

Operational Walkthrough Report

SY 2022-2023

One Bright Ray – Elmwood

Provider: International Education and Community Initiatives
d/b/a One Bright Ray, Inc.

Program Type: Accelerated
Grades 9-12

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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: December 9, 2022

Contract Term: FY2023 – FY2027

General Information

Program Mission: *The mission of One Bright Ray Community High School is to provide a quality education to urban, over-aged and under-credited students in search of a positive school experience while earning their high school diploma. We challenge each student to explore his/her personal and academic potential through our accelerated Project Based curriculum and respectful relationships.*

Program Leadership:

Marcus A Delgado <i>Chief Executive Officer</i>	Anna Duvivier <i>Chief Operating Officer</i>	Joycet Velasquez <i>Chief Academic Officer</i>
Rachel Turanski <i>Principal</i>	Myron Hargrow <i>Dean of Students</i>	

Walkthrough Review Team:

Majeedah Scott <i>Director, Multiple Pathways to Graduation</i>	Marcus De Vose <i>Assistant Director, Transition Services</i>	Seth Morones <i>Strategy Analyst II, Opportunity Network</i>
Nolita Pettus <i>Case Manager, Specialized Services</i>	Jessica Morris <i>Attendance Coach, Attendance and Truancy</i>	

Program Demographics

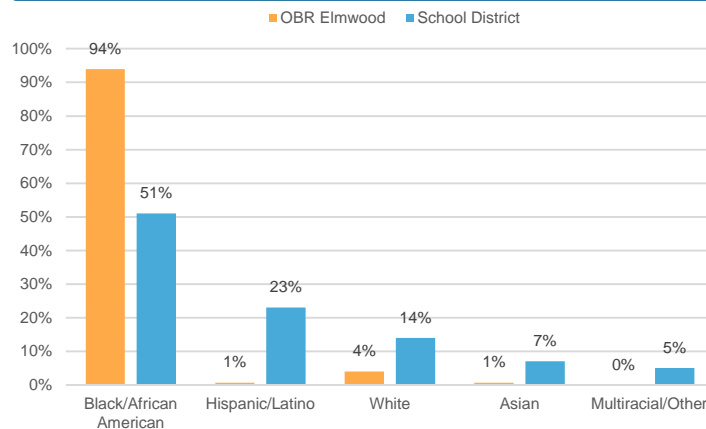
The School District of Philadelphia’s official demographic information is reported on October 1st of each academic year. To more closely align with the student composition of each program on the date of the walkthrough, demographic data for Opportunity Network programs is reported here as of November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

Enrollment

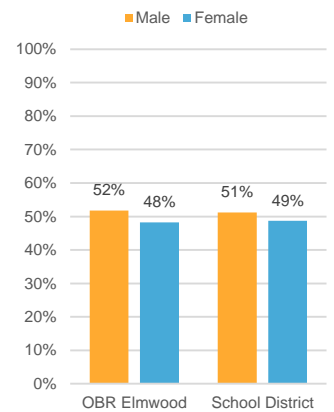
148
Total Student Enrollment

135
Program Capacity

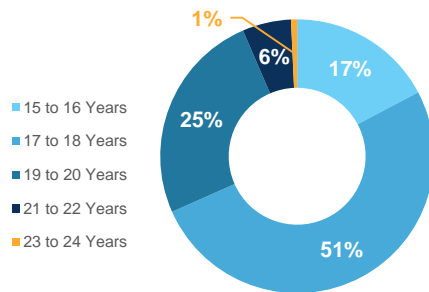
Race & Ethnicity



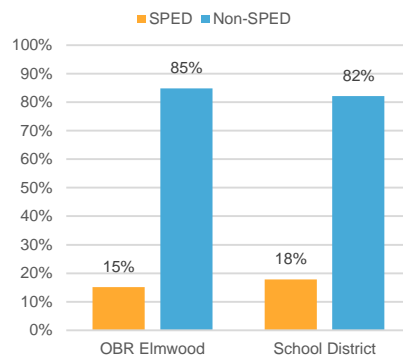
Gender



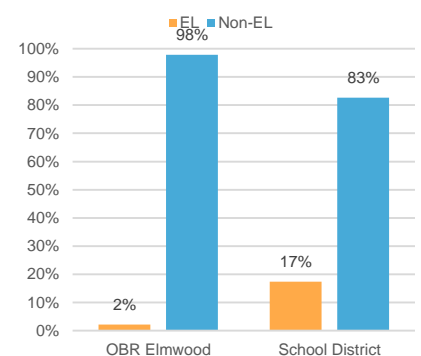
Student Age



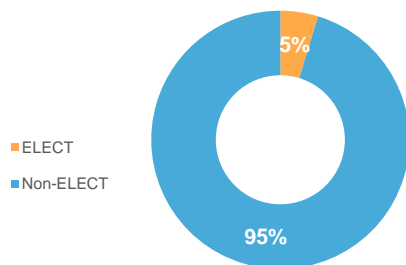
Special Education



English Learners

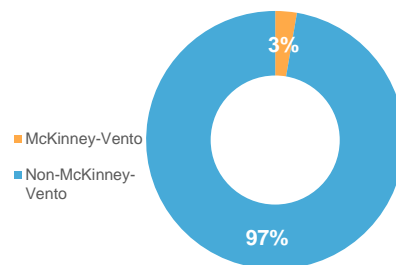


ELECT



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

McKinney-Vento



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

Low Income

Low income data is not available for One Bright Ray – Elmwood.

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)	4 / 5
School Climate & Culture Quality (Page 5)	11 / 12
Domain Total	15 / 17

Domain 2: Organizational Compliance

Category	Requirements Met
Student Academic Support, Progress Monitoring & Reporting (Page 9)	9 / 9
Record Keeping & Communication (Page 11)	4 / 5
Personnel (Page 12)	6 / 7
Governance & Enrollment (Page 13)	3 / 5
Domain Total	22 / 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
Instructional Frameworks Designs program-specific instructional materials or purchased PA state-aligned materials.	✓	All courses reviewed are in alignment with contract and SDP expectations in the math and ELA frameworks, CLIF, and Science of Reading. Additionally, all courses reviewed were aligned with curriculum resources, accelerated learning and the project based model at OBR.	
Baseline Assessments Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	✗	Less than 80% of students have scores for the STAR pre-tests (55% in reading; 54% in math). Each OBR program administers the STAR assessment for math and reading and has developed a schedule for baseline testing, make-up testing, and staff training, which happen at the start of each of the three modules. Parents/families are appropriately communicated with via letters home, emails, and phone calls to make them aware of the assessment, explain what it is, how it is useful, and why the STAR assessment is important.	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).

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 embeds restorative practices into school culture focusing on relationships, reducing harm, and repair. Students are made aware of the processes during new student orientation. There are community building activities and the program uses the Healthy Relationship curriculum and toolkit.	The program should specifically tie SEL skills to community building activities/prompts and/or provide other evidence of SEL skill building from student leadership activities, circles, or seminars.

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>Program maintains a comprehensive MTSS tracker with tiers, initial review dates, and interventions addressing academic, behavioral, and attendance needs. The team uses data to understand barriers, and make adjustments in tiers and interventions.</p>	<p>Use the MTSS tracker to document student progress with interventions and note any successes or continued barriers each student is facing for ease of monitoring and consideration of other interventions/tiers of support.</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 plans weekly Professional Learning Community (PLC) time to discuss topics to enhance program and professional practice such as literacy strategies, engagement strategies, restorative approaches, and classroom opening routines.</p> <p>Teachers work with OBR academic staff to incorporate learned strategies into the classroom and modify lesson plans accordingly, and meet regularly with them to receive feedback.</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's MTSS tracker includes detailed intervention plans. The program offers a range of individual and group incentives including Student Recognition Ceremonies, Student/Senior of the Month, Gift Cards, and Free Dress Down day.</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's Code of Conduct includes the SDP Bullying and Harassment policy, and clearly illustrates how bullying, harassment, and discrimination is identified and should be reported.</p>	
<p>Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).</p>	✓	<p>Program practice is informed by the Code of Conduct regarding restorative practices, overseen by the Dean of Students, including peer mediation, hallway conferences, and OBR's behavior continuum.</p>	

Contract Requirement	Rating	Review	Recommendations
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.	✓	The student handbook outlines student conduct protocols and expectations of behavior and is aligned to SDP's code of conduct. Since the program had no out of school suspensions on record at the time of the walkthrough, no issues with alignment to the Code of Conduct or policies were present.	

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.	✓	All attendance and behavior reporting is uploaded and maintained in the SIS.	
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.)	✗	Attendance is taken daily in SIS and reconciled on a daily basis as needed, however, documentation of 3-day letters being sent was not in SIS. Likewise, SAIC invite letters, notifying parents/guardians of scheduled conferences were not sent. At the time of the walkthrough, only one (1) SAIP was recorded in the SIS even though (as of November 1, 2022) 73% of students were considered chronically absent (e.g., have accrued 10 or more unexcused absences within a 45-day period).	Attendance supporting staff should take SDP offered professional development for SAIPs. Program can also work directly with Attendance Coach for support in implementing effective attendance conferences and SAIPs. The program should review the School District's attendance protocols and follow the 3-day letter process after a student has accrued three (3) unexcused absences. If attendance issues persist after six (6) total unexcused absences, the program must schedule a SAIC with the student and their parent/guardian to develop an SAIP. During the SAIC, the program should work in tandem with the student and their parent/guardian to identify any barriers impacting the student's attendance. Once a student has accrued ten (10) unexcused absences, the program may consider the student for withdrawal from the school, though the program should prioritize continuing working with the student to re-engage them.

Contract Requirement	Rating	Review	Recommendations
<p>Staff and Resources for Healthy School Climate</p> <p>Provides staff and resources needed for safe schools and attendance reporting, as well as an optimal learning environment.</p>	✓	<p>The program employs a dean of students responsible for all climate matters. The program also has a social worker and a part-time home-visit social worker on staff to support students with climate, behavior, and attendance challenges.</p> <p>The program also employs an Attendance Coach who is responsible for maintaining attendance data and communication to students (and their parents/guardians) with any attendance issues. All other attendance information is uploaded by school-based support staff and those based in the OBR central office.</p>	
<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>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: identifying reliable transportation to and from school, feelings towards neighborhood safety, goals and barriers, and the student's support circles.</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>Daily circles take place within the classroom to develop a safe space for students and promote positive emotional well-being.</p>	<p>Consider using information gathered in the clinical questionnaire as topics or focal points for school-wide community building activities and initiatives to address common shared academic, behavioral, and climate barriers through relationship building.</p>

Contract Requirement	Rating	Review	Recommendations
<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>The program has support, engagement, and representation of parents/guardians on the School Advisory Council.</p> <p>In addition to representation on the SAC, the program employs various methods for communicating with parents/guardians, such as: daily attendance phone calls, home visits, student progress reports, and PowerSchool updates.</p> <p>Lastly, the program involves families in campus events, and holds Safe 2 Say trainings parents/guardians are invited to.</p>	<p>In addition to the outreach strategies used by the program, consider trainings and workshops targeted to families specifically, such as FACE and FACT workshops, resources rooms, trainings offered by community partners (e.g., financial management, healthy nutrition, etc.)</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>Students are represented on the School Advisory Council (SAC) and actively work with other members to plan events and other school initiatives.</p> <p>Students are also trained to give presentations on student issues, concerns, and ideas to the SAC.</p> <p>The program also offers student extracurricular activities, such as student clubs and sports.</p>	
<p>Community Partnerships Engages community and non-profit agencies to provide non-academic services and support.</p>		<p>The program engages with local agencies and organizations to provide non-academic student services and support. Documented partnerships include: Beloved Care (provided Coat Drive and services for Trauma Awareness geared towards Gun Violence), the ELECT program (for pregnant and parenting students), school sports (e.g., basketball), Talking Matters, and Holcomb Therapy Services.</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>	✓	<p>The program tracks postsecondary activities such as college, career, graduation requirements credits and Act 158 pathways, Naviance tasks completion, and bridging activities and events. Progress on Naviance tasks are incorporated into the overall student plans and are reviewed with them with the college counselor and updated accordingly.</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>The program has documented partnerships with organizations and postsecondary institutions, notably with Community College of Philadelphia.</p> <p>Staff track student activities with Naviance, employers, college applications, FAFSA interest surveys, and resume building.</p> <p>College and Career services resources are also made available on the Jobs Bulletin Board, from Norfolk State University, Comcast, and Jefferson, to name a few.</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>The program maintains detailed student plans inclusive of Act 158 pathways and requirements. Plans are reviewed with students by the postsecondary counselor and are adjusted accordingly.</p> <p>Parents are notified of Act 158 requirements through letters home and phone calls.</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.	✓	SPED enrollment for November 2022 was 15% of the total enrollment.	
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.	✓	10 of 10 IEP files reviewed had sufficient evidence of progress monitoring. 2 of 2 EL files reviewed had initial screener scores for the current school year.	
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.	✓	10 of 10 IEP files reviewed captured student attendance. 10 of 10 IEP files reviewed had sufficient evidence of transition planning. Also, evidence of OVP invitations to IEP meetings was observed.. Comments from progress monitoring in the IEP include Naviance task completion and if the student was in attendance when progress monitoring took place.	
Annual IEP Updates Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance.	✓	The program was at 100% compliance for the December 1 Child Count.	
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.	✓	All IEPs were in compliance and upcoming re-evaluations were already contacted via the Permission to Reevaluate (PTRE) form to begin the process.	When parent/guardian is participating remotely, send the IEP/NOREP procedural safeguards home to obtain signature(s) for file. Program can also document on IEP signature page if the parent/guardian attended virtually with the date.

Contract Requirement	Rating	Review	Recommendations
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.	✓	2 of 2 EL students enrolled had all required elements of Home Language Survey, assessments, annual notification, and English language development support.	

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 issues at the time of the walkthrough related to timely SIS entries. Elevate trend score above 90 and improved over time school year to date.	
Archive of Historical Information Maintains an archive of all historical student academic and behavioral records.	✓	No issues at the time of the walkthrough related to archival of historical student information.	
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 for two (2) required fire drills at the Elmwood campus was not uploaded in a timely manner for the October and December deadlines. 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
<p>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.</p>	✓	No issues at the time of the walkthrough related to reporting progress to parents/guardians. The program maintains internal progress reports which are used to work with students, but all formal progress and credit reports, and report cards, are produced solely from the SIS.	Program should communicate to parents/guardians in writing any internal progress, credits, and grades reports are unofficial, and only reports produced from the School District's SIS platform are considered official.
<p>Official Certified Information Ensures all official grades, credits, transcripts and diplomas are solely produced by the School District and/or Infinite Campus.</p>	✓	No issues at the time of the walkthrough related to official academic information solely produced by the School District's SIS platform.	

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
<p>Teacher Certifications Provides Pennsylvania certified teachers in all core instructional areas.</p>	✘	3 out of 4 core teachers were appropriately certified in their respective content areas.	Explore alternative certification processes for teachers by seeking an emergency certification, while also working with them to obtain their formal certification via a certified education program.
<p>Administrator Certification Provides at least one Pennsylvania certified administrator per site.</p>	✓	The program has a principal on staff with a valid Administrative K-12 PA certification.	
<p>Diverse Learner Services Staff Provides sufficiently trained and certified/ licensed professional staff for diverse learner services, including special education and ELs.</p>	✓	The program employs a PA certified ESOL teacher to support English Learners and a PA certified SPED coordinator to support SPED students.	

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: 16 of 16 employees reviewed had a valid check on file.</p> <p>PA Child Abuse Clearance: 16 of 16 employees reviewed had a valid clearance on file.</p> <p>PA Criminal History Check: 16 of 16 employees reviewed had a valid check on file.</p> <p>Act 168 documentation: 15 of 15 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>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 completion certificate on file for the required 3-hour training.</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 OBR leadership regularly engage in Opportunity Network meetings (e.g., monthly contractors meetings and network trainings) and School District required meetings and trainings (e.g., equity lead meetings, SpeCM, active shooter training, etc.).</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 has a School Advisory Council (SAC) inclusive of community members, parents/guardians, students, and program staff, which meets six (6) times during the academic year. The program provided evidence of meeting agendas, topics, and activities from SAC meetings from the current school year.</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 School District's diversity, equity, and inclusion practices, policies, and equity definition.</p>	✓	<p>Equity principles are adhered to through various student-facing policies, including uniform vouchers, trainings, restorative approaches, diverse staff, and community partnerships. These policies exist to remove barriers to success for historically marginalized students. Additionally, leadership participates in the District's Office of DEI trainings.</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>0 of 2 enrollment files for students 18 years of age and older had a signed FERPA release form on file.</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>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>10 of 10 enrollment files reviewed contained proof of age.</p> <p>9 of 10 enrollment files reviewed contained proof of address. 6 of 10 files matched addresses in the SIS.</p> <p>10 of 10 enrollment files reviewed contained immunization records.</p> <p>10 of 10 enrollment files reviewed did not contain prohibited information (e.g., Student Health Information forms; Wellness Check-in forms).</p>	<p>The program should confirm all demographic (address, contact information, etc.) enrollment information at least twice a year or at the beginning of each module to ensure information is accurate and up to date.</p>

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Contract Requirement	Rating	Review	Recommendations
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.	✓	The program seeks consultation for enrollment eligibility and works closely with the Re-Engagement Center to accept eligible referred students.	

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 managing 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>	✓	<p>The program utilizes a school year calendar different from the School District's academic calendar. The program operates on a year-round calendar with 12-week modules for a total of 201 instructional days.</p>	
<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>	✓	<p>No known issues with managing transportation services for students.</p>	
<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>	✓	<p>Program shared their uniform policy and how adjustments made to this year loosen the policy by allowing flexibility regarding types of pants and shoes students are allowed to wear. This change to policy was done in an effort to assist in increasing attendance. All students receive a uniform shirt at the start of the program and loaner uniforms are also available to students. Uniform policy is gender neutral and is listed in the Code of Conduct.</p>	

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>		<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>Financial Management Provides detailed information upon request regarding program annual budgets, as well as actual expenses and revenues. Upon request, provides independent third-party financial audit timely; audit does not indicate any material weakness or going concerns.</p>		<p>FY2023 budget was submitted for approval by the School District in accordance with the start of a new contract term. Independent auditor's management letter for FY2022 confirms maintenance of finances in alignment with generally acceptable accounting principles.</p>	
<p>Monthly Invoicing Submits monthly invoices timely with complete and accurate student-level information. Information provided can generally be validated against the School District's SIS.</p>		<p>No current issues with timely and accurate submission of monthly invoices.</p>	