





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. All SY2021-22 Operational Walkthroughs were conducted in-person and on-site.

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: October 12, 2021

Contract Term: FY 2018- FY 2022

Program Type: Accelerated (Grades 9-12)

CONTACT INFORMATION

4290 Penn Street, Philadelphia, PA 19124

(Program had a subsequent change in operating location. Location in this report was the location as of the date of the walkthrough.)

Phone: 267-687-1172

Webpage: <https://www.elcentrophs.org/>

MISSION

“El Centro de Estudiantes is an accelerated high school program that immerses students 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.”

PROGRAM LEADERSHIP

Catie Wolfgang, Executive Director

Jacque Tisdale, Principal

Stephen Schaeffer, Director of Climate and Culture

Monshell Reyes, Director of Post-Secondary Services

Cristian Ruiz, Special Education Support

Nina Bilynsky-Ristics, Human Resources Director

WALKTHROUGH REVIEW TEAM

DawnLynne Kacer, Executive Director, Opportunity Network

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Daniel Turner, Director, Instructional Resources

Marcus De Vose, Assistant Director, Transition Services

Seth Morones, Strategy Analyst II, Opportunity Network

Tiana Wilson, Assistant Director, Re-engagement Center

Jennifer Szweg, Special Education Case Manager

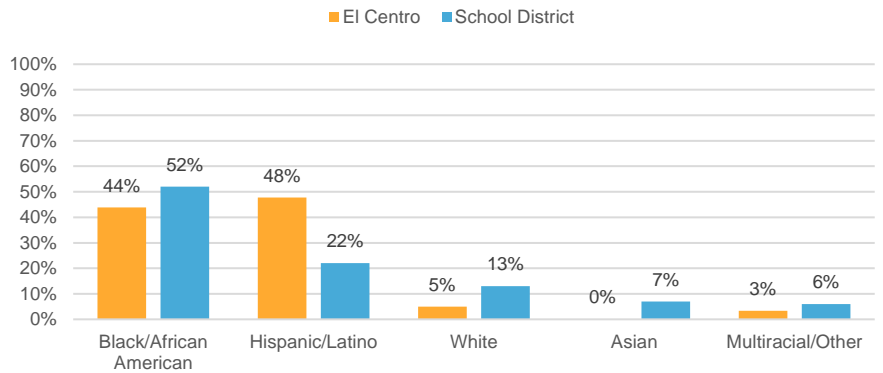
The School District of Philadelphia's official demographic information is reported on October 1st of each school year. The Opportunity Network's demographic information is reported here as of November 2021 to more closely align with the student population on the date of the walkthrough.

ENROLLMENT INFORMATION

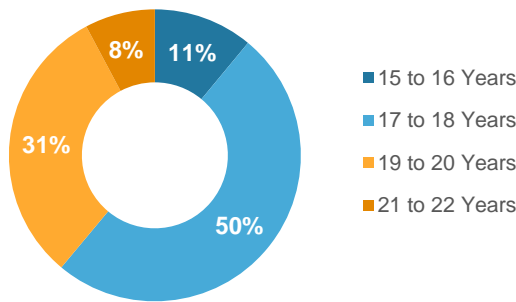
Enrollment as of November 2021

180
Contracted Maximum
200

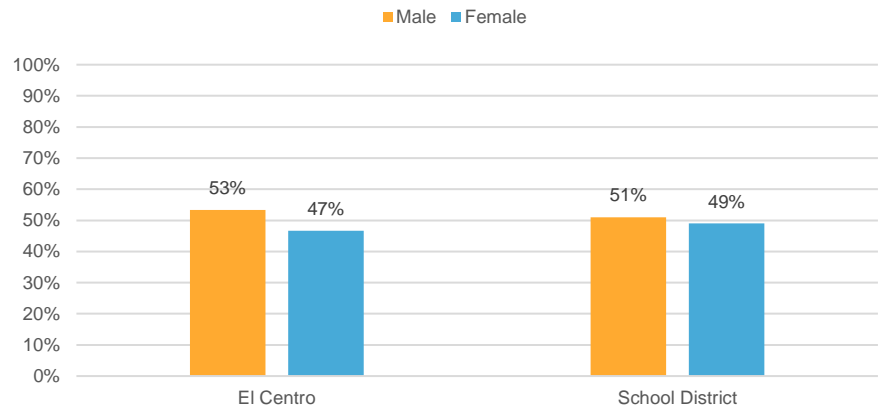
RACE & ETHNICITY



ENROLLMENT BY AGE

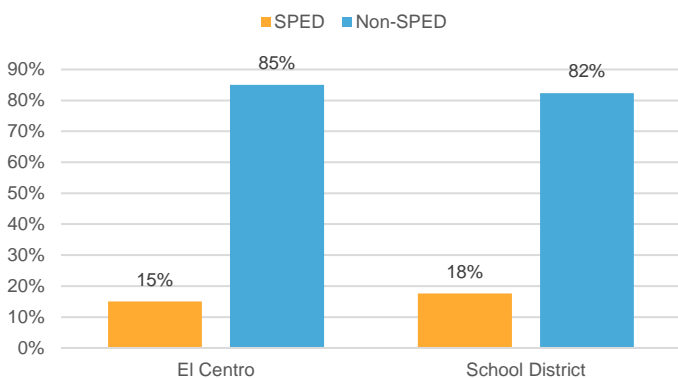


GENDER

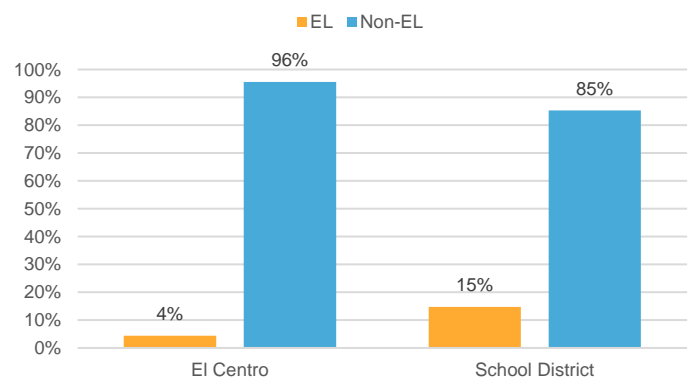


DIVERSE LEARNERS

SPECIAL EDUCATION

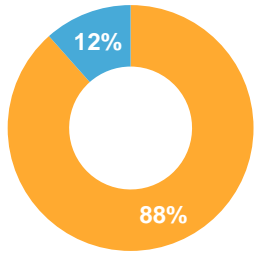


ENGLISH LEARNERS



All data for attendance, student conduct, low income, McKinney-Vento, and Education Leading to Employment and Career Training (ELECT) participation reflect enrollment as of November 2021 to more closely align with the student population on the date of the walkthrough.

LOW INCOME MCKINNEY-VENTO ELECT PARTICIPATION

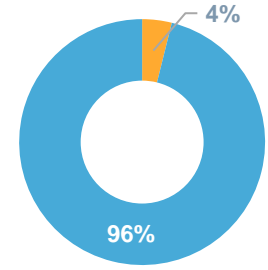


Low Income Non-Low Income

There were no McKinney-Vento students enrolled at El Centro de Estudiantes as of November 2021.

Low income status is calculated by the number of students directly certified as receiving public assistance.

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



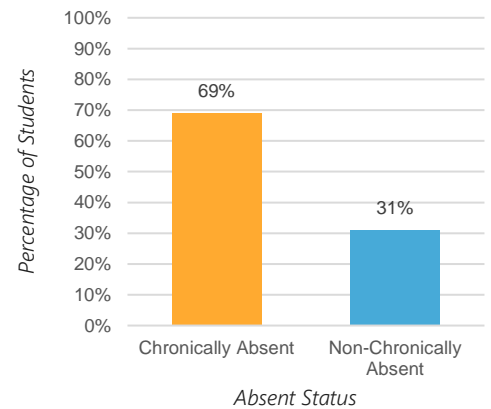
ELECT Non-ELECT

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 SY2021-22

There were no suspensions at El Centro de Estudiantes as of November 2021 school year to date.

CHRONICALLY ABSENT SY2021-22



Students are considered chronically absent if they accrue 10 or more unexcused absences within a 45-day period.

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 2021-2022 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 (Page 5)	2 / 5
School Climate Quality (Page 6)	1 / 6
TOTAL	3 / 11

DOMAIN 2: ORGANIZATIONAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2021-2022 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 (Page 8)	2 / 8
Record Keeping & Communication (Page 10)	2 / 4
Personnel (Page 11)	3 / 7
Governance & Enrollment (Page 12)	4 / 5
TOTAL	11 / 24




DOMAIN 3: ACCOMMODATIVE & FINANCIAL COMPLIANCE

The table below summarizes the number of standards by category that met expectations consistent with contract requirements during the 2021-2022 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 (Page 14)	2 / 5
Financial Compliance (Page 15)	4 / 4
TOTAL	6 / 9

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>BASELINE and REQUIRED ASSESSMENTS: Offers baseline (pre-test) and required assessments (Basic Assessment in Reading & Math, PA PSSA/Keystone Exams, P/SATs) for academic progress monitoring.</p>		Less than 80% of students had pre-assessment scores from the STAR assessment (Reading 42%; Math 44%). Less than 95% of eligible students took Keystone exams during the fall 2021 testing window (Algebra I 40%; Biology 25%; Literature 26%).
<p>BEHAVIOR MODIFICATION/CHARACTER EDUCATION: Educational program offered includes behavior modification/character education.</p>		The program provides Advisory and Resiliency Groups that help to build SEL skills with daily mindfulness activities. Group sessions are themed, structured, and include interactive activities.

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>ACADEMIC ACHIEVEMENT: Collects and uses data to track and monitor student progress to evaluate academic achievement and make appropriate instructional shifts and/or differentiate instruction.</p>		No evidence of MTSS to suggest that the program tracks and monitors students' academic progress and makes instructional shifts based on data.
<p>POST-SECONDARY READINESS: Collects and uses data to track and monitor student post-secondary readiness.</p>		Naviance assignment due dates provided. Evidence of post-secondary exposure activities for students (Career Exploration Week, Virtual College Fair, Career Interest Surveys, FAFSA events, SAT prep, College Planning Guide, PA State System of Higher Education Tour).
<p>ACADEMIC PERFORMANCE BARRIERS: Collects and uses data to track and monitor school climate and identifies appropriate student supports to improve school climate outcomes.</p>		No evidence to suggest that the program records and monitors school climate to identify student supports for improved climate outcomes.



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>RESTORATIVE JUSTICE and POSITIVE CLIMATE PRACTICES: 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>	✓	Evidence that restorative practices and restorative justice principles are being used with fidelity. Consequences for undesired behaviors are progressive. Report of circle conversations evident.
<p>STUDENT INCENTIVES: Employs developmentally appropriate individual or group based incentives (e.g. admission to school events, recognition awards, tangible rewards).</p>	✗	The program has invested in the LiveSchool platform to track PBIS, however, no system in place at the time of the walkthrough to track incentives.
<p>TAILORED SOCIO-EMOTIONAL DEVELOPMENT PLANS: Develops and implements plan within 30 days of receiving student and adheres to personalized socio-emotional development plans.</p>	✗	No evidence that the program systematically develops and monitors personalized socio-emotional plans for all students. Learning Plans reviewed did not reference specific, non-academic goals for students.






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>DRILLS and SAFETY REPORTING: Conducts and reports appropriate school safety drills, designates rally and shelter-in-place locations, and reports school safety incidents as required.</p>	✗	The program’s Drill Record was not updated for the 2021-2022 school year at the time of the walkthrough.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>CODE of CONDUCT: Adopts and provides to students a code of conduct aligned to School District's Code of Conduct.</p>	<p>x</p>	<p>Student Handbook states fighting, smoking, and possession, distribution or use of drugs/alcohol violations will result in immediate expulsion, which is not aligned with the SDP Code of Conduct. Acceptable Use Policy is described in Handbook but should be expanded to include specific language around cyber-bullying and harassment. Recommend that students and their Support Person be required to sign the Handbook as an agreement to comply.</p>
<p>TRUANCY and DISCIPLINE REPORTING: 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>x</p>	<p>Daily attendance was not being reported in SIS as per contract requirements and SDP policy at the time of the walkthrough. No evidence of SAIPs for chronically absent students.</p>



CATEGORY 1: STUDENT PROGRESS MONITORING & REPORTING


STANDARD: STUDENT LEVEL PLANS – 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		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>PERSONALIZED LEARNING PLANS (AEDY Transition & Continuation only): 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>PERIODIC ACADEMIC and BEHAVIOR REPORTING: 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>		No students were rostered for classes at the time of the walkthrough, which impedes the program's ability to report on academic progress, behavior and attendance.
<p>GRADUATION AND POST-SECONDARY PLANS: Creation and maintenance of plan for progress towards graduation (including credits needed) and a student-specific post-secondary plan aligned to student interests.</p>		No evidence that graduation plans track progress toward completion of graduation requirements.

STANDARD: DIVERSE LEARNER POPULATION – Evidence of systems, structures and contractor policies to appropriately identify, support and monitor instruction for special education students and English Learners (ELs)		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>ENROLLMENT of SPECIAL EDUCATION STUDENTS: Enrolls special education population no less than 15% and no greater than 20% of the program capacity.</p>		16% of students enrolled had an IEP at the time of the walkthrough.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>BASELINE MEASURES: 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>2 of 8 IEPs reviewed had sufficient evidence of progress monitoring. EL files available for only 5 of 10 students reviewed.</p>
<p>IEP IDENTIFICATION, EVALUATION & REVIEW: Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws.</p>		<p>3 of 8 IEPs reviewed had evidence of research-based interventions.</p>
<p>ANNUAL IEP UPDATES: 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>24 of 26 IEPs in compliance for December 1 Child Count (92.3% compliance). 3 of 8 IEPs reviewed had sufficient evidence of transition planning.</p>
<p>IEP MEETINGS: 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>EL IDENTIFICATION, EVALUATION & REVIEW: 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>20 of 20 enrollment files reviewed included a completed Home Language Survey. 5 of 10 EL files reviewed had evidence of initial screener. Program reminded that when HLS indicates language preference other than English, all required communications with family are to be in the preferred language.</p>

CATEGORY 2: RECORD KEEPING & COMMUNICATION

STANDARD: COMMUNICATIONS WITH SCHOOL DISTRICT – 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		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>STUDENT INFORMATION SYSTEM UPLOAD: Provides student enrollment, attendance, behavior and coursework information to School District (via SIS) within contractually outlined period.</p>		<p>No students rostered for courses or homeroom at the time of the walkthrough, which prevented the program for providing real-time attendance, behavior and coursework information to the School District.</p> <p>The program was issued a written warning in Spring 2021 related to failure to appropriately and timely roster students and this was not resolved at the time of the SY2021-22 operational walkthrough. In addition, student attendance was also not being recorded in the SIS appropriately.</p>
<p>ARCHIVE OF HISTORICAL RECORDS: Maintains an archive of all historical student academic and behavioral records.</p>		<p>The program's failure to provide timely AEPR data packets during SY2020-21 and SY2021-22 highlights concerns about the maintenance of historical student data.</p>

STANDARD: COMMUNICATIONS WITH STUDENTS, PARENTS/GUARDIANS AND FAMILIES – 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		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>SECURE PERSONALLY IDENTIFIABLE INFORMATION: 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.</p>		<p>0 Of 20 enrollment files reviewed contained personally identifiable information.</p> <p>No evidence of signed FERPA release forms for students 18 years of age and older.</p> <p>Recommend that program include an enrollment process checklist and tracking to ensure that the FERPA release form is obtained for students 18 years of age and older.</p>




CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>ENGAGEMENT WITH PARENTS/GUARDIANS AND FAMILIES:</p> <p>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.</p>	✓	

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>EMPLOYEE BACKGROUND CHECKS:</p> <p>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: 2 of 9 new employees reviewed had documentation on file.</p> <p>FBI Background Check: 4 of 9 new employees reviewed had a valid check on file.</p> <p>PA Child Abuse Clearance: 4 of 9 new employees reviewed had valid clearance on file.</p> <p>PA Criminal History Check: 4 of 9 new employees reviewed had valid check on file.</p> <p>Existing hire records were reviewed and for only 1 of 3 existing employees were background checks and clearances updated and/or valid.</p>
<p>PROFESSIONAL CERTIFICATIONS:</p> <p>Provides PA certificated teachers in all core instructional areas.</p>	✗	<p>Program has at least one PA certified teacher in each of the four (4) core content areas but not all core content teachers are certified.</p>
<p>PROFESSIONAL CERTIFICATIONS (ADMINISTRATOR):</p> <p>Provides at least one PA certificated administrator per site.</p>	✓	


CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
STUDENT SUPPORT SERVICES STAFF: Provides sufficiently trained and certified/licensed professional staff for student support services including special education and ELs.		No certified ESOL teacher on staff.

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
PERSONNEL RATIOS: Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.		
OBLIGATORY TRAININGS: Provides all employees with Act 71, Act 126, and other obligatory PDE professional trainings and monitors timely completion and updates as required.		Act 126 training: 6 of 9 staff reviewed completed the three-hour training. Act 71: 6 of 9 staff reviewed completed the training.
ENGAGEMENT IN DISTRICT PROFESSIONAL DEVELOPMENT AND CONTRACTOR MEETINGS: Ensures that teachers and administrators engage in School District professional development opportunities and monthly contractor meetings.		



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
COMMUNITY ENGAGEMENT: Engages community and non-profit providers to provide a diverse and relevant range of non-academic student services and support.		Partnerships with non-profit providers evident, including PHMC, Galaei, ELECT, Philadelphia Works, Uplift Center, Healing Together Initiative, and Women Against Abuse.

CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>COMMUNITY ELICITATION: 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>	✓	12.4% of parents completed the School District's 2020-2021 parent survey (minimum of 10% required).
<p>STANDARD: STUDENT ENROLLMENT – Evidence of systems, structures and contractor practices to meet contractual and statutory requirements for student enrollment and eliminate barriers to entry.</p>		
CONTRACT REQUIREMENTS	RATING	ADDITIONAL NOTES
<p>TIMELY ENROLLMENT: 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 procedures in place to confirm eligibility of students prior to enrollment.</p>	✓	Recommend the program create a process for student enrollment similar to that for employee onboarding with a checklist and post-application review to ensure all materials are valid and complete and enrollment forms are completed in their entirety.
<p>RESIDENCY REQUIREMENT: 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>	✗	No known issues with the program enrolling students from other LEAs, however, only 15 of 20 enrollment files reviewed included valid or consistent proof of residency.
<p>RE-ENGAGEMENT CENTER REFERRALS: Contractor has reserved 50% of seats for School District's Engagement Center (REC) and/or partners with the REC to receive referrals.</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>FEDERAL, STATE, & LOCAL REGULATIONS: 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>		At the time of the walkthrough the program was located in a privately-owned facility that lacked annual fire safety certifications for fire extinguishers, fire alarm system, emergency exit lighting, and boiler inspection.
<p>FACILITY MAINTENANCE: 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>		The program's facility was deemed unsuitable for students after structural concerns were identified by SDP including issues related to delayed maintenance and inspections. This resulted in virtual learning for students for more than 6 weeks while an alternate facility was secured. The program did not report facility issues timely as required by their contract to SDP.


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>CALENDAR: 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>		Errors identified in the program's calendar impacting the accuracy of SIS attendance records.
<p>TRANSPORTATION: 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>UNIFORMS: 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>TAX LIABILITIES: Provides School District with Certificate of Tax Clearance absolving any city tax liabilities.</p>		
<p>PROOF OF INSURANCE: 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>		<p>The program's insurance documentation was approved by the Office of Risk Management.</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>FINANCIAL MANAGEMENT: Provides detailed information upon request regarding program annual budgets, as well as actual expenses and revenues. Upon request, provides independent third-party financial audit timely; audit does not indicate any material weakness or going concerns.</p>		
<p>MONTHLY INVOICING: Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.</p>	