

## Operational Walkthrough Report

SY 2022-2023

# Excel Middle Years Academy

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

Program Type: Continuation

Grades 6-8

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

## 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

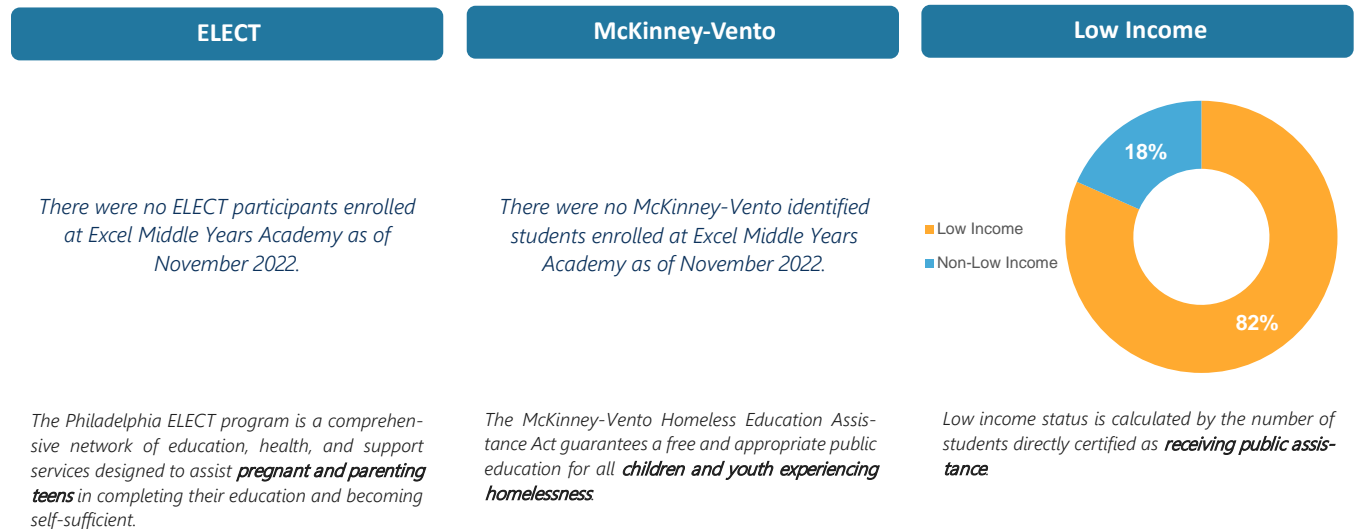
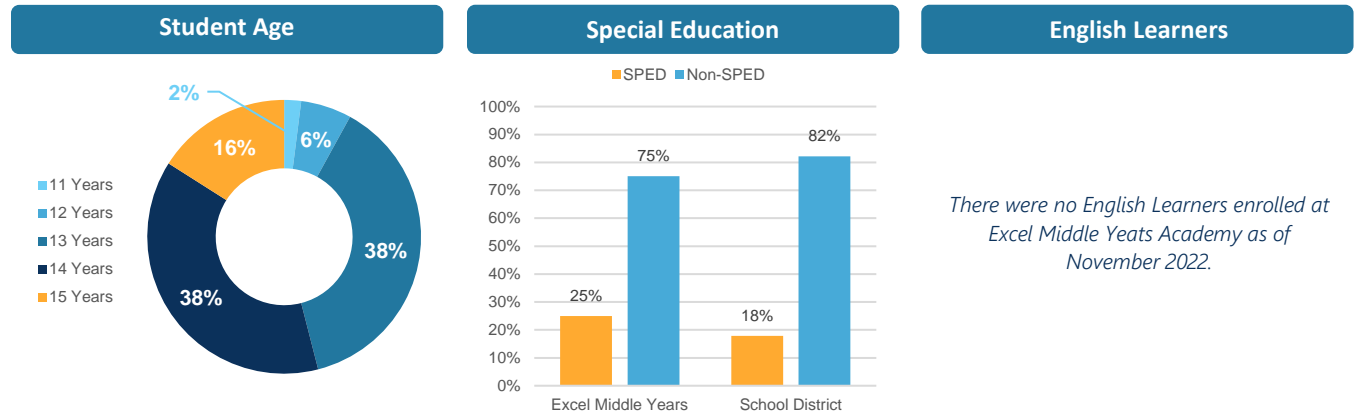
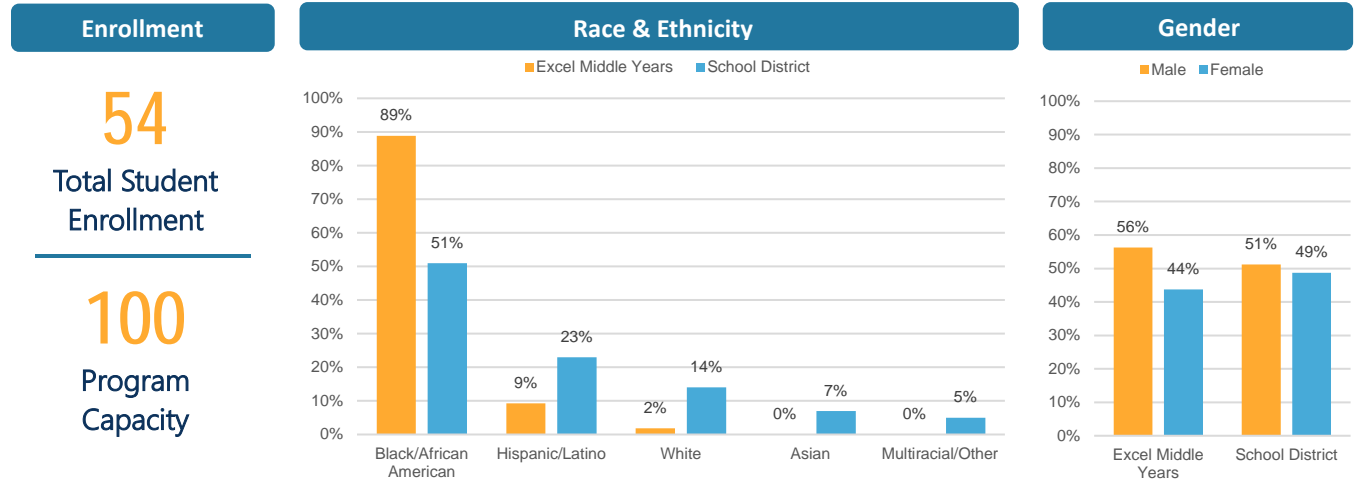
## General Information

**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.*

<b>Program Leadership:</b>	<b>Milton Alexander</b> <i>Deputy Superintendent</i>	<b>Scott Cruttenden</b> <i>Regional Director</i>	<b>Cassandra Oshinsky</b> <i>Instructional Specialist</i>
	<b>Sadiqa Lucas</b> <i>Executive Director</i>	<b>Toni Hurt</b> <i>Principal</i>	
<b>Walkthrough Review Team:</b>	<b>Majeedah Scott</b> <i>Director, Multiple Pathways to Graduation</i>	<b>Daniel Turner</b> <i>Director, Instructional Resources</i>	<b>Marcus De Vose</b> <i>Assistant Director, Transition Services</i>
	<b>Tiana Wilson</b> <i>Assistant Director, Re-Engagement Center</i>	<b>Seth Morones</b> <i>Strategy Analyst II, Opportunity Network</i>	<b>Kia Woods</b> <i>Case Manager, Specialized Services</i>
	<b>John Hale</b> <i>Prevention &amp; Intervention Liaison, Prevention &amp; Intervention</i>	<b>Jessica Morris</b> <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.



## 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
<b>Domain Total</b>	<b>14 / 17</b>

### Domain 2: Organizational Compliance

Category	Requirements Met
<a href="#">Student Academic Support, Progress Monitoring &amp; Reporting (Page 9)</a>	2 / 6
<a href="#">Record Keeping &amp; Communication (Page 11)</a>	4 / 5
<a href="#">Personnel (Page 12)</a>	6 / 7
<a href="#">Governance &amp; Enrollment (Page 14)</a>	3 / 5
<b>Domain Total</b>	<b>15 / 23</b>

### Domain 3: Accommodative & Financial Compliance

Category	Requirements Met
<a href="#">Accommodative Quality (Page 16)</a>	5 / 5
<a href="#">Financial Compliance (Page 17)</a>	4 / 4
<b>Domain Total</b>	<b>9 / 9</b>

## 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
<b>Instructional Frameworks</b> Designs program-specific instructional materials or purchased PA state-aligned materials.	✓	The program utilizes the School District's resources and guidance documents for curriculum. Sample materials demonstrated the use of high-order thinking. The program uses the "Word of Day" to assist in implementing vocabulary morphology strategies (VOMO).	
<b>Baseline Assessments</b> Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	✓	100% of students enrolled at the time of the walkthrough have a baseline score for both the STAR reading and math assessments.	Continue to administer the STAR exam for all students at least twice a year, and further invest students in the exam by making sure you share and discuss their scores and set goals/develop action plans for improvement (in alignment with MTSS supports wherever possible.)

#### 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
<b>Social Emotional Learning</b> 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 has a calendar of daily questions for assembly. The program has applied for a group grant for life skills, self-regulation, academic, behavioral, and therapeutic support.  The program has weekly scheduled SEL check-ins with students, circles and activities, and makes use of advisory to build SEL skills.  It is not evident how the questions align to SEL competencies, or how session format allows for skill development, practice or evaluation.	Train teachers on SEL competencies and skills to effectively develop activities to help students practice skills beyond discussion points.  The program can enhance the SEL prompts during Advisory to align to specific competencies and skills and evaluate development.

Contract Requirement	Rating	Review	Recommendations
<p><b>Multi-Tiered System of Supports</b> 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>Program has strong Tier 1 universal supports. The program has begun to use the Shared MTSS tracker. However, it is not consistently updated.</p> <p>The program has an MTSS Shared tracker with some students on it.</p>	<p>The program should consistently utilize the tracker and update it regularly with data from leadership meetings. Specifically, the team should identify what tier and which interventions students are receiving and the area of concern, and what additional or community services students are connected to.</p> <p>In addition, it is recommended to capture follow-up activities with who, what, and by when to ensure plans stay on track.</p>
<p><b>Teacher Planning Time/Professional Learning Cycles (PLCs)</b> 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. Related materials and PD slide decks were evident.</p>	<p>Establish a theme or focus for longer periods of time for the PLCs so they remain more focused on supporting teachers in delivering high-quality Tier 1 instruction (accessible to all students).</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><b>Positive Behavior Supports and Student Incentives</b> 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 including special meals, Student Government membership, gift cards and trips. Incentives outlined with student privileges such as participation in on/off-campus events, wear different color uniforms, order lunch, use student government lounge, etc.</p>	
<p><b>Bullying</b> 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. The program also held a Bullying Awareness day event.</p>	
<p><b>Restorative Justice</b> 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
<b>Code of Conduct</b> 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. Program had 0 OSSs SYTD and therefore no issues.	

## 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
<b>Reporting Attendance and Disciplinary Incidents in SIS</b> Accurate and timely reporting of attendance and disciplinary incidents on a daily basis.	✓	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.	
<b>Attendance Barriers</b> 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.)	✗	<p>Staff documented all absences and contact made to parents for students listed as having 10+ absences were monitored and follow up meetings were scheduled. Staff made attempts to reach out to Parents to discuss attendance concerns. C-31 Letters were generated, however, how the letter was sent was not documented in SIS. The dates the 3rd unexcused letter was created and the SAIC invite letter sent should have been documented.</p> <p>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, 4% of students were considered chronically absent (i.e., have accrued 10 or more unexcused absences within a 45-day period).</p>	<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. Key activities (date letters sent and to where/how, date conferences held, etc.) should be documented.</p> <p>The program should identify the attendance barriers and provide support to and strategies to address them. The interventions should be documented and follow-up on during MTSS and leadership meetings.</p>
<b>Staff and Resources for Healthy School Climate</b> Provides staff and resources needed for safe schools and attendance reporting, as well as an optimal learning environment.	✓	The program employs a school counselor, director of student supports, behavioral health specialists, operations director, and other support staff.	

Contract Requirement	Rating	Review	Recommendations
<p><b>Clinical Questionnaire</b> Administers a clinical questionnaire to each student to assess their personal needs which could become barriers to school success.</p>	✓	Evidence of a clinical questionnaire was observed through the Registration form allows Students to explain personal needs.	When a need is identified as a potential barrier or support, the program should incorporate into the Student Plan and MTSS tracker to ensure follow-up and progress.

### 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><b>School Community Building</b> 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>	✓	The program convenes a daily school-wide Assembly consisting of small groups/teams and staff facilitators. Assembly focuses on promoting pro-social behavior by using student voice and peer feedback. The program also uses the time to focus on student incentives, recognition, and reinforcement of program-wide norms.	Present a sample form of practice and procedures such as meeting standard agenda, topics, summary of observations, or make special notes to refer to school building activities through other evidence, pictures, classroom discussion and SEL.
<p><b>Family Engagement</b> 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>	✓	Parent/guardian attendance is required at orientation for enrollment. A Parental Advisory Board called the Village and parent/guardian 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 calls are made to parents/guardians for attendance, grades, and behavior.	Provide meeting notes and agenda for parent/guardian meetings. Create a written plan to increase family engagement and involvement in community service activities.

Contract Requirement	Rating	Review	Recommendations
<p><b>Student Voice and Leadership</b>            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 decisions.</p>	
<p><b>Community Partnerships</b>            Engages community and non-profit agencies to provide non-academic services and support.</p>		<p>The program engages with community organizations to provide opportunities for students and hosts an advisory council with external partners to support program improvement efforts.</p>	<p>Develop additional partnerships with community organizations to support career exploration, mentorships, after school activities, and community connections/support.</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><b>Postsecondary Plans</b> 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>Plans were not consistent for all students. Some plans did not include specific goals or milestones.</p> <p>The PLPs did not include SEL Competencies and ADA. Some plans were specific to what skills needed to be developed. Other plans were generic goals for academic and future-ready. Strategies, supports and progress were evident for academic goals, however, they were not present for other domains.</p>	<p>Use the orientation, clinical questionnaire, and interview as an opportunity to gain information and interest for SEL and community connection needs.</p> <p>The need for services or involvement in community connections (clubs, agencies) should be documented. It can be an opportunity to highlight the community involvement, partnerships and impact the program is making.</p> <p>The program can provide notes on progress of specific social-emotional skills, community connections and future readiness activities.</p>
<p><b>Program-wide Career Readiness Activities</b> 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>It was evident some students participated in postsecondary readiness activities from the Student Learning Plans. However, all students did not have evidence in their plan. Few Naviance tasks have been completed by students.</p>	<p>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> <p>Consider ways to tailor the career exploration activities to student interests such as exploring HS options early, identifying students who would need to take Terra Nova for criteria-based HSs, identifying summer opportunities and employment (WorkReady), etc.</p>

Contract Requirement	Rating	Review	Recommendations
<p><b>Graduation Plans</b> 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>	Not Applicable	There are no graduation plans requirements for this program type/grade level.	

### 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><b>Enrollment of Special Education Students</b> Enrolls special education population no less than 15% and no greater than 20% of the program capacity.</p>	Not Applicable	There are no special education capacity terms for this program type.	
<p><b>Baseline Measures and Progress Monitoring</b> Provides baseline measures for both special education and EL students against which to monitor growth. Monitors progress toward IEP goals and communicates this progress routinely to parents/guardians.</p>	✘	0 of 10 IEPs reviewed had sufficient evidence of progress monitoring. Program had no ELs enrolled at time of walkthrough.	Update Progress Reports every 2 weeks and use the program's progress monitoring schedule to stay on track with timely monitoring.
<p><b>IEP Identification, Implementation, Evaluation &amp; Review</b> 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>0 of 6 IEPs reviewed for eligible students had evidence of transition plans, goals and activities.</p> <p>More than one IEP reviewed was not completed within 30 days of evaluation/re-evaluation.</p>	Review eligible students and administer an assessment to plan and capture Transition Goals and Services.
<p><b>Annual IEP Updates</b> Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance.</p>	✔	The program did not have any outstanding IEPs for Child Count.	

Contract Requirement	Rating	Review	Recommendations
<p><b>IEP Meetings</b> 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>	✓	<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.  IEPs reviewed were signed by parent/guardian.</p>	<p>Invite students who are 14+ years to the IEP meeting as an active participant and have them sign the IEP to document their inclusion.</p>
<p><b>EL Identification, Implementation, Evaluation &amp; Review</b> Identifies potential ELs using the Home Language Survey, evaluates students using screener, and assesses ELs annually using ACCESS exam to provide all required services for success of EL students.</p>	Not Applicable	<p>There were no EL students enrolled at the program at the time of the walkthrough.</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><b>Student Information System Upload</b> 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><b>Archive of Historical Information</b> 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><b>Emergency Preparedness</b> 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.</p>	✗	<p>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.  Excel MYA missed their required lockdown drill due 11/14.</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
<b>Student Progress Reporting</b> 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.	
<b>Official Certified Information</b> 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
<b>Teacher Certifications</b> Provides Pennsylvania certified teachers in all core instructional areas.	✗	As of the date of the walkthrough, a science, English, math and social studies teacher were not appropriately certified for the classes they teach.	
<b>Administrator Certification</b> Provides at least one Pennsylvania certified administrator per site.	✓	The program has a principal on staff with a valid Administrative K-12 certification.	
<b>Diverse Learner Services Staff</b> Provides sufficiently trained and certified/ licensed professional staff for diverse learner services, including special education and ELs.	✓	The program employs a PA certified Special Education teacher and ESOL teacher.	

Contract Requirement	Rating	Review	Recommendations
<p><b>Employee Background Checks</b> Provides evidence of all relevant employee background checks and clearances. Checks and clearances are valid, timely and up to date as appropriate.</p>	✓	<p>FBI Background Check: 12 of 12 employees reviewed had a valid check on file.</p> <p>PA Child Abuse Clearance: 12 of 12 employees reviewed had a valid clearance on file.</p> <p>PA Criminal History Check: 12 of 12 employees reviewed had a valid check on file.</p> <p>Act 168 documentation: 3 of 3 eligible employees reviewed had documentation on file.</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><b>Personnel Ratios</b> Provides staffing to meet contractual student to teacher ratios and ensures student to support staff ratio is within contractual limits.</p>	✓	<p>The program is in compliance with the contractually required 1:26 teacher to student ratio and 1:100 support staff to student ratio.</p>	
<p><b>Obligatory Trainings</b> 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: 12 of 12 employees reviewed had a completion certificate on file.</p> <p>Act 126 Training: 12 of 12 employees reviewed had a completion certificate on file for the required 3-hour training.</p>	
<p><b>District Professional Development and Contractor Meetings</b> 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, SPCM 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><b>Program Advisory Council</b> 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>	✓	The program presented evidence of an established Program Advisory Council called the Village.	<p>List evidence of Advisory Council Meetings (i.e.: sign-in sheet, agenda, meeting minutes, etc.)</p> <p>Develop a plan to recruit new community partners to focus on career exploration and community connections.</p>
<p><b>Equity</b> 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>	✓	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 it into student leadership opportunities.	Incorporate and connect equity work to decision-making and curriculum.

### 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><b>FERPA</b> Complies with the Family Educational Rights and Privacy Act (FERPA) and designates a single point of contact for FERPA information.</p>	✓	No known issues. Program has a FERPA point of contact.	
<p><b>Student Enrollment Records</b> 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>Files were not readily available for review to determine necessary documents or prohibited information.</p> <p>0 of 10 enrollment files reviewed contained proof of age.</p> <p>6 of 10 enrollment files reviewed contained proof of address. All 10 files matched addresses in the SIS.</p> <p>1 of 10 enrollment files reviewed contained immunization records.</p>	<p>Create an organized digital or hardcopy enrollment file for each student. Utilize a file checklist to ensure proof of residency and other required enrollment documentation are submitted. The files can include the Referral which will satisfy key requirements.</p>



Contract Requirement	Rating	Review	Recommendations
<p><b>Referrals Management</b>            Contractor partners with the School District for timely engagement and enrollment of referrals.</p>	<p>✘</p>	<p>The program holds open orientation for new and interested students twice weekly to accept referrals for enrollment eligible students. However, some student enrollment lags more than 3 days from receipt of the referral.</p>	<p>Continue to follow-up with students who do not attend orientation, ensure students enroll immediately after orientation and provide alternate days/times within same week when there are holidays or school schedule conflicts.</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><b>Federal, State, &amp; Local Facility Regulations</b> 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><b>Facility Maintenance</b> For privately-owned facilities, contractor maintains regular upkeep of facility including structure, student and staff related spaces as well as outside grounds.</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><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 follows the School District's academic calendar.	
<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>	✓	Uniform is gender neutral. 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 include assistance available in Student Handbook to remove any barrier to enrollment.

## 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>	✓		

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>	✓	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><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>	✓	FY2023 budget was submitted for approval by the School District in accordance with the start of the new contract term.	
<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>	✓	No current issues with timely and accurate submission of monthly invoices.	