

## Operational Walkthrough Report

SY 2022-2023

## Excel Academy South

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-south/>

### 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: November 28, 2022

Contract Term: FY2023 – FY2027

### General Information

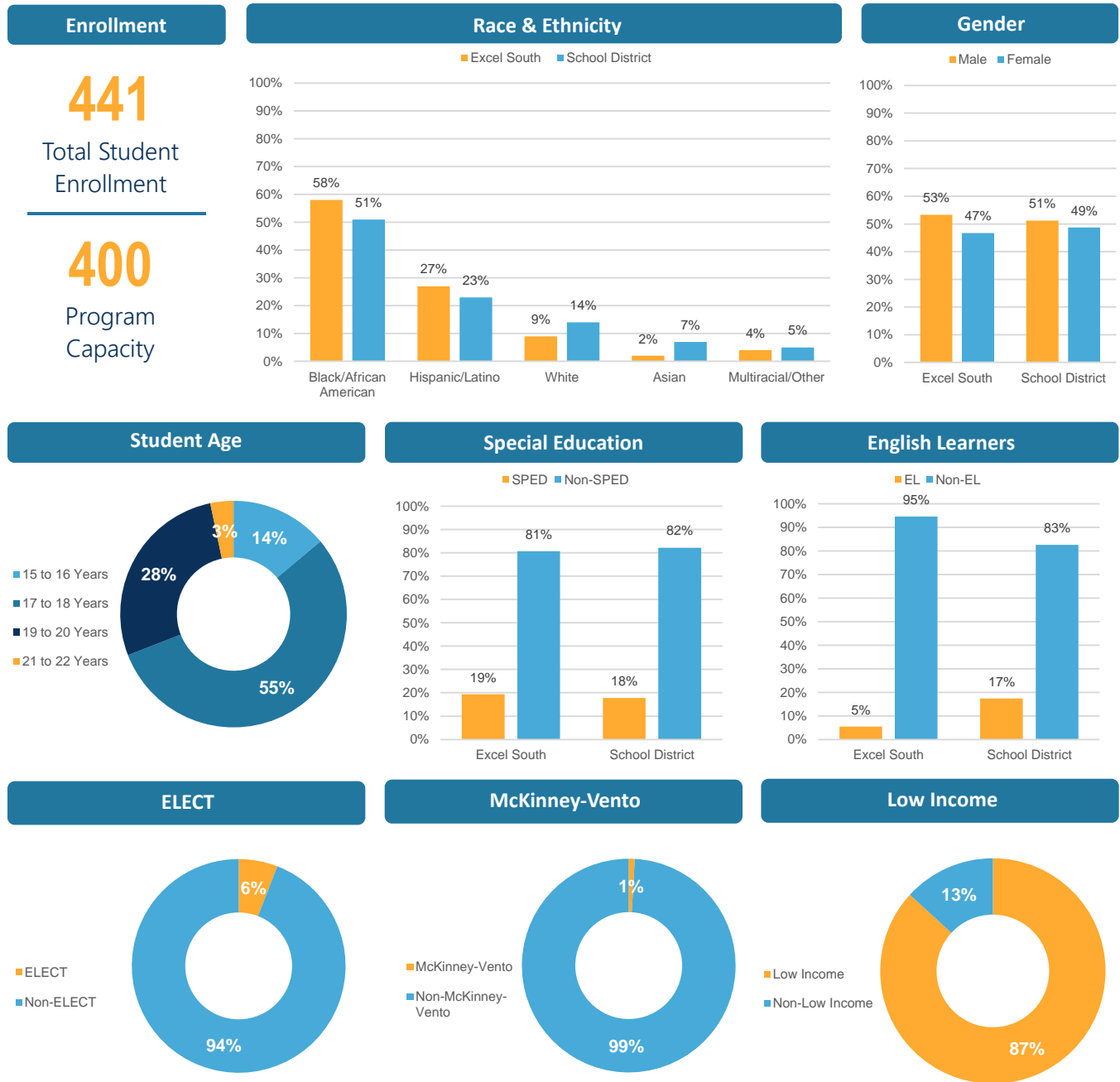
Program Mission: *At SESI, our mission is to provide educational services for K-12 students who require specialized educational and behavioral supports to overcome challenges that impede their success in a traditional school setting. We believe that all children deserve an education that goes beyond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

Program Leadership:	Milton Alexander <i>Deputy Superintendent</i>	Scott Cruttenden <i>Regional Director</i>	Jarrad Muller <i>Executive Director</i>
	Cassandra Oshinsky <i>Interim Principal</i>		

Walkthrough Review Team:	DawnLynne Kacer <i>Executive Director, Opportunity Network</i>	Majeedah Scott <i>Director, Multiple Pathways to Graduation</i>	Daniel Turner <i>Director, Instructional Resources</i>
	Marcus De Vose <i>Assistant Director, Transition Services</i>	Seth Morones <i>Strategy Analyst II, Opportunity Network</i>	Kia Woods <i>Case Manager, Specialized Services</i>
	Amy McCourt <i>Multilingual Manager, Multilingual Curriculum &amp; Programs</i>	Jessica Morris <i>Attendance Coach, Attendance &amp; Truancy</i>	

## Program Demographics

The School District of Philadelphia’s official demographic information is reported on October 1<sup>st</sup> 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.



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.

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

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
<a href="#">Academic Quality (Page 4)</a>	3 / 5
<a href="#">School Climate &amp; Culture Quality (Page 5)</a>	11 / 12
Domain Total	14 / 17

### Domain 2: Organizational Compliance

Category	Requirements Met
<a href="#">Student Academic Support, Progress Monitoring &amp; Reporting (Page 9)</a>	6 / 9
<a href="#">Record Keeping &amp; Communication (Page 11)</a>	4 / 5
<a href="#">Personnel (Page 12)</a>	5 / 7
<a href="#">Governance &amp; Enrollment (Page 14)</a>	3 / 5
Domain Total	18 / 26

### Domain 3: Accommodative & Financial Compliance

Category	Requirements Met
<a href="#">Accommodative Quality (Page 16)</a>	4 / 5
<a href="#">Financial Compliance (Page 17)</a>	4 / 4
Domain Total	8 / 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
Instructional Frameworks Designs program-specific instructional materials or purchased PA state-aligned materials.	✓	The program utilizes the School District’s resources and instructional frameworks for math and ELA. The program’s courses are aligned to the SDP Curriculum guides, with clear guidance given to teachers on how to accelerate courses as necessary.	Continue to incorporate additional grade-level fiction and non-fiction texts, including those suggested in SDP instructional guides, into materials available for student learning.
Baseline Assessments Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	✗	The program utilizes STAR for baseline reading and math assessments. The program worked to enhance pre-test participation, though only 66% of students took the pre-test in reading and 64% took the pre-test in math.  This level of participation is an improvement over past years and reflects the program's efforts to improve data collection.	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 several times a week).

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
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.	✓	The program offers SEL prompts and utilizes the CASEL framework for implementation. The program offered a PLC to operationalize SEL strategies during Advisory and in the classroom.	

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 provided their MTSS plan with tiers and interventions. The MTSS log only included students with attendance and behavior interventions, not all students. Although the log included next steps, no tiers were identified for each student.</p>	<p>The program should continue to build out MTSS planning and data tracking to include all students and identify tiers across the domains. As Tier 1 is a universal support tier, it is critical to include all students to monitor effectiveness of Tier 1 interventions.</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 topics. The program has consistently held PLCs weekly, and the topics have been focused on Tier 1 instruction.</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 reinforced through weekly student ratings and incentives include special meals, Student Government membership, gift cards and trips. The program has implemented the Live School system to record and track points for positive behaviors.</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
Code of Conduct Code of Conduct is aligned to the <a href="#">School District's Code of Conduct</a> for infractions and consequences. Evidence the program's discipline practices are aligned to the Code.	✓	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. Although the program recorded behavior incidents, program did not indicate any out of school suspensions school year to date.	Reminder to include reporting to Serious Incident Desk (for incidents as per the SDP Code) timely, the same day as incident. School Safety Dispatch is available 24/7 for reporting and support.

## 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
Reporting Attendance and Disciplinary Incidents in SIS Accurate and timely reporting of attendance and disciplinary incidents on a daily basis.	✓	No known or outstanding issues. There was evidence of behavior incidents entered into appropriate District systems. Teachers take attendance daily and code student absences in Infinite Campus.	Ensure initial ODR with basic information is entered as proximal to the incident as possible but within 24 hours. Additional information can always be added as it becomes available.
Attendance Barriers Addresses individual student attendance barriers and follows the <a href="#">School District's Attendance and Truancy Protocols</a> (i.e., Notice of Third Illegal Absence, attendance improvement conferences, entry of SAIPs into the SIS, etc.)	✗	Program's MTSS tracker identifies what phase each student is in of the Attendance and Truancy Protocol. The MTSS Tracker identifies the attendance barriers and notes the next step. 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.  As of November 1, 2022, 54% of students were considered chronically absent (i.e., have accrued 10 or more unexcused absences within a 45-day period).	The Attendance Team should send a Notice of Third Illegal Absence immediately after the third unexcused absence is accrued for each student. Ensure SAICs are scheduled by the 6th unexcused absence for each student and develop an individualized SAIP during the SAIC.  Attendance Team should continue to work with Attendance Coach to ensure the program is following and documenting the Attendance and Truancy protocol steps in SIS. Staff should make sure information recorded in Live School is copied and pasted in SIS for the SDP Team to review.
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.	✓	The program employs a director of student supports, behavioral health specialists, attendance coordinator, graduation pathways coordinator, and other support staff.  The program exceeds contractual expectations for the 100:1 support staff to student ratio.	

Contract Requirement	Rating	Review	Recommendations
<p>Clinical Questionnaire</p> <p>Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.</p>	✓	<p>Program administers a student clinical questionnaire to assess student's personal needs which could become barriers to school success. Program recorded supports needed for each Student.</p>	<p>Recommend doing Monthly check - ins/reviews to ensure students receive services and other supports needed so personal needs will not become barriers to school success.</p>

### 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</p> <p>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 Assemblies consisting of small groups/teams and staff facilitators. Assembly focuses on promoting pro-social behavior by using student voice and peer feedback. The program additionally convenes Weekly Assemblies focused on student recognition and reinforcement of program-wide norms with weekly themes associated to school and community projects.</p>	
<p>Family Engagement</p> <p>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 parent/family communication regarding program-specific and District-wide events was evident.</p> <p>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/guardians for attendance, grades, and behavior.</p> <p>Program has a Parent Engagement Plan for the 2022-23 School Year where parents/guardians are able to assist with reviewing student learning and progress. Plans are accessible on the Operational Resources board.</p> <p>Excel South also has parent/guardian participation on the Advisory Board Council where meetings are held with a focus on community engagement opportunities, fundraisers, and tying the community and School opportunities together.</p>	

Contract Requirement	Rating	Review	Recommendations
<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. Program was able to present "Eagles and Executives" (Student Government). Students have bi-weekly meetings where students are allowed to give input for activity ideas of interest to the student body.</p> <p>Program also presented a SEL-Roadmap where students' voices as well as voices of families are elevated. The program will follow up with ensuring student/family voices are heard and how their voices will be used to improve school and family partnerships. The SEL-Roadmap also identifies communication strategies to be able to listen to members of the school community.</p>	
<p>Community Partnerships Engages community and non-profit agencies to provide non-academic services and support.</p>		<p>Excel South was able to offer students community activities with a variety of non-profit providers such as Blood Drives with the American Red Cross and canned food drives with Philabundance. The program also presented a Fundraiser Events Calendar where students and staff raise money for Suicide Prevention, Breast Cancer Awareness and Mental Health Awareness.</p>	<p>Create memoranda of understanding (MOUs) or partnership agreements with community organizations to formalize the partnerships which are not ad hoc or incidental in nature or frequency. Suggest developing additional partnerships to support student non-academic needs (e.g., trauma counseling groups, mentoring).</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>	✓	<p>The student graduation planning documents have students identify their graduation dates, their career sector interests, and their past experiences with career exploration. These materials also include their Naviance activities, where they are tracking applications for post-secondary opportunities (college and career.)</p>	
<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>	✓	<p>Program schedules times and monitors completion of the required Naviance tasks. Monitoring is differentiated for supported with an IEP. Tasks are well distributed between the Senior Seminar as well as advisory activities. The school is adhering closely to the modified Naviance scope and sequence for the Opportunity Network.</p>	
<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.</p> <p>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>	✓	<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.</p>	<p>Consider having students use the same checklist approach to indicate the types of credentials they may be interested in pursuing, this may help provide more context for choosing career interests, as well as messaging earlier on about the need to obtain these credentials.</p>

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
Enrollment of Special Education Students Enrolls special education population no less than 15% and no greater than 20% of the program capacity.	✓	At the time of the walkthrough, 19% of students enrolled had an IEP.	
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.	✗	2 of 10 IEPs reviewed had sufficient evidence of progress monitoring.  Baseline measures were present in files reviewed, but it was not consistent throughout all files. Progress monitoring and evidence of progress reports was sporadic throughout the files reviewed.  Program maintains an EL support log to document support provided to these students.	Update Progress Reports every 2 weeks and use the program's progress monitoring schedule to stay on track with timely monitoring.  Program should issue IEP Progress Reports with report cards.
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.	✗	0 of 10 IEPs reviewed included updated assessment data and current levels.  0 of 10 IEPs reviewed had sufficient evidence of transition plans, SMART goals and activities. Although IEP goals were established, the short term objectives were not consistently written as SMART goals.  Transition services for students 14+ were not in full compliance; in several instances the OVR invite was omitted and/or evidence for student participation in the IEP meeting was not evident.	Students 14+ should be invited to participate in the IEP meeting. OVR should be invited to each meeting. Transition Assessment data should be addressed in the Transition Present Level area and aligned to the services and activity for each goal. Goals should be written to incorporate all aspects of a SMART goal.
Annual IEP Updates Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance.	✓	29 of 29 IEPs were in compliance for December 1 Child Count (100% compliance).	
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.	✗	Program has a progress monitoring schedule indicating when progress monitoring should be completed. 0 of 10 IEPs reviewed included invitations for the annual IEP meeting and although there was evidence IEP meetings were being held, documentation of signatures of participants was inconsistent.	Ensure 3 invitations are sent to parent/guardian before proceeding to hold IEP team meeting without them present. All participants in the IEP meeting should sign to indicate their participation. If IEP team members participate virtually, signature sheets should be sent home to obtain signatures and also program should document this on the IEP meeting signature page.

Contract Requirement	Rating	Review	Recommendations
<p>EL Identification, Implementation, Evaluation &amp; 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>10 of 10 EL files reviewed contained evidence of the annual parent notification letter with recent screener scores translated in the primary language spoken at home and contained a completed Home Language Survey.</p> <p>Two enrollment files reviewed were in English although the HLS indicated a preferred home language other than English.</p>	<p>Ensure when HLS indicates a preferred language other than English the enrollment process is completed in the preferred language.</p>

## 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
<p>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.</p>		<p>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.</p>	
<p>Archive of Historical Information Maintains an archive of all historical student academic and behavioral records.</p>		<p>No known or outstanding issues related to maintaining an archive of all historical student academic and behavioral records.</p>	
<p>Emergency Preparedness Conducts and reports school safety drills timely using the required School District system. Develops emergency preparedness plans in Previsor by the annual deadline and updates plans timely and as needed throughout the school year.</p>		<p>Previsor documentation shows the program is not up to date with all required safety drills for October and December. Vital Information Plan (VIP) and Emergency Operation Plan (EOP) were submitted by the August deadline.</p>	<p>Timely upload of documentation to the Previsor system, minimally by the monthly (fire drills) and annual (lockdown drill) deadlines.</p> <p>All fire and lockdown drills should be scheduled prior to the first day of school with enough time for a makeup should the school calendar change.</p>

### 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 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, one (1) science, one (1) English, and two (2) social studies teachers were not appropriately certified in their respective content area(s). The program did have at least one (1) certified teacher on staff in each of the four core content areas.	Program should support staff to pursue emergency certification immediately and permanent certification via one of their higher education institution partnerships to bring all teaching staff into compliance.
Administrator Certification Provides at least one Pennsylvania certified administrator per site.	✓	The program was actively recruiting to fill a vacancy for the principal position at the time of the walkthrough but has on-site coverage for this role from a network team leader 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.	

Contract Requirement	Rating	Review	Recommendations
<p>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.</p>	✘	<p>FBI Background Check: 14 of 16 employees reviewed had a valid check on file.</p> <p>PA Child Abuse Clearance: 14 of 16 employees reviewed had a valid clearance on file.</p> <p>PA Criminal History Check: 15 of 16 employees reviewed had a valid check on file.</p> <p>Act 168 documentation: 2 of 7 eligible employees reviewed had documentation on file.</p>	<p>Program should create a tracker which is reviewed at least once per term (every 90 days) by Executive Director to ensure checks and clearances remain compliant.</p>

### 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
<p>Personnel Ratios Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.</p>	✔	<p>The program is in compliance with the contractually required 26:1 teacher to student ratio and 100:1 support staff to student ratio.</p>	
<p>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.</p>	✔	<p>Act 71 Training: 16 of 16 employees reviewed had a completion certificate on file with evidence of completing the required 4 hours every 5 years.</p> <p>Act 126 Training: 16 of 16 employees reviewed had a valid completion certificate on file for the required 3-hour training.</p>	<p>Act 71 requires four (4) hours of training every five years. Most employees are completing a one (1) hour course for Act 71 but not annually. To ensure 4 hours are completed every five years as required, either implement the 1-hour course as an annual requirement or offer employees the 4-hour course.</p>
<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>	✔	<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, SpeCM meetings).</p>	

## 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.</p> <p>Advisory councils must meet minimally six times per school year.</p>	✓	<p>The program presented evidence of a newly established Program Advisory Council, which included agendas, sign-in sheets, and flyers. The Council's membership includes parents/guardians, students, staff and community members.</p>	<p>Develop a plan to recruit new community partners, sponsors and/or members. Establish objectives for the Council specifically focused on helping students successfully complete Act 158 Graduation Pathways.</p>
<p>Equity The program's Equity Lead engages in School District monthly meetings.</p> <p>The contractor operates the program in a manner which advances equity in alignment with the <a href="#">School District's diversity, equity, and inclusion practices, policies, and equity definition</a>.</p>	✓	<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.</p>	<p>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.</p>

### 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>	✗	<p>1 of 11 enrollment files for students 18 years of age and older did not have signed FERPA release forms. Two of the 10 FERPA forms were inappropriately dated and therefore unable to determine if signed by appropriate party based on age of student at time of completion.</p> <p>One minor student signed a FERPA release form but was ineligible due to their age.</p>	<p>Have the enrollment administrator maintain a tracker of students' 18th birthdays to maintain consent of release of information to parents/guardians.</p> <p>Ensure FERPA forms are signed and dated by parent/guardian for minor student and signed/dated by student once student reaches age 18 or for students 18+ at time of enrollment.</p>

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>19 of 20 enrollment files reviewed contained proof of address. 18 of 20 files had proof of address which matched addresses in the SIS.</p> <p>19 of 20 enrollment files reviewed contained immunization records however for three of these, the immunizations were non-compliant at time of enrollment.</p> <p>19 of 20 enrollment files reviewed contained a completed home language survey. An additional two HLSs were not signed.</p> <p>19 of 20 enrollment files reviewed did not contain prohibited information (e.g., Custody, Student Health Information forms; Wellness Check-in forms).</p>	<p>Maintain court documentation in secure counselor files.</p> <p>Ensure the proof of address provided is consistent with other enrollment documentation.</p> <p>Document reason for any discrepancies. Confirm the proof of address is current (recent utility bill, unexpired state ID, etc.). Compare proof of address to student information in SIS at time of enrollment and update as needed.</p> <p>Document attempts to obtain additional immunization records and/or exemption forms to bring immunizations compliant within five days of enrollment.</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>	<p>For students with more than 15 credits at time of enrollment who are not referred by the REC, request written permission to enroll.</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, &amp; 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 privately-owned facility and did not clear safety inspection by the start of the school year. The first day of classes was delayed pending completion of these required activities.</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 known or outstanding issues.</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><b>Academic Calendar</b> Maintains an academic calendar at least equal in days of operation to the <a href="#">School District's calendar</a>. Notifies School District timely of any changes to or deviations from submitted calendar.</p>	✓	The program generally follows the School District's academic calendar. Due to unplanned school day closures during 2022-23SY, the program has modified its calendar to ensure the same number of instructional days as SDP.	
<p><b>Transportation Management</b> 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><b>Dress Code and Uniforms</b> 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 and supplies a "Uniform Closet" to support students who need assistance. 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><b>Tax Liabilities</b> Provides the School District both prior to, and throughout operation with a Certificate of Tax Clearance absolving any city tax liabilities.</p>	✓	Certificate of tax clearance presented valid through December 10, 2022.	

Contract Requirement	Rating	Review	Recommendations
<p><b>Proof of Insurance</b> 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>	✓	<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.</p>	

**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><b>Financial Management</b> 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>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>	
<p><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.</p>	✓	<p>No current issues with timely and accurate submission of monthly invoices.</p>	