

POTTSVILLE AREA SCHOOL DISTRICT

Board of Directors
Virtual Zoom Board Meeting
May 12, 2020
Academic Center/Zoom
7:12 p.m.

Present: Dr. Blankenhorn, Dr. Cardamone,
Dr. DiCello, Mrs. Dewitt, Mr. Moran
Mr. Quandel, Mr. Shields, Mr. Urban,
Ms. Wytovich, Dr. Zwiebel, Superintendent;
Mr. Manning, Business Manager;
Mrs. Lombel, Asst. Business Manager/
Board Secretary, Atty. Kevin Reid, Solicitor

The meeting was called to order at 7:12 p.m. by President Noble Quandel.

After the Pledge of Allegiance, President Quandel welcomed everyone in attendance.

President Quandel asked for a Moment of Silence in the passing of Margaret D. "Peggy" Jaeger, former Board Director of the Pottsville Area School District and Margaret W. "Peggy" Perron, former dedicated employee of the Pottsville Area School District.

President Quandel announced that the Board held the following Executive Sessions:

- Friday, April 24, 2020 via Virtual Zoom for the discussion of personnel matters and labor relations
- Monday, May 11, 2020 via Virtual Zoom for the discussion of personnel matters and labor relations
- Tuesday, May 12, 2020 via Virtual Zoom for the discussion of personnel matters and labor relations

President Quandel introduced an excellent PowerPoint Presentation titled "Pottsville Area School District Enrollment Trend Financial Overview". Mr. Quandel said that ongoing segments that show where the district is at and where the district is going will be presented at future Board meetings. ****PowerPoint Presentation is attached at the end of the May 12, 2020 meeting minutes.**

Dr. Zwiebel stated the following:

1. Administration obligation to offer a solid, fair and challenging education to our students,
2. That is fiscally responsible to our taxpayers and community,
3. No discrimination on people and programs when making these decisions.

Mr. Manning presented the following from the PowerPoint:

- List of Administrators and Board Members and Officers
- 10 Year Enrollment History – 15% decline in student enrollment over that time period
- 2018 Cost Drivers – 74% are Salaries and Benefits
- PASD Charter School Costs – Since 2008, \$14 million dollars have been spent on Gillingham Charter School and cyber charter schools. 12 year no tax hike.
- Charter & Cyber Charter Spending – PASD has the highest charter school costs in Schuylkill County and only district in the county with brick and mortar charter school.
- PSERS (Pension Impact on PASD since 2010) – In 2008, the PSERS rate was 4.76%. The rate rose each year to what is the current rate of 34.29%. 12 year no tax hike.
- Special Education Students – With student enrollment declining, special education students increased from 487 students in 2010 to 560 students in 2019. A 15% increase over 9 years. 4% over the state average for special education students.
- Expenditures vs. Revenues (2010-2018) – see chart on attached PowerPoint.
- Fund Balance Cash Burn 2011-2020 and Fund Balance Restoration Goals 2021-2023 – Expenses will be required to preserve the masonry of the PAHS and the stadium in the next 5 years. Expenses will be required for HVAC in John S. Clarke Elementary Center, DHH Lengel Middle School and the High School.
- 40 Year Cash Flow – Without Solar Project, PASD would need to make additional cuts or tax increases.

Mr. Quandel summarized the following:

- Administration staffing adjustments are based on principles of providing solid and challenging education, being fiscally responsible and no discrimination of people or programs.
- Enrollment decline of 15%+.
- 74% of budget is payroll.
- Increase in charter costs.
- PSERS state mandated pension liability.
- Lack of Board Oversight regarding Policy No. 603.
- Need Fund Balance surplus of two (2) months of revenue.
- Solar Project – without solar, PASD would need to make additional cuts or tax increases.
- At future Board meetings, more information on these topics will be reviewed in depth.

Mr. Quandel read the following statement:

“Accusations have been made recently that as Board President, I limited public comment improperly. Such comments, along with the fact that the District’s published policies do not match what has been the Board’s practice since the current Board was seated in December of 2019 warrant consideration by the Board this evening. First, I’d like to provide appropriate context.

The District has Policy 006 which regulates the conduct of Board meetings under the heading of Local Board Procedures. The brief subsection of Policy 006 on Public Participation says, “At each public Board meeting, prior to official action of the Board, an opportunity shall be provided in accordance with law and Board procedures and policy.”

As our Solicitor has confirmed, the Sunshine Act mandates public comment but gives the Board latitude to establish rules such as time limits. The law mandates no particular amount of time for public comment. Despite what has been alleged, there has been no violation of the law!

Turning to Board policies, Policy 006 cross-references to Policy 903 entitled Public Participation in Board meetings. That policy provides for public comments at the beginning of each meeting and establishes a maximum time of five (5) minutes per speaker – as well as a one hour aggregate time for public comment.

I have recently asked that comments be limited to three (3) minutes per speaker, but no one has been interrupted or stopped from commenting. Tonight, the Board can determine what limits it wishes to have apply going forward. I would point out two important considerations. First, despite the wording of both policies currently on the District’s website that comments are to be at the beginning of the meeting or before official action, since December we have expanded the opportunity for public comment by allowing comments both at the beginning of meetings, and also ... following the Board’s completion of its agenda. That was done in order to provide greater opportunity for comments – not to restrict comment! The public comment and the completion of the agenda was done to allow comment in reaction to what occurs at a meeting. I, and other Board members find it to be a better opportunity for the public than to allow comment only at the beginning – then run through the agenda – and make anyone who wants to comment on something just done, to be forced to come back to speak at the start of the next meeting.

Additionally, it is clear from the wording of the policies – for example 903 requires a speaker “must address the Board from that speaker’s podium located in the board room” – that those policies were written in anticipation of the historically typical conduct of public meetings in person. With the current extraordinary conditions requiring meetings to be conducted virtually, the policies did not address such

meetings and my concern was to have a reasonable limit in anticipation that there could be more participants than at a typical public meeting, and yet try to observe some reasonable overall length of public comment and meetings”.

Mr. Manning read the following public comments. The public comment session will be limited to one (1) hour. Mr. Manning will read the remainder of the public comments at the June 16, 2020 Board meeting:

Stephen Moyer - Why are the budget meetings no longer public? If they are please let me know when and where. If not, I will file a Sunshine Request because we should see what you're doing and why with the budget. The PASD recovered \$400,000.00 for the sale of used computers this year. There is a savings of electrical services for three months. The state mandated the PASD to continue paying teachers, maintenance, etc. for the rest of the school year. Correct, if so your school board must make the state pay for the 3 months the schools are not up and running. Do not put that additional expense on the taxpayers. We cannot afford no more. Use your powerful unions to ensure the state pays their mandates. That is your job. Do not take the easy way out and put more seniors out of their homes. We need town hall meetings with the PASD, so we can explain ourselves and you can explain to us the taxpayers, why are you doing this?

Michael Stank – I am writing this letter in regards to the recent recommendations from the Superintendent Dr. Zwiebel. I am hopeful that you all are aware of the potential impact each and every single one of the cuts will have upon our great school district. First off, the teacher furloughs will only make the already extremely difficult job our teachers have even harder. As a School Security Guard for multiple years, I was able to observe firsthand the great and satisfying work each and every one of our teachers experienced with their students. But, I was also able to observe the many physical and mental challenges outside of the normal teacher responsibilities our teachers had to face on a regular basis. It is my belief that taking away a single teacher, let along 15, will result in even more adverse challenges for our remaining teachers to face on any given day in the classroom; all the while taking precious time away from our teachers being able to give their students the education they deserve.

Next, the topic of half day Kindergarten hits a more personal note with me. My youngest child was to enter kindergarten this year. The same kindergarten program myself, my wife, my daughter and older son all attended. Now I may be challenged with having to figure out an alternative school for my son to attend kindergarten. A situation that I would have never guessed I would ever be faced with. Our children

need and deserve the education that has been given to every student since the district went to full day kindergarten many years ago.

The last topic I would like to address is the cutting of Junior High Sports, freshman sports, Golf, Tennis, PUB and any other extra Curriculum activities that may be on the chopping block. For many of our students and alumni, these activities which have been a great staple of our School District, is what had/has kept them motivated, engaged and excited to come to school every day. A loss of any one of these sports/classes will result in unreparable damage to the District.

I can speak more in detail about the effect of the possible cuts to the Sports programs for I was fortunate to have participated in multiple sports throughout my years in the Pottsville School District. The same could be said for many alumni and students that were involved in Pottsville Youth Basketball and any other classes that may be cut.

Based on my experience, I believe the Football and Basketball programs would rapidly decline with the possibility of never being able to recover to our current standard. My older son will be entering 8th grade and is in multiple sports throughout the year. As a parent of a student who loves sports, I can't allow him to go two years, let alone three years, of not playing sports and expect him to enter 10th grade and to step on a Field or Court and be prepared physically or mentally against kids who have been playing from 7th through 9th grade. This decision if approved will lead many of our athletes to move on to other schools. Like my youngest son and kindergarten, I am in a situation I could never have imagined in, finding another school for my son to attend to allow him to reach his full potential both educationally and athletically.

Being on the School Board for the two previous years I understand how hard of a position you are all in. I know there are no easy answers to our District's problems. But to fix our problems at the stake of our teacher and students is not the answer. I beg you all to do everything in your power to come up with a solution that does not fall on the shoulders of teachers and students. Thank you for your time and ROLL TIDE. Class of 1995.

Kindergarten Board Statement - The John S. Clarke kindergarten teachers strongly disagree with the school district's decision to move from full-day to half-day kindergarten. We understand this decision was made to help the district financially, but it seriously jeopardizes the academic, social, and emotional well-being of our incoming kindergarten students and sets them on a path to struggle for years to come.

PASD is a predominantly low-income demographic area with 65% receiving free and reduced lunch. One of the most profound advantages of full-day K is higher achievement for disadvantaged and low-income children along with students receiving Title I services. Full-day kindergarten reinforces positive social behaviors, offers access to nutritional breakfast and lunch, and allows for more time spent on individual

instruction (Cited from NASP). An early investment in children's social, emotional and intellectual skills means lower grade retention and dropout rates for students later in life (Economic Policy Institute and Committee for Economic Development). Extensive developmental research indicates that effective mastery of social-emotional competencies is associated with greater well-being and better school performance, whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties (Eisenberg, 2006; Guerra & Bradshaw, 2008; Masten & Coatworth, 19).

With half-day kindergarten, instruction time will be lost in a rigorous, Common Core-driven curriculum. Our literacy program, Superkids, will not be able to be taught with fidelity to the program along with Pearson 2.0 in math. First and second grade will need to change their curriculum due to students not having enough concepts or skills.

We also have many concerns for students in our special education program coming into K. Because of time constraints, students with special needs will have limited exposure in the regular education room. There will be no time for morning meeting, science and social studies, lunch, recess or co-curricular classes. This means our special education students will be deprived of those crucial developmental social interactions with same-aged peers. Intervention blocks will not be available where students would receive speech, OT, PT, and Title I. Students will now miss core instruction in the classroom in order to receive their needed services.

In full-day kindergarten, teachers have more time to get to know children, enabling them to identify and address learning challenges early -- saving money and resources over the long term and increasing the odds that children will be successful later in school (Center for Evaluation and Education Policy).

In addition to academic concerns, we have a concern that parents will send their students elsewhere and more students will attend Gillingham Charter School or cyber schools, which would cost the district more money.

In 2003, the Pottsville Area School district made the decision to move to full-day kindergarten. Currently, we are one of 428 school districts that provide full-day kindergarten out of 500 school districts statewide. Governor Wolf is proposing legislation that would require all school districts to provide full-day kindergarten. In a modern education system that is supposed to get students ready for the jobs of tomorrow, it is unfathomable that the Pottsville Area School District would choose to roll back the educational gains of the last 17 years and set our students up for failure down the road. **Implementation of half-day kindergarten results in a loss of 630 hours of instruction!**

We are calling on our school board members and superintendent to reconsider this decision in the best interest of our future John S. Clarke elementary students. Thank you.

Timothy Doyle – I am submitting these questions/concerns as a proud alum of the PAHS Class of 1997 and as a lifelong school district taxpayer. As we are well aware, the state of the PASD is the worst in modern history. Gone are the days of having a surplus – never to return. Where did the funds go? Current Board President, Noble “Bud” Quandel and his son-in-law, Jerome “Trevor” Urban ran their campaign on bringing transparency and fiscal accountability to the school board. After successfully being elected to the board, their actions proved to be anything BUT transparent and with taxpayers’ best interests in mind. Whose idea and decision was it to discuss and contract solar panels construction when the district was already facing financial and budgetary hardships? Who, in their sane mind, could say they are legitimately acting in the best interests of the people that swore an oath to serve while conducting “business” this way? Why are banking and loans being discussed with a financial institution that the board president is also a board member of? What say you, Sir, about the obvious and blatant disregard for ethics on the school board? I’m speaking of having relatives on the board. Business partners (outside of the PASD) on the board. Not engaging in proper bidding procedures when dealing with loans and banking. Allowing the board president, who has immediate family directly related to your immediate family, to simply disregard policy and procedure by changing said policy that was voted on by former boards in year past – as POLICY STATES TO DO.? I’m talking about his changing the allowable time that taxpayers get to address the board...by cutting it nearly in half. Why does it take a thirty-day period to release information that BELONGS in front of the public eye upon request? Is it a blatantly obvious stall tactic? You people that are condoning this behavior and these actions should hang your heads in shame as you’re performing a true disservice to anyone and everyone that has graced the halls of PASD. Once a class act, in every single way. Now, with reduction of sports and very important educators, you are reducing this district to a third-world school district. I would ask that you read this email aloud at your next board meeting and address any and all points I’ve brought you. I eagerly await your response.

Respectfully submitted, Timothy J. Doyle, Taxpayer

Middle School Students - New Changes, New Problems

Changes at the Pottsville Area School District are affecting students, teachers, and parents! The school district has eliminated Junior High and JV sports, this affects the students that play on school affiliated teams. They now will not have the chance to participate in their favored sport. These students will now not have the opportunity to participate in a sport that they might have been interested in participating in. These

kids that attend Pottsville Area School District will not have the chance to represent their school by wearing a Crimson Tide jersey.

Furloughing teachers presents another problem, larger class sizes. Larger class sizes will increase behavioral issues, cause less instruction and less 1 on 1 time with teachers. These behavioral issues in the past were handled by our dean, Mr. Sajone. Mr. Sajone was the administrator that handled disciplinary issues, without him, there will be less discipline and more safety concerns. We should come to school and not be fearful about our safety, but be more focused on our schoolwork.

Teachers' aides are also very important in the classrooms. Especially with the new teacher furloughs and larger class sizes they will be very valuable and maybe even critical in several classrooms. They help teachers with documents, take kids in smaller groups, and help discipline those needed in the classrooms. If decided to furlough school aides, it will be even harder for the teachers to carry out student's educational needs.

Now with the library program being cut, students will now not have the opportunity to be able to learn how to increase their skills on a computer, which is now a vital skill because of the increasing demand of technology use. Also, students learn how to type a report, which can be useful in high school, they learn different types of computer skills, which now they will not have the opportunity to. Overall, the library program was a very useful program that taught us tools needed now and in our futures. Thank you for taking our thoughts into consideration.

Respectfully submitted : Jo Barnhart, Maggie Brennan, Rhyan Brennan, Caroline Hobbs, Reese Ketner and Justine Siminitus

First Grade Teachers - We are writing to you with heavy hearts and burdened minds. We are filled with worry about the future of the students who will be coming to John S. Clarke this fall for the first time as Kindergarten students. We are concerned for these students and the continuation of their academic career beyond Kindergarten. We, as educators of first grade students, know what the expectations are for the students moving forward and we know that cutting the time that they are introduced to this curriculum will detrimentally affect them for the rest of their academic careers. We are concerned for our students who receive or may need Special Education Services. Our students being with their Kindergarten teachers for only half of the day, makes it very difficult to provide accurate data and ability levels to their first-grade teachers. This information is also imperative in assisting struggling students through our ESAP team. The ESAP steps require putting strategies and support in place over time and collecting data. When our first graders had 1080 hours of Kindergarten instruction, we were able to determine which students actually needed extra academic support for reasons other than "lack of exposure." We can be more prudent with providing these

services if we have more accurate data, since educational testing and placement into special education programs is so costly. There is simply not enough time in a kindergarten half-day curriculum with a total of 450 hours in the year to document the student's areas of need AND cover core instruction.

By first grade, we expect students to understand many things. Here are some that we feel students will not be prepared to accomplish by being in a half day kindergarten program:

- Navigate the school – most students have not transitioned from the class room for any reason.
- Negotiate the steps in our building safely – there are two sets of stairs to get to the lower building and both require practice and particular rules for safety purposes.
- Cafeteria – the students will be using the cafeteria for the first time in first grade (seating, lunch-line, returning the trays, using the bathroom). Explaining and reviewing these procedures over the course of several weeks until learned will result in the loss of first grade core instruction time.
- Reading – Such a drastic cut in reading instructional time will result in skills that were previously mastered in kindergarten now having to be taught in first grade.
- Math – Common Core Math has made this subject more rigorous. There is no way that everything can be covered in such a short school day to be fully prepared to handle more advanced math concepts.
- Writing – Kid writing is such an important tool to emphasize language art skills that the students are learning. How will lack of exposure to this tool affect the more involved writing process that is expected in first grade?
- Social and Emotional Readiness - Ability to participate in a full day of school and knowing that your day is not over until well after lunch. Emotionally, students may not be ready for a full day of instruction because they have not been acclimated to an all-day experience. They will not have the mental stamina to attend to their instruction, or the physical stamina to stay awake during that time frame.

The above areas not being mastered will interfere with our academic instruction. This will force us to alter our current, rigorous curriculum that is already in place with lofty goals and high expectations which were all founded and built upon in full day kindergarten. We implore you to reconsider the decision to change our kindergarten program at John S. Clarke for the sake of our students. They deserve an educational foundation that offers them ample opportunities to reach their potential.

Respectfully submitted for your consideration, J.S.C. First Grade Teachers

Jesseca Sickle – My statement is as follows: How many years has the budget been balanced under Dr. Zwiebel? The answer, we all know sadly is none. All the years he has been in charge here and every year it's multiple millions or at least a million plus dollars in the red. It is beyond time for this man to take his so called leadership elsewhere. The taxpayers are disgusted with the blatant disregard shown to the public's money. He should have been relieved of his duties long ago with his dismal track record. The legacy of this man at Pottsville is bankrupting the school district. At this point he should be lucky if an angry mob doesn't drive him out of this town. My children went to this district up until 8th grade. My husband and I had to pull them from the district due to multiple deficiencies among them, the poor leadership here. There are other reasons including bullying and advanced classes that were not that challenging. But back to Jeff Zwiebel, the days of him blaming everyone and everything else for the budget woes need to be over. Man up, you are the one in charge. It's not the former business manager or board members fault. Take responsibility for your lack of performance. The public certainly does as should this school board.

Sherrill Silberling - Dear School Board Members and Administration: How different is today's front-page headline from headlines of the past when Pottsville was a model school district, a prestigious place to teach and learn! In this spring of disappointment, fear, and sadness our city along with its school system's parents, faculty and staff, and most of all students have still another reason for gloom. One more story in a series of embarrassing news stories about fiscal error, lack of contract resolution, missteps, and foolish pursuits, the news of major staff and program cutbacks is climactic. As an alumna and former teacher, I have an emotional tie to Pottsville Area. No one has loved this district more. I used to joke that Pottsville Area High School felt as much like home as my own house. However, I am not alone in my allegiance. My colleagues and I were filled with a zeal for our students, the subject matter we taught, and our school. Corny as it sounds, our eyes filled with tears when the alma mater played, and we wept at graduations and at our own retirements. Far more important though is the pride we and our students felt. We were attending and teaching in a school district synonymous with quality, one that was the envy of other districts. Over many years the parents of former students and former students themselves told us how superbly our graduates were prepared for colleges and universities and for the workplace. I recall specific families who moved here from outside of the area telling me that they investigated all the county schools and chose Pottsville for their children's education. Our students had so many avenues in which to excel—fine arts, journalism, athletics, advanced academics, business skills, and many others—and excel they did.

Financial survival everywhere has new stressors, and budgetary demands are greater and more diverse. Every investor reads about businesses striving to become “leaner” and more efficient. Population in our district is shrinking. While we need to acknowledge all these factors, we also see the successes of some other districts in our county. Even in these months of distance learning we read in the newspaper about love and creativity and supreme efforts being made by leaders in districts around us. Citizens of Pottsville, however, unless they are viewing on Facebook the heartfelt messages from Pottsville teachers, have not been uplifted by such stories. Rather they are exposed only to discouraging news. Most dangerous are the ultimate consequences of the current situation. What will be the impact on kindergarten students lacking full-day instruction? When our city’s district needs to add to the professional staff, will this be the district that a highly qualified candidate will choose? Will our students receive the opportunities, individualized attention, and the sheer energy from their teachers that they deserve? While it may be practical to overlook this fact, teaching requires extraordinary energy. Undeniably there is a limit to what each professional, no matter how dedicated, can do, especially when general morale is low. Questions need to be asked and answers evaluated.

A person who rarely writes letters to be aired publicly and usually prefers to admire and trust elected local public servants, I am an unlikely protester. Nevertheless, I need to express just how painful and bewildering the Pottsville school situation is to me and should be to everyone who is or has been affiliated with the district.

Sincerely, Sherrill J. Silberling

Jess Vidal – My boys are both Elementary level athletes. They play baseball. They are both on the wrestling team and they wanted to start football this year but with you guys cutting the program I want to know how this affects them.

Tracey Fidler - To: Pottsville Area School District

It is very disheartening as a teacher of this district for the past 13+ years to see what is happening here. The mismanagement of taxpayers’ monies thus leading to the cutting of teachers several years ago, and again in the past couple weeks, is almost unbearable to take. We teachers care deeply about this district and its students. You have toyed with 33 people’s lives and livelihoods instead of looking inward to solve the root of this fiscal problem.

These problems are yet more mistakes made by past and present Board Members, as well as the administrators of this district, that have now become the teachers’ problems to endure. We have been asked in the past by board members to “find a way” to solve the monetary problems of the district and have stepped up with a variety of ways including: buying our own classroom supplies, getting donations for things that our students needed, working without materials like consumables to save money, and even

grants. Please know we have not made these problems, this was done by the many poor fiscal choices of the Board of Directors and administration that continue to occur, yet not only is it now our job to educate our students, but also to find ways to do it with less and less each and every year.

In just the past 3 years we have endured a 1 year pay freeze which has turned into 3 years (as we still currently have no contract), the mold situation last year, and now the COVID-19 pandemic, and we the teachers have stepped up each and every time to ensure that our students continue to come first. Now, you have cut even more teachers and programs that will impact the students of Pottsville Area School District for years to come.

First, the cutting of full-day kindergarten in this day and age is unheard of. This will impact not only kindergarten for this coming school year, but every grade-level for those students' education, as they will now be a half-year behind in school- not only in social skills, but also in reading and math. All of our curriculum alignment that we have been revamping and perfecting to insure a well-rounded education for our students is gone due to this.

Second, to cut library even at the elementary age will inhibit our students' research skills. This is when students need to learn about locating sources, evaluating information, and recording and organizing information, and are all skills students need as they progress in their education and begin to write research papers. These are required life-long skills, especially in this day and age, and to cut them is simply inconceivable as it will surely result in an additional skill that teachers will now be responsible to teach.

Finally, the cutting of sports programs will also leave a lasting effect on our students. The cutting of middle school sports and several high school sports will provide even fewer opportunities for our students to participate in something that for many is the highlight of their school day. Yes, academics is very important, but for some students their involvement in those extracurricular activities makes all of their hard work in the classroom worthwhile.

It's very difficult to believe in the TIDE mantra of Tradition-Integrity-Dedication-Excellence when it seems that Traditions have been slashed, Integrity no longer exists, Dedication cannot be found, and Excellence will not be reached.

Tracey Fidler- 4th grade teacher Pottsville Area School District

Michelle Lescavage - I am writing to you as a concerned parent of a present student, a parent of 2 previous students who successfully graduated from Pottsville Area High School, and a concerned Alumni. I am very saddened to learn of the possible decision to eliminate many of the school districts programs, library and full day kindergarten and some other areas. I am particularly upset regarding the decision to eliminate the Publications Class. The reason this upsets me the most is probably the reason most parents will or have been voicing their concerns, and are currently taking the action to write to board members. It affects MY child, MY JUNIOR! My child is anxious enough over the uncertainty of the upcoming year, while still dealing with the short

comings of this year. He is remaining focused and regimented in his studies and still being active in his outside activities, school publications and other interests. He is applying to colleges, researching colleges and completing virtual campus visits on line. I feel I must in efforts of good faith make my feelings known so that my voice is heard for MY child as well as those students whose voices won't be heard because of our current situation.

I am 30 year taxpayer. I chose this school district to build a house and raise a family because of all it had to offer. So much more than other districts at the time.

My children played in sports, took honors classes, were involved in many of the extracurricular activities, and as a result graduated from good colleges, and are successful members of the community. That's all we as parents want for our children. It is with our guidance as parents, the teachers they connected with and their strong work ethic that I can say my children are succeeding.

All were involved in Publications staff and have great yearbooks to look back on and be proud of. I myself was a 4 year member of the Publications staff under the direction of Mrs. Kathleen Zwiebel, who I admire and looked up to.

In case you or any members of the board are unfamiliar with this Publication- we at Pottsville have had an award winning, nationally recognized yearbook for over 35 years, and it only gets better each passing year. This is due to the hard work and dedication of a staff, advisor, and the local supportive businesses. I feel I must tell you exactly what goes into this production so you can fully understand how devastating this is to the students.

The work and the composing of this great publication takes into account many facets. Staff learn to develop, and create, meet deadlines, teamwork, learn business skills, and overall enjoy the benefits of pride in their accomplishments after seeing the product they've created. These skills are all used as they move forward in college and/or enter the workforce. It is not merely a "graphic design course" as was stated in an earlier post. These students learn journalism skills and business skills and produce an anticipated end of year, award winning product. This is the climax in May. This is the student's way of remembering their years on the "Castle on The Hill"

Please feel free to look back in the years at Pottsville High school Yearbook and then look at a current production. You can see the transformation of this publication and only then can you realize the importance of this program.

While filling out college applications, it is required that you enter your academic achievements, and also asks about your extracurricular activities. Colleges and places of employment like to see well-rounded candidates.

The journalistic involvement in a production such as Pottsville's Yearbook is a huge statement of the candidate's success. Many board members were indeed alumni of the yearbook staff I believe.

I am asking for the Boards review of any recommendation to eliminate the Publications class. I am asking that the board reconsider this and work to save this class and keep it in the format that it has become.

In light of our current situation, many students were beginning work on next years production. While other districts may not have the same set up and class for a production as Pottsville did, many schools did not have an Award Winning production, as Pottsville created.

A hasty decision at this time to alter or remove this class is not taken lightly. There must be another way or area to cut costs.

Please, I am reaching out in hopes that this will be reconsidered and reviewed in favor of keeping and maintaining it as it stands. You and the Board can openly discuss this.

At this time, the pandemic is not the time to make decisions without careful consideration. Students did wish to voice their concerns in a public forum on their behalf, but time was cut short due to pandemic and now the Zoom meetings barely allow for their voice to be heard.

Hope you and the Board can reevaluate this recommendation and find in favor of keeping this class. Sincerely, Michelle Lescavage

Scott Thomas - Mr. President: In accordance with Board Policy #903, I would like to thank you for the opportunity to address the Board this evening, something that you failed to grant me at your last public meeting.

Pottsville Area School District residents are frustrated! This year's budget proposal slashes many of the programs that have made Pottsville Area School District the shining castle on the hill. This administration's failure over the past 8 years have allowed for these difficult cuts to become even deeper. I remember just a few years ago, in 2015, I was elected to this body, I warned those on the Board, Administration, and the public, that I had VERY strong concerns of our financial decline. At the time, I was mocked by the Superintendent and other Board Members that I simply didn't know what I was talking about. This was when I continually questioned expenditures for things we simply didn't need. In 2016, I questioned replacing retiring teachers that we may have to furlough the following year, when the recommendation from the Superintendent was to replace most or all of them. I voted against the preliminary budget because we were spending more than we were bringing in. I knew the financial situation was bad enough that I didn't hesitate to furlough my own mother as a cafeteria aide when the reductions were made. I'm sure you could imagine how that phone call went. But that's doing the right thing in difficult circumstances. I warned that the financial impact would only continue to grow if something wasn't done soon.

By most of the Board, I was ignored. In 2017, I was proved to be right, when at this point, recommendations were made for teacher reductions. Yet, it still wasn't enough to reach a balanced budget. I voted against that budget because it simply didn't do the taxpayers or teachers any real justice, and I believed we could be where we are today. The Superintendent never wanted to hear my opinion when I served on the Board and he certainly doesn't want to hear it now, which is why I assume he opted not to read my comment at the last meeting- a violation to my first amendment rights and state law. Transparency is not something that this Board takes seriously. Why for the last several months, has the board president failed to follow board policy as it relates to public comment period? Splitting the comment section to three minutes in the beginning and 3 minutes at the end is not what the Board policy states. And why has the Board President not recused himself to matters related to Mid-Penn Bank, where he also serves on the Board?

With the many pressing issues facing our district, NOW is certainly the time for this District to become transparent. The taxpayers, teachers, and our students deserve it. As you are all aware, and I would hope your legal counsel is aware, the evaluation summary for a Superintendent must be placed on the district's website. I have requested this be done and submitted a Right to Know regarding it. Where are the evaluations? Has anyone confirmed that they still exist or are they in a stripping hole in Sharp Mountain? School Code was written for a reason and I believe we should follow it.

As a former Board member, I completely understand the need to cut the budget, but I ask you to use common sense when doing so. Cutting the full-day Kindergarten program is not doing that and it will have long lasting ramifications. Governor Tom Wolf stated as recently as last week the importance of full-day kindergarten and encouraged all districts to look at a full day program. In 2018, 462 out of 500 districts in Pennsylvania offer Full Day Kindergarten. Don't allow Pottsville to fall behind. I ask for your leadership. The teachers ask for your leadership. Residents ask for your leadership. But most of all, the students NEED your leadership.

Dr. Zwiebel, you have blamed the past boards for the districts failure to succeed, even though you were at the helm making each and every recommendation since you became Superintendent. Yes, the previous Boards DID FAIL at stopping this downhill, and that was because they continuously took your failed recommendations. Dr. Zwiebel, you made it a personal vendetta for those that did not agree with you. Many teachers have commented that you even told them how much you couldn't stand me and other board members.

If you recall, when you were hired, I was one of your biggest supporters. For that, I admit, I was wrong. It's something I regret every day. I believe it is now time that you

consider resigning from this district so that a proven leader can be put in place to help fix the damage you have caused.

Judith DiObilda - Dear Dr. Zwiebel and Directors: My name is Judith DiObilda. I am the librarian at the John S. Clarke Elementary Center. I have been employed by the Pottsville Area School District for 14 years. In light of the current financial situation in our district, I want to let you know a bit about our elementary library, its importance and my commitment to our students.

Depending upon yearly enrollment, 800 to 1000 students visit the library every week. In addition to weekly library lessons, 35,000 books are checked out by students every school year. The excitement is palpable when a child chooses a book!

For the past several years I have had no aide but continued to present the best library program possible. Because the JSC library has a bare bones budget of \$3000 annually, each school year I hold a highly successful book fair to supplement our buying power. The proceeds from the book fairs have kept the library supplied with a collection of books that keeps students excited about reading and helps them practice their reading skills.

My goal has been to create a passion for lifelong learning through literacy by reinforcing students reading levels in tandem with the grade level curriculum.

According to data, having a certified librarian also helps to raise reading scores. Most of our students do not have the means to visit our public library and because Schuylkill County has no bookstore, the JSC library fills this vacuum.

It is in the elementary library where children are first introduced to the Dewey Decimal System. In addition, basic research skills are introduced at the elementary level and then built upon in the Middle School and High School. It is well documented that mastering these skills generates knowledgeable employees and fosters success in college.

It is difficult for me to imagine a childhood without access to books! I implore you to reconsider the closing of the three Pottsville Area School District libraries. Although I understand that furloughs and program cuts are a financial necessity, eliminating a child's access to books and research materials is not in their best interest.

Thank you for your consideration in this matter.

Judith DiObilda, M. Ed., Certified Teacher Librarian, Gifted Support Teacher

Deidre Anchorstar - Good evening. My name is Deidre Anchorstar, and I am a social studies teacher at the high school. I would like to share an email that was sent to Dr. Zwiebel and the school board highlighting my experiences and expressing my concerns regarding the proposed cuts.

Dr. Jeffrey Zwiebel: At the start of the 2017 school year, you asked me, as well as several of my coworkers, to attend morale committee meetings. Knowing the state of the district at that time, I gladly accepted the invitation, and I hoped this committee was a potential catalyst for change. These meetings were held before school at 7 AM, and those that participated provided many solid, feasible suggestions to help increase positivity among faculty members and leadership. I cannot recall any suggestions that would have cost the district anything financially, but I can recall many suggestions that were completely overlooked. These were suggestions that would have helped faculty members feel appreciated and would have shown faculty members that their opinions mattered. By the end of the school year, my enthusiasm and commitment to this committee started to dwindle. I was sad. I had told my coworkers that I would represent them, and I would bring their issues and concerns to the table. I know you may not know me personally, but I am confident that those who do know that I am a "doer." Saying things and not following through are not a part of my character or moral code. At the last morale meeting of the school year, I informed you I would not continue with the committee. I explained that it was very difficult for me to bring issues to the table, and not see action taken. The following school year, you gathered new committee members, and they brought information to you. I cannot speak for what happened at those meetings, but I can say with 100% certainty—the morale committee did not fulfill its objective.

Although the intention may have been there in August 2017, very few examples exist to highlight how morale has increased. I'm confident there are none. Within the word morale is the word moral. Morals show concern for what is right and wrong. Recommending the proposed cuts is not only morally wrong but also educationally unsound. Please prove me wrong, and show me that you truly have the concern of our students and faculty at the forefront.

Please note—I have included members of the school board in this email to show suggestions were made before confidence was lost.

Kim Rismiller - Good evening. I am Kim Rismiller, the lead teacher of the music department at Pottsville Area School District. I have been working in the district since 1990. First in the D.H.H. Lengel Middle School teaching general, vocal and instrumental music and now in the high school as the choral director and a general music teacher. I want to state that without a doubt the music department we have right now is the most cooperative and dedicated group of educators with whom I have had the honor of working. Unfortunately, that staff is entirely too small to accommodate our student body to the best of our ability. Over the years, I have seen our staff dwindle from seven full-time music teachers to four. Not only is our department losing

a staff position in the high school beginning next year (if you approve the current budget), but we lost a staff member in the middle school last year.

The middle school was left with only two teachers to provide general music for grades five through eight, conduct the choirs and the bands, and provide instrumental lessons to the band students. The lack of staffing meant that these instrumental students were only able to receive lessons bi-weekly instead of the once-a-week lessons that they had previously enjoyed. This lack of instructional time creates a strain on the teachers and allows them to barely provide the basics. This past year the middle school beginning band students were only starting to get comfortable with their first five notes when we left in March. This was something that would typically be accomplished by January in previous years. These teachers constantly give their prep time and sometimes their lunch in order to provide lessons to their students. They would then prep after school and at home. Due to the constraints caused by the reduced staff, new programs that had been started were not able to continue, such as pep band, jazz band, and modern band. Our children are missing out on instructional time and opportunities that they could carry with them into their futures. In addition, this lack of instruction time reduces student accomplishment, which in turn reduces the quality of programs moving forward. One cannot expect excellence without providing the means to achieve it.

If the current plan is approved, I will be moving from the high school choral/general music program to John S. Clark Elementary School. Mrs. Reichard will be expected to take on the choral music program and some of my general music classes also. All of the current classes will not be offered to our students as there will not be enough time in a day for one person to cover them. In addition to choir and band, there are other activities such as Chorale and honor festivals (County/District/State) that require our students to rehearse and prepare. These are in addition to the activities we already complete and please note these are done without compensation. Preparation for auditions, attending and working auditions, preparing for festivals and attending festival rehearsals and concert, which often take place evenings and weekends are all tasks that we willingly take on for the love of our students and pride in our program. Music teachers are notoriously flexible when it comes to working with our students. Can't make your scheduled lesson time, come in during my lunch period...can't fit choir in your schedule, take it over your lunch period or come in after school and I'll teach you the music...come in after school I'll go over that audition piece with you...etc., etc. Unfortunately, I don't know how much further we can stretch ourselves. You are asking four individuals to do what seven teachers did up until the early 2000's when one by one those positions began to disappear.

There was a time in the 1980's when schools were struggling with financial issues and they began to cut the arts. Movies such as Music of the Heart and Mr. Holland's Opus

were made to tell the stories of the harm this caused to schools. Many of these schools spent years trying to recover from the disastrous decisions that were made. As we already lost a music educator last year, please don't let us lose another. As Mr. Holland said to his school board, "...do not misunderstand me, I am not talking about my job. I am talking about the education that students once got ...versus the education that you are willing to give these kids today." If you still need me to move to the elementary school classroom, (which I have not taught in since 1990), I will do that. But please reconsider your plan and allow two educators to continue to teach in the high school music department. The proposed cuts will make it almost impossible to maintain the tradition of excellence for which the Pottsville Area School District used to be known.

Molly Lubinsky – My name is Molly Lubinsky and I am a senior at PAHS. The proposed changes may not affect me, but they will affect many of my friends and family members as well as so many other in the district.

For eight years, I received a religious education at a private school. Due to budget limitations, the school didn't have very much in the way of extracurriculars and the only sport that was offered was basketball.

High school was a different story. I was given the choice to attend Pottsville or Nativity and I chose Pottsville. To say I was nervous at first is an understatement. I was absolutely terrified. I came into my freshman year knowing only one other student. I was worried about finding friends and fitting in, along with everything else a 14 year old girl would be stressing over. Fortunately, I discovered very quickly that I didn't have to worry. I met so many amazing students and teachers, joined a whole bunch of different clubs, took my first art class since fourth grade and took PUB classes that eventually led to me being a yearbook Editor-in Chief. I was actually able to be involved in things that I felt mattered and for the first time, I enjoyed being at school. Programs like PUB are essential for students. It teaches students valuable computer skills, and gives them a work ethic that prepares them for jobs in the real world after high school. In my personal experience, it even helped me in choosing my career path, and there is a plethora of alumni that can say the same. It doesn't make sense to make cuts to something like this that benefits students in such an amazing way.

During my four years at PAHS I was able to accomplish so much. The resources that were available to me allowed me to branch out and flourish. I only wish that I'd had them sooner.

Cutting sports and extracurriculars will not benefit students and I can say that from experience. Studies have shown that such programs improve academic performance, and provide students with a chance to apply things they have learned in the classroom. No matter what we as students are involved in, we all have one thing in common: It's that we all take pride in our school and what we do.

Pottsville Area is a wonderful district that has provided me and many others with so many opportunities and resources. I ask that that you please re-examine the situation. The students shouldn't have to pay for others' mistakes. Please don't let the proposed cuts be your legacy as a school board. Instead, please consider growth, creativity and opportunities. Thank you for your time, Molly Lubinsky.

Amy Babcock - This statement is made on behalf of the Pottsville Area High School Education Association.

We feel like we have had to make these statements too many times over the past four years. Each year, the teachers and staff of this District stand in front of the Board and make pleas for understanding. We make pleas for a strong plan moving forward. We beg on behalf of our students. Yet – nothing seems to change. The Association finds itself yet again fighting for its members and the children who we teach and care for every day.

The Board has reduced our teachers and students to numbers – what does each one cost the District? While we know that human beings are more than dollar signs, time and again the Board wants to know the “statistics” and the “bottom line”. Since numbers are what appears to speak to the Board - these are the statistics that matter to our members and our community:

In 2015 – there were 208 educators in our District. Currently – there are 180. This is already a 13% reduction. If these cuts and furloughs are approved – we will be reduced to 165 educators. That will be a 21% reduction since 2015. Are these reductions being made in all areas – including Administration? How can strong education be built, when the foundation of that education is reduced dramatically?

The Board should not need to be reminded how their actions affect many more than the members of our Association. They should already know that there are 2,400 students who rely on them to make good decisions. There are 2,400 young minds who depend on them to make an effort to know what a quality education is. These children will turn to you and ask why their favorite elementary teacher is no longer in school; these children will turn to you and ask why they no longer have a library available to them; parents will turn to you and ask why their child's test scores have dropped; and the community will turn to you and ask why Pottsville is no longer the most respected District in the county.

We have continually asked the Board to have an open dialogue about what is needed in each building and each classroom. The Association provided a Vote of No Confidence in the Superintendent to the Board earlier this year. The Association officers attempted to communicate with the Board regarding the reasons for this vote; however, the Board did not wish to speak with us on this matter. We have approached Dr. Zwiebel about repairing the relationship between teachers and Administration. Again – there has been no response to these requests.

Sadly, the educators and professionals in this District have never been asked to consult on what is appropriate for our students. The Board has failed to make a real effort to come into the buildings and see what is happening. We have asked to meet with them about the future of our District, and we have been met with silence. They refuse to collaborate with us on ideas for moving the District forward.

These are disappointing times for all of us, but perhaps especially those of us who chose education as a vocation. This is not just our "job"; this is our passion. We want to help our students change the world someday.

The Association hopes that others will stand with us to defend our students. For those listening - parents, students, and community members stand up and express your outrage at the dismantling of our children's education.

Tara Tranquillo Hess - As I began to write, I couldn't help but think of the pep talk I gave to my fellow co-workers, parents, and students, on our first day of online learning, just a few weeks ago. As part of a PASD Union Facebook message, while speaking to our students who never got to complete milestone years, I used these words: We can't say that we understand how you feel because we have never felt a loss like this.

Unfortunately, for the same co-workers, parents, and students, just a few weeks later, that loss has taken on an entirely different meaning.

I continued those words of encouragement with this explanation: I spent six hours a day, five days a week with my kids. I know them in and out, and, just like that, they were no longer a part of my day to day life.

I miss my kids.

I miss my work family.

I miss teaching.

....and that's when I realized the difference between the group of people that are in charge and the group of people that are involved in the day to day: The board and administration want to run the school like a business whereas the teachers and staff look at education like an extended family.

The board and Superintendent act as CEOs while the rest of us fall into the employee, customer, and consumer category.

The 15 teacher positions that are being furloughed are being discarded to save costs and cut excesses. While economically, from a business standpoint, this decision may appear fiscally safe, but what about the stakeholders? What about the young teachers who began their career by uprooting their lives, moving to Pottsville, only to be "let go" without a full year under their belt? What about the relationships the co-curricular teachers have formed with the students with whom, year after year, get to watch them grow and mature as they travel through all four or five years of the building's grade levels? Have you thought about the students in the Special Education classes that do

not do well with change and how their teachers, just like caring parents, have worked so hard to keep consistency and comfort for them? Have you thought about the teachers who are on the furlough list who have walked the same halls as PASD students and, now, have children of their own in the district?

The elimination of co-curricular programs, educational programs, teacher positions, support staff, and secretarial and custodial positions in all three buildings is not the way the district should "trim the fat." If Administration really wanted to "test the waters" they would try to find out their consumer's opinions about an idea or plan before implementing it.

Unlike an actual business that can choose the products that will, in the end, help to manufacture their final product, the education system has no control over what it can and cannot accept. In other words, if we are in the business of making sandwiches, we could be picky when it comes to certain grains of bread and choose the most desirable meats. As educators, we accept every student, regardless of his or her outer or inner qualities, and are responsible to export them all into that same one-size-fits-all mold. As far as the consideration of half-day Kindergarten and the elimination of the list of sports, our most valuable consumers will receive the greatest short-change because those molds are not one-size-fits-all. Kindergarten is the foundation of our business. Without a strong foundation, our business will crumble. Middle School sports feed the passion and pride our high school programs are built on. Every big wave begins with a little ripple. Our family has always stood behind that TIDE Pride. We need to take the control back from the business-run school board and go back to our home town family roots. Make your voices known in elections. Make your voices heard at public school board meetings. Write to your state legislatures and elected officials. Join the PTO and support the school sport's teams, choirs, theatrical works, etc. Hold these leaders accountable for the mistakes they have made in their business ventures and take a stand for our school, our family.

Suzanne Delaney - With fewer custodians in the buildings due to the furloughs from their staff, what is the district's plan to keep students and teachers safe from the spread of dangerous germs? Shouldn't we be hiring more custodians to clean high-contact areas more often to reduce the spread of potentially fatal diseases, such as Covid-19?
Thank you, Suzanne Delaney

Ashley Shappell - My name is Ashley Shappell, I am a 5th grade teacher in the DHH Lengel Middle School. I have been a part of the DHH Lengel Middle School staff since 2010. I have made that place my home away from home. I have held three positions within the building and worked with all grade levels. I have worked with both the 5th grade team and the special education department. I have seen the building transition

from nine fifth grade classrooms, to your current recommendation of only six. I have seen the building transition from two co-taught 5th grade classrooms and one collaborative classroom to our current situation of having only one co-taught classroom and zero collaborative classrooms. For two years, I served as the 5th grade co-teacher *plus* the itinerant support teacher for that grade level. In other words, due to previous cuts, I was doing the job of two certified professionals. I understand to most this means very little, but decreasing co-taught and collaborative classrooms as well as increasing teachers' workloads are unacceptable disservices that cause insurmountable damage to our Tide students. Despite the opinions of most, my colleagues and I did not come into our positions for fame and fortune. We bleed Crimson and White for the kids who enter our classrooms on a daily basis; they are the ones affected the most. We spend our days across the street from your office giving our blood, sweat, and tears to the many needs of our students. Outside of our contractual time, we are dedicated to creating lasting memories such as building balloon arches to celebrate the 1,000th day of school for our 5th grade students, rearranging our classrooms to meet the diverse needs of our learners, and communicating with the families of our students to encourage a strong school/home relationship. It is because of us that our students have a home in our school buildings. All of this goes unnoticed by yourself and the Board of Education. In my position as lead teacher for the Schuylkill Achieve After School Program, my job is to employ teachers who can facilitate enrichment activities and provide tutoring opportunities for the students of DHH Lengel Middle School. This program services approximately 20% of students within the middle school. Over the past four years, fourteen positions have been eliminated from the middle school which includes two more with your current recommendation, for a total of 16 educated professionals. A large majority of students within the Pottsville Area School District come from non-traditional families, broken homes, and carry more baggage than we may see in a lifetime. It is our job to provide them a consistent, safe, and structured environment where they are able to learn and express their individuality. It has been a challenge to keep the consistency for our Achieve students due to a decrease in staff. Your current recommendation also includes the elimination of Junior High Sports which provides an outlet for 25% of students in the DHH Lengel Middle School. As a member of my school's PBIS team, we analyze behavior data and the factors that positively and negatively impact our students. Approximately 20% of the students who already participate in sports programs can be classified as academically underperforming, having poor attendance, or receiving frequent disciplinary infractions. What will the impact be when you eliminate those sports programs, not to mention the dean position, in DHH Lengel Middle School? Your disheartening actions have caused thirty-three of your employees' lives to be uprooted and changed forever. Not only does this affect your employees, but it will greatly impact the lives of the students who count on us

every day. I hope you are ready to answer the difficult questions that will, no doubt, be coming from our students. What will happen next? Will we ever get to see that teacher again? One question we all have that we hope you can answer... How will we move forward with these empty spaces in our Tide community?

Jayce Adamick, PAHS sophomore – “Myself being someone who didn’t come from a great home life knows how important sports can be to someone. Most of the time it was the only thing that got me through everything. They’re not just taking away the chance for students to succeed in something, but also the countless memories that would be made. Some of my best memories come from being a part of a team. Being on a team builds character and creates friendships that can last a lifetime. 99.9% of the time sports is what pushes me to put more effort in at school, because I know if I don’t do well I won’t be able to play. It’s the only sense of normalcy in your life at points, where you can forget about everything that’s going on. I can’t even begin to imagine how I’d feel if I didn’t have the opportunities that I had, I know I wouldn’t be the person that I am today.”

Nicole Stiles - I have been the foreign language department lead teacher for a decade, and I have seen our budget go from a modest \$2000 per year to a nearly nonexistent \$200 per year.

It is not the budget that concerns me; we have become used to operating with next to nothing. It is the apparent lack of respect for our foreign language program shown in the last two weeks that I cannot abide.

First, the decision to cut the German program seemed hastily made, but we began making plans to deal with it. We did not agree with this decision, but we understood that it was simply a matter of finding programs to cut, and that we, like arts and music, are often the first to be affected when budget cuts are made.

Finding out later that not only are we keeping the German program, but we are losing a Spanish teacher, felt like a slap in the face. Not only did it affect the lives of two educators, but it clearly showed that foreign languages are not a priority and that this was not a decision that was well thought out in the first place.

The Modern Language Association’s Department of Foreign Language recommends maximum class enrollment of twenty or fewer students, for enabling effective interaction between teacher and students to develop proficiency in a foreign language. The American Council on the Teaching of Foreign Language suggests an even lower ideal number: fifteen students per class.

The loss of a foreign language teacher will make our students suffer. Foreign language classes are about communication, and effective communication simply does not occur with the number of students who will be crammed into one class with only three teachers and an eight period day.

Our students (and teachers) have succeeded *despite* all of the roadblocks on our paths to success. Graduating PAHS students have studied and worked in Argentina, Canada,

France, French Guinea, Germany, Peru, and Mexico. Two students have become high school language teachers themselves, and others have become linguists in the US Military.

But foreign language should not be a lesson in overcoming obstacles. In first cutting the German program, then turning around and reinstating it just to cut a Spanish teacher, you are showing these students that their interests are an afterthought - nothing more than a line in a budget to be tweaked in any way that provides financial, and not educational, benefits.

I encourage you to reconsider this decision that will do nothing but harm our students. Foreign languages are more than just a requirement for admission to college; they are necessary skills for international business, diplomacy, and communication. These are the skills for the twenty-first century that all of our students will need. Please do not allow these hasty decisions to diminish the quality of education that our students will receive at Pottsville Area High School. Nicole Stiles, Foreign Language Department Lead Teacher

Mr. Quandel thanked everyone for their comments.

On motion of Dr. Cardamone, seconded by Mr. Urban, the Board dispensed with the reading of the minutes of the April 21, 2020 Board Meeting. Since all members received copies, and there being no additions or corrections, the minutes were approved. Motion carried.

On motion of Mr. Moran, seconded by Dr. DiCello, the Board accepted the reports of the Treasurer for the month of April 2020 - Mid Penn Bank – \$923,189.47. Motion carried by roll call vote: Dr. Cardamone, Dr. DiCello, Mrs. Dewitt, Mr. Moran, Mr. Quandel, Mr. Urban, Ms. Wytovich and Dr. Blankenhorn, Aye. Mr. Shields, Abstain.

On the recommendation of Mr. Manning, and on motion of Mr. Urban, seconded by Dr. Blankenhorn, the Board approved the Cafeteria Financial Report for April 2020: Revenue Received - \$115,647.04; Expenditures - \$147,516.98; Net Loss - \$(31,869.94). Ending balance for April 30, 2020 - \$57,854.64. Motion carried.

A list of bills, as appended, was submitted for payment. (Copy to each Director.)

On motion of Dr. Blankenhorn, seconded by Dr. DiCello, vouchers were ordered drawn in payment of the bills listed or where vouchers had been drawn, such action was approved and the list of bills was ordered appended to the minutes. Motion carried.

There was a motion for an election of a Treasurer for year 2020-2021 (July 1, 2020-June 30, 2021)

On a motion of Mr. Moran, seconded by Dr. DiCello, the Board approved to proceed with the election of a Treasurer for the fiscal year 2020-2021. Motion carried.

On a motion of Dr. Cardamone, seconded by Dr. Blankenhorn, Mr. Jerome Urban was nominated for Treasurer of the Pottsville Area School District for the fiscal year beginning the first day of July 2020 and ending the last day of June 2021. Motion carried.

On a motion of Dr. DiCello, seconded by Mr. Moran, the Nominations for Treasurer were closed. Motion carried by roll call vote: Dr. Cardamone, Dr. DiCello, Mrs. Dewitt, Mr. Moran, Mr. Quandel, Mr. Shields, Mr. Urban, Ms. Wytovich and Dr. Blankenhorn, Aye.

Mrs. Lombel, Board Secretary, cast the ballot electing Mr. Jerome Urban as Treasurer of the Pottsville Area School District for the fiscal year from July 1, 2020 to June 30, 2021.

On motion of Mr. Shields, seconded by Mr. Moran, the Board approved the change of salary for Treasurer. The Treasurer's salary will be \$00 and not the annual rate of \$2,000.00. Motion carried.

On the motion of Dr. DiCello, seconded by Dr. Blankenhorn, the Board approved that the Treasurer be required to provide a bond in the amount of \$50,000.00, with approved surety, the premium of the bond to be paid by the Pottsville Area School District. Motion carried.

On the recommendation of Solicitor, Atty. Reid, and on motion of Dr. Cardamone, seconded by Mr. Urban, the Board approved the Settlement Agreement for student ID #201220. Motion carried.

Atty. Reid noted that the Sunshine Law gives the public the right to attend public meetings. The Sunshine Law provides public comment for a maximum time of five (5) minutes. Total public comment is one hour.

On the recommendation of the Superintendent, and on motion of Dr. DiCello, seconded by Mr. Urban, the Board approved the Superintendent's preapproval of the credits indicated for the following professional employees be ratified in accordance with the negotiated agreement between the PASD and the PASDEA:

Nathan Halenar	-	6 credits
Kaycee Hess	-	3 credits
Allison Hughes	-	6 credits
Cara Kelly	-	6 credits
Suzanne Sterner	-	3 credits

Motion carried by roll call vote: Dr. Cardamone, Dr. DiCello, Mrs. Dewitt, Mr. Moran, Mr. Quandel, Mr. Shields, Mr. Urban and Ms. Wytovich, Aye. Dr. Blankenhorn, Abstain.

On the recommendation of the Superintendent, and on motion of Mr. Urban, seconded by Dr. DiCello, the Board approved the following professional employees be reimbursed as indicated for the successful completion of preapproved credit courses in accordance with the negotiated agreement between the PASD and the PASDEA: Paula Jones - \$1,695.00, Peter McDonald - \$300.00 and Amanda Purcell - \$1,551.00. Motion carried.

On the recommendation of the Superintendent, and on motion of Dr. DiCello, seconded by Mr. Urban, the Board approved the following Administrative employee be reimbursed as indicated for the successful completion of a preapproved credit course: Caitlin Mohl - \$2,316.00. Motion carried.

On the recommendation of the Committee on Athletics and Extracurricular Activities and on motion of Mr. Shields, seconded by Mr. Moran, the Board tabled the proposed eliminations of the following athletic programs as listed in the Board agenda due to the continued work to find alternate funding streams and to also allow booster groups to be part of that potential funding stream:

- a. Varsity Golf
- b. Varsity Boys Tennis
- c. Varsity Girls Tennis
- d. Freshman Football
- e. Freshman Basketball
- f. Weight Room Supervisors
- g. Junior High Football
- h. Junior High Girls Basketball
- i. Junior High Boys Basketball
- j. Junior High Wrestling
- k. Junior High Track & Field
- l. Junior High Cheerleading

Motion carried.

Mr. Quandel read the prepared statement:

At a recent meeting of the Board, based on the recommendation of our Business Manager as to what is in the District's best financial interest, a motion was unanimously approved by the Board to enter into a line of credit with Mid Penn Bank for \$1,000,000. The purpose of this statement is for me to disclose that I am, and have been for approximately 5 years, a member of the Board of Directors of Mid Penn Bank, and accordingly to request that the Board reconsider that Motion as it would have been appropriate for me to abstain. My vote did not affect the outcome. I was not involved in the recommendation for or negotiation of the financing. Nonetheless, given my Board position with the Bank, I feel I should have abstained, whether legally required or simply as a matter of good practice.

In a prior vote for the District to have financing with Mid Penn, dating back to the recommendation of the Finance Committee for the 2018-2019 school year, I did abstain, as recorded in the minutes of that Board meeting.

On April 19, 2020, conducting our first video carried meeting, I was absorbed in my duties running the meeting as Chairman, calling for action on the Recommendation, and the vote was taken by general yes/no, not roll call, so I simply did not stop to reflect on the specific source of the financing.

I also note that I have filed an amended Statement of Financial Interests for year 2019, which was not due until May 1 anyway pursuant to the Ethics Act (I had filed a Statement early, back in February), in which I disclose my Board membership at Mid Penn. When I completed the first form I submitted for 2019, my focus was on assuring I had done an exhaustive listing of the companies in which I have a controlling or substantial direct or indirect interest, as required by the form, and my position as a Director of the Bank was not on my mind as I went through that substantial list of in excess of 25 companies. Given the amount of disclosure I made, it certainly was not my intention NOT to make full disclosure.

I am now calling for two motions and announce ahead of the vote my intention to abstain on the vote regarding the line of credit.

First, I call for a motion to rescind the vote from the April 21, 2020 Board meeting regarding to the line of credit information with Mid Penn Bank.

On the recommendation of Mr. Quandel, and on motion of Dr. Cardamone, seconded by Ms. Wytovich, the Board rescinded the April 21, 2020 motion regarding the line of credit information with Mid Penn Bank. Motion carried by roll call vote: Dr. Cardamone, Dr. DiCello, Mrs. Dewitt, Mr. Moran, Mr. Quandel, Mr. Shields, Mr. Urban, Ms. Wytovich and Dr. Blankenhorn, Aye.

Second, based on the recommendation of the Business Manager, I call for a motion to approve a Non-Revolving Line of Credit from Mid Penn Bank to provide temporary funding pending anticipated receipt of a Redevelopment Assistance Capital Program (RACP) grant in the amount of \$1,000,000. Term – up to 3 years. Rate 3.95% tax free fixed for the length of the term.

On the recommendation of Mr. Quandel, and on motion of Mr. Urban, seconded by Dr. Blankenhorn, the Board approved a Non-Revolving Line of Credit from Mid Penn Bank to provide temporary funding pending anticipated receipt of a Redevelopment Assistance Capital Program (RACP) grant in the amount of \$1,000,000. Term – up to 3 years. Rate 3.95% tax free fixed for the length of the term. Motion carried by roll call vote: Dr. Cardamone, Dr. DiCello, Mrs. Dewitt, Mr. Moran, Mr. Urban, Ms. Wytovich and Dr. Blankenhorn, Aye. Mr. Quandel, Mr. Shields, Abstain.

On the recommendation of the Committee on Finance and on motion of Dr. Blankenhorn, seconded by Dr. DiCello, the Board approved the adoption of the proposed final 2020-2021 school district budget of \$ 39,207,305.74. The Committee reports that this budget reflects needed instructional equipment, supplies, maintenance and operational expenditures necessary for school district operations. Therefore, the Committee recommends adoption of the proposed final 2020-2021 school district budget which includes a tax increase of 1.5936 mills to 43.5319 mills. Motion carried by roll call vote: Dr. Cardamone, Dr. DiCello, Mrs. Dewitt, Mr. Quandel, Mr. Shields, Mr. Urban, Ms. Wytovich and Dr. Blankenhorn, Aye. Mr. Moran, Nay.

On the recommendation of the Committee on Finance and on motion of Dr. Blankenhorn, seconded by Mr. Urban, the Board approved the agreement between the Joseph F. McCloskey School of Nursing and Pottsville Area School District. The agreement provides student professional nurses certain clinical education experiences at no cost to the district. Term of Agreement: Three years (3) – May 25, 2020 –May 25, 2023. Motion carried.

On the recommendation of the Committee on Finance and on motion of Dr. Blankenhorn, seconded by Mr. Urban, the Board authorized the School Board Secretary to have the required proposed final budget notice published once in the Republican Herald on Friday, May 15, 2020. Motion carried.

On the recommendation of the Committee on Finance and on motion of Dr. Blankenhorn, seconded by Mr. Urban, the Board set the date of June 16, 2020 at 7:00

p.m. for the Final Adoption of the 2020-2021 budget for the Pottsville Area School District. Motion carried.

Mr. Urban commented that the budget is just a proposed draft. Mr. Urban asked if some items could be reviewed to save programs such as full day kindergarten and sports programs before the final budget is approved at the June 16, 2020 meeting.

On the recommendation of Committee on Personnel, and on motion of Mrs. Dewitt, seconded by Dr. DiCello, the Board accepted the letter of resignation for retirement from Howard Fallon, bus driver and carpenter for the Pottsville Area School District. Mr. Fallon had been employed by the district for twenty seven years. Motion carried.

On the recommendation of Committee on Personnel, and on motion of Mrs. Dewitt, seconded by Dr. DiCello, the Board accepted the letter of resignation of Brian Manning, Business Manager at the Pottsville Area School District, effective June 30, 2020. Motion carried.

On the recommendation of Committee on Personnel, and on motion of Mrs. Dewitt, seconded by Dr. DiCello, the Board approve the following Leave Without Pay as per School Board Policy(s): 334, 434 and 534:

- o Employee #307 – cafeteria employee – March 9, 2020
- o Employee #183 – custodian – April 28, May 4, 2020
- o Employee #307 – cafeteria employee – March 9, 2020

Motion carried.

On the recommendation of Committee on Personnel, and on motion of Mrs. Dewitt, seconded by Mr. Urban, the Board accepted the administration's proposal due to declining enrollment to curtail or otherwise alter certain programs which would result in the furloughing of fifteen (15) temporary professional and professional employees district wide impacting the following curricula areas: Physical Education, World Language, Library, Music, Business Education, English, Math, Art, Dean of Students, Special Education, Kindergarten and Nursing. In a manner consistent with the School Code, each impacted employee will be provided with a written notice of the District's intent to furlough and an opportunity to be heard. Any final official resolution to furlough individual employees would be presented at the June meeting. Motion carried by roll call vote: Dr. Cardamone, Dr. DiCello, Mr. Quandel, Mr. Shields, Mr. Urban, Ms. Wytovich and Dr. Blankenhorn, Aye. Mrs. Dewitt, Mr. Moran, Nay.

Mrs. Dewitt read the prepared statement:

"For me, it is difficult to put into words and equally difficult to process the news that we have received over the past few weeks.

It would be impossible to over emphasize the importance of quality full-day kindergarten and library programming for the children of our district. Eliminating these vital educational elements during a child's formative years is parallel to removing the foundation of a home. I could share with you any countless number of peer-reviewed and evidence-based research studies which illustrate the importance and value of full-day kindergarten for a community.

As a newly elected board member, I recognize that our district is currently facing difficult economic times. I see it as my job as a board member to help navigate through these complicated waters. While such navigation may include making difficult decisions, I also need to recognize my duty to put the children and families of Pottsville first. The elimination of full-day kindergarten and the mass furloughing of teachers and support staff does exactly the opposite.

It could also be argued that the elimination of full-day kindergarten and the curtailment of certain programs will work against us. I fear it will risk decreasing revenue for Pottsville Area School District. I fear we will lose more students to charter schools. Also, as families decide where to purchase homes and raise children, they may look at the decisions we are making to determine if our school district is the right district for them. If families choose surrounding districts over Pottsville, this will reduce property values in our area, which will mean decreased revenue for our district.

It goes without saying that I will oppose the curtailment of programs for our students and families. I will equally oppose the reduction of teaching and support staff. We, as a board, must come together in order to find alternative ways to increase revenues and decrease expenses. Reducing our energy costs with progressive renewable energy was a good start. We need to do more while also making sound educational decisions for the students and families we are honored to serve.

In my opinion, Mass cuts to teachers and student programming is not educationally sound. Nor will it be financially sound".

On the recommendation of Committee on Personnel, and on motion of Mrs. Dewitt, seconded by Mr. Urban, the Board accepted the administration's proposal of the furloughing of five (5) full-time non-professional staff, one (1) part-time non-professional staff and the furlough of thirteen (13) full-time non-professional staff from full-time to part-time status, as defined under the school code, impacting the following positions: Secretary, Teacher Aide, Custodial, Mechanic and Library Aide. In a manner consistent with the School Code, each impacted employee would be provided with a written notice of the District's intent to furlough and an opportunity to be heard. Any final official resolution to furlough individual employees would be presented at the June meeting. Motion carried by

roll call vote: Dr. Cardamone, Dr. DiCello, Mr. Quandel, Mr. Shields, Mr. Urban, Ms. Wytovich and Dr. Blankenhorn, Aye. Mrs. Dewitt, Mr. Moran, Nay.

Under Public Relations, Ms. Wytovich presented the following:

- Congratulations to the following seniors for being named Rotary Students of the Month.

April

Daphnee Saint Juste
Owen Golden

May

Jelissa Diaz-Walchak
Morgan Rich

Mr. Urban, Technology Chairperson, thanked the administration and teachers for their hard work. They are doing a phenomenal job with the students and being able to adapt.

On the recommendation of the Policy and Procedure Committee, and on motion of Dr. DiCello, seconded by Mr. Moran, the Board tabled the revision to Policy #903 – Public Participation in Board Meetings as presented. Motion carried.

Under Legislation, Mr. Moran said there are numerous challenges for both the State and Federal Government with the ongoing pandemic. The State should be receiving CARES money. Mr. Moran also thanked the teachers for their efforts with the students and the student lunch program.

Dr. Cardamone, IU 29 Representative, said the operating budget for IU 29 was approved on May 4, 2020.

Dr. Cardamone, St. Clair Committee Chairperson, said the committee met with St. Clair School officials and discussed cooperative actions. There will be further meetings.

On the recommendation of Mr. Manning and on motion of Mr. Urban, seconded by Mr. Moran, the Board approved the Revenue Report for April 2020, which included local, state and federal sources. (Local Sources - \$548,107.61; State Sources – \$2,041,507.00; Federal/Other sources - \$75,782.06. Total \$2,665,396.67). Motion carried by roll call vote: Dr. Cardamone, Dr. DiCello, Mrs. Dewitt, Mr. Moran, Mr. Quandel, Mr. Shields, Mr. Urban, Ms. Wytovich and Dr. Blankenhorn, Aye.

Under New Business:

On the recommendation of Mr. Manning and on motion of Mr. Urban, seconded by Dr. Blankenhorn, the Board approved the following Salary & Benefits Report for April 2020 (2 payrolls): Total Salaries \$1,307,529.96; Total Employer share Retirement - \$445,893.67; Total Employer Share FICA - \$98,465.91; Total Employer Paid Insurance Benefits - \$508,323.99. Grand Total for April 2020 - \$2,360,213.53. Motion carried.

On recommendation of Mr. Manning, and on motion of Mr. Moran, seconded by Mr. Urban, the Board approved the following Use of Facilities:

PAHS

1. PAHS, SAT's, September 26, 2020, 6:30 am – 3:00 pm, HS.
2. PAHS Drama Club, "Spring" Musical, July 24, 25, 26, 2020, 4:00 – 11:00 pm/12:00 – 11:00 pm/12:00 – 5:00 pm, HS Auditorium.
3. PASD Music Dept., Schuylkill County Chorus Auditions, October 14, 2020, 4:30 pm – 7:30 pm, HS Auditorium.
4. PASD Music Dept., PAHS Choirs Christmas Concert, December 10, 2020, 6:00 pm – 9:30 pm, HS Auditorium.
5. PASD Music Dept., DHHL Choirs Christmas Concert, December 13, 2020, 4:45 pm – 7:30 pm, HS Auditorium.
6. PASD Music Dept., HS/MS Bands Christmas Concert, December 17, 2020, 6:00 pm – 9:30 pm, HS Auditorium.
7. PASD Music Dept., Schuylkill County Chorus Festival Rehearsals, February 16, 18, 19 (9:00 am – 4:30 pm), 2021, 5:30 pm – 9:00 pm, HS Auditorium.
8. PASD Music Dept., Schuylkill County Chorus Festival, February 20, 2021, 9:00 am – 4:00 pm, HS Auditorium.
9. PASD Music Dept., PAHS Small Ensembles Concert, February 25, 2021, 6:30 pm – 9:00 pm, HS Auditorium.
10. PASD Music Dept., PAHS Concert Band, May 6, 2021, 6:00 pm – 9:30 pm, HS Auditorium.
11. PASD Music Dept., DHHL Choirs Concert, May 11, 2021, 5:45 pm – 9:00 pm, HS Auditorium.
12. PASD Music Dept., PAHS Spring Choirs Concert, May 13, 2021, 6:00 pm – 9:30 pm, HS Auditorium.
13. PASD Music Dept., Fourth Grade Night, May 18, 2021, 5:30 pm – 9:00 pm, HS Auditorium.
14. PASD Music Dept., DHHL Bands Concert, May 20, 2021, 5:45 pm – 9:00 pm, HS Auditorium.
15. PASD Music Dept., PAHS/DHHL Jazz Bands Concert, 6:00 pm – 9:30 pm, HS Auditorium.

DHHL

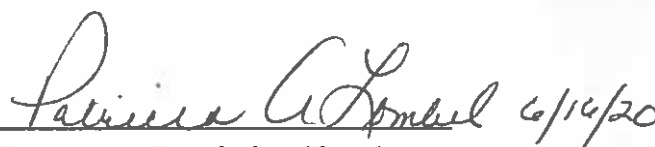
16. PASD Music Dept., DHHL Small Ensembles Concert, March 11, 2021, 6:30 – 9:00 pm, MS Auditorium.

Motion carried.

Mr. Manning noted that some of the summer dates may have to be changed due to the pandemic.

Mr. Manning said information on the pandemic is on the PASBO website.

There being no further new business, on motion of Mr. Urban, seconded by Ms. Wytovich, the meeting adjourned at 9:17 p.m.

 Patricia A. Lombel 6/14/20

Patricia A. Lombel (Date)

Board Secretary



Pottsville Area School District
Enrollment Trend Financial
Overview

May 12, 2020



**POTTSVILLE AREA SCHOOL DISTRICT
COMMITTEE ON PERSONNEL**

- It is recommended that the Board approve the following motion and direct the Superintendent and Administrative team to:
 - Study the professional district staffing needs based upon instructional program requirements and student enrollment.
 - Determine the minimum professional district staffing needs for the upcoming school year based upon the foregoing studies.
 - Make recommendations to the Board during the May 2020 board meeting based upon the considerations set forth in the Public School Code, concerning whether any professional or temporary professional employee position should be maintained, added, reduced or eliminated during the 2020-2021 school year.
 - If a recommendation is made for elimination or reduction of positions, implement the established procedures through termination of specific temporary professional employees, obtaining such approvals from the Department of Education that may be required for the alteration or curtailment of education programs;
 - Notify any temporary professional and professional employees who may be affected by the recommendations; and
 - Consult with and work with district legal counsel to insure the correctness and completeness of the process.
- Roll Call Vote**
1. Administration obligation to offer a solid, fair and challenging education to our students,
 2. That is fiscally responsible to our taxpayers and community,
 3. No discrimination on people and programs when making these decisions.

MEMBERS & OFFICERS

Noble Quandel, President
Dr. Ann Blankenhorn, VP
Jerome Urban, Treasurer
Dr. Michael Cardamone, Member
Ashley DeWitt, Member
Dr. Christine DiCello, Member
Patrick Moran, Member
Craig Shields, Member
Linda Wytovich, Member

ADMINISTRATORS PAHS

Mrs. Tiffany Hummel, Principal
Mr. Richard Boris, Asst. Principal
Ms. Eleanor Sarayka, Special Ed.
Supervisor
Mr. Eric Rismiller, Athletic Director

DHHL

Mr. Michael Maley, Principal
Mrs. Caitlin Mohl, Asst. Principal
Ms. Kelly Brennan, Special Ed. Director

JSC

Dr. Jared Gerace, Principal
Deneen Reese, Asst. Principal

ACADEMIC CENTER

Dr. Jeffrey Zwiebel, Superintendent
Mr. Brian Manning, Business Manager
Mrs. Patricia Lombel, Asst. Business Manager
Ms. Lisa Eckley, Food Service Director
Mrs. Dianne Dougherty, Coordinator of Inst. Tech.

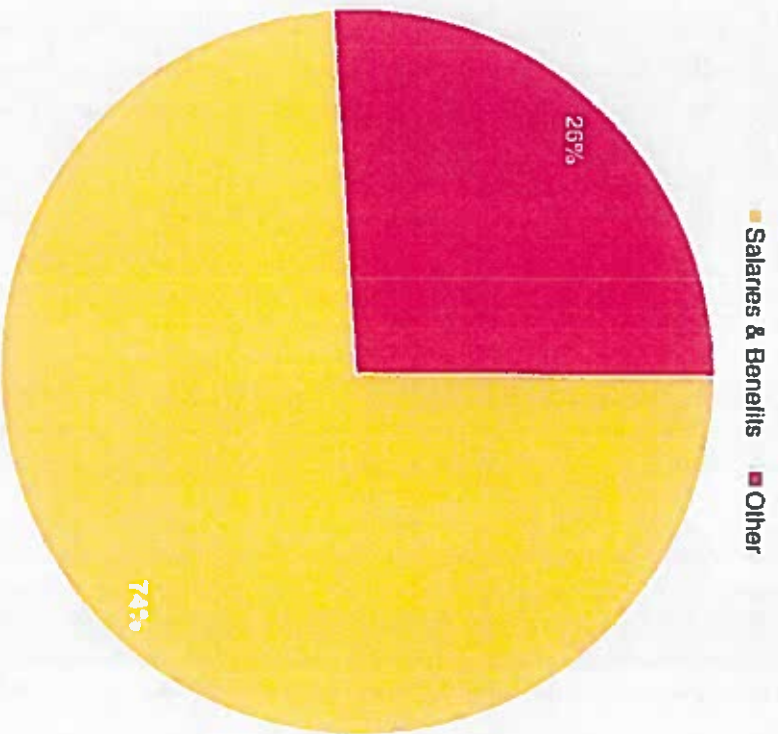
10 YEAR ENROLLMENT HISTORY



You will see over a 15% decline in student enrollment over that time period. Student enrollment declined by 459 students.
 Source: Forecasts Analytics; PA Dept. of Education

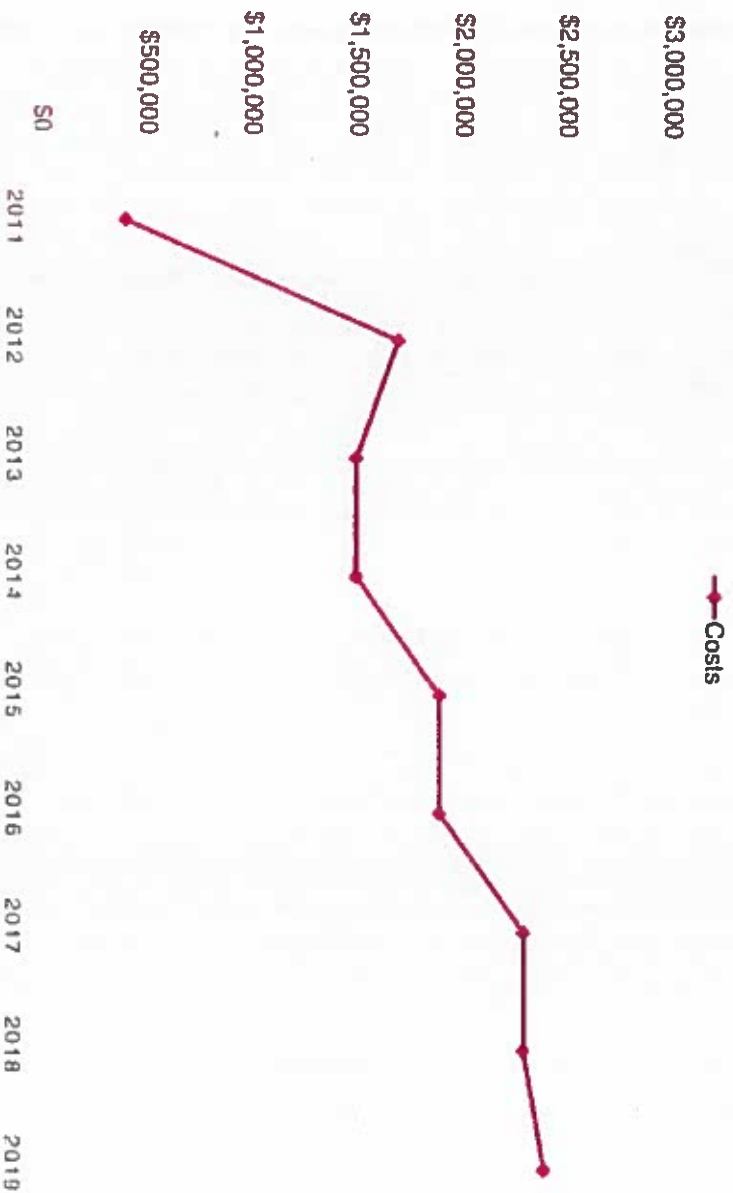


2018 COST DRIVERS



Source: Forecastis Analytics; PA Dept. of Education

PASD CHARTER SCHOOL COSTS



Since 2008, PASD has spent over \$14 million dollars on Gillingham Charter School and cyber charter schools. Gillingham Charter School opened in 2011, preparations were not made in advance for the loss of students to Gillingham. When a student leaves PASD, the money for that student that the state would give to PASD, goes directly to Gillingham Charter School or a cyber charter. As these two budget areas costs were increasing, PASD was in the midst of a 12 year no tax hike stance.

Source: *Forecastis Analytics; PA Dept. of Education*



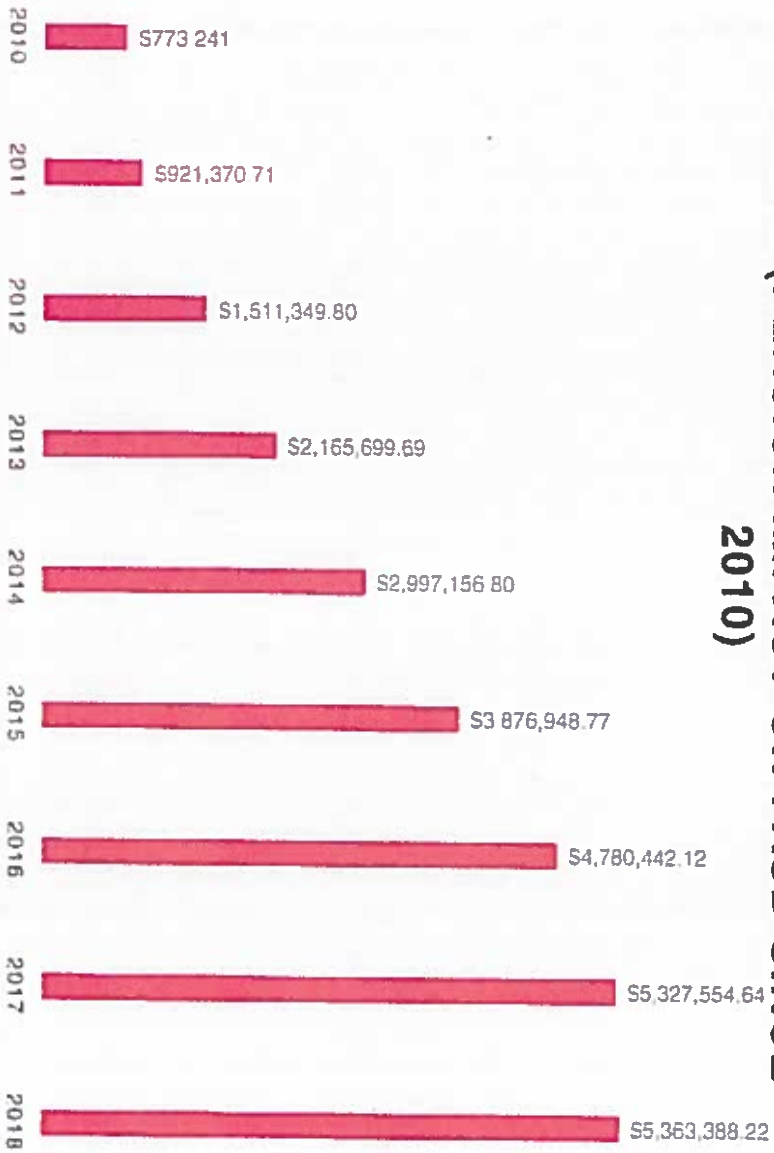
CHARTER & CYBER CHARTER SPENDING



PASD has the highest charter school costs in Schuylkill County. It is important to note that PASD is the only district in the county with a brick and mortar charter school, which is Gillingham Charter School, located within its district boundaries.
 Source: Forecastis Analytics; PA Dept. of Education



PSERS (PENSION IMPACT ON PASD SINCE 2010)



In 2008, the PSERS rate was 4.76%. The rate rose each year to what is the current rate of 34.29%. PASD's PSERS rate increased 594% during that time period.
 As these two budget areas costs were increasing, PASD was in the midst of a 12 year no tax hike stance. PSERS and Charter School together cost PASD over \$35.5 million dollars.
 Source: *Forecastis Analytics; PA Dept. of Education*



SPECIAL EDUCATION STUDENTS



While student enrollment declined, our number of special education students increased from 487 students in 2010 to 560 students in 2019, a 15% increase over 9 years. That is 4% over the state average for special education students.
Source: *Forecasts Analytics: PA Dept. of Education*



EXPENDITURES VS. REVENUE (2010-2018)



Source: Forecast5 Analytics; PA Dept of Education



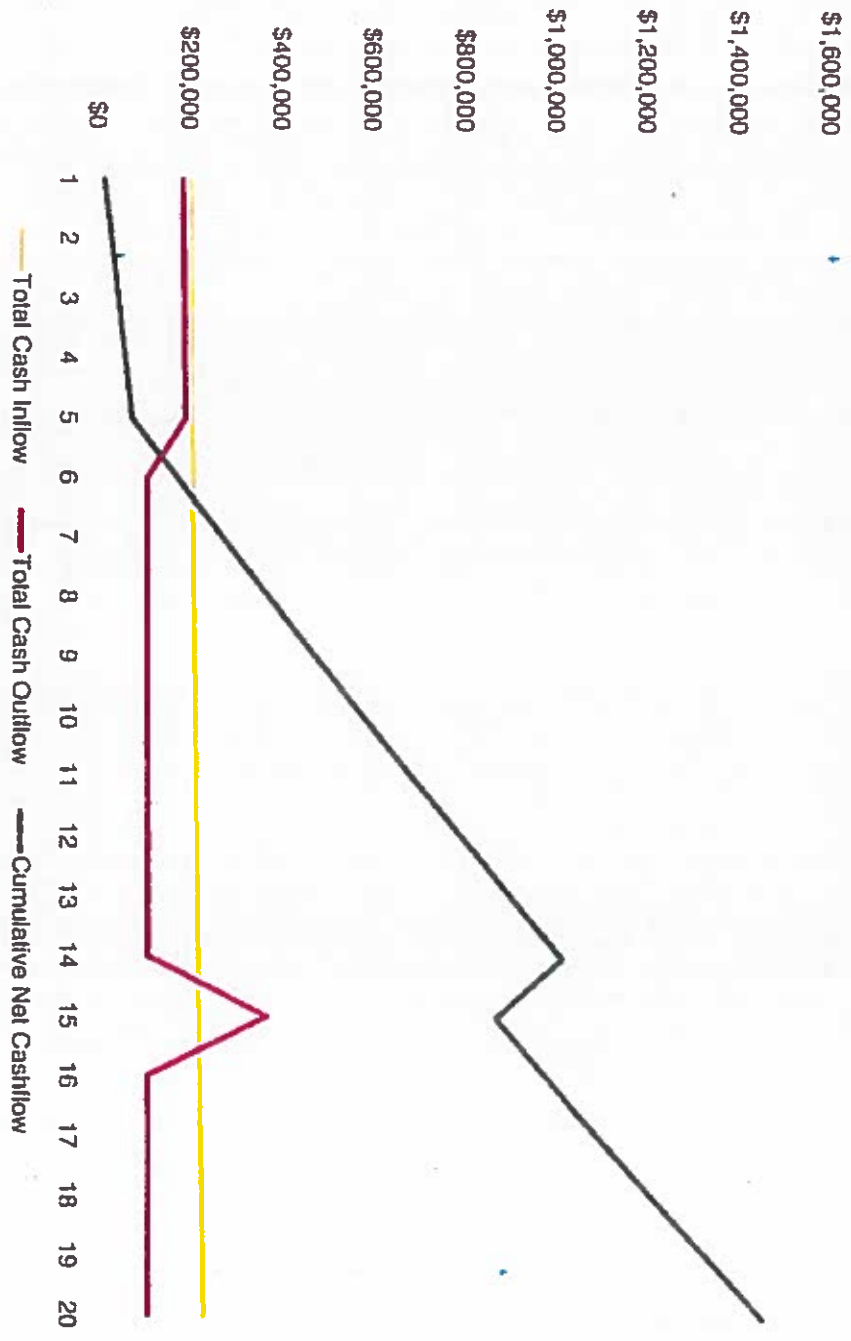
FUND BALANCE CASH BURN 2011 --- 2020 & FUND BALANCE RESTORATION GOALS 2021 – 2023”.



Expenses will be required to preserve the masonry of the Poltsville Area HS and stadium in the next 5 years. It is estimated to cost between \$2.5 and \$3 million. Expenses will be required for HVAC at John S. Clarke Elem. School, DHH Lengel Middle School and the High School which are estimated to cost between \$2.5 & \$3 million. These will need to be factored in at some point. Forecast for 2021, 2022, and 2023 are based on the assumptions known today. They can vary based on actual events which may occur in the future. Source: Jones & Company Annual Audits



40 YEAR CASH FLOW



Source: Green Works Development Analytics



SUMMARY

- Slide 3 — Admin staffing adjustments based on principles of:
 - providing solid and challenging education
 - fiscally responsible
 - no discrimination of people or programs
- Slide 4 — 15%+ enrollment decline
- Slide 5 — 74% of budget is payroll (i.e. staffing)
- Slide 6 — charter school costs—state mandated defective cost model cumulative amount to \$14 million to date with no tax increases or expense cut to offset until 2017
- Slide 8 — PSEERS state mandated pension liability was 4.76% of payroll in 2008 increased to 34.29% of payroll currently with no tax increase or expense cuts to offset until 2017
- Slide 10-11 — Auditor General report: Chart 1, page 12 | page 21, Lack of Board Oversight regarding Policy No. 603 | Page 23, Conclusions-Recommendations
- Pennsylvania Dept. of Education recommends a fund balance surplus of two months of revenue. PASD would be \$6.7 million fund balance surplus. Best case for PASD, as we see it, would be \$5 million by 2025.
- Slide 12 — Solar — without solar, PASD would need to make additional cuts or tax increases from day one to make up cash flow provided
- At future board meetings, we intend to review more information on these topics in depth.

