Aug. 15, 2013 – Feb. 15, 2014

Grantees' Activities:
Erie City School District:
Erie City School District has worked collaboratively with the resettlement
agencies and community agencies to support their refugee families through
interpretation and translation efforts to ensure families are receiving important
information in their native languages. Also, the district has worked with the
agencies to hire refugee personnel to work specifically with the refugee
families and the school.
 Translation/Interpretation services for:
o Parent/teacher meetings
o Parent/teacher conference days (150 interpreters are
needed)
 State Assessment testing (150 interpreters needed)
o Translation for letters and forms that are sent home to
refugee parents (mostly requests at the beginning of
the year such as school calendar, parent guide, school
rules and letters from English as a Second Language
teachers for 800 refugee student)
• Meetings with the resettlement agencies: Sept. 13, 2013 (9:00-11:00)
o Dec. 19, 2013 (9:00-11:00)
יי ווי ווי יי ווי ווי יי ווי
• 2013 PDE Migrant Education Frogram and English as a Second Language Conference (Education without Borders) in
Harrisburg on Oct. 16-18, 2013 attended by two English as a
 Second Language teachers
Quarterly collaborative meetings with FA Department of Destruction World Collaboration (2014 (2000))
rudiic Wellale oli Jali. 3, 2014 (calicelleu)
Hebrew Immigrant Aid Society (HIAS PA):
 Outreach activities have been conducted in a number of ways. Flyers have
occii disscrimiated to amiodiree program services and those maye occii

translated into Arabic, Nepali, and Burmese. Partner organizations (including the School District of Philadelphia and other Philadelphia area refugee serving organizations) have been given those flyers to distribute to their refugee client populations. Additionally, the flyers were made available at all collaborative meetings for those partners who needed more. Further outreach has been done using paid contract interpreters and community members who volunteer to help us to spread the word throughout their respective refugee communities.

With each group workshop, a specific flyer is created and translated into the language in which the event will be conducted. The dissemination of these flyers is done using the same partners, paid contract interpreters, and community members to help us to spread the word throughout refugee communities.

Lancaster City School District:

In order to inform refugee students' families of the Parent Academy meetings, flyers were distributed to communicate the sessions. This district event included all parents of refugees from K to 12th grade, reaching our nearly 500 refugees by inviting them in their native language. This event was promoted on our website and in promotional flyers in 15 different languages, including the Lancaster City School District's top languages of Arabic, Burmese, French, Nepalese, Spanish and Swahili.

Lancaster-Lebanon IU #13:

- Tim Shenk, Lora Zangari, and Josh McManness presented the program to members of IU #13's Adult Education Program ESL staff, as well as the Lancaster County Refugee Coalition ESL Work Group to recruit families.
- Tim Shenk, Lora Zangari, and Josh McManness shared information about the refugee program both verbally and through email with the coalition that met at Franklin and Marshall College. This sharing session enabled IU #13's refugee team to better coordinate activities and garner community support.

			 Lincoln IU #12: La Paloma, the LIU #12 Migrant/Refugee/ESL newsletter is sent to families, partners, and school districts. Activities that include refugee students are included in this newsletter.
			 An interagency meeting was held Jan. 14, 2014 to discuss the population served and coordination of services to meet the needs of refugee students and families.
			 The Lincoln IU #12 will offer training related to working effectively with refugee families on March 20, 2014 at the Capital Area Intermediate Unit. The training will be for school districts, agencies and refugee staff.
			• On Dec. 4, Lincoln IU #12 refugee staff attended an event at Penn State Hershey Hospital sponsored by the World Cultures Club (a regional professional organization promoting diversity) that discussed the 6 major religions of the world. This was an opportunity to discuss the refugee program with others in attendance.
			 On Sep. 20, 2013, Francine Dutrisac, ELL Staff Developer for LIU #12 presented day long training "What's Different about Teaching Reading to ELLs".
B-05	Other activities	Briefly describe	State Activities:
			The PDE Refugee Program office will implement the following:
			Scheduling at least one webinar or training/workshop every two months.Monthly phone calls to each grantee to assess needs and service quality.
			 Grantees' Activities: Erie City School District: In the Third Annual Multicultural Day at Diehl School on Oct. 22, 2013, (fifty international students from Gannon University offered

Oct. 31, 2013 - 40 refugee students from McKinley School experienced basis. Students do not have to attend every day; however, a steady group of 15-During this reporting period, a meeting was conducted with the Superintendent Dec. 10, 2013 the Collegiate Academy High School had a Face to Face designed artifacts representing the countries. Representatives from the Collegiate Academy High School students that included the following of the Philadelphia School District, Dr. Hite. The Superintendent was invited culture. Classrooms were assigned countries that they researched and supplement their learning. In addition to an ESL teacher tutoring the refugee meeting. At this meeting, Dr. Hite was provided with information about the students, a Nepali para-educator is also available to assist our population of After-school tutoring is available Mondays through Thursdays on a weekly to speak with representatives from the Philadelphia Refugee Resettlement refugee students. Students utilize the netbooks purchased with last year's presentations to eighty refugee students on various aspects of their Providers Collaborative. Program personnel attended and facilitated this Halloween "trick or treating" in the dorms at Gannon University. challenges being faced by refugee youth and parents when enrolling and Refugee School Impact Grant funds to supplement their learning and to Nepali and Greek communities danced. The Irish Step Dancers performed. There was food sampling of different ethnic dishes. attending District schools. Follow up to this meeting is being planned. gathering for refugee parents and 70 refugee students with the 20 ESL students, including those with refugee status, attend to help American folk songs Hebrew Immigrant Aid Society (HIAS PA): Ethnic food Lancaster City School District: ncrease their technology skills. 0 activities:

Federal Grant Number: 90ZE0128/01 Reporting Period: Aug. 15, 2013 – Feb. 15, 2014

			Forty-five refugee students received educational personal hygiene resources, backpacks and school supplies to supplement their learning in life skills. This occurred in two ways: upon enrollment at Phoenix Academy or during a skills prep course at the McCaskey Campus.
			Lancaster-Lebanon IU #13:
			 Lora Zangari met with IU #13's Curriculum and Instruction Specialist, Cindy Anderson, and Liz Savitsky, Professional Development
			Specialist, to discuss "Understanding Refugee Students and Families in the K-12 School Context" which will also be offered on April 15, 2014,
			from 4:00 - 7:00 p.m. at the IU #13 Conference Center. Lora developed the refugee awareness training plan for Lancaster County K-12 ESL
			points of contact and will present that training with Liz Savitsky. This training will be delivered to 23 school districts as a train-the-trainer
			model designed to increase school personnel's understanding of the
,			challenges that refugee families have and to in turn assist schools to better address refugee families and their challenges.
			Lincoln IU #12:
	-		 Home visits are and were provided to approximately 30 refugee immigrant families in order to provide updates regarding community
			resources and academic assistance.
			• LIU #12 refugee serviced school districts (Harrisburg City School
			District, Central Dauphini School District, and Middlewan School District) are contacted every marking period with updates regarding
			academic assistance for refugee immigrant families and/or students by Lincoln III #12 Refugee Program staff.
B-06	Activities planned for next reporting	Briefly describe.	State Activities: The PDE Refugee Program Officer will implement the following:
	period		
	4		 Monitoring visits to each of the 5 grantees will be conducted.
			 Applying via RFP for the next Refugee School Impact Grant 2014-2016.

	Grantees' Activities:
	Erie City School District:
	This grantee will continue to work with the local resettlement agencies and
	community agencies to assist our families in and out of school. The Erie City
	School District will continue to:
	 Provide refugee parent/student workshops
	 Provide interpretation and translation in refugees native
	languages
	• Provide a school based caseworker to assist with enrollment
	and communication between school and nome
	• Provide a Nepali student liaison at East High School to work
	With the relation state and parents
	The next report period will include the above as well as the two summer
	programs that are offered to the refugee students at the Boys and Girls Club of
	Erie and The Bayfont Maritime Center to 80 of our refugee students. The
	summer program will be a four to five week program that begins in June and
	ends in July. The summer program has an academic focus with hands on
	activities such as boating, arts and crafts, team building.
	Hebrew Immigrant Aid Society (HIAS PA):
-	In the next reporting period, all activities described above will continue, and
	outreach efforts will be ongoing. Additionally, program staff will begin to
	spend one day each week on site at collaborative partner organizations in order
	to ensure stinggular reteitans and to incip start havigate the school district
	will begin in March 2014.
	Lancaster City School District:
	Professional developments sessions to educate the entire faculty and
	staff on ways to support our refugees, including their development of
	English language skills, are scheduled for the third and fourth marking
	periods. Also, in March 2014, a professional development session on
	how to incorporate technology with ELL and Refugee learners will

	take place
	Downt Advisory Committee meeting ore coheduled for each carrent
	Talent Advisory Committee meetings are scheduled for each second. Thursday of the month.
	Parent Teacher Conferences are in February. Translation will be
	provided and all documents (phone calls, flyers and letters) will be
•	translated.
	 Spring Parent Academy is scheduled for March/April and will include
	four ESL sessions, including refugee families. These sessions include a
	safety stand with a resource officer, a wellness strand with a gym
	teacher, "how to use the library" and another health session.
	After-school tutoring will continue to be offered throughout the school
	year with an ESL teacher and Nepali para-educator.
	 Transition between 8^m and 9^m grade is scheduled for April and May.
	This transition includes teachers discussing with each other the
	incoming freshman's, including refugee students, strengths and needs.
-	Also, the McCaskey Campus Nepali para-educator will travel to the
	middle school with the highest refugee population and meet the 8 th
	grade refugee students who will be incoming freshman.
	Lancaster-Lebanon IU #13:
	• Beginning in Feb. 2014, IU #13 staff will contact potential refugee
	students for the summer of 2014. IU #13 staff plans to serve 45 refugee
	immigrant students and families.
	 During the past year, IU #13 staff has forged valuable relationships
	with school districts' staffs. IU #13 refugee staff will contact districts'
	staffs about specific dates, times, and locations of the 2014 summer
	program. Two out of twenty-three school districts were contacted so
	far.
	 One district, The School District of Lancaster, agreed to offer the
	global program for all 23 districts at the Reynolds Middle School on
	the west end of Lancaster. 10 #13 refugee program staff will contact all
	23 districts before the summer of 2014.
	• Lora Zangari and Joan McManness, another part-time IU #13
- day to proper to the state of	Instructor, will confact every school district in Lancaster County to

EXHIBIT 5

TABLE OF CONTENTS

Abstract – page 2

Program Overview - page 3

Organizational Profile - page 7

Geographic Location - page 9

Need for Assistance – page 10

Goals and Objectives - page 11

Program Design and Management - page 12

Results and Benefits - page 18

Evaluation - page 20

Chronological Timetable – page 24

Addenda:

Budget Narrative and Summary
Letters of Agreement
Map of School District
Map of School Districts in Lancaster County
School District of Lancaster Organizational Chart

ABSTRACT

Project Title: SDoL Refugee Student Initiative Applicant Name: School District of Lancaster

Address: 1020 Lehigh Avenue, Lancaster, Pa 17602

Contact Phone Numbers: 717-291-6149 office; 717-396-6844 FAX

E-mail address: <u>bwlombardo@lancaster.k12.pa.us</u>

Web site address: www.lancaster.k12.pa.us

The School District of Lancaster is an urban district in a mid-size city located in otherwise rural Lancaster County. We are multi-ethnic and multi –cultural, with more than 38 languages spoken among our students. We currently serve about 500 refugee students in our schools, with 60% at the high school level.

Our Refugee Students arrive with unique and varied needs, including: little or no English speaking ability; little or no understanding of the American educational system in general, and the School District of Lancaster in particular; limited formal schooling and/or significant gaps in school attendance; lack of knowledge of the expectations of students and their families regarding school attendance, completion of assignments, appropriate behavior, and more; unawareness of the availability of services and support and how to access them; and limited assimilation and acculturation. Many of these high school students are older, and need specific attention to help them progress toward graduation.

Our program will work with these high school refugee students to ensure they will: advance in English fluency; make significant gains in academic readiness; persist to graduation; maintain regular school attendance; increase their knowledge about American culture, history, norms, and school and community life; increase their feelings of confidence and demonstrate self-initiative; and participate in school activities and events. We will also work with their parents to increase their knowledge and understanding of the American school system and culture, and help empower them to become advocates for themselves and their children.

When our high school refugee students first arrive they are enrolled in our International School at McCaskey East, where they receive academic supports to attain English fluency and maintain their grades. The goal is to have these students exit the International School and enter another Small Learning Community on the McCaskey Campus, or, if they are of a certain age, enroll at Phoenix Academy, our high school for overage students. After-school tutoring and credit recovery programs will assist these students in achieving academically and persisting to graduation. Program funds will be used to pay for a six-week Summer Program at Phoenix Academy, transportation for the Summer Program, supplemental instruction and acculturation services and supplies (such as translation services). We will also contract with translators to work with our growing population of Nepali-speaking Bhutanese students and their families, and provide outreach into their community.

PROGRAM OVERVIEW Our SDoL Refugee Student Initiative will focus on our high school – level students, who comprise 60% of our current refugee student population, and whose numbers grow each month. Our program will provide:

- A 6-week Credit Recovery Summer Program through a partnership with Camelot Education at our Phoenix Academy facility
- 2.) Supplemental instructional and assimilation materials to ease their transition into the American education system and culture
- 3.) Information on obtaining medical, dental, and mental health services through outreach conducted by district nurses and a dental hygienist
- 4.) Opportunities for peer mentoring of high school refugee students with rising 8th grade refugee students
- 5.) After school tutoring at McCaskey's International School and credit recovery programs at Phoenix Academy funded by a 21st Century Community Learning Centers grant
- 6.) Accurate communication and dissemination of information through translation services for both oral and written communications, parent/teacher meetings and parent workshops, and to help students with state testing
- 7.) Ample opportunities for the parents of our refugee students to "find their voice" –

 Parent Academies, Parent Advisory Councils, and parent –teacher meetings.

Braided funding streams will be used to offer a well-rounded approach to meeting the needs of our refugee population. RSIG funds are requested to fund translation services for oral and written communications, statewide testing, and parent-centered events; supplies for learning and assimilation; and contracted services to provide a

summer program for our refugee students. Our Parent Involvement activities, including our Parent Academies, are paid by Title III funds. After school tutoring and credit recovery programs are paid through a 21st Century Community Learning Centers grant. Our partner in this endeavor is Camelot Education, contracted by the District to offer accelerated learning programs for our struggling students, including our over-aged refugee students. Our program seeks the following outcomes aligned with RSIG goals:

- 1. Refugee students will acquire confidence and self-assurance through cultural assimilation and language acquisition [RSIG: Activities and opportunities to assist in social adjustment]: translation services; provision of appropriate and necessary supplies for learning, acculturation, and assimilation; addressing physical and mental wellness through outreach by district nurses, and teaching techniques for stress relief and coping; peer mentoring opportunities. Measurement instruments include pre- and post-tests and pre- and post-surveys.
- 2. Refugee students will achieve academic success and persist to graduation [RSIG: Academic, out-of-school programs to increase English language proficiency]: after-school tutoring programs; credit recovery programs; access to technology and learning tools; and translators to assist in test taking. Measurement instruments include pre- and post-tests, attendance records, and test scores.
- 3. Refugee students and their parents will feel comfortable with and accepted by their American peers [RSIG: Communication and dissemination of information about/for refugees]: translators for written and oral communication from the schools, to accompany parents to school events, and attend community

meetings; newsletters; assistance from Church World Service and Lutheran Refugee Services. Measurement instruments include self-reports of involvement and attendance at events, and sign- in sheets.

4. Refugee parents will feel empowered to serve as advocates for themselves and their children and will exhibit increased involvement in the school and community [RSIG: Refugee parents will become increasingly involved and engaged in their children's educational progress, process, and experience]: attendance at parent-teacher conferences, PAC meetings, school and community events.

Measurement instruments include attendance records.

These outcomes are more fully described in the following Logic Model:

GOALS	ASSUMPTIONS	INPUTS	ACTIVITIES/OUTPUTS	OUTCOMES
Refugee students will acquire confidence and self-initiative through cultural assimilation and language acquisition [RSIG: Activities and opportunities to assist in social adjustment]	ASSUMPTIONS We must address the needs of the whole child to remove barriers preventing the education and assimilation of Refugee students into American life	INPUTS Staff, time, facilities, technology, Dual language books, audio books, after- school enrichment program, para- educators, translators, nurses	International School placement for ESL classes and instruction in cultural values and norms; use of SIOP delivery model; business and community partnerships for job shadowing and internships; language assessments via ACCESS for baseline and Language! Program for progress; after-school enrichment program to learn about STEM and STEM careers; extracurricular activities (clubs, sports, etc.); professional development for staff	Refugee students will: advance at least one level in English fluency; report becoming increasingly accustomed to school and community; participate in at least two school or community activities during the school year
			development for staff on educating and advocating for refugee students and their families	
Refugee	Every child can	Staff, time,	Summer Program for	Refugee

students will achieve academic success and persist to graduation [RSIG: Academic, out of-school programs to increase English language proficiency]	learn, and every child needs an education to be a productive citizen and competitive in the job market.	facilities, para- educators, credit recovery programs, after-school tutoring programs, translators, accelerated learning programs, supplies, access to technology	credit recovery; after- school tutoring and credit recovery programs; instructional supplies; translators to assist in test taking; professional development for staff on educating and advocating for refugee students and their families	students will: show gains in academic readiness; percentage of eligible refugee students who were proficient or advanced as indicated by the PSSA or Keystone will increase; maintain consistent school attendance; make measurable academic gains over two years; achieve passing grades in math, science, and social studies; have a high school graduation rate of 85%; graduate by the time they turn 21 (Phoenix
				(Phoenix students)
Refugee students and their parents will feel comfortable with and accepted by their Americar peers [RSIG: Communication and dissemination of information	trusting relationships	District ESL newsletter; Bridging Refugee Youth and Children Services Bulletin; cultural websites; National Clearinghouse for English Language Acquisition	Translators available for parent-teacher conferences, home visits, and district communications; monthly PAC meetings; Parent Academy offered twice yearly; parent ESL classes offered twice yearly; Professional development for staff on educating and advocating for refugee	Professional development for staff will include information on cultural beliefs and behaviors, and how to serve as advocates for refugees and their parents; Current methods of

about/for refugees]		Newsletter	students and their families; peer mentoring opportunities for high school refugee students to interact with rising 8 th grade refugee students	communication and information dissemination to continue
Refugee parents will feel empowered to serve as advocates for themselves and their children and will exhibit increased involvement in school and community events [RSIG: Refugee parents will become increasingly involved and engaged in their children's educational progress, process, and experience]	New refugee parents must be given ample opportunities and necessary supports to enable them to become involved in their children's schools and engaged in their communities.	Translators; varied forms of communication, parent involvement opportunities	Translators available for parent-teacher conferences, home visits, and district communications; monthly PAC meetings; Parent Academy offered twice yearly; parent ESL classes offered twice yearly; Professional development for staff on educating and advocating for refugee students and their families	Refugee parents will: attend parent- teacher meetings and PAC meetings; attend a Parent Academy; attend other school and community events

ORGANIZATIONAL PROFILE - The School District of Lancaster (SDoL or "the district") holds the following mission statement: "Together We Can" work as partners in a diverse community to ensure all students graduate prepared to meet high expectations and serve as responsible citizens in a global society. Its vision: Together we set the standard for excellence in urban education. As an urban center in an otherwise rural area, our city has become a melting pot of cultures, ethnicities, and nationalities.

Lancaster City has programs to assist newcomers with housing, clothing, food, and other basic needs, as well as organizations who work specifically with refugees.

Likewise, the SDoL has many resources in place for students who are transitioning to life in the USA. We have a refugee program, an International School in the McCaskey campus, ELL programs, access to social services, and after-school tutoring and enrichment for acculturation, academic assistance, and credit recovery.

The District has been the recipient of many grants - both large and small and from a wide variety of funding sources – to implement programs that benefit our students. We are multi-year grantees of 21st Century Community Learning Centers (including the recently funded Cohort 7), Educational Enhancement through Technology (EETT), and PA Pre-K Counts (including the recently funded expansion grant). We received our third round of GEAR UP grant funds to prepare students for college and careers, and we are first -round grantees for the new School Climate Transformation and Project AWARE federal grants. We successfully completed other federal grants in Readiness and Emergency Management for Schools (REMS), Safe Schools/Healthy Students, and Smaller Learning Communities, and received significant funding from the Gates Foundation and National Science Foundation. Additionally, we are multi-year recipients of Refugee School Impact Grants and are both familiar with and compliant with requirements for the grant, including reporting, evaluation, and attendance at required meetings. Our business office is well-versed in grants management; our student services department is skilled and knowledgeable in delivery of programs; and our curriculum and instruction office is on target with the latest methodologies and trends in education.

Our District is helmed by the Superintendent of Schools. He is flanked by the Cabinet, which includes the Chief Financial and Operations Officer, the Director of

Secondary Education, the Director of Elementary Education, and the Director of Student Services. His Executive Staff consists of the individuals listed above in addition to the Director of Facilities and Building Operations, the Director of Human Resources, the Coordinator of Community Relations, the Coordinator of School and Community Partnerships), the Business Manager, and the Information Technology Manager. The Coordinator of English Language Learners (K-12) is Katelyn Barlet, whose program provides services to the Refugee students. She holds ESL certification, Reading Specialist Certification, Masters in Language and Literacy Education, and a doctorate in Adult Education. Dr. Barlet reports to the Director of Elementary Education, and supervises the Campus Coordinator of ESL and World Languages, Amber Hilt. This is Ms. Hilt's third year in the position, in which she also takes responsibility for overseeing the RSIG programs. The Coordinator of Parent Involvement and Relations and the Coordinator of Extended Day /Year Programs report to the Director of Student Services. Principals of the schools attended by refugee students supervise the teachers in their schools. The High School Principal reports to the Director of Secondary Education. All parties collaborate to offer the best education possible for students. SDoL's organizational chart is attached.

<u>GEOGRAPHIC LOCATION -</u> The precise locations of our refugee program are the International School located at the McCaskey Campus (445 N. Reservoir St.) and the Phoenix Academy (630 Rockland St.), a credit recovery facility for students seeking alternate routes to graduation. Both buildings are located in the City of Lancaster. They serve students residing in Lancaster City and Lancaster Township, the two areas that comprise the SDoL, located to the west of the center of Lancaster County. For

orientation we are including a map of the school district in relation to other school districts in Lancaster County and a more detailed map of the school district itself. **NEED FOR ASSISTANCE** - The SDoL is located in an urban center in an otherwise rural setting. Lancaster is a mid-size city with assets and challenges similar to those of other urban areas nationwide. Out of the 11,127 students who attend the SDoL, 59.2% are Hispanic, 17.9% are African American, 14.4% are Caucasian, 4.8% are Asian, and 3.7% are Multi/Other Races. Approximately 18% are English Language Learners, 18% receive Special Education services, and 4% are immigrants. Our Economically Disadvantaged population is 82%, and the District serves more than 1,000 homeless students throughout the year. At the McCaskey Campus, nearly 81% of students are economically disadvantaged, 19% are English Language Learners, and over 21% receive Special Education services. Only 46% of McCaskey students scored proficient or advanced on state standardized math tests, and almost 38% scored proficient or advanced in reading. At Phoenix Academy, more than 91% of students are economically disadvantaged, nearly 27% are English Language Learners, and over 31% receive Special Education services. In state standardized testing, just over 12% of Phoenix students scored proficient or advanced in reading, and slightly more than 7% scored proficient or advanced in math.

As these demographics indicate, we are a multi-ethnic, multi-cultural community. Students come from Iraq, Gambia, the Karen and Chin communities of Burma, Somalia, Viet Nam, Ethiopia, Cuba, the Congo, and more, with the greatest influx arriving from Bhutan. Our latest figures (November 2014) indicate we are serving 500 refugee students, and more are expected from various countries including the Congo region. Of

these students, 300 are at the high school level, and of these, more than half are Nepali –speaking Bhutanese. Other spoken languages include Amharic, Arabic, Burmese, French, Haitian Creole, Kachin, Karen, Khmer, Mandingo, Oromo, Somali, Spanish, Swahili, Turkish, Urdu, Vietnamese, among others. Our Refugee Student Impact ratio is 500 student refugees: 11,127 total district students, or 4%.

Refugees enter our schools with unique and varied needs, including: limited formal schooling and/or significant gaps in school attendance; little or no English spoken by students or family members; lack of appropriate school supplies, including uniforms, backpacks, and notebooks; lack of understanding of how our educational system works, how to access appropriate services and supports, and expectations of students and families. We believe Refugee School Impact funds, in conjunction with existing programs and services, will allow us to address these needs and help these students move towards assimilation.

GOALS AND OBJECTIVES - The overarching goal of our Refugee Student initiative is to foster these students' academic, social, and emotional development while reaching out to their parents to ensure their voices are heard and their needs are being met. The District will provide students with appropriate instruction that includes individualized academic supports and high-quality resources to ensure they remain in school, succeed academically, and progress toward graduation. We will also provide refugee students and their families with a suite of services designed to ease their acculturation and integration into the school system while boosting their confidence and assuredness in maneuvering through the education process. Our proposed program addresses the four required components of the grant:

- Academic out-of-school programs to increase English language proficiency –
 accomplished through our after-school tutoring and enrichment programs that
 employ at least one ESL teacher, and summer credit recovery programs
- Activities and opportunities to assist in social adjustment also offered through our after-school and summer programs, but also including extracurricular opportunities at the high school, provision of essential personal and hygiene supplies, and access to technology
- 3. Communication and dissemination about/for refugees provided by contracted translators for all written and oral communication by the District as well as publications put out by the International School and Phoenix Academy, and attendance at school and community meetings
- 4. Refugee parental involvement and engagement in their children's education progress, process, and experience through our Parent Advisory Council meetings and Parent Academies, accompaniment of parents by translators to parent-teacher meetings and other school events; home visits by District personnel, and attendance at Nepali community meetings.

Students regularly participating in the program will demonstrate improvement in classroom performance and academic achievement. Participation in the RSIG program will show additional positive educational, social, and behavioral changes for refugee students and their parents. A full description of goals and indicators is provided in the Results and Benefits section.

<u>PROGRAM DESIGN AND MANAGEMENT</u> - Upon entry into the school district, all Refugee students will receive written and oral assessments from teachers and

will take the ACCESS (Assessing Comprehension and Communication in English State-to-State), a standards-based, criterion-referenced assessment that addresses the academic English Language proficiency of students in listening, speaking, reading, and writing. This data will be used as the baseline to gauge student increases in language proficiency. Additionally, Refugee Students' progress can be tracked through "tagging" the students in the district's student management system, thereby allowing teachers to monitor these students' academic outcomes on a quarterly basis in addition to their daily classroom observations.

Our refugee students start at the International School at McCaskey, a one-year transition program designed to address the needs of students who are new to the country or the district and who have limited English proficiency. Targets addressed include language acquisition, adapting to new cultural norms, and familiarization with a different educational system. However, the overarching goal of the International School is to prepare students, as much as possible in one year, for effective participation in mainstream classes. Students attend mathematics, social studies, and science classes (sheltered content), and take two courses of ESL (English as Second Language) at one of three proficiency levels, determined by the International School staff. The delivery method used is SIOP Model (Sheltered Instruction Observation Protocol), and is designed to support classroom teachers in meeting the academic and content specific language needs of English language learners. SIOP is comprised of eight components (Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment) that are aligned with current research in instruction for English Language Learners. In addition to the core

subjects, International School instruction focuses on teaching cultural values and norms while fostering an environment of tolerance and diversity. At the end of each marking period, students have the opportunity to transfer to the next ESL level with the International School or, depending on their English language proficiency score, may leave the International School and go to one of our Small Learning Communities (SLC) at McCaskey High School. The SLCs are aligned with certain themes (e.g. health sciences, media studies and communication, public leadership and service, technical and business, arts and humanities, technology, and honors and international baccalaureate) and use business and community organization partnerships to introduce students to careers through job shadowing, internships, and work-based learning. Older refugee students (19+) will be enrolled in Phoenix Academy, a small learning environment for students with specific needs related to credit recovery. The District's partner at Phoenix Academy, and in this initiative, is Camelot Education. Camelot offers accelerated education programs to aid our struggling and over-aged students. Camelot works collaboratively with the District to support students through custom tailored curricula, safe learning environments, counseling and social services, student leadership development, remediation, academic enhancement, and drop-out prevention. Phoenix Academy presently serves 303 students, of whom 2% are refugee students and 28% are English Language Learners; however, the numbers are expected to increase to 350 students enrolled by the end of the month with many of those being refugee students. Phoenix Academy offers small intervention groups, one-on-one assistance with para-educators, as well as the ability to work individually. The delivery method is computer-based instruction using the PLATO system with a teacher present

to provide assistance and additional instruction as needed. Refugee students use computer-based instruction for mathematics and science, but instruction in communication arts and social studies is via the SIOP Model. This dual delivery method allows the refugee students to get intensive and individualized instruction in language-heavy subjects, but also allows them to mingle and learn side-by-side with regular Phoenix students during computer-based instruction. Students must be at least 18 years old and have earned at least 5 credits to be enrolled in this program. The goal of Phoenix Academy is to get older students, including older refugee students, graduated by the time they are 21 years of age. Additionally, translators will be contracted to assist in oral and written communications to aide students in test taking and to reach out to the Nepali community through home visits, parent workshops, and parent-teacher meetings.

We offer an after-school tutoring and enrichment program funded by a 21st Century Community Learning Center grant that specifically targets the McCaskey Campus and Phoenix Academy, and offers credit recovery programs to help students catch up and graduate on time. The after-school program at McCaskey runs Mondays through Thursdays from 3:15 pm to 6:15 pm. Homework support and tutoring in Math, Science and Communication Arts occurs, with computer access available for research, writing reports, and working on projects. At Phoenix, two grouped sessions are held, running Monday/Wednesday and Tuesday/Thursday from 4:00 pm to 6:30 pm. Students must attend both days. Tutoring, homework, and credit recovery occur. After –school staff assist students in one-on-one and small group interactions. This grant program is managed by Kathryn Loferski, Coordinator of Extended Day/Year Programs, and

Barbara Lombardo, Development Coordinator, both of whom have multi-year experience in running successful 21st Century grant programs.

To help meet the academic needs of refugee students in the International School and at Phoenix Academy, RSIG funds will be used for a 6-week Summer Program at Phoenix Academy, including transportation. The program will run for 6 weeks starting near the end of June and running through July in both years of the grant. The program will run Mondays through Thursdays from 8:00 am to 12:00 pm. Two classes, one in Math, on in Communication Arts, will be offered for 1.5 hours each day (8:30 – 10:00 and 10:00 – 11:30). Students will have access to a computer lab for conducting research and working on assignments. The District will contract with Camelot Education to deliver this program. RSIG funds will be used to provide transportation to the program for the refugee students and to pay a District-Camelot liaison to assist in data collection and programming. Also, Wellness Works Wonders will be contracted to lead the students in stress management and coping skill techniques in two forty-minute sessions held every Tuesday morning throughout the summer program to support their mental health.

During the summer district nurses and a dental hygienist will perform outreach to refugee students and families to inform them of available physical and mental health services and to assist them in filling out applications, in addition to attending to their medical needs. Our Nepali translator will assist the nurses and refugee students to ensure accurate communication.

The summer months will offer two opportunities for high-school aged refugee students to interact with rising eighth grade refugee students through peer mentoring.

The students will participate in two field trips to local areas of interest giving them opportunities to discuss issues, seek and render advice, and provide support. The rising eighth graders will enter high school knowing some of the older refugee students and will be able to continue their interactions during the school year.

A Data and Programming Liaison working with Ms. Amber Hilt will be in place throughout the grant to help maintain adherence to grant programs, accumulate data, and achieve grant goals.

To assist in meeting academic and acculturation needs, RSIG funds will be used to purchase supplementary educational materials for learning and organization (such as dual language books, dictionaries, flash drives, backpacks etc.) and appropriate supplies for personal care and appearance (toothpaste, toothbrushes, soap, shampoo, etc.).

The International School disseminates cultural information on a regular basis regarding the various countries of origin represented by their current student enrollment. This information includes, but is not limited to, the Bridging Refugee Youth and Children Services (BRYCS) Bulletins and webinar series alerts, cultural websites from a variety of sources, including the Lutheran Refugee Services and Church World Services, as well as the National Clearinghouse for English Language Acquisition (NCELA)

Newsletter. A district ESL newsletter highlights student achievement of English language learners, and flyers and e-mail notices announce multicultural school and community events. Professional development for our teachers and staff will address the cultural differences in beliefs and behaviors, and how to reconcile them with the American culture to ease the transition for both refugee students and their parents.

To further assist our refugee students and their families, we will provide translated materials and translation services for school communications (enrollment forms, school policies, discipline guidelines, etc.), as well as bilingual translators to accompany families to school events (Back to School nights, parent-teacher conferences, etc.) and to help them negotiate the educational, social service, and health care systems in our community. Additionally, we contract with Language Line, a phone-based translation and interpretation service, to ensure our refugee students and their families can communicate with school staff. Our Parent Academies, offered in the fall and spring of every school year, have a track especially designed for parents of refugee students and English language learners to guide them through the educational process and provide opportunities for acculturation. Monthly Parent Advisory Council meetings also provide refugee parents opportunities to learn about the American educational system and advocate for their children's needs. Parent activities are funded through Title III.

<u>RESULTS AND BENEFITS</u> - We have identified the following outcomes for our SDoL Refugee Student Initiative and aligned them to our goals:

Goal 1: Refugee students will acquire confidence and self-initiative through cultural assimilation and language acquisition

- 50% of refugee students will advance at least one level in English fluency as measured by reading, speaking, listening, and writing pre-tests compared to reading, speaking, listening, and writing post-tests..
- At least 75% of refugee students will report being increasingly accustomed with school and community based activities as shown by results of pre- and post-surveys during each six-month reporting period.

Goal 2: Refugee students will achieve academic success and persist to graduation

- 65% of refugee students will progress 10% in academic readiness as measured by reading, speaking, listening, and writing pre-tests as compared to the same battery of post-tests.
- 85% of refugee students attending Phoenix Academy will graduate by the time they turn 21 years of age as indicated by district graduation records.
- Eligible refugee students will have an attendance rate of 75% or better
- 40% of refugee students will attend the after-school program for tutoring and acculturation, as indicated by attendance records.
- The number of refugee students making academic gains over the two year period will increase by 10% as measured by 4Sight and/or DIBELS scores if used
- Refugee students who are proficient or advanced in the PSSA and Keystone will increase by 10%
- Refugee students who achieve a passing grade (70%+) in math, science, and social studies will increase by 10% as measured by class
- Eligible refugee students will have a high school graduation rate of 85%
- Eligible refugee students will have an attendance rate of 75% or better as measured by attendance records

Goal 3: Refugee students and their parents will feel comfortable with and accepted by their American peers.

A minimum of two hours per year of professional development for school staff
 and administration will be provided and will address educating and advocating

- for refugee students and their families by understanding and reconciling cultural differences and helping to disseminate this information
- Current methods of communication enhancements (translation services) and information dissemination (newsletters, bulletins, district website) will continue
- At least 75% of eligible refugee students will participate in at least one school or community sponsored event as shown by student self-reporting and sign in sheets if available
- At least one community based activity will be held to increase awareness about refugees every six month reporting period
- At least one school based activity will be held to increase awareness about refugees every six-month reporting period

Goal 4: Refugee parents will feel empowered to serve as advocates for themselves and their children

- At least 75% of refugee students' parents will participate in at least four parent involvement/engagement activities
- At least 75% of refugee students' parents will attend parent-teacher meetings
 with an interpreter and will receive transportation if needed
- At least 50% of refugee students' parents will attend at least one Parent Advisory
 Council meeting in each school year

These goals and objectives mesh completely with PDE's required objectives for statewide program evaluation indicated in the next section.

EVALUATION - The following objectives have been identified by PDE for use in our proposed program and measured by the state evaluator:

- The number of refugee students making academic gains will increase over the two year period of the grant as measured by student grades/district records.
 Baseline: N/A (Goal 2)
- The percentage of eligible refugee students who were proficient or advanced as indicated by the PSSA and Keystone exams will increase by 10% as measured by district records and test scores. Baseline: 2013-14 data (Goal 2)
- The percentage of eligible refugee students who achieved academic gains will increase by 10% as measured by 4Sight and DIBELS scores if used. Baseline: 2013-14 data (Goal 2).
- Refugee students who achieved a passing grade of 70% or higher in math science, and social studies will increase by 10% as measured by class grades.
 Baseline: First full marking period (Goal 2).
- Eligible refugee students will have a high school graduation rate of 85% as measured by district records. Baseline: N/A(Goal 2)
- Eligible refugee students will have an attendance rate of 75% or better as measured by student attendance records. Baseline: First full marking period (Goal 2).
- At least 75% of eligible refugee students will participate in at least one school or community sponsored activity as determined by student self-reporting and sign-in sheets if available. Baseline: 0 upon school enrollment (Goal 3).
- At least 75% of eligible refugee students will report being increasingly
 accustomed with school and community based activities as measured by results

- of pre- and post-surveys administered during each six-month reporting period.

 Baseline: Pre-survey results (Goal 1).
- At least 75% of refugee parents will participate in at least four parent involvement and/or engagement activities (workshops, information sessions, Parent Academies, etc.) as measured by attendance records. Baseline: N/A (Goal 4).
- At least 75% of refugee parents will attend parent-teacher meetings with an interpreter and will receive transportation if needed. This will be measured by attendance records. Baseline: N/A (Goal 4).
- At least 50% of refugee parents will attend at least one Parent Advisory Council meeting (SDoL's PTA/PTO) in each school year for the 2014=16 grant terms.
 This will be measured by attendance records. Baseline: N/A (Goal 4).
- School staff and administration will receive at minimum two hours of professional development on educating and advocating for refugee students and their families each grant year as measured by professional development attendance records.
 Baseline: N/A (Goal 3).
- At least one community based activity will be held to increase awareness about refugees every six-month reporting period as demonstrated by attendance records. Baseline: N/A (Goal 3).
- At least one school based activity will e held to increase awareness about refugees every six-month reporting period as measured by attendance records.
 Baseline: N/A (Goal 3).

Student progress regarding these objectives and the objectives identified by SDoL and reflected in the Results and Benefits section will be analyzed quarterly by

International School staff, with continuous monitoring and observations taking place on a daily basis. Adjustments and recommendations for support services will be made accordingly. We will cooperate with any and all evaluation requests and requirements for PDE and their state evaluators.