



## OPERATIONAL WALKTHROUGH OVERVIEW

Operational Walkthroughs for all Opportunity Network contract programs focused on the systems and structures that are required to deliver high quality instruction to students. Operational Walkthroughs assessed program performance across three domains: 1) Academic & School Climate Accountability; 2) Organizational Compliance; and 3) Accommodative & Financial Compliance. Taken together, the three domains encompass key operational expectations that are based on the program’s contract with The School District of Philadelphia, as well as applicable federal, state and local laws.

Operational Walkthroughs are one part of the School District’s three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Operational Walkthroughs, Instructional Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance that inform decisions related to contract renewal, termination, and program expansion. This report summarizes the program’s performance for each of the three domains reviewed during the Operational Walkthrough. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Operational Walkthrough.

A ✓ indicates that the program met the contract requirement. A ✗ indicates that the program did not meet the contract requirement. The basis for the rating is provided in the Additional Notes section for each standard.

### GENERAL INFORMATION

Walkthrough Date: December 5, 2019

Contract Term: FY 2018- FY 2022

Program Type: Accelerated (Grades 9-12)

### PROGRAM LEADERSHIP

David Bromley, Executive Director

Lydia Gonzalez, Principal

Monshell Reyes, Director of Post-Secondary Services

### CONTACT INFORMATION

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### WALKTHROUGH REVIEW TEAM

DawnLynne Kacer, Executive Director, Opportunity Network

Majeedah Scott, Director, Office of Multiple Pathways to Graduation

Marcus DeVose, Assistant Director, Transition Services

Seth Morones, Strategy Analyst II, Opportunity Network

Benaline Baluyot, Multilingual Manager, Office of Multilingual Curriculum and Programs

Rachel Malloy-Good, Special Education Case Manager

### MISSION

“El Centro de Estudiantes is an accelerated high school serving the Kensington region of Philadelphia. At El Centro, students will be immersed in a highly personalized, real-world based educational experience. A goal of the school is to inspire and empower students to take charge of their learning and become life-long learners.”

The School District of Philadelphia's official demographic information is reported on October 1<sup>st</sup> of each school year. The Opportunity Network's demographic information is reported here as of January 31<sup>st</sup>, 2020 to more closely align with the student population on the date of the walkthrough.

**ENROLLMENT INFORMATION**

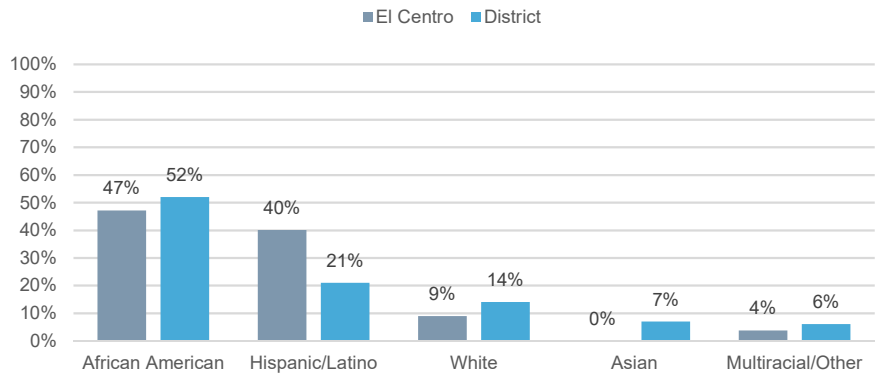
Enrollment on 1/31/20

**212** ↓ SY 2018-2019: 218

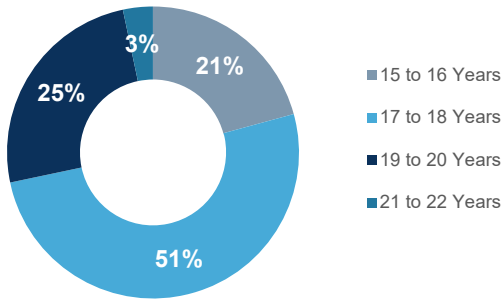
Contracted Maximum

**200**

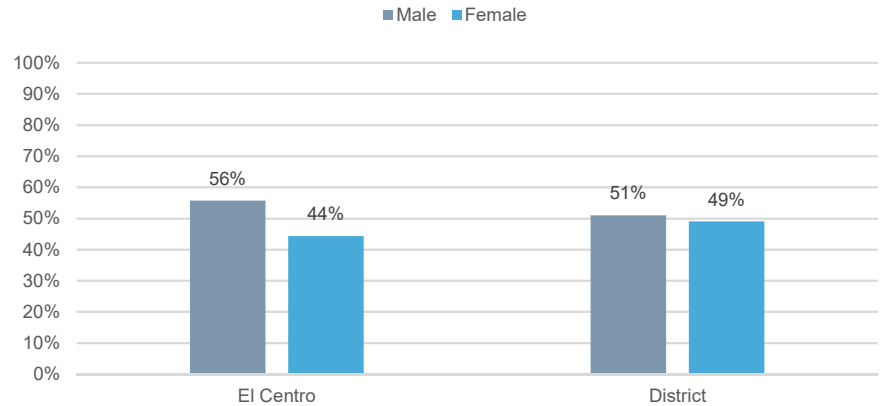
**RACE & ETHNICITY**



**ENROLLMENT BY AGE**

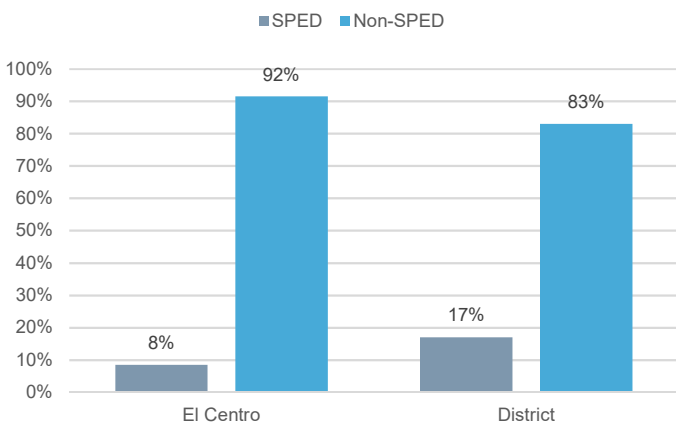


**GENDER**

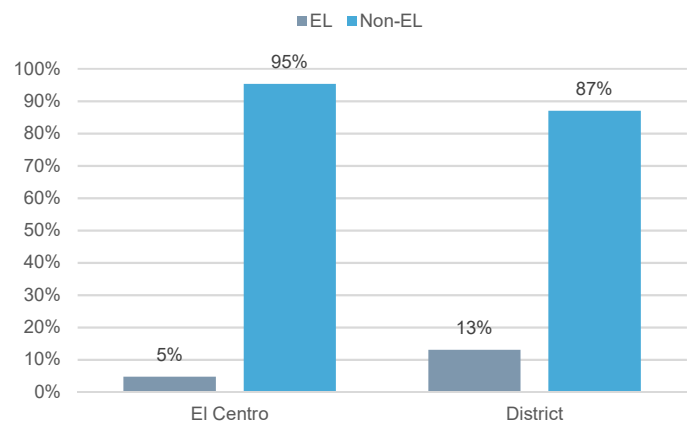


**DIVERSE LEARNERS**

**SPECIAL EDUCATION**

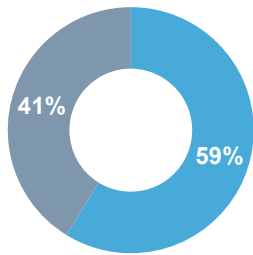


**ENGLISH LEARNERS**



All data for attendance, student conduct, low income, McKinney-Vento, and Education Leading to Employment and Career Training (ELECT) participation reflect enrollment as of January 2020 to more closely align with the student population on the date of the walkthrough.

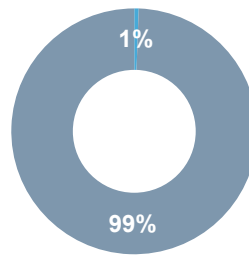
LOW INCOME



■ Low Income ■ Non-Low Income

Low income status is calculated by the number of students who are eligible for free school meals.

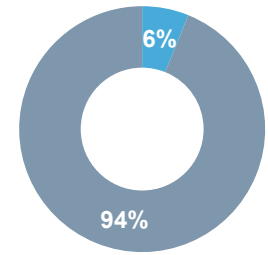
MCKINNEY-VENTO



■ McKinney-Vento ■ Non-McKinney-Vento

The McKinney-Vento Homeless Education Assistance Act guarantees a free and appropriate public education for all children and youth experiencing homelessness.

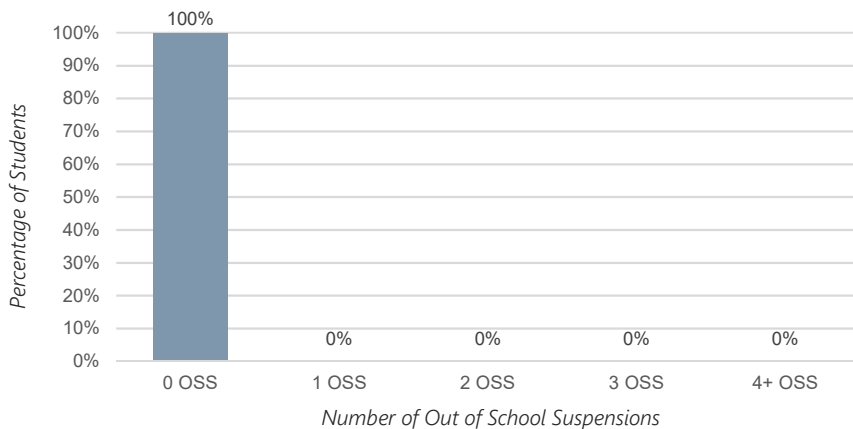
ELECT PARTICIPATION



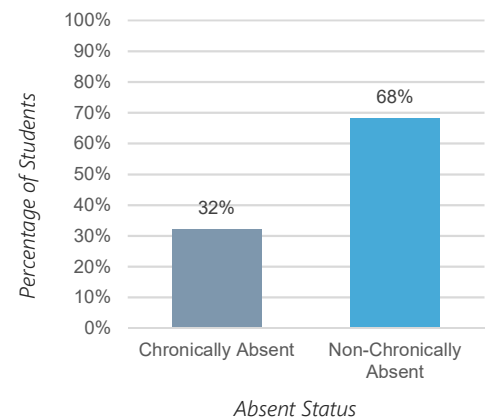
■ ELECT ■ Non-ELECT

The Philadelphia ELECT program is a comprehensive network of education, health, and support services designed to assist pregnant and parenting teens in completing their education and becoming self-sufficient.

OUT OF SCHOOL SUSPENSIONS (OSS)



CHRONICALLY ABSENT



## DOMAIN 1: ACADEMIC & SCHOOL CLIMATE ACCOUNTABILITY

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2018-2019 Operational Walkthrough. Information regarding how standards in the Academic and School Climate Accountability domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Academic Quality <a href="#">(Page 4)</a>	1 / 5
School Climate Quality <a href="#">(Page 5)</a>	4 / 6
<b>TOTAL</b>	<b>5 / 11</b>

## DOMAIN 2: ORGANIZATIONAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2018-2019 Operational Walkthrough. Information regarding how standards in the Organizational Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.



CATEGORY	REQUIREMENTS MET
Student Progress Monitoring & Reporting <a href="#">(Page 7)</a>	2 / 8
Record Keeping & Communication <a href="#">(Page 9)</a>	2 / 4
Personnel <a href="#">(Page 10)</a>	3 / 7
Governance & Enrollment <a href="#">(Page 11)</a>	3 / 5
<b>TOTAL</b>	<b>10 / 24</b>


## DOMAIN 3: ACCOMMODATIVE & FINANCIAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2018-2019 Operational Walkthrough. Information regarding how standards in the Accommodative & Financial Compliance domain are measured can be found in the performance framework for Opportunity Network contract programs.

CATEGORY	REQUIREMENTS MET
Accommodative Quality <a href="#">(Page 13)</a>	5 / 5
Financial Compliance <a href="#">(Page 15)</a>	3 / 3
<b>TOTAL</b>	<b>8 / 8</b>

**CATEGORY I: ACADEMIC QUALITY**

STANDARD: CURRICULAR QUALITY – Evidence of systems and structures to ensure quality curriculum and instruction offered by contractor		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>BASELINE and REQUIRED ASSESSMENTS:</b> Offers baseline (pre-test) and required assessments (Basic Assessment in Reading &amp; Math, PA PSSA/Keystone Exams, P/SATs) for academic progress monitoring.</p>		<p>Less than 80% of eligible students had both pre- and post- scores from the Basic Assessment in Reading &amp; Math (reading 22%; math 29%). Program provided untimely and inaccurate AEPR data (assessments, credits, grade levels, enrollment confirmation, etc.). Program missed: the original deadline to submit the data packet, the extended deadline, and the deadline for revisions. Program was generally unresponsive to District requests during the data packet process.</p>
<p><b>BEHAVIOR MODIFICATION/CHARACTER EDUCATION:</b> Educational program offered includes behavior modification/character education.</p>		




STANDARD: STUDENT PERFORMANCE – Evidence of systems and structures to ensure expected student progress in the program as defined in the AEPR and consistent with contract expectations		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>ACADEMIC ACHIEVEMENT:</b> Collects and uses data to track and monitor student progress data to evaluate academic achievement and make appropriate instructional shifts and/or differentiate instruction.</p>		<p>No evidence to suggest that the program has a system for monitoring the academic progress of all students. No evidence to suggest that instructional shifts are made in response to student academic needs. Student success plans reviewed did not include classroom-based instructional strategies.</p>

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>POST-SECONDARY READINESS:</b> Collects and uses data to track and monitor student post-secondary readiness.</p>	✘	<p>The program provides various bridging activities such as FAFSA completion, career interest inventories, admissions presentations resume development and SAT Day. The program did not utilize a checklist or tracker to ensure all students are exposed to contractually required postsecondary activities (FAFSA, 3 job applications or 3 college applications, SAT/ACT). Program is making progress toward completion of PA Future Ready/ESSA activities in Naviance; recommended use of the platform to track all postsecondary activities.</p>
<p><b>ACADEMIC PERFORMANCE BARRIERS:</b> Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes.</p>	✘	<p>No evidence that the program systematically tracks and monitors climate incidents and behavioral infractions (e.g., attendance, pink slips, classroom management).</p>

**CATEGORY 2: SCHOOL CLIMATE QUALITY**

STANDARD: DISCIPLINE MANAGEMENT – Evidence of systems, structures and contractor efforts to effectively manage student behavior and employ positive behavior intervention & supports system		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>RESTORATIVE JUSTICE and POSITIVE CLIMATE PRACTICES:</b> Employs restorative justice practices (e.g. facilitated mediation, reflective writing, peer court/advising). Evidence of policies and practices to combat bullying including cyber bullying.</p>	✔	<p>Program uses restorative practices as consequence for rule violations. Practices include mini-lessons, reflective writing, and restorative circles.</p>
<p><b>STUDENT INCENTIVES:</b> Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).</p>	✔	
<p><b>TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS:</b> Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.</p>	✔	<p>The program works with students to develop individualized Student Learning Plans that identify socio-emotional goals and supports for students.</p>

**STANDARD: ATTENDANCE & DISCIPLINE REPORTING** – Evidence of systems, structures and contractor efforts to track, monitor and report student attendance and behavior, including compliance with Safe Schools Act






CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>DRILLS and SAFETY REPORTING:</b> Conducts and reports appropriate school safety drills, designates rally and shelter-in-place locations, and reports school safety incidents as required.</p>		<p>Drills are conducted and reported as required. Vital Information Packet missing the Vital Information section that is used to identify students and staff in the event of an emergency.</p>
<p><b>CODE of CONDUCT:</b> Adopts and provides to students a code of conduct aligned to School District's Code of Conduct.</p>		
<p><b>TRUANCY and DISCIPLINE REPORTING:</b> Accurate and timely reporting of attendance, truancy and disciplinary incidents as required by contract. Develops Student Attendance Improvement Plans (SAIP) and communicates with parents/guardians timely to prevent chronic absenteeism.</p>		<p>No SAIPs in the SIS for students with 6 or more unexcused absences. As of November 30, 2019, 41% of enrolled students had missed 10 or more days in a rolling 45 day period. Program does not follow the mandatory School District attendance guidelines. Recommend revisiting attendance guidelines, ensuring daily entry of attendance in SIS, and requesting technical assistance from Opportunity Network as needed.</p>

**CATEGORY 1: STUDENT PROGRESS MONITORING & REPORTING**



<b>STANDARD: STUDENT LEVEL PLANS</b> – Evidence that contractor creates, maintains and effectively implements student-level plans for learning, behavior and post-secondary and communicates student progress to student and family for all students		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>PERSONALIZED LEARNING PLANS (AEDY Transition &amp; Continuation only):</b> Creation (upon enrollment of student) of a Personalized Learning Plan that includes a Transition Plan for student to return to School District.</p>	Not applicable	
<p><b>PERIODIC ACADEMIC and BEHAVIOR REPORTING:</b> Provides timely reporting of student academic progress (on quarterly or semester basis to students, parents and/or guardians) including information for coursework attempted/completed, level of achievement and progress, behavior and attendance.</p>	✓	
<p><b>GRADUATION AND POST-SECONDARY PLANS:</b> Creation and maintenance of plan for progress towards graduation (including credits needed) and a student-specific post-secondary plan aligned to student interests.</p>	✗	The program develops graduation plans with students that include credit review, postsecondary goals and mapping of courses toward graduation. However, course maps reviewed did not consistently include all courses needed to fulfill graduation requirements.



<b>STANDARD: DIVERSE LEARNER POPULATION</b> – Evidence of systems, structures and contractor policies to appropriately identify, support and monitor instruction for special education students and English Learners (ELs)		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<p><b>ENROLLMENT of SPECIAL EDUCATION STUDENTS:</b> Enrolls special education population no less than 15% and no greater than 20% of the program capacity.</p>	✗	As of December 1 Child Count, there were 13 students enrolled with IEPs (6.5% of the program's contracted maximum).



CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>BASELINE MEASURES:</b> Provides baseline measures for both special education and EL students against which to monitor growth. Monitors progress toward IEP goals and communicates this progress routinely to parents/guardians.</p>		<p>33% of EL students took the ACCESS exam during the 2018-19 school year.</p>
<p><b>IEP IDENTIFICATION, EVALUATION &amp; REVIEW:</b> Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.</p>		<p>No evidence that students were invited to IEP meetings (8 of 9 files reviewed showed no student participation or invite). IEPs not signed by the full IEP team. 9 of 9 IEP files reviewed had no evidence of progress monitoring.</p>
<p><b>ANNUAL IEP UPDATES:</b> Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance. Includes Transition Services in IEPs for students 14 years or older. Documents participation of all required IEP team members.</p>		<p>12 of 13 IEPs were in compliance for December 1 Child Count (92.3% compliance).</p>
<p><b>IEP MEETINGS:</b> Assumes lead role for scheduling, convening, and completion of IEP meetings as well as all special education related paperwork. Collaborates with the School District as necessary and appropriate to support students.</p>		
<p><b>EL IDENTIFICATION, EVALUATION &amp; REVIEW:</b> Identifies potential ELs using the Home Language Survey, evaluates students using screener, and assesses ELs annually using ACCESS exam to provide all required services for success of EL students.</p>		<p>No EL files were available for review. EL files must be maintained per federal laws. 1 of 20 enrollment files reviewed did not include Home Language Survey.</p>

**CATEGORY 2: RECORD KEEPING & COMMUNICATION**

<b>STANDARD: COMMUNICATIONS WITH SCHOOL DISTRICT</b> – Evidence that contractor timely and accurately reports information to the School District either directly or via provided systems consistent with contract requirements and written updates from the School District		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<b>STUDENT INFORMATION SYSTEM UPLOAD:</b> Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.		No office disciplinary referrals (ODR) in the SIS for disciplinary incidents. Discipline events are recorded in the program's Support Log only.
<b>ARCHIVE OF HISTORICAL RECORDS:</b> Maintains an archive of all historical student academic and behavioral records.		Evidence that the program uses Engrade to house historical student records.

<b>STANDARD: COMMUNICATIONS WITH STUDENTS, PARENTS/GUARDIANS AND FAMILIES</b> – Evidence that contractor communicates timely and accurately with students, parents/guardians and families regarding student performance and progress in a manner accessible to all; protects student record information		
<b>CONTRACT REQUIREMENTS</b>	<b>RATING</b>	<b>ADDITIONAL NOTES</b>
<b>SECURE PERSONALLY IDENTIFIABLE INFORMATION:</b> Secures personally identifiable information, does not request or require prohibited information at time of enrollment (e.g. SSNs), and ensures that if student is 18+ years of age, student provides consent to release records.		6 of 20 enrollment files reviewed included personally identifiable information (e.g., social security cards, medical records). Recommended that these be stored separately to maintain confidentiality.
<b>ENGAGEMENT WITH PARENTS/GUARDIANS AND FAMILIES:</b> Contractor ensures that it communicates with all stakeholders as appropriate to maintain levels of engagement including reporting of student academic progress, information regarding program events (e.g. back to school nights) and student expectations (e.g. orientation and handbook) in a manner that is accessible to all.		

**CATEGORY 3: PERSONNEL**

STANDARD: BACKGROUND CHECKS, LICENSES & EDUCATOR CERTIFICATION – Evidence of contractor compliance with relevant contract, state and federal educator personnel requirements		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>EMPLOYEE BACKGROUND CHECKS:</b> Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.</p>	✘	<p>Act 168 documentation: 3 of 7 employees reviewed had documentation on file. FBI Background Check: 5 of 7 employees reviewed had a valid check on file. PA Child Abuse Clearance: 7 of 7 employees reviewed had valid clearance on file. PA Criminal History Check: 6 of 7 employees reviewed had valid check on file.</p>
<p><b>PROFESSIONAL CERTIFICATIONS:</b> Provides PA certificated teachers in all core instructional areas.</p>	✘	<p>At least 5 staff listed as subject specific "advisors" (i.e., teachers) lack current PA certification for the courses that they teach.</p>
<p><b>PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR):</b> Provides at least one PA certificated administrator per site.</p>	✔	
<p><b>STUDENT SUPPORT SERVICES STAFF:</b> Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs.</p>	✘	<p>No certified ESOL staff.</p>

STANDARD: PERSONNEL RATIO & PROFESSIONAL DEVELOPMENT – Evidence of contractor adherence to contractual Personnel Ratios, contractually or statutorily required trainings, and relevant staff professional development		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>PERSONNEL RATIOS:</b> Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.</p>	✔	
<p><b>OBLIGATORY TRAININGS:</b> Provides all employees with Act 71, Act 126, and other obligatory PDE professional trainings and monitors timely completion and updates as required.</p>	✘	<p>Act 126 training: 1 of 7 staff reviewed completed the three-hour training. Act 71: 0 of 7 staff reviewed completed the training.</p>



CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>ENGAGEMENT IN DISTRICT PROFESSIONAL DEVELOPMENT AND CONTRACTOR MEETINGS:</b> Ensures that teachers and administrators engage in School District professional development opportunities and monthly contractor meetings.</p>	✓	Recommended that the program's principal attend monthly contractors along with or in lieu of the organization's Executive Director.

**CATEGORY 4: GOVERNANCE & ENROLLMENT**

STANDARD: PROGRAM GOVERNANCE – Evidence of systems, structures and contractor activities to support compliance with contractual expectations for program governance		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>COMMUNITY ENGAGEMENT:</b> Engages community and non-profit providers to provide a diverse and relevant range of non-academic student services and support.</p>	✓	Evidence of numerous partnerships with local businesses, non-profit organizations and colleges/universities to provide Learning Through Internship (LTI) opportunities for students. LTI is a core component of the program; all students experience at least one internship while enrolled in the program.
<p><b>COMMUNITY ELICITATION:</b> Has active school or community advisory board or process by which the school community can provide input and feedback to the contractor regarding the program. Encourages parent/guardian participation in the District-wide annual survey.</p>	✗	7.7% of parents completed the School District's 2018-2019 annual parent survey (minimum of 10% required).

STANDARD: STUDENT ENROLLMENT – Evidence of systems, structures and contractor practices to meet contractual and statutory requirements for student enrollment and eliminate barriers to entry		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>TIMELY ENROLLMENT:</b> Contractor does not create barriers to enrollment and enrolls students referred and/or who apply timely. Enrollment and/or student files contain information as required by PDE for enrollment. Program has</p>	✓	

**DOMAIN 2:**  
**ORGANIZATIONAL COMPLIANCE**

<p>procedures in place to confirm eligibility of students prior to enrollment.</p>		
<p>CONTRACT REQUIREMENTS</p>	<p>RATING</p>	<p>ADDITIONAL NOTES</p>
<p><b>RESIDENCY REQUIREMENT:</b>          Contractor does not serve students from other LEAs without written consent of School District. Contractor confirms residency of student prior to or at time of enrollment.</p>	<p></p>	<p>No known issues with the program serving students from other LEAs, however, 19 of 20 student enrollment files reviewed had no proof of residency.</p>
<p><b>RE-ENGAGEMENT CENTER REFERRALS:</b>          Contractor has reserved 50% of seats for School District's Engagement Center (REC) and/or partners with the REC to receive referrals.</p>	<p></p>	

**CATEGORY I: ACCOMMODATIVE QUALITY**

STANDARD: FACILITIES – Evidence of contractor compliance with established facility guidelines, contractual/statutory requirements and lease terms (if in School District-owned properties)		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>FEDERAL, STATE, &amp; LOCAL REGULATIONS:</b> Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities. The program is housed in a non-sectarian facility. If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing.</p>	✓	
<p><b>FACILITY MAINTENANCE:</b> For privately-owned facilities, contractor maintains regular upkeep of facility including structure, student and staff related spaces as well as outside grounds. For School District-owned facilities, contractor fulfills the obligations of their lease agreement regarding maintenance and reports facility condition issues timely.</p>	✓	Program moved to a newly leased, privately-owned facility in August 2019. Report from Department of Licenses and Inspections shows no violations.

STANDARD: SCHOOL CALENDAR, TRANSPORTATION AND UNIFORMS – Evidence that contractor operates a program that meets the minimum number of days of instruction as required by the contract and makes the program accessible to all eligible students		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>CALENDAR:</b> Maintains an academic calendar that minimally has at least as many instructional days as that of the School District. Submits operational calendars timely and appropriately notifies the School District departments of any changes in the calendar.</p>	✓	
<p><b>TRANSPORTATION:</b> Maintains accurate student information to allow the School District to appropriately manage transportation services for students. No corrective action initiated regarding required student transpass usage reports.</p>	✓	

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>UNIFORMS:</b> Establishes a clear dress code for students inclusive of expectations regarding school uniform. Provides uniforms to students upon request due to financial need. Does not have policies or practices that create barriers to instruction based on dress code or school uniform.</p>	✓	

**CATEGORY 2: FINANCIAL COMPLIANCE**

STANDARD: PROCUREMENT OF OPERATING CERTIFICATES – Contractor provides School District with relevant operating licenses and certificates; maintains current insurance consistent with contract requirements		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>TAX LIABILITIES:</b> Provides School District with Certificate of Tax Clearance absolving any city tax liabilities.</p>	✓	
<p><b>PROOF OF INSURANCE:</b> Provides Proof of Insurance related to: (1) Worker's Compensation and Employer's Liability, (2) General Liability Insurance, (3) Automobile Liability Insurance, (4) Professional Liability Insurance, (5) Educator Legal Liability Insurance, (6) Excess/Umbrella Liability, and (7) Directors' and Officers' Liability Insurance.</p>	✓	

STANDARD: FINANCIAL MANAGEMENT AND REPORTING – Evidence the contractor adheres to standards of financial management including with monitoring and reporting of revenues and expenses, invoicing to the School District and ability of contractor to maintain financial viability		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p><b>FINANCIAL MANAGEMENT:</b> Provides detailed information upon request regarding program annual budgets, as well as actual expenses and revenues. Upon request, provides independent</p>	Not applicable	

third-party financial audit timely; audit does not indicate any material weakness or going concerns.		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<b>MONTHLY INVOICING:</b> Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.	