

Operational Walkthrough Report

SY 2022-2023

Excel Academy North

Provider: The Camelot Schools of Pennsylvania, LLC
(a Specialized Education Services, Inc. (SESI) company)

Program Type: Accelerated
Grades 9-12

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<https://www.sesischools.com/locations/excel-academy-north>

Operational Walkthrough Overview

Operational Walkthroughs for all Opportunity Network contract programs focused on the systems and structures required to deliver equitable, high quality instruction and supportive environments for all 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 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 informing 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 the program met the contract requirement. A ✖ indicates the program did not meet the contract requirement. The basis for the rating is provided in the Additional Notes section for each standard.

Walkthrough Date: October 31, 2022

Contract Term: FY2023 – FY2027

General Information

Program Mission: *At SESI, our mission is to provide educational services for K-12 students who require specialized educational and behavioral supports to overcome challenges that impede their success in a traditional school setting. We believe that all children deserve an education that goes beyond academics and enables them to grow into responsible, self-sufficient adults.*

Program Leadership: **Milton Alexander**
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Program Demographics

The School District of Philadelphia’s official demographic information is reported on October 1st of each academic year. To more closely align with the student composition of each program on the date of the walkthrough, demographic data for Opportunity Network programs is reported here as of November 2022.

Enrollment

211
Total Student Enrollment

200
Program Capacity

Race & Ethnicity

Race & Ethnicity	Excel North	School District
Black/African American	90%	51%
Hispanic/Latino	6%	23%
White	1%	14%
Asian	0%	7%
Multiracial/Other	3%	5%

Gender

Gender	Excel North	School District
Male	46%	51%
Female	54%	49%

Student Age

Age Group	Percentage
15 to 16 Years	11%
17 to 18 Years	35%
19 to 20 Years	36%
21 to 22 Years	14%
23 to 24 Years	3%

Special Education

Category	Excel North	School District
SPED	15%	18%
Non-SPED	85%	82%

English Learners

Less than 1% of student enrolled at Excel Academy North were English Learners as of November 2022.

ELECT

Status	Percentage
ELECT	9%
Non-ELECT	91%

*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.*

McKinney-Vento

There were no McKinney-Vento identified students enrolled at Excel Academy North as of November 2022.

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

Low Income

Status	Percentage
Low Income	12%
Non-Low Income	88%

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

Performance Summary- All Domains

The tables below summarize the number of standards by category which met expectations consistent with contract requirements during the 2022-2023 Operational Walkthrough. Information regarding how standards in each domain are measured can be found in the Performance Framework for Opportunity Network contract programs.

Domain 1: Academic & School Climate Accountability

Category	Requirements Met
Academic Quality (Page 4)	3 / 5
School Climate & Culture Quality (Page 5)	11 / 12
Domain Total	14 / 17

Domain 2: Organizational Compliance

Category	Requirements Met
Student Academic Support, Progress Monitoring & Reporting (Page 9)	5 / 9
Record Keeping & Communication (Page 11)	5 / 5
Personnel (Page 12)	6 / 7
Governance & Enrollment (Page 13)	3 / 5
Domain Total	19 / 26

Domain 3: Accommodative & Financial Compliance

Category	Requirements Met
Accommodative Quality (Page 15)	5 / 5
Financial Compliance (Page 16)	4 / 4
Domain Total	9 / 9

Domain 1: Academic & School Climate Quality

Category 1: Academic Quality

Standard 1: Curricular Quality

The measurement of the quality and evolution of instructional frameworks, practices and materials offered by the contractor and adherence to offering and effectively using appropriate student assessments.

Contract Requirement	Rating	Review	Recommendations
<p>Instructional Frameworks Designs program-specific instructional materials or purchased PA state-aligned materials.</p>	✓	<p>The program utilizes the School District’s resources and instructional frameworks for math and ELA. Sample materials demonstrated the use of high-order thinking. The program uses the "Word of Day" to assist in implementing vocabulary morphology strategies (VOMO).</p>	
<p>Baseline Assessments Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.</p>	✗	<p>The program utilizes STAR for baseline reading and math assessments. The program worked to enhance pre-test participation, though only 36% of students took the pre-test in reading and 35% took the pre-test in math.</p> <p>While the program has not tested at least 80% of their total enrollment, pre-test participation rates for non-chronically absent students are 56% for reading and 58% for math.</p>	<p>The program should develop daily and weekly strategies to ensure all students take the STAR pre-test (e.g., maintain a tracker of test participation, monitored daily, and set aside time for students to take the test daily or weekly).</p>

Standard 2: Effective Monitoring and Supports for Academic Barriers

The measurement of the contractor's systems and structures for identifying and removing academic barriers and ensuring processes exist to support school staff in delivering high quality, standards-aligned instruction.

Contract Requirement	Rating	Review	Recommendations
<p>Social Emotional Learning Incorporates explicit Social-Emotional Learning (SEL) and development by which students can acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions for lifelong success.</p>	✓	<p>The program applied for a group grant for life skills, self-regulation, academic, behavioral, and therapeutic support.</p> <p>The program has weekly scheduled SEL check-ins, circles and activities, and makes use of advisory to build community and SEL skills.</p> <p>In addition, the program utilizes SEL reflection prompts during Advisory and in the classroom.</p>	

Contract Requirement	Rating	Review	Recommendations
<p>Multi-Tiered System of Supports Identifies and supports struggling students through a well-designed and effectively implemented Multi-Tiered System of Supports (MTSS).</p> <p>The MTSS utilizes research-based interventions inclusive of academic, behavioral, and attendance supports.</p> <p>Tier 1 interventions are universal and incorporated into the core academic program and climate.</p>	✘	<p>The program's MTSS tracker was updated with baseline data and recent progress monitoring data, however, intervention tiers and concern areas (attendance, behavior, academics) were unclear. The program maintains a detailed weekly tracker for behavior is housed in the Live School student information system.</p>	<p>Specifically identify which interventions students are receiving and the area of concern (create a column in the tracker to indicate). For some students, this information was captured in the notes.</p> <p>In the action plan section, it is recommended to capture follow-up activities with who, what and by when to ensure plans stay on track.</p>
<p>Teacher Planning Time/Professional Learning Cycles (PLCs) Sets aside at least 45 minutes weekly for teachers to collaborate and plan effective instruction and build their capacity to teach grade-level standards.</p>	✔	<p>The program provided a calendar and professional development (PD) schedule with weekly and daily topics such as Strong Voice, Trauma Informed Care, Science of Reading, and MTSS through December 2022. However, there was no evidence PLCs consistently offer opportunities for teacher collaboration on tier 1 instructional strategies, differentiated instruction, and analysis of student work and academic progress to inform instruction.</p>	<p>Ensure weekly PLCs/teacher planning time is dedicated to teacher collaboration and the development of effective instructional strategies based on student academic needs and progress toward mastering grade-level content.</p>

Category 2: School Climate and Culture Quality

Standard 1: Positive and Welcoming School Environment

The measurement of the contractor's systems and structures to manage and support student behavior and maintain a healthy school climate.

Contract Requirement	Rating	Review	Recommendations
<p>Positive Behavior Supports and Student Incentives Employs a system of positive supports inclusive of individual and/or group-based incentives.</p>	✔	<p>The program has clear behavioral expectations and program-wide norms which are reinforced through weekly student ratings and incentives including special meals, Student Government membership, gift cards, and trips.</p>	
<p>Bullying Employs measures to combat both cyber and in-person bullying. Ensures incidents are reported and monitored according to School District policies.</p>	✔	<p>The program conducts Bullying and Harassment training for staff and follows the School District's Bullying and Harassment policies and procedures. There were no reported incidents of bullying as of the walkthrough date.</p>	
<p>Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).</p>	✔	<p>The program engages in community healing circles, peer mediation and reflective writing. Training and resource materials were provided.</p>	

Contract Requirement	Rating	Review	Recommendations
<p>Code of Conduct Code of Conduct is aligned to the School District's Code of Conduct for infractions and consequences. Evidence the program's discipline practices are aligned to the Code.</p>	✓	The program has adopted the School District's Code of Conduct. There was no evidence to suggest the program's discipline practices were misaligned to the School District's Code of Conduct consequences and procedures.	


Standard 2: Barriers to Student Success Supports, Monitoring and Reporting


Measurement of the contractor's systems and structures to identify, provide supports, report and monitor attendance and behavioral concerns and meet obligations to appropriate authorities.

Contract Requirement	Rating	Review	Recommendations
<p>Reporting Attendance and Disciplinary Incidents in SIS Accurate and timely reporting of attendance and disciplinary incidents on a daily basis.</p>	✓	No known or outstanding issues. All incidents are reported timely and in the appropriate District systems. Teachers take attendance daily and code student absences in Infinite Campus. There were no Office Disciplinary Referrals or suspensions at the time of the walkthrough.	
<p>Attendance Barriers Addresses individual student attendance barriers and follows the School District's Attendance and Truancy Protocols (i.e., Notice of Third Illegal Absence, attendance improvement conferences, entry of SAIPs into the SIS, etc.)</p>	✗	<p>MTSS plans address daily student attendance barriers. However, the program has not documented timely implementation of the District's Truancy Protocol for students with 3+ absences. Notices of Third Illegal Absence, School Attendance Improvement Conferences (SAICs) and School Attendance Improvement Plans (SAIPs) were not completed as required.</p> <p>As of November 1, 2022, 53% of students were considered chronically absent (i.e., have accrued 10 or more unexcused absences within a 45-day period).</p>	The Attendance Team should send a Notice of Third Illegal Absence immediately after the third unexcused absence is accrued for each student. Ensure the SAIC is scheduled by the 6th unexcused absence for each student and develop an individualized SAIP during the SAIC.
<p>Staff and Resources for Healthy School Climate Provides staff and resources needed for safe schools and attendance reporting, as well as an optimal learning environment.</p>	✓	The program employs a school counselor, director of student supports, behavioral health specialists, operations director, and other support staff. The program exceeds contractual expectations for the 1:100 support staff to student ratio.	
<p>Clinical Questionnaire Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.</p>	✓	The program administers to each student a clinical questionnaire to assess students' personal needs and any barriers to school success. Questions from the survey include, but are not limited to, feelings about neighborhood safety, goals and barriers, and the student's support circles.	This document should not be kept in the enrollment file but maintained confidentially by a counselor or social worker.

Standard 3: Student, Family, and Community Engagement

Measurement of the contractor's efforts to engage students, families, and community-based organizations to improve academic achievement, support overall student growth and extracurricular opportunities, and enhance school climate and culture.

Contract Requirement	Rating	Review	Recommendations
<p>School Community Building Incorporates community building at least weekly to provide a platform for all students to establish community, build relationships, learn to resolve issues, take ownership of their actions, and engage positively with the school environment with empathy and compassion.</p> <p>Community building practices may include: morning meetings, group advisory, restorative circles, harm and healing circles, townhouses, etc.</p>		<p>The program convenes daily school-wide Townhouse consisting of small groups/teams and staff facilitators trained in restorative justice practices. Townhouse focuses on promoting pro-social behavior by using student voice and peer feedback. The program convenes Weekly Assemblies focused on student incentives and recognition and reinforcement of program-wide norms.</p>	
<p>Family Engagement Embraces a culture which supports parent/guardian engagement in the life of the program, including consultation on governance matters and opportunities to review student learning and progress.</p> <p>The contractor must have a plan for implementing and sustaining family engagement programs.</p> <p>Family engagement practices may include: parent conferences, advisory boards, community workshops, resource banks, family nights, and the engagement of students' own children and siblings.</p>		<p>Parent/guardian attendance is required at orientation for enrollment. A Parental Advisory Board and parental communication regarding program-specific and District-wide events were evident. The program maintains a running log of calls/communications made for each enrolled student showing the reason and outcome of the communication. Notes indicate both positive and concern calls are made to parents for attendance, grades, and behavior.</p> <p>The program hosts a comprehensive new student orientation for parents and students inclusive of a review of the program's student handbook, initial development of student graduation plans with postsecondary goals, and opportunities to connect with the program's support staff to address non-academic needs.</p>	<p>Provide meeting notes and agenda for parent meetings. Create a written plan to increase parental engagement and track progress.</p>
<p>Student Voice and Leadership Offers equitable and recurring opportunities for students to contribute to the life of the program, including choice within the curriculum, inclusion on program governance, and student-led leadership groups.</p>		<p>The program has a robust Student Government program in which membership is open to all students who are on track with academics, behavior and attendance. Student Government members contribute to the life of the program through peer leadership opportunities (e.g., redirecting peers; peer mediation/conflict resolution), and curricular and extra-curricular programming decisions. All students have the opportunity to contribute their ideas toward programming through daily Town House meetings.</p>	

Contract Requirement	Rating	Review	Recommendations
<p>Community Partnerships Engages community and non-profit agencies to provide non-academic services and support.</p>		<p>The program engages with community organizations to offer service learning opportunities for students (e.g., fundraisers, food drives), postsecondary exploration (e.g., college and career days) and an advisory council to support program improvement efforts.</p>	<p>Create memoranda of understanding (MOUs) or partnership agreements with community organizations to identify partnership goals, services, operational guidelines, timelines, expectations, financial obligations, etc. Develop additional partnerships to support student non-academic needs (e.g., trauma counseling groups).</p>

Domain 2: Organizational Compliance

Category 1: Student Academic Support, Progress Monitoring, and Reporting

Standard 1: Progress Toward Projected Graduation and Postsecondary Planning

Measurement of the systems and structures in place to support student with readiness for graduation and post-secondary planning aligned to student level interests.

Contract Requirement	Rating	Review	Recommendations
<p>Postsecondary Plans Creates a written postsecondary plan for each student including timeline for completion of required activities related to the Future Ready PA Career Portfolio.</p>	✘	Individual postsecondary plans include student-identified career interests, postsecondary institutions for matriculation, and academic majors or programs of study. Plans did not include specific goals or milestones to reach identified goals.	Connect academic achievement in core and non-core courses to students' identified career pathways (e.g., connection between biology and careers in medicine).
<p>Program-wide Career Readiness Activities Establishes documented partnerships with employers and institutions of higher education, program-wide postsecondary efforts for exploration, preparation, and matriculation or employment, and completion of required activities related to the Future Ready PA Career Portfolio/ ESSA Accountability Standards.</p>	✘	Few Naviance tasks have been completed by students, however, at the time of the walkthrough, the program's new transition coordinator recently received the necessary Naviance training from the School District to support students with task completion.	Develop a program-wide schedule of Naviance tasks completion to ensure all students have the opportunity and supports needed to complete all required tasks timely.
<p>Graduation Plans Develops detailed, student-specific graduation plans to meet Act 158 requirements (and Act 1 if eligible) including the identification of each student's selected graduation pathway and pathway components, and/or any waivers for each student. Employs practices to review plans with students at least once per term and documents progress. Ensures the Academic Plan for Act 158 in the SIS is current and all required documentation is uploaded in a timely manner.</p>	✔	Graduation pathways are listed in a postsecondary tracker for graduating seniors. Parents/guardians received letters detailing each graduation pathway. Act 158 progress is recorded in the SIS and is up to date.	

Standard 2: Diverse Learner Population

Quality measurement of the systems and structures in place to accurately and timely report student progress for diverse learners, including special education students and English Learners (ELs).

Contract Requirement	Rating	Review	Recommendations
<p>Enrollment of Special Education Students Enrolls special education population no less than 15% and no greater than 20% of the program capacity.</p>	✓	At the time of the walkthrough, 15% of students enrolled had an IEP.	
<p>Baseline Measures and Progress Monitoring 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>	✗	5 of 10 IEPs reviewed had sufficient evidence of progress monitoring.	Update Progress Reports every 2 weeks and use to the program's progress monitoring schedule to stay on track with timely monitoring.
<p>IEP Identification, Implementation, Evaluation & Review Identifies, evaluates, reviews and implements IEPs timely and with fidelity, in accordance with applicable laws. Includes Transition Services in IEPs for students 14 years or older. Cooperates with the School District to provide IEP services with fidelity.</p>	✗	<p>10 of 10 IEPs reviewed included updated assessment data and current levels.</p> <p>5 of 10 IEPs reviewed had evidence of transition plans, goals and activities.</p> <p>Program uses the state-mandated PTE/PTRE Tracker to identify which students are in a Reevaluation year.</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.</p>	✓	29 of 29 IEPs were in compliance for December 1 Child Count (100% compliance).	
<p>IEP Meetings Assumes lead role for scheduling, convening, and completion of IEP meetings as well as all special education related paperwork. Documents participation of all required IEP team members. Collaborates with the School District as necessary and appropriate to support students.</p>	✓	Program has a progress monitoring schedule indicating when progress monitoring will be completed. 10 of 10 IEPs reviewed included invitations for the annual IEP meeting.	
<p>EL Identification, Implementation, 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>1 of 1 EL file reviewed contained evidence of the annual parent notification letter with recent screener scores translated in the primary language spoken at home.</p> <p>20 of 20 enrollment files reviewed contained a completed Home Language Survey.</p>	The program should date the annual EL notification letter for the current year as ongoing record.

Category 2: Record Keeping and Communication

Standard 1: Obligatory Communications to the School District

Measurement of the systems and structures in place to adhere to timely recordkeeping obligations to the School District.

Contract Requirement	Rating	Review	Recommendations
Student Information System Upload Uses the School District's current student information systems to access and upload all student enrollment, academic, behavioral, and attendance records in real time.	✓	No known or outstanding issues related to uploading and maintaining accurate and timely student records. The program addresses student information errors in a timely manner and communicates with the School District for support or needed resources.	
Archive of Historical Information Maintains an archive of all historical student academic and behavioral records.	✓	No known or outstanding issues related to maintaining an archive of all historical student academic and behavioral records.	
Emergency Preparedness Conducts and reports school safety drills timely using the required School District system. Develops emergency preparedness plans in Previstar by the annual deadline and updates plans timely and as needed throughout the school year.	✓	Previstar documentation shows the program is up to date with all required safety drills. Vital Information Plan (VIP) and Emergency Operation Plan (EOP) were submitted by the August deadline.	

Standard 2: Student Performance Reporting and Recordkeeping

Measurement of the systems and structures in place to ensure reporting and appropriate recordkeeping of student academic performance in alignment with School District's obligations to parents and/or legal guardians.

Contract Requirement	Rating	Review	Recommendations
Student Progress Reporting Provides timely reporting of student academic progress on an interim basis to students, parents and/or legal guardians. For end of term report card, utilizes the approved School District report in coursework attempted/ completed, level of achievement, and attendance.	✓	There are no current issues with timely reporting of student academic progress.	
Official Certified Information Ensures all official grades, credits, transcripts and diplomas are solely produced by the School District and/or Infinite Campus.	✓	The program has identified a point of contact (Director of Operations) for ensuring all official academic and other student information is produced by the appropriate School District systems.	

Category 3: Personnel

Standard 1: Background Checks, Licenses, and Educator Certifications

Measurement of the contractor's compliance with relevant local, state, and federal educator personnel requirements.

Contract Requirement	Rating	Review	Recommendations
Teacher Certifications Provides Pennsylvania certified teachers in all core instructional areas.	✘	As of the date of the walkthrough, one (1) math teacher was not appropriately certified in their respective content area.	
Administrator Certification Provides at least one Pennsylvania certified administrator per site.	✔	The program has a principal on staff with a valid Administrative K-12 PA certification.	
Diverse Learner Services Staff Provides sufficiently trained and certified/licensed professional staff for diverse learner services, including special education and ELs.	✔	The program employs both a PA certified Special Education teacher and ESOL teacher.	
Employee Background Checks Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.	✔	FBI Background Check: 17 of 17 employees reviewed had a valid check on file. PA Child Abuse Clearance: 17 of 17 employees reviewed had a valid clearance on file. PA Criminal History Check: 17 of 17 employees reviewed had a valid check on file. Act 168 documentation: 12 of 12 eligible employees reviewed had documentation on file.	

Standard 2: Personnel Ratio and Professional Development

The measurement of the systems and structures in place for the contractor to adhere to the contractual personnel ratios and required training and professional development offerings.

Contract Requirement	Rating	Review	Recommendations
Personnel Ratios Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.	✔	The program is in compliance with the contractually required 26:1 teacher to student ratio and 100:1 support staff to student ratio.	
Obligatory Trainings Provides all employees with Act 71, Act 126, and other obligatory PA Department of Education professional trainings and monitors timely completion and updates as required.	✔	Act 71 Training: 17 of 17 employees reviewed had a completion certificate on file with evidence of completing the required 4 hours every 5 years. Act 126 Training: 17 of 17 employees reviewed had a completion certificate on file for the required 3-hour training.	

Contract Requirement	Rating	Review	Recommendations
<p>District Professional Development and Contractor Meetings Ensures teachers and administrators engage in School District professional development opportunities (required and optional) and monthly contractor meetings.</p>	✓	Program-based staff and Camelot/SESI regional staff regularly and consistently engage with Network meetings and School District required meetings (e.g., equity lead meetings, SPCM meetings).	

Category 4: Governance and Enrollment

Standard 1: Program Governance



Measurement of the contractor's structures and protocols in place to adhere to contractual governance requirements.

Contract Requirement	Rating	Review	Recommendations
<p>Program Advisory Council Establishes a formal program advisory council inclusive of community members, parents, students, and staff. Advisory councils must meet minimally six times per school year.</p>	✓	The program presented evidence of a newly established Program Advisory Council which included agendas, sign-in sheets, and flyers.	Develop a plan to recruit new community partners, sponsors and/or members. Establish some objectives for the Council specifically focused on helping students successfully complete Act 158 Graduation Pathways.
<p>Equity The program's Equity Lead engages in School District monthly meetings. The contractor operates the program in a manner which advances equity in alignment with the School District's diversity, equity, and inclusion practices, policies, and equity definition.</p>	✓	The program has an Equity Lead who attends School District monthly meetings. The program has adopted the School District's definition of equity and incorporated its meaning into social-emotional learning for students.	Incorporate language around equity, diversity and inclusion into the Student Handbook. Provide staff with links to documents, topics or strategies discussed during monthly SDP Equity Meetings.

Standard 2: Student Enrollment

Evidence of the contractor's structures and practices in place to adhere to contractual enrollment protocols.

Contract Requirement	Rating	Review	Recommendations
<p>FERPA Complies with the Family Educational Rights and Privacy Act (FERPA) and designates a single point of contact for FERPA information.</p>	✗	2 of 9 enrollment files for students 18 years of age and older did not have signed FERPA release forms.	Have the enrollment administrator maintain a tracker of students' 18th birthdays to maintain consent of release of information to parents/guardians.



Contract Requirement	Rating	Review	Recommendations
<p>Student Enrollment Records Secures personally identifiable information and does not request or require prohibited information at time of enrollment (e.g., SSNs).</p> <p>Collects proof of Philadelphia residency and proof of age at the time of enrollment.</p> <p>Requires completion of an enrollment application inclusive of home language survey and parent registration statement.</p> <p>Collects and maintains immunization records.</p>		<p>20 of 20 enrollment files reviewed contained proof of age.</p> <p>10 of 20 enrollment files reviewed contained proof of address. All 10 files matched addresses in the SIS.</p> <p>20 of 20 enrollment files reviewed contained immunization records.</p> <p>2 of 20 enrollment files reviewed did not contain prohibited information (e.g., Student Health Information forms; Wellness Check-in forms).</p>	<p>Utilize with fidelity the program's "New Student Orientation Check List" to ensure proof of residency and other required enrollment documents are submitted. Maintain Student Health Information forms and Wellness Check-in documentation in secure counselor files.</p>
<p>Re-Engagement Center Referrals Contractor has reserved 50% of seats for School District's Re-Engagement Center (REC) and/or partners with the REC to receive referrals.</p>		<p>The program holds open orientation for new and interested students twice weekly and works closely with the Re-Engagement Center to accept referrals for enrollment of eligible students.</p>	

Domain 3: Accommodative & Financial Compliance

Category 1: Accommodative Quality

Standard 1: Facilities

Evidence the contractor complies with established facility requirements.

Contract Requirement	Rating	Review	Recommendations
<p>Federal, State, & Local Facility Regulations Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities.</p> <p>The program is housed in a non-sectarian facility.</p> <p>If in School District facility, provides ready access and cooperates with School District for required inspections.</p> <p>If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing as well as electrical and fire safety inspections.</p> <p>Also if in a privately-owned facility, program secures licensed contractor for required AHERA inspections and provides report to the School District.</p>		<p>The program is housed in a School District facility.</p>	
<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.</p> <p>For School District-owned facilities, contractor fulfills the obligations of their lease agreement regarding maintenance and reports maintenance issues timely and does not make any unapproved alterations.</p>		<p>No issues with the program maintaining the facility or reporting maintenance issues timely.</p>	

Standard 2: School Calendar, Uniforms, and Transportation

Evidence the contractor complies with the minimum number of instructional days required by the contract and makes the program accessible to all eligible students.

Contract Requirement	Rating	Review	Recommendations
<p>Academic Calendar Maintains an academic calendar at least equal in days of operation to the School District's calendar. Notifies School District timely of any changes to or deviations from submitted calendar.</p>	✓	The program follows the School District's academic calendar.	
<p>Transportation Management Complies with the School District's requirements to appropriately manage transportation services for students. TARs are entered timely and transpasses are activated prior to expiration to ensure transportation access for all eligible students.</p>	✓	No known issues with managing transportation services for students.	
<p>Dress Code and Uniforms Establishes an equitable dress code for students inclusive of expectations regarding school uniform. If required, provides uniforms to students upon request due to financial need and/or youth experiencing homelessness. Does not have policies or practices which create barriers to participation in learning based on dress code or uniform. Dress code is gender neutral.</p>	✓	The program provides uniform assistance to students who need it. However, the Student Handbook does not specify uniform support is available.	Discuss uniform assistance during new student orientation and publicize assistance available in the program's Student Handbook.

Category 2: Financial Compliance

Standard 1: Procurement of Operating Certificates

Evidence the contractor complies with all relevant operating licenses, certificates, and insurance requirements.

Contract Requirement	Rating	Review	Recommendations
<p>Tax Liabilities Provides the School District both prior to, and throughout operation with a Certificate of Tax Clearance absolving any city tax liabilities.</p>	✓		

Contract Requirement	Rating	Review	Recommendations
<p>Proof of Insurance Provides a Proof of Insurance prior to, and throughout operation 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>	✓	At the time of the walkthrough, the program's insurance documentation was current and included the contractually required types and levels of insurance, however, an expert review will be conducted by the Office of Risk Management.	

Standard 2: Financial Management and Reporting

Evidence of the contractor's financial viability and adherence to standards of financial management including monitoring and reporting of revenues and expenses, and invoicing to the School District.

Contract Requirement	Rating	Review	Recommendations
<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>	✓	FY2023 budget was submitted for approval by the School District in accordance with the start of the new contract term. Independent auditor's management letter for FY2022 confirms maintenance of finances in alignment with generally acceptable accounting principles.	
<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>	✓	No current issues with timely and accurate submission of monthly invoices.	