

ERIE RISE LEADERSHIP ACADEMY CHARTER SCHOOL

1006 West 10th Street, Erie PA
BOARD OF DIRECTORS MEETING
Thursday, April 16, 2020
6:00 P.M

CONFERENCE CALL MEETING
CONFERENCE CALL NUMBER (712) 770-4010
ACCESS NUMBER: 179727

AGENDA

SECTION I: CALL TO ORDER

Opening Colloquy

This April 16, 2020 meeting of the Erie RISE Leadership Academy Charter School Board of Directors is hereby called to Order. The time is 6:00 PM. My name is Constance M. Ratcliff. I am the Chairperson of this Board and I will facilitate this scheduled April Board meeting.

This is a public meeting that was properly advertised on July 12, 2019 pursuant to the Pennsylvania Sunshine Act in the Erie Times newspaper.

- Due to the Covid-19 this governance body will still abide by the Act, and to the best extent possible, conduct official business in public.
- The Governor's Emergency Declaration allows for limited discretion with suspending some formal requirements to ensure the health and safety of the community, the board, and employees. (Reference Title 35)
- A record of this meeting and all board meetings are available to the public.
- This Board will go the extra mile to communicate what we are doing during the emergency to ensure public trust. Here is the contact information for the public to hear the meeting live and to submit questions.

Due to health and safety of the community: All members of the public are welcome to listen to the board conduct its business tonight. Members of the public who have registered with the Administration office to participate in public comment by 5pm on the day before this scheduled meeting may participate in public comment. At this time, I would ask that executive administration submit the list of commenters to our legal counsel. Comments will be limited to three minutes unless the Board decides to grant additional time.

At this time we will stand and recite the Pledge of Allegiance.

Now we will take a brief moment of silence.

At this time, I will ask that Roll Call be taken.

A. Roll Call

Board Members Present:

Constance M. Ratcliff
Ed Williams
Wayne Patterson
Sonya Adams
Margaret Smith
Shantel Hillard
Tim Kuzma
Brenda Abreu Baker
Michael Hooks

By Invitation: Non-Board Members:

Attorney Tom Fitzpatrick

Board Members Absent:

B. Approval of Agenda

MOTION

R151015464 Approval of the April 16, 2020 Agenda

SECOND

RESOLVED, that the Board of Directors of Erie RISE Leadership Academy Charter School hereby approves the April 16, 2020 Agenda.

VOTE:

Notes of Discussion / Advance Regulatory and Financial Comment:☐ PASS

<i>Who</i>	<i>What</i>

☐ FAIL

C. Approval of Minutes

MOTION

R151015466 Approval of Minutes of March 26, 2020 Meeting

SECOND

RESOLVED, that the Board of Directors of Erie RISE Leadership Academy Charter School hereby approves the Minutes of the March 26, 2020 meeting of the Erie RISE Leadership Academy Charter School Board of Directors.

VOTE:

Notes of Discussion / Advance Regulatory and Financial Comment:☐ PASS

<i>Who</i>	<i>What</i>

☐ FAIL**SECTION II: REPORTS**

A. Hearing of Citizens

Community Comment Colloquy (General Counsel)

Good Evening, my name is Tom Fitzpatrick with Mincey & Fitzpatrick, LLC, and General Counsel to the Board of Directors of Erie RISE Leadership Academy Board of Directors. Will you please state your name for our records?

You will have three minutes to address the Board. Any documents or communications that you might supplement your comment with should be submitted to me. I will keep the time and notify the board when three minutes have elapsed.

This Board may choose not to comment, question or respond in any way to your public comment. I will begin the time now.

<i>Who</i>	<i>What</i>

SECTION II: REPORTS CONTINUED

A. CEO Report

B. Finance and Audit Committee Report

C. RFO Report (Included in CEO Report)

SECTION III: RESOLUTIONS

A. APPROVAL OF REPORTS

MOTION

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SECOND

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VOTE:

☐ PASS

☐ FAIL

R1510151468 Reports of the CEO

RESOLVED, the Board of Directors of Erie RISE Leadership Academy Charter School accepts the CEO Reports and all documents submitted thereby, which shall be incorporated into the record of this meeting.

R151015470 Reports of the Finance and Audit Committee

RESOLVED, the Board of Directors of Erie RISE Leadership Academy Charter School accepts the Finance Reports and all documents submitted thereby, which shall be incorporated into the record of this meeting.

Notes of Discussion / Advance Regulatory and Financial Comment:

<i>Who</i>	<i>What</i>

R151015472 RFO Reports

RESOLVED, the Board of Directors of Erie RISE Leadership Academy Charter School accepts the RFO Reports and all documents submitted thereby, which shall be incorporated into the record of this meeting.

Notes of Discussion / Advance Regulatory and Financial Comment:

<i>Who</i>	<i>What</i>

MOTION

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SECOND

—

VOTE:

☐ PASS

☐ FAIL

SECTION IV: UNFINISHED BUSINESS

- A. COVID-19 (Updates)
- B. Statement of Financial Interest Forms - BOT

SECTION V: NEW BUSINESS

- A. COVID-19 (New Developments)
- B. Committee Reports

MOTION

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SECOND

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VOTE:

☐ PASS

☐ FAIL

ADJOURNMENT GENERAL SESSION

MOTION

MOTION

SECOND

VOTE:

[] PASS

[] FAIL

MOTION

SECOND

R151015474 Executive Session:

A. LEGAL MATTERS

RESOLVED, the Board of Directors of Erie RISE Leadership Academy Charter School accepts the update, discussion and approvals of items listed for Executive Session. Said updates, discussion and approvals shall be incorporated into the minutes of this meeting.

Notes of Discussion / Advance Regulatory and Financial Comment:

Who	What

Erie Rise Leadership Academy Charter School

April 16, 2020

Board of Directors Meeting

AGENDA

ERIE RISE LEADERSHIP ACADEMY CHARTER SCHOOL

1006 West 10th Street, Erie PA
BOARD OF DIRECTORS MEETING

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Board Members Present:

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Ed Williams
Wayne Patterson
Sonya Adams
Margaret Smith
Shantel Hillard
Tim Kuzma
Brenda Abreu Baker
Michael Hooks

By Invitation: Non-Board Members:

Attorney Tom Fitzpatrick

Board Members Absent:**B. Approval of Agenda**

MOTION:

SECOND:

VOTE:

☐ PASS☐ FAIL**R151015464 Approval of the April 16, 2020 Agenda**

RESOLVED, that the Board of Directors of Erie RISE Leadership Academy Charter School hereby approves the April 16, 2020 Agenda.

Notes of Discussion / Advance Regulatory and Financial Comment:

<i>Who</i>	<i>What</i>

C. Approval of Minutes

MOTION:

SECOND:

VOTE:

☐ PASS☐ FAIL**R151015466 Approval of Minutes of March 26, 2020 Meeting**

RESOLVED, that the Board of Directors of Erie RISE Leadership Academy Charter School hereby approves the Minutes of the March 26, 2020 meeting of the Erie RISE Leadership Academy Charter School Board of Directors.

Notes of Discussion / Advance Regulatory and Financial Comment:

<i>Who</i>	<i>What</i>

SECTION II: REPORTS**A. Hearing of Citizens*****Community Comment Colloquy (General Counsel)***

Good Evening, my name is Tom Fitzpatrick with Mincey & Fitzpatrick, LLC, and General Counsel to the Board of Directors of Erie RISE Leadership Academy Board of Directors. Will you please state your name for our records?

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This Board may choose not to comment, question or respond in any way to your public comment. I will begin the time now.

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SECTION II: REPORTS CONTINUED**A. CEO Report****B. Finance and Audit Committee Report**

C. RFO Report (Included in CEO Report)

SECTION III: RESOLUTIONS

A. APPROVAL OF REPORTS

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SECOND

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VOTE:

[] PASS

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<i>Who</i>	<i>What</i>

R151015472 RFO Reports

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Notes of Discussion / Advance Regulatory and Financial Comment:

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MOTION

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SECOND

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VOTE:

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SECTION IV: UNFINISHED BUSINESS

- A. COVID-19 (Updates)
- B. Statement of Financial Interest Forms - BOT

SECTION V: NEW BUSINESS

- A. COVID-19 (New Developments)
- B. Committee Reports

MOTION

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SECOND

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VOTE:

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ADJOURNMENT GENERAL SESSION

MOTION

SECOND

VOTE:

[] PASS

[] FAIL

MOTION

MOTION

SECOND

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Notes of Discussion / Advance Regulatory and Financial Comment:

Who	What

SECOND

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VOTE:

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Erie Rise Leadership Academy Charter School

April 16, 2020

Board of Directors Meeting

MINUTES

ERIE RISE LEADERSHIP ACADEMY CHARTER SCHOOL BOARD
MEETING MINUTES
THURSDAY, MARCH 26, 2020

Section I: Call to Order

The meeting was called to order at 6:05 p.m. by the Board Chairperson Constance Ratcliff. The body was led in the pledge of allegiance to the flag by Homer Smith followed by a prayer from Mr. Smith.

A. Roll Call:

Constance M. Ratcliff (Present)
Ed Williams (Conferencing)
Sonya Adams (Conferencing)
Wayne Patterson (Present)
Dr. Margaret Smith (Excused)
Shantel Hilliard (Conferencing)
Michael Hooks (Conferencing)
Tim Kuzma (Excused)
Brenda Abreu-Baker (Conferencing)

Non Board Members:

Attorney Thomas Fitzpatrick (Conferencing)

Rise Staff:

Terry A. Lang, CEO
Veronica Will, Principal (Conferencing)
Aubrey Favors (Conferencing)
Homer Smith (Present)
Pearl Jeffries (Present)
Dianntha McCaughtrey
Jackie Collins

B. Approval of Agenda

Resolved, that the Board of Trustees of Erie Rise Leadership Academy Charter School on a motion by Mr. Wayne Patterson seconded by Ms. Sonya Adams hereby approves the March 26, 2020 and February 20, 2020 meeting agenda. All members in favor, the motion carried unanimously.

C. Approval of Minutes-

Motion made by Ms. Sonya Adams seconded by Mr. Wayne Patterson to accept the board minutes from the February 20, 2020 meeting with necessary corrections. All members in favor, the motion carried unanimously.

Section II: Reports

A. Hearing of Citizens (None)

Section III: Reports

A. CEO Report-Mr. Terry A. Lang

COVID-19 Update

Food & Beverage Operation waiver approved by the State

Requesting Board Approval for the week of March 30, 2020

Guidance from the Solicitor regarding a vote on this matter

Why should we continue with the process? ESD would eventually use this opportunity to recruit Rise Students.

The Board has requested documentation concerning the meal distribution.

3/23/20 (600) units 300 breakfast and 300 lunches; 3/24/20 (400) units 200 breakfast and 200

lunches; 3/25/20 (600) units 300 breakfasts and 300 lunches.

- Facility and Sanitizing Cleaning to be completed by Sunday, March 29, 2020.
Vendor was selected, payment scheduled on the AP
- Mr. Lang gave kudos to Principal Will and the efforts of the Teachers that implemented the educational materials and videos to engage our scholars.
- Transportation
The busses have been cleaned and serviced on the Erie Rise campus.

B. Principals Corner – Mrs. Veronica Will Page 4

- Instructional Model Continuation (Digital Resources, At-Home Learning)
- Parent Engagement
- Self-Engagement
- Shout out to the students who are utilizing the online instructional materials.
- Special Education Conference call on Friday, March 27, 2020.
- Suggestion to update our website
- Links not working
- Suggestion that a letter be sent to our Special Education students.
- Outreach to parents through Robo-Calls and Rise Facebook.
- Interview to air on Erie News Now on Friday, March 27, 2020 at 6:00 a.m.
- Proposed incentives for students who complete printed and online materials.

C. HR Report: Aubrey Favors

- Seeking approval to hire one person (Louis Ortiz), Bus Driver.
- Ms. Boose (Bus Driver) has returned from medical leave
- Durham is looking for a substitute driver for back-up in the event someone calls off.
- Resignations
- Discussion about paying Hourly staff during the COVID-19 shut down. (Tabled)

D. RFO Update: Homer Smith

- Expansion of the Title I Math Services
- RFO Sponsored Snack Sales are held Monday and Thursday each week
- The Black History Month Assemblies were held on (February 27, 2020)
- The IBL League Playoffs were held, March 4 – 7, 2020 at Glenwood United Methodist Church. Erie Rise took 2nd place in the IBL Tournament losing to CCDS in the Championship game.
- An RFO Meeting held on Thursday, March 10, 2020.
- Erie Rise Spelling Bee was held on Thursday, March 5, 2020
- The City-wide Spelling Bee scheduled for March 26, 2020 was cancelled.
- Erie Rise Academic & Sports Banquet tentatively scheduled for Friday, May 15, 2020 @ the Siebenbuerger Club.
- Erie Rise Scholarship Application for the Erie Rise Alumni, Class of 2016. The deadline for applications has been extended to May 15, 2020.

E. Finance & Audit Committee: presented by Sonya Adams

1. Financials-Summary of the Balance Sheet, page 1 of 18.
 - The Finance Committee was not able to meet this month.
 - Compared to June 30, 2019; our operating cash is up.
 - The Savings balance is down.
 - District Tuition Receivables are up.
 - Other receivables are up.
 - State Receivables are about the same
 - Federal Receivables-21st Century monies and some estimates for food service.
 - Accounts payable balance has increased, and accrued expenses are down.
 - Our ratios are coming back to where we need them to be.
 - Current Ratio 3.5; day's operating cash on hand is 56.3
 - Total revenues for the period \$ 4,450,269, were \$ \$65,553 more than budgeted.
 - Total revenues for the year are projected to be \$ 50,290 more than budgeted.

- Erie Rise is no longer eligible to receive the Student Intervention Grant.
- Erie Rise has been awarded the PA Smart Grant in the amount of \$ 33,312
- Local revenues are projected to be \$ 52,362 more than budgeted.
- Projected ADM at February 29, 2020 was 428 versus a budget of 440.
- Increase in revenue is due to an increase in the City of Erie School District tuition rates. The Special Education Tuition rate increased from \$ 21,448.32 to \$ 23,302.95 per pupil. Regular Ed Tuition rate increased from \$ 8,898.03 to \$ 9,044.00 per pupil.
- Total expenditures from the period \$ 4,651,082, were \$ 224,013 more than budgeted.
- Total expenditures for the year are projected to be \$ 306,101 higher than budgeted.
- Total Personnel Costs are projected to be \$ 316,037 greater than budgeted.
- Total Books and Instructional Aides are projected to be \$ 5,634 higher than budgeted.
- Total Bus contracted services are projected to be \$ 101,298 less than budgeted.
- 21st Century School program budget has been approved. Total program revenues for the period, at \$ 235,167, were \$ 41,913.33 greater than budgeted.
- Total school funded non-reimbursable expenditures for the period totaled \$ 11,392.43. These costs are for items not paid for by the program, but which are necessary to run the program.

Committee Recommendations:

- Approve the AP summary in the amount of \$ 250,850.87.

Section III: Resolutions

A. Approval of Report:

Resolved, the Board of Directors of Erie Rise Leadership Academy Charter School on a motion by Mr. Wayne Patterson seconded by Dr. Margaret Smith accepts the CEO Report, Principal Corner, the RFO Report and to approve the Food and beverage distribution plan all documents submitted thereby in the , which shall be incorporated into the record of this meeting. Roll call vote, all in favor, the motion carried unanimously

CR – Yes
 EW – Yes
 WP – Yes
 DS – Yes
 SH – Yes
 MH – Yes
 SA – Yes
 BAB Yes

Resolved, the Board of Directors of Erie Rise Leadership Academy Charter School on a motion by Mr. Wayne Patterson seconded by Mr. Shantell Hilliard accepts the facilities sanitizing and COVID-19 Cleanup in the amount of \$ 4,000.00. Roll call vote, all in favor, the motion carried unanimously.

CR-Yes
 EW-Yes
 WP-Yes
 DS-Yes
 SH-Yes

MH-Yes
SA-Yes
BAB-Yes

CEO Report and to approve the Food and beverage distribution plan all documents submitted thereby, which shall be incorporated into the record of this meeting. All in favor, the motion carried unanimously.

Resolved, the Board of Directors of Erie Rise Leadership Academy Charter School on a motion by Mr. Wayne Patterson seconded by Ms. Sonya Adams accepts the Human Resource Report and the motion to approve the hire of a 5th bus driver. Roll call vote, 6 yea; 2 nay. Motion carried.

CR-Yes
EW-No
SA-Yes
WP-Yes
MS-Yes
SH-Yes
BAB-Yes
MH-No

Resolved, the Board of Directors of Erie Rise Leadership Academy Charter School on a motion Mr. Wayne Patterson seconded by Ms. Sonya Adams accepts the reports of the Finance and Audit Committee, the A.P. Summary in the adjusted amount of \$ 250,850.87 and all documents submitted thereby, which shall be incorporated into the record of this meeting. Roll call vote; the motion carried (6) yea; (2) nay.

CR-Yes
EW-No
SA-Yes
WP-Yes
MS-No
SH-Yes
BAB-Yes
MH-Yes

Section IV: Unfinished Business

A. COVID-19 (Update)

Section V: New Business

A. COVID-19

B. New Hires

C. Payroll

3/26/20

The Board Chairperson has requested a Conference Call be scheduled on Friday, March 27, 2020 at 11:00 a.m. The Board Chairperson will send the section in the Board By-Laws that identifies Board compensation for hours above and beyond the call of duty.

On a motion by seconded by Mr. Wayne Patterson seconded by Ms. Sonya Adams the meeting was adjourned at 7:37 p.m.

Erie Rise Leadership Academy Charter School

April 16, 2020

Board of Directors Meeting

CEO Report

2020

CEO REPORT



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COVID-19 Update

Pursuant to the coronavirus, Governor Wolf mandated that all schools be closed for the remainder of the 2019-2020 school, this CEO report focuses on school activities that will be affected by the determination.

Continuity of Education Plan

See **Exhibit A**

Instructional Designing - eLearning Platform Development (A.D.D.I.E.)

The following eLearning and ISD methodology awareness was provided to BOT members and members of the Administration.

To revisit the eLearning and instructional system design methodology, please click on the link below to see the YouTube videos that support the methodology:

<https://www.youtube.com/playlist?list=PLSQkBfWQ2ODQBAxXOKsJHvu3e4Li8vP-k>

LMS “Data Coms” - Evaluation & Effectiveness

LMS data coms will be conducted to evaluate the effectiveness and weekly student utilization reporting for the following learning management systems (LMS):

- 1). ConnectEd - **Exhibit B**
- 2). USA Test Prep - **Exhibit C**
- 3). Khan Academy - **Exhibit D**

Principal Corner

The Principal Corner will provide information/update on the following:

Exhibits **E** - Monthly Report

Exhibit **E** - Future Planning

Human Resources/Compliance Report

The following HR/Compliance update is pursuant to: Act 13 and an update on the Erate Appellant Process.

Update Act 13 - Staff Compensation

Update - Erate Appellant Process

RFO Corner

The following Rise Family Organization (RFO) report highlights RFO activity:

1. Social Services - Additional F & B Opportunity (Booker T. Washington CC)
2. Parent Outreach

Exhibits

Exhibit A - Continuity of Education Plan

Exhibit B - ConnectEd Utilization Report

Exhibit C - USA Test Prep Utilization Report

Exhibit D - Khan Academy Utilization Report

Exhibit E - Principal April Report & Future Planning

Exhibit F - Frequently Asked Questions

Exhibit A

Continuity of Education Plan



Terry Lang <tlang@erieriseacademy.org>

Erie Rise Leadership Academy CS - Continuity of Education2 messages

Terry Lang <tlang@erieriseacademy.org>

Wed, Apr 1, 2020 at 4:18 PM

To: RA-EDContinuityofEd@pa.gov

Cc: Terry Lang <tlang@erieriseacademy.org>

Bcc: cindylang3370@yahoo.com, langt1984@gmail.com

To whom this may concern,

Please see attached the Continuity of Education Plan for Erie Rise Leadership Academy CS.

Terry A. Lang, CEO

Erie Rise Leadership Academy CS

814-812-0503

**Continuity of Education Plan - Erie Rise Leadership Academy CS.pdf**304K

RA-EDContinuityofED <RA-EDCONTINUITYOFED@pa.gov>

Wed, Apr 8, 2020 at 4:02 PM

To: Terry Lang <tlang@erieriseacademy.org>

Thank you for submitting your Continuity of Education Plan. Your submission has been logged with the PA Dept of Education.

-----Original Message-----

From: Terry Lang <tlang@erieriseacademy.org>

Sent: Wednesday, April 1, 2020 4:18 PM

To: RA-EDContinuityofED <RA-EDCONTINUITYOFED@pa.gov>

Cc: Terry Lang <tlang@erieriseacademy.org>

Subject: [External] Erie Rise Leadership Academy CS - Continuity of Education

ATTENTION: This email message is from an external sender. Do not open links or attachments from unknown sources.
To report suspicious email, forward the message as an attachment to CWOPA_SPAM@pa.gov.

[Quoted text hidden]

Continuity of Education Plan

School District	Erie Rise Leadership Academy Charter School
Superintendent	Terry A. Lang, CEO
Address	1006 West 10th Street Erie, PA 16502
Email/Phone	tlang@erieriseacademy.org , 814 812-0503
Website	www.erierise.org

Goal of Plan

The goal of our Continuity of Education Plan is to provide continued *learning and enrichment* educational materials and services to Erie Rise Leadership Academy Charter School students through digital and print resources. With an already existing digital and print instructional component, the additional goal of our plan is to strategically coordinate the use of existing and new resources in a learning environment that is not complemented with a traditional classroom teacher.

Overview of Plan

An overview of the ERLACS continuity of education plan is inclusive of the COVID-19 emergency challenges associated with creating a remote learning environment for our students under non-traditional learning conditions. Hence, the plan is inclusive of a *realistic* overview to address the following expectations for Erie Rise Leadership Academy Charter School:

- Teaching & Learning (digital/print)
- Special Education
- Parental Outreach
- Communication Protocols
- Technology Accessible for Students
- Teacher/Student

Because of the unpredictability and increasing effects of the COVID-19 issues at the federal, state and regional levels, Erie Rise Leadership Academy CS's Continuity of Education Plan will require frequent updates that will be required to adapt and adopt to a changing remote learning environment for our students.

Expectations for Teaching and Learning

The expectation for teaching and learning for students at Erie Rise Leadership Academy Charter School will be to provide enrichment and review materials weekly for students in grades K-8th. Where applicable, Erie Rise Leadership Academy CS students will be expected to use the following digital resources:

- Open Court/McGraw-Hill (Connect Ed)
- Khan Academy LMS
- USA Test Prep LMS

The expectation for teaching and learning for students without the benefit of technology resources will be to take advantage of printed materials that are planned by our teachers and distributed weekly to students/families.

Additionally, printed learning material is posted on the school website for remote access.

Although the completion of the aforementioned educational materials is optional, teachers are expected to review completed/returned student work to provide informal constructive feedback.

Communication Tools and Strategies

Erie Rise Leadership Academy CS will use the following tools to communicate with our students/parents during school closure:

- Class Dojo
- School Website
- Facebook Page
- Email
- Cell Phone Usage
- RoboCall

The table below depicts the strategies Erie Rise Leadership Academy Charter School will utilize dependent on the communication tool(s) used:

Communication Tool	Communication Strategy
Class Dojo	Teachers will communicate with parents through Class Dojo messenger and keep parents informed about resources and answer any questions.
School Website	Weekly printed learning material will be posted and updated weekly. Any school updates will be posted on the homepage. Parents can contact teachers via email through the website.
School Facebook	Erie Rise updates from the principal are posted daily. Videos are posted of staff members educating students on a variety of activities that they can utilize while e-learning.
Email	All staff emails are available for parent access through the Erie Rise website to ensure parent-teacher communication at any time.
Cell phone	Staff cell phone numbers are available to parents to bridge the gap between parents and teachers during this time of e-learning.
RoboCall	Administration will utilize RoboCall on a weekly basis to keep families up-to-date on the latest information

Through our methods of communication both digitally and telephonic, we are able to connect with parents and provide both digital and print curriculum online and for pick-up at the school weekly during selected times. Families are able to access the school's website, Facebook page, and the Erie Rise App as well as receive regular RoboCalls from the school administration in reference to "enrichment and review" educational resources.

Access (Devices, Platforms, Handouts)

Erie Rise Leadership Academy Charter School is providing students with “enrichment and review” educational resources both in print and digital format. Contact information of administration and teachers has been provided for any parent or student who may need technical support. For those families who do not have access to technology, print educational materials are available for pick-up at the school at communicated times.

Staff General Expectations

Erie Rise Leadership Academy Charter School teachers are required to submit lesson plans to administration via email on a weekly basis which outline the digital and print enrichment activities for that week; lesson plans are in a coherent uniform format so that parents can follow the instructional plan accordingly. All teachers and staff are expected to attend whole-staff meetings as well as grade-level meetings on a weekly basis with administration via Zoom in order to stay up-to-date on any developments or changes that occur. All teachers are required to keep a record-of-contact with families during the current school closure, which is submitted to administration for review. Staff at the Erie Rise Leadership Academy Charter School have several different platforms for parent communication including phone, social media, Class Dojo, and various LMS systems. Teachers are expected to be available during regularly-scheduled school hours. Additionally, teachers can volunteer to create video lessons for students and families to view on the school’s Facebook page and YouTube Channel.

Student Expectations

Erie Rise Leadership Academy Charter School expects all students to participate in the enrichment and review activities previously mentioned above. Teachers are expected to provide feedback to students and their families on the enrichment activities that are completed, however, there is no formal grading system in place. Families are encouraged to contact administration or classroom teachers via the aforementioned communication methods for questions and/or assistance.

Attendance / Accountability

Upon review of the student and family demographics, as well as the accessibility to internet access, Erie Rise Leadership Academy Charter School teachers and administrators are encouraging students and families to continue learning during this time, however, the school is not requiring attendance during the current school closure, nor does the school have any formal grading system in place due to the fact that this material is only provided for enrichment and review. The usage of digital components is monitored daily, and the amount of print material distributed is also noted. Families will be contacted and informed of the various enrichment and review opportunities through the aforementioned communication processes.

Good Faith Efforts for Access and Equity for All Students

Erie Rise Leadership Academy Charter School has a variety of full-time support staff that will be continuously available during the school closure. In addition to enrichment materials provided by General Education teachers, Special Education teachers, Title 1 teachers, and ESL teachers are also providing additional resources for students at varying achievement levels. These teachers are also available via the aforementioned communication methods. Both the digital and print material has the ability to be differentiated to individual students' skill levels.

Special Education Supports

The Erie Rise Special Education Department will continue to work with families and students through methods not limited to the following: Phone conferences, email communication, online sources such as Class Dojo, Zoom, and other methods that Rise families can access. The department will service students to the best of their ability. Initial communication has been made/attempted with all students that receive services. Special education teachers will be responsible to uphold their obligation in following student IEPs, providing accommodations, and ensuring FAPE to our special education population while also providing accommodations per student 504 plans to the greatest extent possible and to the best of their ability. Additionally, as reflected in each student's current Notice of Recommended Education Placement (NOREP), their special education services will be provided to the greatest extent possible, but due to these circumstances, adjustments may need to be made in order to help students succeed during this time. Further, Rise understands that the services that can be provided under the present circumstances may not meet all legal requirements. When Erie Rise's operations return to normal, Rise will reach out to each parent in regards to their student's education.

ESL Supports

The Erie Rise Leadership Academy Charter School ESL Department will continue to work with students and their families through various communication methods and by providing students with enrichment resources. Official school communication documents will be available in the following languages based on student population needs: Spanish, Arabic, Swahili, and Somalian.

Gifted Education

Erie Rise currently has no qualified students receiving gifted services. If a new referral is made for a gifted student during the closure period, the evaluation will take place when face-to-face instruction resumes.

Building/Grade Level Contacts

Erie Rise Leadership Academy Charter School is a one-school school district; therefore, the CEO, Principal and the Human Resources/Compliance Office are the points of contact for all school and district communications.

1. Mr. Terry A. Lang, CEO (814) 812-0503
2. Mrs. Veronica Will, Principal (814) 873-5158
3. Mr. Aubrey Favors, HR/Compliance (814) 812-3026
4. Mr. Homer Smith, Public Relations (814) 873-1326
5. Pearl Steele, Social Services (814) 722-5056
6. Kirk Paskell, Federal & State Reporting (814) 812-1994

Teachers are available at the classroom level to assist with class/student-specific needs. Individual teacher contact information has been provided to Erie Rise families. Additionally, families can access the school's website to email any teacher at www.erierise.org.

Resource Links

Erie Rise Leadership Academy Charter School has provided families with a comprehensive list of digital enrichment resources that can be utilized at home. The links to each digital resources is listed below:

Connect Ed (Kindergarten):

<https://connected.mcgraw-hill.com/connected/pictorialLoginSchool.do?code=u1w8>

Connect Ed (1st - 8th):

<https://connected.mcgraw-hill.com/connected/login.do>

Khan Academy (1st - 12th):

<https://www.khanacademy.org/login>

USA Test Prep (3rd - 8th):

<https://www.usatestprep.com/member-login>

Communications with families are posted on the school's website at: www.erierise.org, the school's Facebook page at: <https://www.facebook.com/erie.rise.7>, and the school's app which families can download from the App Store or the Google Play store.

Teachers are also communicating with families at the grade/classroom level to provide support as necessary.

Exhibit B

ConnectEd Utilization Report



🔊 We're here to help you navigate our solutions during this unprecedented time. Our COVI... [Read More](#)

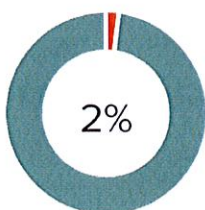
Administrative Usage Reports

[Manage Class Rosters](#)[Import Users/Rosters](#)[View Organizations](#) [Usage Reports](#)[Manage Products](#) [Performance Reports](#)[Assessments](#)[My Tools](#)[Teachers](#)[Students](#)[Access to my.mheducation.com](#)

ERIE RISE LEADERSHIP ACAD

● Students Logged In ● Students Not Logged In

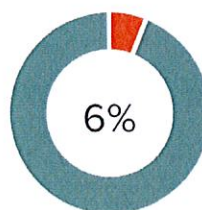
Last Day



**20 Students
Logged In**

967 Total Student
Accounts

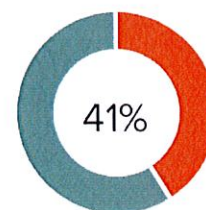
Last 7 Days



**58 Students
Logged In**

967 Total Student
Accounts

Last 30 Days



**397 Students
Logged In**

967 Total Student
Accounts

Exhibit C

USA Test Prep Utilization Report

USATestPrep Usage Week of 3/15/2020-3/21/2020

Grade	Number Of Students	Number of Questions Correct	Number of Questions Attempted	Percentage
3rd	9	165	311	53%
4th	6	185	448	41%
5th	5	218	362	60%
6th	0			
7th	1	14	33	42%
8th	0			

USATestPrep Usage Week of 3/22/2020-3/28/2020

Grade	Number Of Students	Number of Questions Correct	Number of Questions Attempted	Percentage
3rd	12	492	1003	49%
4th	12	447	802	56%
5th	8	1151	2471	47%
6th	11	238	448	53%
7th	13	550	771	71%
8th	5	95	192	49%

USATestPrep Usage Week of 3/29/2020-4/03/2020

Grade	Number Of Students	Number of Questions Correct	Number of Questions Attempted	Percentage
3rd	13	371	596	62%
4th	10	187	321	58%
5th	12	651	1671	39%
6th	4	27	56	48%
7th	7	116	209	56%
8th	4	57	95	60%

USATestPrep Usage Week of 4/05/2020-4/11/2020

Grade	Number Of Students	Number of Questions Correct	Number of Questions Attempted	Percentage
3rd	14	789	2142	37%
4th	7	379	560	68%
5th	10	733	1126	65%
6th	10	840	1675	50%
7th	8	542	1300	42%
8th	6	1531	3000	51%

Exhibit D

Khan Academy Utilization Report

Check your email to finish signing up. Can't find our message? Resend email to amicoletta@khanacademy.org



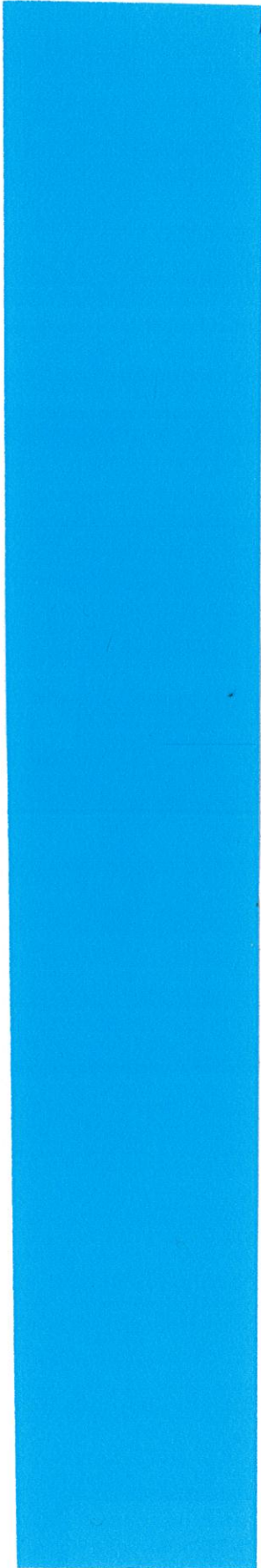
Mrs. Will 2019-2020: Multiple courses

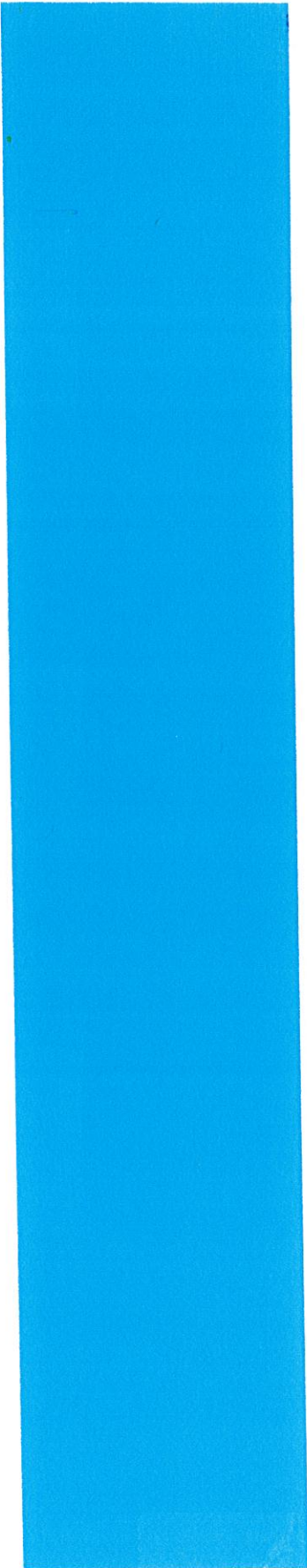
Activity overview

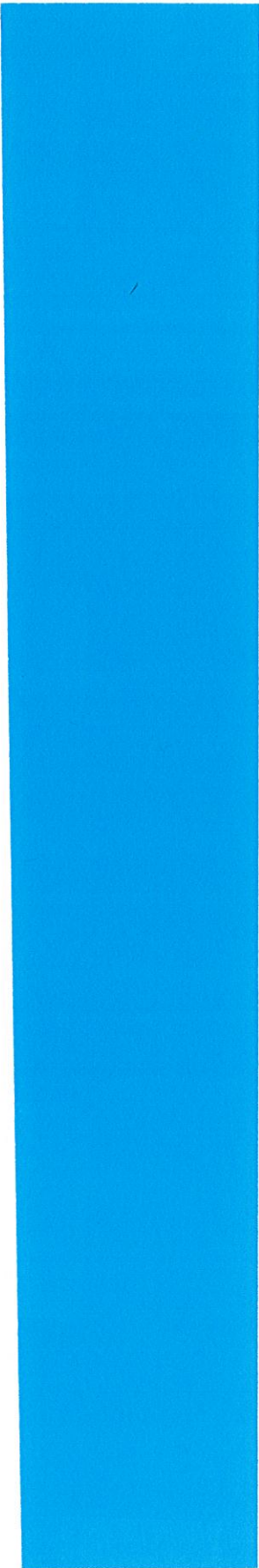
View your students' activity, including time on work you assigned, and any other learning time on Khan Academy. Latest activity may take 10 minutes to show below.

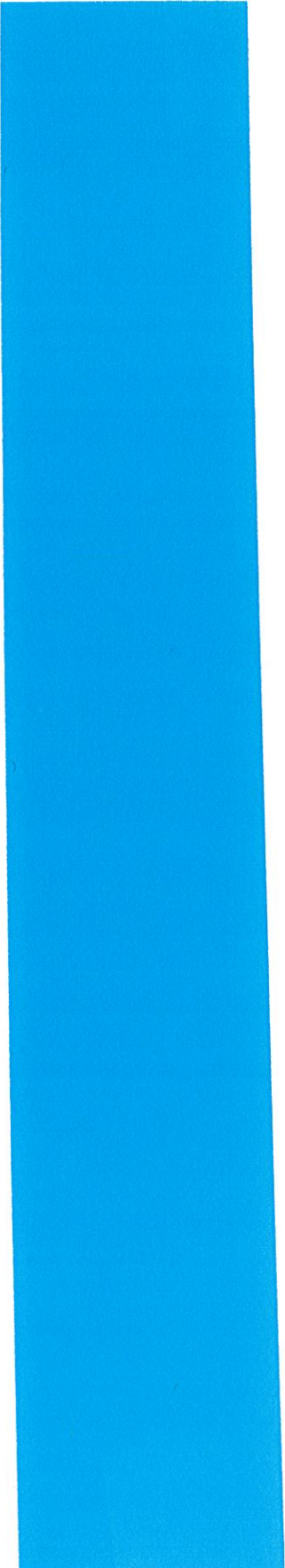
Apr 4th - Apr 11th


STUDENT ▼	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	7	0	2
	70	5	2
	0	0	0
	0	0	0
	0	0	0
	87	6	0
	0	0	0
	0	0	0
	20	0	1

<div>STUDENT ▾</div>	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	0	0	0
	5	0	1
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	12	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	27	1	2
	74	0	9
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0


STUDENT ▾	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	0	0	0
	8	0	0
	46	31	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	1	0	1
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	115	8	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	15	0	0
	0	0	0
	0	0	0
	0	0	0

STUDENT ▾	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	0	0	0
	89	7	9
	0	0	0
	0	0	0
	2	1	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	335	37	16
	0	0	0
	287	10	1
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0

STUDENT ▾	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	10	1	2
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	34	1	1
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	176	7	1
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	119	3	2
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	130	8	3
	0	0	0
	0	0	0
	0	0	0

STUDENT ▾	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	0	0	0
	0	0	0
	362	6	2
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	43	2	1
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	106	5	10
	0	0	0
	0	0	0
	0	0	0
	0	0	0

STUDENT ▾	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	30	2	2
	0	0	0
	0	0	0
	0	0	0
	33	4	1
	10	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	26	3	1
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	631	66	0
	0	0	0
	0	0	0
	0	0	0
	137	22	2
	0	0	0

STUDENT ▾	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	29	0	0
	46	1	0
	12	0	2
	0	0	0
	0	0	0
	25	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	87	38	1
	0	0	0
	156	13	6
	0	0	0
	25	0	2
	0	0	0
	0	0	0

4/12/2020


Activity overview | Khan Academy

STUDENT ▾	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	86	19	2
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	328	8	3
	7	0	0
	0	0	0
	0	0	0
	0	0	0
	33	1	2
	518	19	19
	30	0	6
	0	0	0
	83	1	3
	0	0	0

STUDENT ▾	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	31	2	3
	0	0	0
	47	0	3
	0	0	0
	0	0	0
	0	0	0
	58	0	4
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	93	0	3
	0	0	0
	0	0	0
	117	3	3
	113	7	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	27	3	1
	46	3	1

STUDENT ▾	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	4	0	2
	0	0	0
	55	11	8
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	137	14	4
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	48	2	4
	0	0	0

10. *Journal of the American Medical Association*, 283: 2533-2538, 2000.

STUDENT ▾	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	0	0	0
	678	5	9
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	22	0	3
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0

STUDENT ▾	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	0	0	0
	0	0	0
	0	0	0
	509	2	1
	27	5	0
	0	0	0
	0	0	0
	31	1	2
	27	3	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	34	13	0
	36	0	0
	0	0	0
	0	0	0
	137	26	4
	0	0	0
	17	11	1
	0	0	0
	0	0	0
	0	0	0
	592	56	42
	0	0	0
	0	0	0
	18	2	1

STUDENT ▾	TOTAL LEARNING MINUTES	SKILLS LEVELED UP	SKILLS W/O PROGRESS
	0	0	0
	0	0	0
	0	0	0
	0	0	0
	3	1	0
	0	0	0
	0	0	0
	0	0	0
	4	0	0
	0	0	0
	67	6	1
	0	0	0
	0	0	0
	0	0	0
	8	0	5
	0	0	0
	0	0	0
	64	1	3
	0	0	0
	0	0	0
	0	0	0

Exhibit E

Principal April Report & Future Planning

Principal Corner

April Board of Directors Meeting

Current Instructional Plan Update:

Materials Provided:

- Printed Curriculum Packets (available during food distribution AND uploaded on the website)
- ConnectEd/Pearson digital curriculum component
- USATestPrep (Print and Digital Resource, Grades 3-8)
- Khan Academy (Digital Resource, Grades K-8)

Technology Distribution:

- Technology distribution began on Wednesday, April 8th
- Instructional staff identified students in need of technology to access digital materials
- Instructional staff updated when students received the technology to reach out to families to support them
 - Example below: (Note, yellow indicates laptop has been received)

2B - Durovchic

Student Name	Parent Name	Parent Number
Ez		
Ab		
Izt		
10		
*D		
tal		
Nu		
Ar		43
Sa		94
Ar		244
De		533
Br		95
Deborah Grapert	Christal Diaz	202-676-1042

Student Participation Tracking:

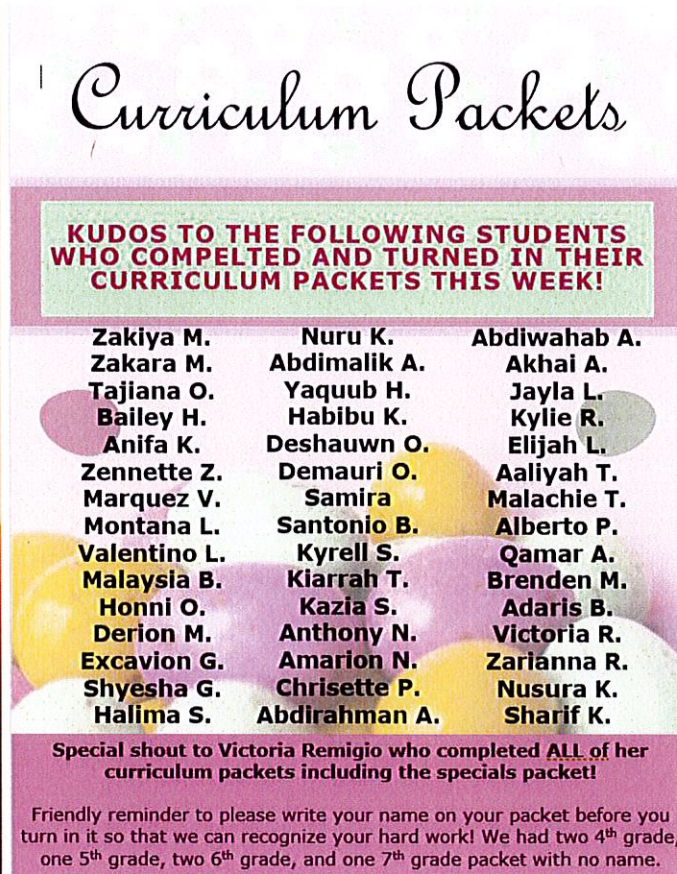
- Student participation is tracked weekly and made available to review with teachers during weekly staff meetings and/or grade level meetings (via ZOOM)
 - Example below: (Note, yellow students are special education students)

Last Name	First Name	Week 1: 3/30-4/4				Week 2: 4/6-4/11			
		USA	Tes	Khan	Ac Connect Packets	USA	Tes	Khan	Ac Connect Packets
Ade						X			X
Al M		X				X	X		
Aug		X							
Bar		X	X				X		
Blo									
Car									X
Cru									
Has						X			
Jon									
Loft		X				X			X
McC									
McC									
Mo		X				X			
Pay		X							
Por		X	X				X		
Rah		X				X			
Rob		X							
Sim		X				X			
Sta		X		X		X			
Ste									
Ter			X						
Wa		X							
We		X				X			
Whitehead	Aydlean								

- Example of individual class participation:
 - Week end 4/11
 - KG: 47% participation
 - 3B: 50% participation
 - 5G: 52% participation
 - 8G: 65% participation

Student Recognition:

- Teacher/Parent communication via Class DOJO
- Incentives (treats) for returning packets
 - Returned packets are scanned to teachers for feedback. Teachers provide the feedback to students.
- Weekly Student Recognition/Shout Out
 - Example below:



Parent Engagement:

- Staff requirements:
 - General Education reach out to parents (and document) two times each week
 - Special Education reach out to parents (and document on COVID Instructional Log) daily
 - Successful parent communication VIA Class DOJO
 - See Example Below

Classroom Portfolios Class Story Messages



6 parents still need to connect!

Class Story is the easiest way to share classroom moments, photos, and updates with parents.

Get invites

- Families who have not been able to be reached have been sent to social services for additional strategies for parent engagement
- Individual classroom teachers are providing incentives for students to complete classwork
- Parents are reaching out to administration or using the Concierge Service phone list

Additional Enrichment Opportunities:

- Staff are posting science experiments, dancing videos, physical education challenges, cooking videos, and more on the school's Facebook and website.
- Parents, students, and teachers are connecting via DOJO to showcase student work (using Portfolio feature)

Staff Training/Professional Development:

- Weekly grade level meetings, whole staff meeting, or specific groups of instructional staff meetings have taken place
- All instructional staff has been trained on Intro to Google Education, Google Classroom Training Level II, and Google Classroom Training Level III via the IU
- Various teachers have registered for other IU trainings including Math Fluency: Basic Computation Skills for All Learners, Using Virtual Tools to Support Phonemic Awareness and Basic Decoding, and Online Instruction using Khan Academy via the IU
- Instructors were encouraged to attend a webinar with the creator of Khan Academy

Potential Use of Online Instruction (Phasing from an Enrichment and Review plan to Planned Instruction)

- **Google Classroom**
 - Currently, all instructional staff have been trained via the IU on Google Classroom if the decision is made to move in that direction
 - A team of teachers and administration is working to streamline the content and process of using Google Classroom
 - A sample google classroom set up will be available for staff to see as a demonstration by Friday, April 17th.
 - USATestPrep has direct connect-ability with Google Classroom
- **Instructional Content Covered:**
 - Teachers have been asked to identify and map out 2 new skills or concepts each week per subject matter to be covered if the decision is made to move forward with Google Classroom.
 - Recommendation to have classroom graded on a pass/fail grading scale.
- **Limitations include:**
 - Student technology/WIFI connections-Are they able to access it
 - Student email creation and remote training on how to use the platform without face-to-face communication
 - Parent training and parental accountability for students to complete coursework
 - Differentiation for special education-Still have to provide a "good faith effort"
 - Instructional staff participation
 - Staff without WIFI
 - "Office Hours" for teachers
 - Alternative Grading System
 - Extended 3rd quarter vs. abridged 4th quarter

Erie Rise Leadership Academy Charter School Academics-Looking Ahead (Summer Session)

***Note:** this is dependent on the COVID-19 pandemic and the directives of the Governor

	Summer Session (As is)	Summer Session (Enrichment) Requires a change in charter (no longer year-round school)
Attendance Calculation	No change necessary; however algorithm negatively affects schools in summer session and large community outreach and incentives would be necessary to hit the benchmark from ESD	Attendance would not be calculated
Grade Promotion	Students are promoted/advanced to their next grade at the start of the July Session	Students would be promoted/advanced to their next grade in September at the start of the regular school year
Special Education	No change necessary ERLACS would still continue to provide their modifications and accommodations required in their IEP as during the regular school year.	All IEPS would have to be updated to removed "year round" distinction and evaluated all special education students to determine if they would benefit from Extended School Year (ESY) which would not be the same thing as the summer enrichment session. ERLACS would not be required to provide services outlined in the IEP because it would not be official "school"
Hours of Instruction	Currently 8AM until 1 PM Monday-Friday Month of July *May want to consider extending the day to account for lost instructional time during Covid-19 pandemic	Keep hours the same, or consider being more flexible *May want to consider extending the day to account for lost instructional time during Covid-19 pandemic
Salary Staff Considerations	Summer Session considered mandatory school, currently written into staff contracts	Would this be considered additional time for instruction (like 21 st Century has been in the past?)
Grading	Summer Session is included in 1 st quarter grades	Official grades could not be taken, considered enrichment Student incentives could be provided
Community Involvement	Agencies involved on Saturday School Days during Summer Session	Potential to partner with varying organizations to provide additional services because the requirements of a tradition school day would not longer be in place
Instructional Model	No new curriculum is started due to lack of attendance. Teachers review concepts from previous year. Student benchmarking is started. *Note: Due to Covid-19, outline skills that were missed in the final few months of school that were not held.	Review of previously learned skills, inter-personal skills (social-emotional learning), community outreach, mentorship program with agencies, project-based learning, opportunities for experiences in arts and culture, volunteer work *Note: Due to Covid-19, outline skills that were missed in the final few months of school that were not held.

Exhibit F

Frequently Asked Questions

Pennsylvania Department of Education

Commonly Asked Questions

Closed Schools

What schools are closed?

- All schools in Pennsylvania are closed until the end of their academic year. This includes: public K-12 schools, brick and mortar and cyber charter schools, private and parochial schools, career and technical centers (CTCs), intermediate units (IUs); and childcare centers operating within any of the aforementioned; educational programming for students in non-educational placements such as residential settings (boarding schools), residential facilities, detention centers, and hospital settings; PA Pre-K Counts, Head Start Programs and Preschool Early Intervention programs; and Private Academic Nursery Schools and locally funded prekindergarten activities. Additionally, postsecondary institutions have suspended in-person instruction and non-essential services.

How should schools with residential programs modify their programs due to closure?

- The Governor's directive closing all public and private schools extends to in-person educational programming for students in non-educational placements such as residential facilities, detention centers, and hospital settings. Such programs may choose to offer continuity of education that does not involve in-person instruction in accordance with applicable standards and requirements, as addressed in other provisions of this FAQ.

Staffing

How will state-level educator evaluation requirements be implemented for school year 2019-20?

- During COVID-19 response efforts, school entities remain responsible for completing professional employee evaluations. Since student performance and building-level data will not be available for the 2019-20 school year, professional employees' evaluations will be based solely on observation and practice evidence, pursuant to Act 13 and the Secretary's authority.
- NOTE: Act 13 contains other, non-emergency provisions that will lead to comprehensive updates to Pennsylvania's professional employee evaluation system; however, those changes will take effect in the 2021-22 school year.

Are school employees being paid during school closures?

- Act 13 of 2020 provides a basis for fiscal stabilization for the education community and protects our educator workforce.
- Specifically, Section 1501.8 of the law addresses employee compensation for the 2019-20 school year as follows:

- “Section (c)(1): (1) No employee of any school entity who was employed as of March 13, 2020, shall receive more or less compensation than the employee would otherwise have been entitled to receive from the school entity had the pandemic of 2020 not occurred, had the minimum instructional day requirement not been waived under subsection (b)(1) or had the secretary not taken action under subsection (b)(2).”
- In general, employment decisions are made at the local level and vary based on the employee’s job classification, each individual school entity’s policies, applicable collective bargaining agreements, and individual employment contracts. Specific questions about federal and state labor laws, including compensation and job protections, should be directed to the school entity.
- Individuals who work for schools but who are not being compensated during the mandated school closure may be eligible for Unemployment Compensation or Pandemic Unemployment Assistance (PUA) through the federal Coronavirus Aid, Relief and Economic Security (CARES) Act. More information about these programs and other resources are available on the PA Department of Labor & Industry website.

What is the new deadline for educators to complete their professional development requirements?

- Educators have five years from the effective date of issuance of initial Instructional I certification to complete professional development requirements. Educators are expected to complete additional professional development every five years thereafter. Act 13 of 2020 gives educators another year to complete those requirements. The actual deadline will depend upon when the educator was certified and if the educator received any other extensions during that time.

What staff are essential?

- Schools and postsecondary institutions ensure the equitable provision of multiple, life-sustaining services to students and families. Understanding that needs and service delivery vary across communities, decisions about essential staff should be made locally and in the context of aggressive social distancing. Examples of essential services include, but are not limited to, administration, food preparation and distribution, housing, information technology, building maintenance, and operations (e.g., payroll).

180 Day School Year

What are the consequences for districts/schools that don't meet the 180-day requirements?

- Act 13 of 2020 waives the School Code requirement (Section 1501) for a minimum 180-day school term—an action that builds on the Administration's earlier commitment that no district or school would be penalized for falling short of a 180-day school term. While waiving the 180-day school term requirement, Act 13 also requires school entities to make good faith efforts to implement continuity of education plans for the duration of the 2019-20 school year.

Recognizing that schools will not be penalized for failing to meet the minimum 180-day requirement because of COVID-19 response efforts, must schools adjust their calendars to meet those requirements?

- Given the extensive period of closure, schools are not required to adjust calendars. However, schools will be required to report their total days and hours for the 2019-20 school year on a simplified form; completed forms will be deemed approved.

Meals for Children

How can students access meals while schools are closed?

- Pennsylvania sought and received approvals from the Federal government to allow schools the option to distribute meals to children age 18 and under at no cost while schools are closed. Districts/schools that want to act on this Federal approval must apply to PDE. PDE continues to expedite approvals. Districts/schools may utilize essential staff to ensure students have access to meals. Although not required, participating schools are strongly encouraged to continue distributing and/or delivering school meals during breaks.
- PDE is partnering with the Pennsylvania Department of Agriculture, the Pennsylvania Department of Human Services, the Pennsylvania Emergency Management Agency, other state agencies, the American Red Cross, and public and private partners to expand these efforts.

Are volunteers who assist in food distribution and/or delivery to children required to have clearances under the Child Protective Services Act?

- The Child Protective Services Act requires clearances only when a volunteer has "direct volunteer contact" which is defined as "the care, supervision, guidance, or control of children and routine interaction with children." Volunteers who are distributing and/or delivering food are not in charge of the child's care, supervision, guidance, or control; as such, they do not require clearances.

Continuity of Education

How will PDE collect continuity of education plans from school entities, as required by Act 13?

- School entities are to submit continuity of education plans to the PDE using the following account: RA-EDContinuityofEd@pa.gov. Submissions should occur as soon as is practical but no later than April 17. School entities may implement continuity of education plans prior to submitting to PDE.

Who must submit continuity of education plans to PDE?

- Act 13 of 2020 requires only school entities to submit continuity of education plans. Act 13 defines school entity as "any school district, intermediate unit, area career and technical school, charter school, cyber charter school or regional charter school a child attends in order to fulfill the compulsory attendance requirements of this act."

Are non-public and private academic schools required to submit continuity of education plans?

- Act 13 does not require nonpublic or private academic schools to submit continuity of education plans to PDE. However, it is possible that school entities that place students in nonpublic or private schools may request continuity of education or other plans from those schools to include in the plans the school entity is required to submit to PDE. Nonpublic and private schools are advised to reach out directly to students' home school entity for guidance

Are schools required to provide any type of instruction during the closure of schools due to COVID-19 response efforts?

- PDE strongly encourages all schools to provide some type of continuity of education for all students in the most appropriate and accessible ways possible, while also honoring the Governor's guidance for aggressive social distancing of at least six feet between individuals. Also know that evolving United States Department of Education (USDE) guidance implies that Individuals with Disabilities Education Act (IDEA) and other federal protections still apply whether or not schools offer continuity of education.
- Continuity of education is the broad term given to educational practices that occur in the event of a prolonged school closure. To provide a consistent and equitable foundation for this work, PDE partnered with Intermediate Units (IUs) and Pennsylvania Training and Technical Assistance Network (PATTAN) to develop guidance and evidence-based resources around continuity of education, and to provide technical assistance to school leaders.

For school entities considering continuity of education, what options are available?

- Schools may provide continuity of education through either or a combination of the following:
 - Planned Instruction: Planned Instruction is formal teaching and learning similar to that which occurs in a classroom setting. Within this process, teachers use planned courses of instruction of new concepts/skills aligned to grade level standards.
 - Enrichment and Review: Enrichment and Review consists of informal activities that reinforce or extend students' prior learning. New standards and skills are not addressed through Enrichment and Review.
- These options can take a variety of forms, including online/digital learning opportunities; non-digital learning opportunities (e.g., materials sent home with students); and other approaches designed in partnership with local IUs and regional PATTAN centers. The decision to employ one or more of these methods is made at the local level based on feasibility, availability of resources, access and equity considerations, and in accordance with aggressive social distancing guidance.
- Whatever decision is made, schools must work to meet the needs of all students, with particular attention to free appropriate public education (FAPE) for students with disabilities and English as a second language (ESL) services for English Learners (EL).

Is technical assistance available to schools to provide Continuity of Education?

- PDE, in collaboration with IUs and PATTAN, has developed support and guidance systems to assist schools with developing and implementing Continuity of Education plans during the COVID-19 closures. This support will be provided by the 29 intermediate units across the commonwealth and is available beginning March 24. School leaders can access materials by visiting the PATTAN website [Opens In A New Window](#) and may request district/school-specific guidance and support by contacting their local Intermediate Unit.

What free resources are available to support school communities in providing continued instruction to students?

- On March 31, PDE released a collection of free statewide resources that are intended to help all schools that want to use them, including those not currently offering online platforms, those requiring additional technology support, and those that may rely on traditional methods to continue educating students. In addition, PDE is offering equity grants for schools to purchase computer equipment or provide instructional materials.

Is a K-12 school or Preschool Early Intervention (EI) Program required to continue to provide FAPE to students with disabilities during a school closure caused by COVID-19 response efforts?

- Guidance continues to evolve on this matter. Given this, PDE advises schools and EI programs to make every effort to provide some type of continuity of education for all students in the most appropriate and accessible ways possible. In so doing, schools and EI programs also need to ensure consideration for the provision of FAPE for students with disabilities and appropriate accommodations for English learners that are reasonable and appropriate based on student need and current circumstances.
- In addition, districts and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's Individualized Education Program (IEP) or Section 504 plan.
- Once school resumes, a child's IEP team (or appropriate personnel under Section 504) must make an individualized determination whether and to what extent compensatory services may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost during the closure within a reasonable timeframe.

Special Education Services

PDE's Bureau of Special Education and the Bureau of Early Intervention will provide additional details and updated information directly to Local Education Agency (LEA) Special Education Directors.

Are LEAs (School Districts, Charter Schools, Cyber Charter Schools, IUs, CTCs, etc.) required to meet IDEA timelines for evaluations, re-evaluations, IEP meetings, and reporting?

- LEAs should make every effort to meet federally- and state-mandated timelines including through virtual means or teleconferences to the extent appropriate and available. Typical

practices should be followed to the maximum extent possible, which includes ensuring parents and/or guardians are provided with the opportunity to participate meaningfully.

- USDE released the following guidance concerning IEP meetings, evaluations, and re-evaluations during the COVID-19 closure: IEP teams are not required to meet in person while schools are closed. If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens. Evaluations and re-evaluations that do not require face-to-face assessments or observations may take place while schools are closed, so long as a student's parent or legal guardian consents. These same principles apply to similar activities conducted by appropriate personnel for a student with a disability who has a plan developed under Section 504, or who is being evaluated under Section 504. USDE: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students (March 16, 2020). [Opens In A New Window](#)

Can LEAs provide enrichment or review activities for students with disabilities?

- Yes. Although not required, LEAs are strongly encouraged to provide enrichment or review activities to all students. If provided, enrichment or review activities must be made available and accessible to all students.

If LEAs are providing instruction during COVID-19 response efforts, how should they respond to IEPs that they are unable to implement as written?

- Special education or related services may need to be adjusted through the IEP process. IEP teams should work to ensure that students are receiving appropriate services during the COVID-19 mandatory closure and ensuring alignment with aggressive social distancing guidelines. The mode of delivery might include schoolwork, packets, online learning, or some other appropriate learning adapted to the student's needs and individual situation. LEAs should continue to follow local policies regarding changing or amending an existing IEP.
- According to previous guidance from the USDE Office of Special Education Programs (OSEP), if an LEA continues to provide instruction to the general school population during an extended closure due to a disaster, but is not able to provide services to a student with a disability in accordance with the student's IEP, the student's IEP team determines which services can be provided to appropriately meet the student's needs.

If school is closed for an extended period, should IEP teams convene to examine the extent to which FAPE was or was not provided during the closure?

- LEAs are responsible for reviewing how the closure has impacted the delivery of special education and related services to students eligible for special education services. Once school resumes, a child's IEP team (or appropriate personnel under Section 504) must make an individualized determination whether, and to what extent, compensatory services may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost during the closure within a reasonable timeframe.

Pre-K Counts/Head Start

Will the 180-day requirement waiver given to public schools also apply to Pre-K Counts (PKC) and Head Start Supplemental Assistance Programs (HSSAP)?

- Yes.

Will payments continue to flow for PKC and HSSAP, whether open or closed?

- Yes, PKC and HSSAP payments will continue to be made and will adhere to allowable grant expenditure and payment policies.

Can PKC and HSSAP programs continue to operate during the COVID-19 restrictions?

- Yes, but only to serve children of employees of life-sustaining businesses and services identified by the PA Department of Community and Development.
- To continue operating, programs must apply for a waiver. PKC and HSSAP programs may continue to operate while waiver consideration is pending.

Are all PKC and HSSAP programs able to apply for a waiver?

- No. While schools remain closed, PKC and HSSAP programs physically located inside school buildings must adhere to school closure requirements and may not re-open until those school buildings re-open. Parents/caregivers who employed by life-sustaining business and need care for their children may contact their local Early Learning Resource center for assistance finding a suitable childcare alternative. View Early Learning Resource Center contact information.

If a PKC and HSSAP program is closed, whether by choice or by mandate, may staff apply for Unemployment Compensation?

- Since payments will continue to programs without interruption, the expectation is that program-funded staff will continue to be paid during closures and placed on administrative-type leave. Staff should not be expected to use sick time for COVID-19-related closures. Lead agencies with partners must pass through the agreed upon payments to their partners.

Can PKC or HSSAP funds be used to support non-PKC or HSSAP activities during a disaster or pandemic?

- No. PKC or HSSAP funds can only be used for PKC or HSSAP related and budgeted activities. Using PKC or HSSAP funds to offset costs not directly allocated to PKC or HSSAP is not permitted. Use of PKC or HSSAP funding to “offset” previously cost allocated expenses, such as rent, supplies, and staff hours not related to PKC or HSSAP, also is not a permitted use of those funding streams.

If the PKC or HSSAP program is closed, can the PKC or HSSAP use its facilities and staff to provide emergency childcare for children whose parents are required to work during the pandemic?

- If a grantee whose own facility is otherwise closed would like to use that facility to provide childcare for children whose parents or caregivers are employees of life-sustaining businesses and services, or businesses operating under a Department of Community and Economic

Development waiver, the grantee must apply for and receive a waiver from the Pennsylvania Office of Child Development and Early Learning (OCDEL) before doing so.

- If a grantee offers or directs staff to support emergency childcare operations in its own facilities, PKC and HSSAP dollars cannot be used for salaries or any other costs associated with the childcare operation. PKC and HSSAP staff may receive wages for hours worked in an emergency childcare setting, but only if the work they do is outside of the time they are expected to be available to support ongoing services to PKC or HSSAP children and families. For example, a PKC or HSSAP teacher working a late afternoon or night shift in an emergency childcare setting would be working outside of the normal time for PKC or HSSAP services and, thus, would be permitted to receive pay from the childcare organization for that time.

Should PKC and HSSAP programs continue to pay salaries to and benefits for their staff during this time?

- Since payments will continue to programs without interruption, grantees are expected to continue paying program-funded staff during the mandated closure. Program-funded staff placed on administrative-type leave should not be expected to use sick time for COVID-19-related closures while the program is under a mandated closure. Lead agencies with partners must pass through the agreed upon payments to their partners.
- This continued employment is critical to a program's continuity of operation and its ability to reopen for children as soon as it is safe to do so. To the extent possible, staff are expected to be engaged in supporting ongoing services to enrolled PKC and HSSAP children and families. Just as K12 schools are continuing to pay staff and provide remote learning and businesses are continuing with telework, PKC and HSSAP programs should be operating through similar accommodations. We acknowledge that the level of engagement will vary from staff to staff and program to program; however, OCDEL has directed grantees to continue to pay staff and cover their benefits while centers are closed.

Will agencies be allowed to lay off PKC and/or HSSAP program staff so that those staff may apply for Unemployment Compensation and the program can maintain solvency during the mandated closure period?

- Since payments will continue to programs without interruption, agencies are expected to continue paying program-funded staff during the closure period.

If a provider has already laid off PKC or HSSAP program staff, what should they do?

- Programs that have laid off PKC or HSSAP staff should pay staff per the initial COVID-19 FAQ guidance and should compensate staff for any time related to a PKC or HSSAP closure. Programs found out of compliance with this guidance will be subject to a grant reduction and future funding may be impacted.

Can the 10 percent categorical deviation rule be waived for FY19 PKC- and HSSAP-related expenses so that the upcoming budget revisions are the last for FY19 at both the Lead Agency and partner pass-through levels?

- This rule will not be waived. Budget revisions that show expenditure deviations +/- 10 percent from the originally approved budget should be completed as needed and receive prior approval from all appropriate levels.

Transportation

Are public school entities required to continue nonpublic school transportation services while those public schools are closed during COVID-19 response efforts?

- No. To further the Commonwealth's social distancing guidance, public schools will not provide any transportation services.

Statewide Assessments

What's the status of the 2019-20 statewide assessments given the statewide closure of schools?

- On March 19, the Secretary of Education cancelled all Pennsylvania System of School Assessment (PSSA) testing and Keystone exams for the 2019-20 school year as a result of COVID-19. This cancellation includes the Pennsylvania Alternate System of Assessment (PASA). On March 20, the USDE approved Pennsylvania's request to waive all Federal assessment, accountability, and reporting requirements for the 2019-20 school year.
- On March 23, the Secretary also cancelled standardized testing for students in career and technical education (CTE) programs for the 2019-20 school year. These include exams from the National Occupational Competency Testing Institute (NOCTI) and National Institute of Metalworking Skills (NIMS).

Student Teaching

Will PDE waive field experience requirements for teacher candidates?

- On April 9, 2020, Secretary Rivera waived a portion of the 12-week student teacher requirement for educator preparation programs that are unable to meet the regulatory requirement of 22 Pa. Code 354.25(f) due to the Pandemic of 2020, provided that these programs:
 - Implement a research- and competency-based evaluation system, in accordance with forthcoming guidance, for candidates impacted by COVID-19-related school closures; and
 - Commit to providing targeted technical assistance to Pennsylvania local education agencies that hire educators impacted by these program modifications.

Student Enrollment and Attendance

How is student enrollment and attendance effected by COVID-19?

- During the COVID-19 school closures, local education agencies (LEAs) continue to be responsible for enrolling and educating new students during the remainder of the 2019-20 school year. As such, LEAs should review their current enrollment policies and procedures and make decisions and adjustments, as needed, to provide all students with continuity of education. LEAs also should post enrollment information, including a point of contact, on their public website so that the information is easily accessible to parents/caregivers and other LEAs. Access guidance, updates, and information on enrollment procedures, instruction, and child accounting reporting for the remainder of 2019-2020 school year.

Federal Programs

How are federal programs effected by COVID-19?

- Access guidance, updates, and information on Title IA, the Migrant Education Program, 21st Century Community Learning Centers, Perkins Grant, ELECT, and more.

School Construction

Must school districts seek a formal exemption through the Pennsylvania Department of Community and Economic Development (DCED) to continue construction projects?

- School districts should use best judgment in exercising their authority to continue critical construction projects, and should not seek a formal exemption through DCED. All school district construction decisions should appropriately balance public health and safety while ensuring the continued safety of critical infrastructure. School districts and the contractors must ensure continuance of and compliance with the social distancing and other mitigation measures to protect employees and the public, including virtual and telework operations (e.g. work from home) as the primary option when available, as have been or will be established by the Department of Health and the Centers for Disease Control and Prevention. In-person work is only to be performed on the most limited basis possible.

Graduation Requirement

Can current seniors graduate at the end of the 2019-20 school year?

- Yes. LEAs are responsible to ensure that the students anticipated to graduate in Spring 2020 graduate on time. No student should be restricted from completing their high school graduation requirements or pursuit of a post-secondary pathway due to the pandemic of 2020.

What academic requirements will be required of current seniors in the 2019-20 school year?

- Establishing and calculating credits for coursework is the responsibility of each LEA. If graduating seniors have not completed their classes for the year due to the closure, illness, family illness, or related COVID-19 issues, the Department suggests the LEA use discretion to determine whether the students have completed sufficient course content to satisfy the LEA's established policy for course completion and academic proficiency. The Department recommends that LEAs provide all reasonable latitude for students to graduate on time.

How should LEAs address graduation for students with Individualized Education Plans (IEPs) anticipated to graduate in Spring 2020?

- Title 22, Chapter 4 of the Pennsylvania Code, 22 Pa. Code Chapter 4 (Chapter 4), and local policies continue to govern graduation requirements for students with IEPs. A student with disabilities may graduate one of two ways; either through the fulfillment of high school graduation requirements set forth in Chapter 4 or upon the completion of their IEP goals, as determined by the IEP team. IEP teams may meet virtually to consider the impact of the COVID-19 school closure and make determinations considering each student's circumstances.

Can a student who is enrolled in a CTC or other approved CTE program graduate if they are unable to take the NOCTI, NIMS or an industry-based competency assessment due to the statewide closure of schools?

- Yes, a student enrolled in any approved CTE program may graduate without taking or passing their associated industry-based competency assessment. A CTE Concentrator may graduate if they have demonstrated a high likelihood of success on an approved industry-based competency assessment or readiness for continued meaningful engagement in the CTE Concentrator's program of study as demonstrated by performance on benchmark assessments, course grades and other factors consistent with the CTE Concentrator's goals and career plan. The Department recommends that LEAs provide all reasonable latitude for CTE Concentrator's to graduate on time.

Should GPAs or class rank be modified this year?

- Calculation of class rank and GPA are a local decision made by each LEA. If an LEA chooses to use pass/fail grades, it will need to be addressed in the local grading policy. Prior to amending any policies, LEAs should consider how the change may impact students' ability to enroll in postsecondary institutions after graduation or pursue other postsecondary pathways, including apprenticeships and employment.

How might COVID-19 related school closures impact high school transcripts?

- This is an LEA decision. LEAs may want to consider noting on student transcripts that courses were abbreviated or grading policies were amended for the 2019-20 school year as a result of the pandemic to mitigate students' ability to enroll in postsecondary institutions after graduation or pursue other postsecondary pathways, including apprenticeships and employment.

How will schools distribute Scholarships/Academic Awards?

- Distribution of Scholarships and Academic Awards is an LEA decision. LEAs should continue to engage Institutions of Higher Education and other outside agencies who provide student scholarships to ensure that the class of 2020 has access to the same financial assistance that would have been afforded them if the COVID-19 related school closures had not occurred. School counselors should be pro-active in sharing information on enrollment and financial aid with students and their families.

Should schools hold high school graduation ceremonies and traditional end of school year activities?

- Schools may hold virtual high school graduation and other traditional end of school year ceremonies during the COVID-19 closure. The safety and security of all students and school community are a priority for the commonwealth and all chief school administrators. Currently, restrictions on gatherings larger than ten people and aggressive social distancing recommendations are in place across the commonwealth. When closure restrictions are lifted by the Governor, LEAs may consider the appropriateness of holding such gatherings.
- As of March 31, 2020, the Pennsylvania Interscholastic Athletic Association (PIAA) has continued to postpone both the winter sports championships and the opening of spring sports. Decisions regarding winter and spring sports will be made as further information becomes available. Check the PIAA website [Opens In A New Window](#) for the most current information.

Homeschooling Programs

How are homeschooling programs effected by COVID-19?

- The Pennsylvania Department of Education (PDE) understands that the mandated closure of Pennsylvania schools due to the COVID-19 response effort may be causing some uncertainty for the remainder of the 2019-20 school year, particularly for families that elect to homeschool their children. Access guidance, updates, and information on homeschooling programs.

Nonpublic Schools

Can a nonpublic school continue to receive tuition payments from school districts and IUs for the 2019-20 school year?

- According to section (k) of Act 13 of 2020: "A private or non-public school which was closed because of the 2020 pandemic may not receive more or less payment from school entities for any student placed by a school entity and enrolled as of March 13, 2020, as long as the private or nonpublic school is offering continuity of education during the period of closure."

Professional Employee Evaluation

How are professional employee evaluations effected by COVID-19?

- During COVID-19 school closures, local education agencies (LEAs) continue to have a responsibility, under Act 82 of 2012 (Act 82), to complete professional employee evaluations for the 2019-2020 school year. However, for the 2019-2020 school year, Secretary Rivera has waived the requirement for LEAs to include performance data otherwise required under section 1123(b)(1)(ii) for a professional employee's performance rating under section 1123. Access guidance, updates, and information on enrollment procedures, instruction, and child accounting reporting for the remainder of 2019-2020 school year.

Erie Rise Leadership Academy Charter School

April 16, 2020

Board of Directors Meeting

Finance Report

**Erie Rise Leadership Academy Charter School
Profit & Loss Budget vs. Actual**

	Mar 20 Actuals	Year-to-Date Budget	YTD \$ Over Budget	End-of-Year Projection	Total Budget	EOY Variance \$ Over Budget
Income						
Federal Revenue						
Consolidated Entitlements						
8514 · Title I	140,329	184,182	-43,853	263,117	263,117	0
8515 · Title II	24,134	21,350	2,784	30,168	30,500	-332
8516 · Title IV	18,727	13,790	4,937	20,065	19,700	365
8517 · 21st Century	321,959	347,858	-25,899	442,776	463,810	-21,034
8690 · School Intervention Grant	0	54,950	-54,950	0	78,500	-78,500
Total Consolidated Entitlements	505,149	622,129	-116,980	756,126	855,627	-99,501
8512 · IDEA	0	0	0	93,800	93,800	0
8531 · Food Services - Federal Sources	271,783	239,820	31,963	403,783	342,600	61,183
8531a · Food Services - Fruit & Vegetab	11,077	14,280	-3,203	11,077	20,400	-9,323
Total Federal Revenue	788,009	876,229	-88,220	1,264,786	1,312,427	-47,641
Local Revenue						
Current Year Local						
6000 · Regular Education	2,258,090	2,305,513	-47,423	3,012,662	3,074,017	-61,355
6001 · Special Education	1,739,766	1,604,986	134,780	2,264,081	2,139,981	124,100
Total Current Year Local	3,997,856	3,910,499	87,357	5,276,744	5,213,998	62,746
Total Local Revenue	3,997,856	3,910,499	87,357	5,276,744	5,213,998	62,746
State Revenue						
7320 · Facilities Grant	1,897	0	1,897	59,348	58,100	1,248
7330 · Health Service Revenue	1,616	0	1,616	6,716	5,100	1,616
7505 · Ready to Learn Block Grant	23,143	0	23,143	23,143	23,143	0
7506 · PA Smart Grant	23,514		23,514	33,312	0	33,312
7600 · Food Services - State Sources	10,497	10,360	137	11,247	14,800	-3,553
Total State Revenue	60,668	10,360	50,308	133,766	101,143	32,623
Other Revenue						
6920 · Contributions/Fundraising	0	630	-630	270	900	-630
6500 · Interest Revenue - Savings Acct	1,589	4,950	-3,361	3,239	6,600	-3,361
6990 · Miscellaneous Revenue	77	1,470	-1,393	21,497	2,100	19,397
6750 · Student Activity/Other Income	0	630	-630	270	900	-630
6751 · Student Transp. Bus Aides	45,900	45,675	225	45,900	60,900	-15,000
6752 · Student Transp. Per Student	126,144	101,700	24,444	126,144	135,600	-9,456
Total Other Revenue	173,710	155,055	18,655	197,320	207,000	-9,680
Total Income	5,020,243	4,952,143	68,100	6,872,616	6,834,568	38,048
Gross Profit	5,020,243	4,952,143	68,100	6,872,616	6,834,568	38,048
Expense						
Personnel Costs						
Salaries						
21st Century Wages						
1100102 · 21st Century - School Funded	5,951	0	5,951	9,049	0	9,049
1100101 · 21st Century - Instruction	119,655	152,712	-33,057	182,049	203,616	-21,567
2100101 · 21st Century - Pupil Personnel	35,106	24,022	11,083	47,341	41,949	5,392
2700101 · 21st Century - Bus Monitors	28,271	16,200	12,071	22,170	21,600	570
Total 21st Century Wages	188,983	192,934	-3,952	260,609	267,165	-6,556
2300100 · Administration	386,786	390,836	-4,049	524,510	534,828	-10,318
2700100 · Bus Aides - ERIE SCHOOL DISTRIC	133,440	80,787	52,653	188,958	110,550	78,408
3000100 · Food Service	76,102	73,388	2,715	103,140	100,425	2,715
2101100 · Hall Monitors	12,162	13,538	-1,376	17,150	18,525	-1,376
1100100 · Instructional	815,224	810,161	5,064	1,114,874	1,108,641	6,233
1190100 · Instructional Aides	285,608	313,135	-27,527	413,374	428,500	-15,126
2600100 · Maintenance	33,476	36,872	-3,396	53,819	50,456	3,363
2400100 · Nurse	54,802	51,350	3,451	69,836	70,269	-433
1200100 · Special Education	178,465	153,357	25,108	223,105	209,857	13,248
2100100 · Support Services	92,485	66,834	25,651	126,813	91,457	35,356
1105100 · Title I Teachers	122,572	106,438	16,134	169,446	145,652	23,794
Stipends/Bonuses						
1101100 · Saturday School Stipend	0	3,750	-3,750	0	5,000	-5,000.00
1103100 · Incentive Bonus	16,260	12,150	4,110	24,300	24,300	0.00
1104100 · After School Program Stipend	67,038	22,500	44,538	69,538	30,000	39,538
1109100 · Other Program Stipend	9,508	0	9,508	9,508	0	9,508
1106100 · Insurance Opt-out	5,500	8,000	-2,500.00	12,500.00	16,000.00	-3,500.00
Total Stipends/Bonuses	98,306	46,400	51,906.20	115,846.19	75,300.00	40,546.19
Total Salaries	2,478,411	2,336,028	142,383	3,381,480	3,211,625	169,855

**Erie Rise Leadership Academy Charter School
Profit & Loss Budget vs. Actual**

	Mar 20 Actuals	Year-to-Date Budget	YTD \$ Over Budget	End-of-Year Projection	Total Budget	EOY Variance \$ Over Budget
Payroll Taxes						
SS & Medicare Taxes						
21st Century						
1100222 · 21st Century - School Funded	1,385	0	1,385	1,385	0.00	1,385
1100221 · 21st Century - Instruction	10,718	13,210	-2,491	15,855	17,612	-1,757
2100221 · 21st Century - Pupil Personnel	2,183	2,078	105	2,904	2,471	433
2700221 · 21st Century - Bus Monitors	2,257	1,401	855	2,257	1,868	389
Total 21st Century	16,543	16,689	-146	22,400	21,951	449
2300220 · Administration	28,773	29,899	-1,126	39,309	40,914	-1,605
2700220 · Bus Aides - ERIE SCHOOL DISTRIC	8,716	6,180	2,536	12,964	8,457	4,507
3000220 · Food Service	6,985	5,615	1,371	9,054	7,683	1,371
2101220 · Hall Monitors	975	1,036	-61	1,356	1,417	-61
1100220 · Instruction	57,898	66,187	-8,289	82,163	90,572	-8,409
1190220 · Instructional Aides	27,808	23,955	3,854	37,582	32,780	4,802
2600220 · Maintenance	2,833	2,821	12	4,389	3,860	529
2400220 · Nurse	4,448	3,929	520	5,598	5,376	222
1200220 · Special Education	14,603	11,732	2,871	18,018	16,054	1,964
2100220 · Support Services	7,451	5,112	2,339	10,078	6,996	3,082
1105220 · Title I Teachers	9,791	8,142	1,648	13,376	11,142	2,234
Total SS & Medicare Taxes	186,825	181,295	5,530	256,288	247,202	9,086
Unemployment						
2300250 · Administration	9,086	6,600	2,486	10,336	8,800	1,536
2700250 · Bus Aides - ERIE SCHOOL DISTRIC	10,051	1,800	8,251	12,377	2,400	9,977
3000250 · Food Service	1,941	2,400	-459	3,152	3,200	-48
2101250 · Hall Monitors	588	600	-12	800	800	0
1100250 · Instruction	33,224	16,800	16,424	38,024	22,400	15,624
1190250 · Instructional Aides	15,889	13,200	2,689	20,000	17,600	2,400
2600250 · Maintenance	925	1,200	-275	1,556	1,600	-44
2400250 · Nurse	1,756	1,800	-44	1,790	2,400	-610
1200250 · Special Education	5,015	3,000	2,015	8,018	4,000	4,018
2100250 · Support Services	2,998	1,200	1,798	3,098	1,600	1,498
1105250 · Title I Teachers	2,875	2,400	475	3,650	3,200	450
Total Unemployment	84,347	51,000	33,347	102,800	68,000	34,800
Total Payroll Taxes	271,172	232,295	38,877	359,088	315,202	43,886
403B						
2300231 · Administration	13,916	12,673	1,243	19,121	17,342	1,779
2700231 · Bus Aides - ERIE SCHOOL DISTRIC	6,330	2,224	4,106	8,829	3,044	5,785
3000231 · Food Service	4,716	3,669	1,047	6,914	5,021	1,893
1100231 · Instruction	34,350	31,637	2,712	48,029	43,293	4,736
1190231 · Instructional Aides	16,877	14,802	2,075	24,519	20,255	4,264
2600231 · Maintenance	1,852	1,844	8	2,906	2,523	383
2400231 · Nurse	883	703	180	883	962	-79
1200231 · Special Education	7,550	6,089	1,462	9,463	8,118	1,345
2100231 · Support Services	3,248	1,589	1,659	4,480	2,175	2,305
1105231 · Title I Teachers	3,001	4,314	-1,313	4,169	5,903	-1,734
Total 403B	92,722	79,544	13,178	129,312	108,636	20,676
PSERS						
21st Century						
2100233 · 21st Century - Pupil Personnel	2,033	1,921	111	2,699	2,285	414
2700233 · 21st Century - Bus Monitors	1,425	1,296	129	1,425	1,728	-303
Total 21st Century	3,457	3,217	240	4,124	4,013	111
2300230 · Administration	50,354	47,108	3,247	66,123	64,463	1,660
2700230 · Bus Aides - ERIE SCHOOL DISTRIC	5,531	12,449	-6,917	8,215	17,035	-8,820
2101230 · Hall Monitors	4,335	4,642	-307	6,261	6,352	-91
1100230 · Instruction	57,896	79,700	-21,804	75,807	109,063	-33,256
1190230 · Instructional Aides	7,456	5,864	1,592	11,002	8,024	2,978
2400230 · Nurse	14,532	12,787	1,745	17,162	17,498	-336
1200230 · Special Education	14,084	11,904	2,181	17,197	16,289	908
2100230 · Support Services	12,018	12,018	0	16,446	16,445	1
1105230 · Title I Teachers	23,133	6,912	16,221	25,679	9,458	16,221
Total PSERS	192,796	196,599	-3,803	248,015	268,640	-20,625
Health Insurance						
1100211 · Dental	21,286	19,347	1,939	29,536	25,796	3,740
1100210 · Health	326,962	268,469	58,492	437,450	357,959	79,491
Total Health Insurance	348,247	287,816	60,431	466,986	383,755	83,231
Supplemental Insurance						
1100212 · Aflac	-1,078	450	-1,528	-928	600	-1,528
2300212 · Life Insurance	2,753	2,325	428	3,528	3,100	428
Total Supplemental Insurance	1,675	2,775	-1,100	2,600	3,700	-1,100
Total Personnel Costs	3,385,024	3,135,057	249,966	4,587,481	4,291,558	295,923

**Erie Rise Leadership Academy Charter School
Profit & Loss Budget vs. Actual**

	Mar 20 Actuals	Year-to-Date Budget	YTD \$ Over Budget	End-of-Year Projection	Total Budget	EOY Variance \$ Over Budget
5100800 · Bank Fees	58	225	-167	133	300	-167
1100640 · Books/Instructional Aids	90,957	63,750	27,207	90,957	85,000	5,957
Consumable Supplies						
1100603 · 21st Century Instruction Supp	1,190	16,623	-15,433	6,731	22,164	-15,433
1100604 · 21st Century School Funded	58,558	26,250	32,308	65,733	35,000	30,733
2300600 · Administration	3,508	5,850	-2,342	5,458	7,800	-2,342
2400600 · Health	1,076	2,100	-1,024	1,776	2,800	-1,024
1100600 · Instruction	74,651	60,600	14,051	74,651	80,800	-6,149
Total Consumable Supplies	138,982	111,423	27,559	154,348	148,564	5,784
Contracted Services						
21st Century						
1100305 · 21st Century Instruction Servic	43,469	46,399	-2,930	60,510	61,865	-1,355
2100300 · 21st Century Admin Services	29,200	28,455	745	38,685	37,940	745
2100500 · 21st Century Admin Other Purch	0	1,071	-1,071	357	1,428	-1,071
2500301 · 21st Century Indirect Costs	17,140	14,175	2,965	21,865	18,900	2,965
2700300 · 21st Century Student Transporta	33,558	28,294	5,264	40,655	28,385	12,270
Total 21st Century	123,367	118,394	4,973	162,072	148,518	13,554
2300326 · Administrative Consultants	9,700	3,750	5,950	9,700	5,000	4,700
2500320 · Audit	12,150	12,000	150	12,150	12,000	150
2200303 · Master of Social Work	0	26,250	-26,250	0	35,000	-35,000
2200302 · Booker T. Washington	0	7,500	-7,500	0	10,000	-10,000
2700301 · Bus Contracted Service	165,424	219,150	-53,726	165,424	292,200	-126,776
2500300 · Business Services	52,831	52,084	747	70,108	69,446	662
2300541 · Community Relations	4,055	3,750	305	5,305	5,000	305
2300305 · E-Rate	0	2,325	-2,325	775	3,100	-2,325
3000300 · Food Service - Student Meals	221,315	263,550	-42,235	321,315	351,400	-30,085
3000302 · Food Service - GECAC Adult Meal	0	1,125	-1,125	0	1,500	-1,500
3000301 · Food Service - Other Services	48,424	19,425	28,999	48,424	25,900	22,524
2400300 · Health Services	955	750	205	1,205	1,000	205
2300350 · Legal Services	47,781	48,750	-969	63,231	65,000	-1,769
2600305 · Maintenance/Engineer	38,582	48,000	-9,418	53,351	64,000	-10,649
2500330 · Payroll Service	9,597	7,800	1,797	12,197	10,400	1,797
Professional Development						
1100324 · Professional Dev. - Training	5,110	4,500	610	5,110	6,000	-890
1100325 · Professional Dev. - Contractor	557	22,500	-21,943	557	30,000	-29,443
2300324 · Professional Dev. - Board Exp	9,511	13,725	-4,214	9,511	18,300	-8,789
Total Professional Development	15,178	40,725	-25,547	15,178	54,300	-39,122
Special Education Instruction C						
1200303 · Community County Day School	165,400	71,890	93,510	165,400	102,700	62,700
1200301 · Northwest Tri-County IU	43,489	29,680	13,809	43,489	42,400	1,089
1200302 · Sarah Reed Children's Center	28,421	3,500	24,921	28,421	5,000	23,421
1200300 · Special Education Consultant	4,275	5,740	-1,465	4,275	8,200	-3,925
Total Special Education Instruction C	241,585	110,810	130,775	241,585	158,300	83,285
1100304 · Substitute Teacher	33,352	31,930	1,422	45,115	43,693	1,422
Total Contracted Services	1,024,295	1,018,068	6,227	1,227,135	1,355,757	-128,622
Equipment						
3000750 · Food Service Equipment	0	3,000	-3,000	0	3,000	-3,000
1100750 · Furniture	42	11,250	-11,208	42	15,000	-14,958
2400750 · Health Service Equipment	0	1,300	-1,300	0	1,300	-1,300
1100751 · Software, Technology & Website	150,164	81,000	69,164	225,247	108,000	117,247
Total Equipment	150,206	96,550	53,656	225,290	127,300	97,990
Insurance - General Liab. D&O						
2300521 · All Other	63,826	38,250	25,576	64,100	51,000	13,100
2300520 · Property, General Liability	0	9,825	-9,825	0	13,100	-13,100
Total Insurance - General Liab. D&O	63,826	48,075	15,751	64,100	64,100	0
5100801 · Interest - Debt Service	374	225	149	449	300	149
Other						
2300540 · Advertising	13,738	22,725	-8,987	13,738	30,300	-16,562
2300810 · Dues & Fees	7,344	4,500	2,844	7,344	6,000	1,344
Total Other	21,082	27,225	-6,143	21,082	36,300	-15,218
9999999 · Reserve	0	70,000	-70,000	100,000	100,000	0

**Erie Rise Leadership Academy Charter School
Profit & Loss Budget vs. Actual**

	Mar 20 Actuals	Year-to-Date Budget	YTD \$ Over Budget	End-of-Year Projection	Total Budget	EOY Variance \$ Over Budget
Site Costs						
2600440 · Building Lease	81,845	83,288	-1,443	112,357	111,051	1,306
2600530 · CAM (Operations Supplies)	27,904	45,000	-17,096	35,704	60,000	-24,296
2600300 · Cleaning	60,805	56,250	4,555	60,805	75,000	-14,195
2600304 · Maintenance	35,040	34,950	90	35,040	46,600	-11,560
2600308 · R&D	0	4,500	-4,500	0	6,000	-6,000
2600303 · Snow Removal	3,160	7,000	-3,840	3,160	7,000	-3,840
2600302 · Security Alarm Monitoring/Equip	10,175	2,850	7,325	11,125	3,800	7,325
2600531 · Utility Service	32,466	45,000	-12,534	43,266	60,000	-16,734
Total Site Costs	251,396	278,838	-27,443	301,457	369,451	-67,994
Student Activity						
3200302 · Rise Family Organization	1,977	2,250	-273	1,977	3,000	-1,023
3200300 · Student Activities (Clubs)	7,013	13,875	-6,862	7,013	18,500	-11,487
3200301 · Student Services (Field Trips)	10,113	18,750	-8,637	10,113	25,000	-14,887
3200308 · Leadership Program	0	5,625	-5,625	0	7,500	-7,500
3200306 · Basketball Team	12,112	22,500	-10,388	12,112	30,000	-17,888
3200307 · Cheerleader Team	45	1,875	-1,830	45	2,500	-2,455
Total Student Activity	31,261	64,875	-33,614	31,261	86,500	-55,239
Travel, Telephone, Printing & S						
2300550 · Postage & Shipping	6,450	6,525	-75	6,450	8,700	-2,250
2300534 · Printing Costs	21,340	17,325	4,015	21,340	23,100	-1,760
2300530 · Telephone	24,414	22,500	1,914	31,914	30,000	1,914
2300531 · Travel	7,635	5,100	2,535	7,635	6,800	835
Total Travel, Telephone, Printing & S	59,839	51,450	8,389	67,339	68,600	-1,261
Total Expense	5,217,300	4,965,761	251,539	6,871,032	6,733,730	137,302
Net Income	-197,057	-13,619	-183,438	1,584	100,838	-99,254

Erie Rise Leadership Academy Charter School

April 16, 2020

Board of Directors Meeting

RFO Report

Erie Rise Leadership Academy Charter School
Rise Family Organization Update
April 16, 2020

Special Programs/Activities:

- The Sports and Academic Awards Banquet scheduled for May 15, 2020 at the Siebenbuerger Club has been postponed. Awards were to be given to Student-Athletes for Most Valuable Player (MVP); Most Improved Player; Academic Awards for the Boy and Girl with the Highest GPA.
- When the COVID-19 pandemic subsides, the RFO will be working with the local community centers to host a Mobile Technology Center to assist Rise families and families served by the three local centers that will include parental engagement strategies, PSSA Prep, Language conversion and other soft skill services.
- In conjunction with the Board of Trustees distributed Easter Candy to Erie Rise students.
- Families, Teachers, Board Members and the Administration are encouraged to submit their Box Tops to the Rise Office. Outreach program to Parents, Administration, Staff, Board Members and local churches will be sent out later this month.
- In conjunction with the Board of Trustees, the RFO will award (2) \$ 1,000.00 scholarships to members of the 2016 Erie Rise 8th grade graduating class 2020 High School graduates to attend college in the 2020-2021 Academic Year.

Upcoming Events

- Academic/Sports Banquet, Friday, May 15, 2020 at the Siebenbuerger Club (Postponed)
- Brain storming prospective RFO major fundraising events.
- 8th Grade graduation is scheduled for Wednesday, June 3, 2020 at the Blasco Library. (Postponed)
- Scholarship applications are available for a 2020 Male and Female High School Graduating Senior who that was a graduate of the Erie Rise 2016 Graduating Class.

Erie Rise-Rise Family Organization Treasurer's Report
Savings Account

4/16/2020

Beginning Balance		\$2,430.53
3/31/2020	Dividend	
Ending Balance		\$2,430.53
3/31/2020		

Erie-Rise Family Organiation Treasurer's Report
Checking Account

Beginning Balance		\$2,419.35
3/26/2020		

Funds Received:		\$5,058.92
RFO/Reimbursement		
Snack Sales		

Expenses:

Ending Balance		\$5,058.92
3/31/2020		