

Operational Walkthrough Report
SY 2023-2024

One Bright Ray – Mansion Evening

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

Program Type: Adult Diploma
Grades 9-12

3133 Ridge Avenue, Philadelphia, PA 19132 | (215) 999-3110

<https://www.onebrihtraycommunity.org>

Operational Walkthrough Overview

Operational Walkthroughs for all Opportunity Network contract programs focused on the systems and structures required to deliver equitable, high quality instruction and supportive environments for all students. Operational Walkthroughs assessed program performance across three domains: 1) Academic & School Climate Accountability; 2) Organizational Compliance; and 3) Accommodative & Financial Compliance. Taken together, the three domains encompass key operational expectations based on the program’s contract with The School District of Philadelphia, as well as applicable federal, state and local laws.

Operational Walkthroughs are one part of the School District’s three-part approach to the formal annual evaluation of all contracted Opportunity Network programs. In addition to Operational Walkthroughs, Instructional Walkthroughs and Alternative Education Progress Reports (AEPR) provide qualitative and quantitative data for program performance informing decisions related to contract renewal, termination, and program expansion. This report summarizes the program’s performance for each of the three domains reviewed during the Operational Walkthrough. In addition, this report provides ratings for select contract requirements indicating whether the program met those requirements or standards based on evidence reviewed during the Operational Walkthrough.

A ✓ indicates the program met the contract requirement. A ✖ indicates the program did not meet the contract requirement. The basis for the rating is provided in the Additional Notes section for each standard.

Walkthrough Date: October 30, 2023

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:

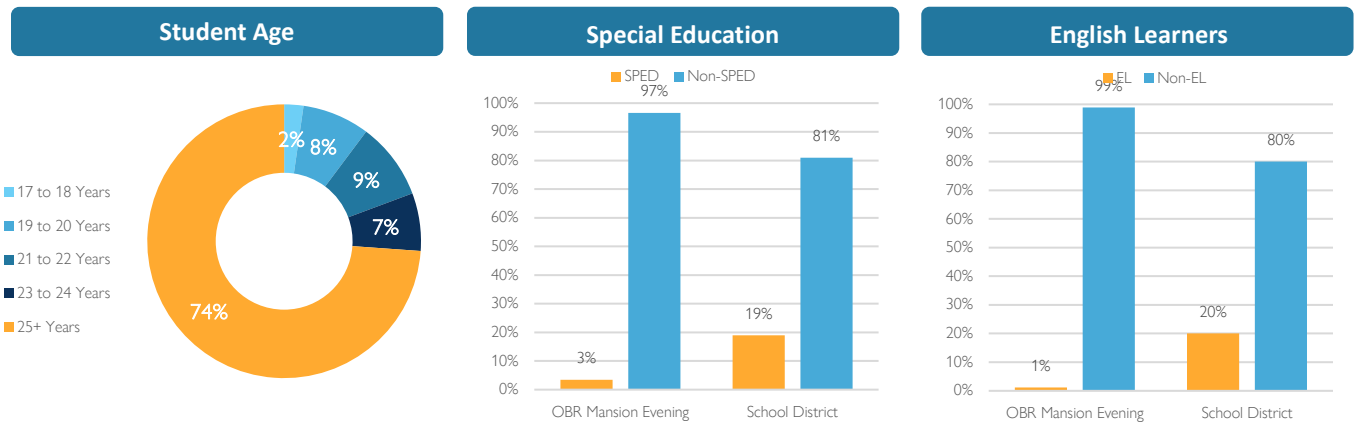
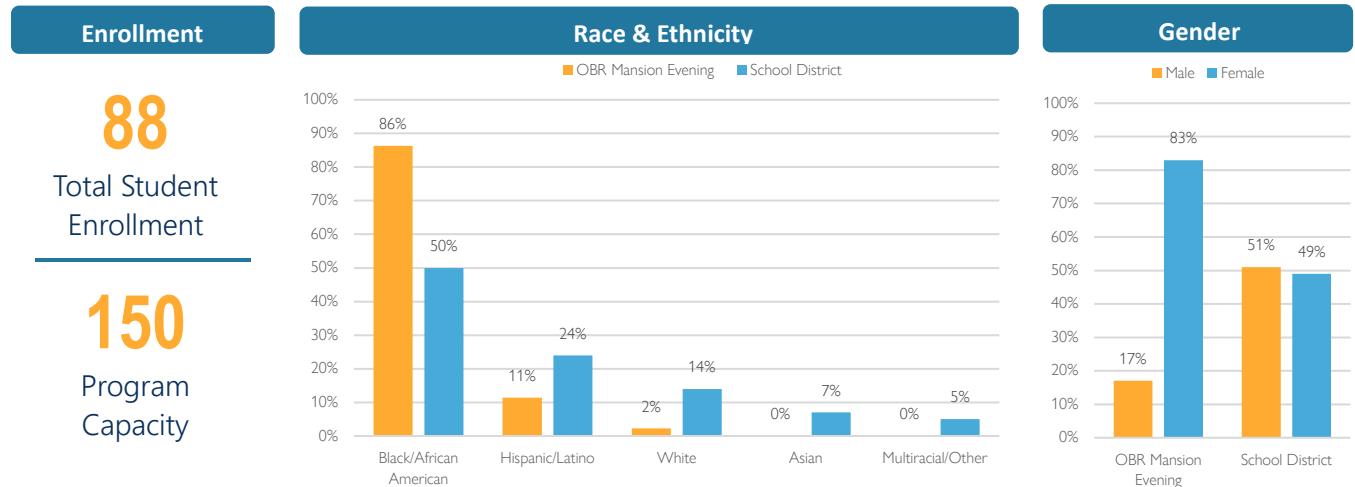
Monica Hawk <i>Chief Executive Officer</i>	Latoya Johnson <i>Chief Academic Officer</i>	Jennifer Rodgers <i>Director of Evening Programs</i>
Karen Jackson <i>Principal</i>		

Walkthrough Review Team:

DawnLynne Kacer <i>Executive Director, Opportunity Network</i>	Majeedah Scott <i>Director, Multiple Pathways to Graduation</i>	Marcus De Vose <i>Assistant Director, Transition & Alternative Education</i>
Cameo John <i>Assistant Director, Educational Options Program</i>	Seth Morones <i>Strategy Analyst II, Opportunity Network</i>	Melissa Pergine <i>Director, Special Education Services</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 2023.

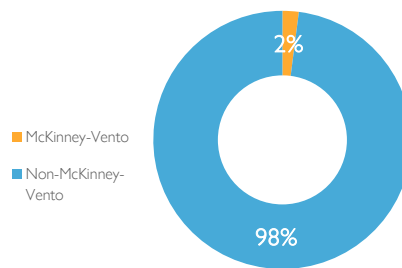


ELECT

There were no ELECT participants enrolled at One Bright Ray – Mansion Evening as of November 2023.

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 – Mansion Evening.

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 2023-2024 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)	12 / 12
Domain Total	16 / 17

Domain 2: Organizational Compliance

Category	Requirements Met
Student Academic Support, Progress Monitoring & Reporting (Page 8)	7 / 8
Record Keeping & Communication (Page 10)	5 / 5
Personnel (Page 11)	4 / 7
Governance & Enrollment (Page 13)	4 / 5
Domain Total	20 / 25

Domain 3: Accommodative & Financial Compliance

Category	Requirements Met
Accommodative Quality (Page 15)	3 / 3
Financial Compliance (Page 16)	4 / 4
Domain Total	7 / 7

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 offers core and non-core courses in alignment with SDP curriculum guides. Curriculum has been designed for OBR's model of accelerated learning, is project based, and includes some purchased materials that align with SDPs curriculum offerings and PA state standards. The program ensures materials accessible for adult learners.	
Baseline Assessments Offers baseline (pre-test) assessments in reading and mathematics (e.g., STAR) within 10 days of enrollment for academic progress monitoring.	✗	According to Star Renaissance, at the time of the walkthrough, 31% of students completed the math assessment, and 32% of students completed the reading assessment.	

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 has a weekly Stress Management Group as an opportunity for students of OBR to obtain tools and resources they can use throughout their daily lives. Topics include the SEL competencies throughout the academic terms. The program also provided a list of events and presentations through January aligned to the SDP counseling initiatives.	

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 provided an MTSS tracker that places students into tiers based on their academic and attendance data. Specific interventions were not indicated for students.</p>	<p>Include specific interventions tried in the tracker, including date started, and any progress or lack of progress from the students.</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>Professional Learning Community calendar reflects appropriate amounts of weekly time and topics centered around school programs priorities.</p>	<p>Instead of a team meeting format, consider using a cycle for PLC that includes topics which are focused on improving instruction, questioning techniques, data analysis, and understand-plan-reflect to deepen teachers' understanding of standards and 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>Universal Tier I individual and group incentives are evident i.e.; honor roll, student of week, spirit week, shout outs. The program celebrates student achievement through email shout-outs, academic pins, and awards and special recognitions. Zero Day celebrations are planned for graduating seniors and include dinner at Maggiano's Little Italy.</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 addresses bullying via student handbook; student orientation, and class presentation.</p>	

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Contract Requirement	Rating	Review	Recommendations
Restorative Justice Employs restorative justice practices (e.g., facilitated mediation, reflective writing, peer court/advising, etc.).	✓	The school program has Restorative Practices that focus on relationships, reducing harm and repair. Restorative practices include peer mediation, hallway conferences, utilization of behavioral continuum, affective statement and community circles.	
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.	✓	Evidence of the student handbook outlines information regarding student conduct, expectations as well as consequences and levels of infractions with connecting deterrents /interventions and grievance process.	Align expulsion procedures to SDP's Code of Conduct language indicating further disciplinary action.

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.	✓	The program takes attendance in the homeroom daily and also does a daily reconciliation of attendance at the end of the school day.	
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.)	✓	The program provided logs with contacts and 5- and 10-day letters for adult learners and SAIPs.	



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>Program has director of adult education, social worker, student support manager, intern and college counselor</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>Students also complete a Needs Assessment, which staff use to curate individual and group resources and services.</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 has incorporated activities and events for their adult students to foster a sense of belonging and to enhance student engagement. Activities so far this school year have included a Halloween Party with hot meal, Breast Cancer Awareness campaign, treat nights with pretzels and other snacks, and Spirit Week.</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>The program regularly informs adult students of resources for their children and other family members, such as early childhood literacy programs, free eyeglasses, and free community-based recreational activities for children.</p>	

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Contract Requirement	Rating	Review	Recommendations
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.		The program has a Student Council that was elected by their peers. The Student Council solicits students' academic support needs, and interests/preferences for community building programs, trips, and events, and makes recommendations to program administration.	
Community Partnerships Engages community and non-profit agencies to provide non-academic services and support.		The program has a number of community partnerships to support students with addressing any non-school barriers to learning and attendance, including but not limited to, health insurance, housing, food, and employment assistance.	

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 graduation pathways and requirements checklist provided is inclusive of postsecondary milestones and tasks, including target dates for assessments, areas/fields of interest, and potential jobs and internship opportunities.</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 provided students with documented Fall internship opportunities. They shared flyers about dual enrollment and launchpad program. They also informed students of the MAC, MBHBCU, and PhilaSD College fairs. Program has strategy in place to ensure students have postsecondary readiness exposure with college, career and community fairs, college applications, PHEAA and FAFSA applications, job applications, resume, etc. Student meetings with Counselor or Social Work intern to map out graduation plan and next steps.</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. 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>OBR Graduation Pathways Tracker is regularly updated and reflects students’ completion of the graduation/pathways requirement. The program communicates with students via email on their progress towards completing their ACT 158 pathways. They offer multiple opportunities for students to obtain pieces of evidence to meet their Act 158 Pathways to Graduation. The program adheres to uploading evidence timely and accurately in SIS.</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.	Not Applicable	There is no special education capacity requirement for this program type.	There is no special education capacity requirement for this program type.
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.	✓	One (1) special education student was enrolled in the program at the time of the walkthrough. Review of the IEP file showed sufficient evidence of timely progress monitoring.	
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.	✓	The IEP file contained evidence of a Transition Plan, including transition goals and activities, as well as transition planning, including a transition assessment.	
Annual IEP Updates Ensures IEPs are updated on an annual basis according to federal and state directives including December 1 Child Count compliance.	✗	1 of 3 IEPs were in compliance for December 1 Child Count (33% 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.	✓	All documents are up to date in EasyIEP and Confidential files. There was evidence of parent participation in the IEP meeting.	

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.	✓	One (1) EL student enrolled at the time of the walkthrough. The EL file contained recent ACCESS scores or updated screener, completed Home Language Surveys, and support logs.	

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.	✓	Enrollment, behavior, grades, and attendance are all recorded and reported in the SIS in a timely manner.	
Archive of Historical Information Maintains an archive of all historical student academic and behavioral records.	✓	There are no known or outstanding issues related to maintaining an archive of all historical student academic and behavioral records in School District systems.	
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.	✓	The program is up to date with all fire drills and lockdown drills in Previstar. The program’s Vital Information Packet and Emergency Operations Plan 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>	✓	There are no known issues with reporting interim student academic progress and producing end of term report cards in the approved School District format.	
<p>Official Certified Information Ensures all official grades, credits, transcripts and diplomas are solely produced by the School District and/or Infinite Campus.</p>	✓	There are no known issues with official grades, credits and transcripts being solely produced by the School District's SIS.	

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>	✗	2 of 6 core subject teachers were appropriately certified for the courses that they teach.	
<p>Administrator Certification Provides at least one Pennsylvania certified administrator per site.</p>	✓	The program's administrator holds an active Administrative I Principial PK-12 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's Special Education and ESOL teachers are appropriately certified.	

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>✘</p>	<p>PA Criminal History Check: 10 of 10 employees reviewed had a valid check on file.</p> <p>PA Child Abuse Clearance: 10 of 10 employees reviewed had a valid clearance on file.</p> <p>FBI Background Check: 10 of 10 employees reviewed had a valid check on file.</p> <p>Act 168 documentation: 4 of 5 employees reviewed had valid 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>✔</p>	<p>The program is within contractual expectations with a 19:1 student to teacher ratio at full enrollment capacity.</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>✘</p>	<p>Act 126 Training: 9 of 10 employees reviewed had a completion certificate on file for the required 3-hour training.</p> <p>Act 71 Training: 10 of 10 employees reviewed had a completion certificate on file with evidence of completing the required 4 hours every 5 years.</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>✔</p>	<p>Program staff regularly attend monthly District meetings and required professional development.</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>	✘	No evidence of a program advisory council, though Student Council exists.	Student Council can work on co-developing a program advisory council with program administration.
<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>	✔	The program has adopted the District's definition of equity, and prioritizes equitable teaching practices that account for the wide range in students' age, technology skills, and last time in school. As needed, students are provided with 1:1 tutoring services and additional time for orientation and onboarding.	

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>	✔	10 of 10 students reviewed had a valid and signed FERPA form.	
<p>Student Enrollment Records Secures personally identifiable information and does not request or require prohibited information at time of enrollment (e.g., SSNs).</p>	✔	10 of 10 enrollment files reviewed contained proof of age. 10 of 10 enrollment files reviewed contained proof of address. 10 of 10 enrollment files reviewed contained immunization records.	

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Contract Requirement	Rating	Review	Recommendations
<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>0 of 10 enrollment files reviewed contained prohibited information (e.g., Student Health Information forms; Wellness Check-in forms).</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 works closely with the Re-Engagement Center to accept direct enrollment referrals for eligible students.</p>	

Domain 3: Accommodative & Financial Compliance

Category 1: Accommodative Quality

Standard 1: Facilities

Evidence the contractor complies with established facility requirements.

Contract Requirement	Rating	Review	Recommendations
<p>Federal, State, & Local Facility Regulations Complies with all federal and state regulations regarding access to individuals with (physical or otherwise) disabilities.</p> <p>The program is housed in a non-sectarian facility.</p> <p>If in School District facility, provides ready access and cooperates with School District for required inspections.</p> <p>If in a privately-owned facility, contractor is compliant with any local requirements for facility condition including lead and water testing as well as electrical and fire safety inspections.</p> <p>Also if in a privately-owned facility, program secures licensed contractor for required AHERA inspections and provides report to the School District.</p>		<p>The program is housed in a School District facility.</p>	
<p>Facility Maintenance For privately-owned facilities, contractor maintains regular upkeep of facility including structure, student and staff related spaces as well as outside grounds.</p> <p>For School District-owned facilities, contractor fulfills the obligations of their lease agreement regarding maintenance and reports maintenance issues timely and does not make any unapproved alterations.</p>		<p>There are no known issues with the program fulfilling obligations as a co-located program within a School District facility.</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>	Not Applicable	The program type is not required to follow the School District's academic calendar.	
<p>Transportation Management Complies with the School District's requirements to appropriately manage transportation services for students. TARs are entered timely and transpasses are activated prior to expiration to ensure transportation access for all eligible students.</p>	✓	There are no known issues with managing transportation services for students.	
<p>Dress Code and Uniforms Establishes an equitable dress code for students inclusive of expectations regarding school uniform. If required, provides uniforms to students upon request due to financial need and/or youth experiencing homelessness. Does not have policies or practices which create barriers to participation in learning based on dress code or uniform. Dress code is gender neutral.</p>	Not Applicable	Uniforms are not required at the program.	


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>	✓	A current Certificate of Tax Clearance was provided during the walkthrough.	

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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>Insurance documentation was reviewed and approved by the School District's 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>Independent auditor's management letter for FY2022 confirms maintenance of finances in alignment with generally acceptable accounting principles. Auditor engagement letter provided for fiscal year ending 6/30/23.</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>	