



OFFICE OF THE RECEIVER

**QUARTERLY PROGRESS REPORT
FOR THE PERIOD Q3-2022-2023**

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1. Authority and Purpose

Consistent with the Financial Recovery Act 141 of 2012, the Duquesne City School District Financial Recovery Plan was issued on February 11, 2013 and implemented on April 2, 2013. On November 12, 2020, a Fourth Amendment was approved by the Pennsylvania Department of Education and final approval granted by the Allegheny County Court of Common Pleas on November 16, 2020. The Fourth Amendment is designed with visionary, strategic, and operational goals and objectives for continuous school improvement and sustainability – academically and financially – now and in the future.

Section 672-A (b) (2) of the Public School Code of Pennsylvania requires a Quarterly Report to the Secretary of Education; therefore, the Quarterly Progress Report for **FY Q3-2022-2023 – January 1, 2023 through March 31, 2023** – is provided herein.

2. School District Benefits of Receivership

Receivership of the School District was a result of fiscal instability and poor academic performance, taking into account all aspects of financially distressed operations. The benefits of Receivership have preserved, protected, and enhanced the value of assets through a variety of assistance including, but not limited to, an advance of state subsidies, a transitional loan, targeted grants, and professional development programs funded by the Pennsylvania Department of Education. Under Receivership, the School District has been able to be more efficient and expeditious to secure, manage, and stabilize assets from further deterioration. Equally important, liabilities and contested financial matters have been eliminated. District policies and procedures have been implemented and restrictions enacted for proper accounting by effectively managing cash flow, debt service, and timely payment of all financial obligations. Receivership has provided an intense level of intervention for student achievement and growth, professional development, and financial accountability – a triangular relationship and considered a work in progress for continuous school improvement. Pursuant to Act 141 of 2012 and the implementation of the Financial Recovery Plan in 2013, the various Court appointed Receivers and the Department of Education assigned Chief Recovery Officers for the Duquesne City School District have been an integral part of the Financial Recovery Plan, as amended. Each has collaborated through interactive dialogue with key stakeholders of the School District, Pennsylvania Department of Education, Allegheny Intermediate Unit, and Public Financial Management.

3. Executive Summary

The Receiver, Superintendent, and Business Manager continue to be in regular communication through Zoom meetings, emails, text messages, and weekly in-person meetings. Concerted efforts for continuous school improvement of curriculum, instruction, and assessment are an integral part of the Duquesne City delivery system for educational programs and services based on collaborative and professional working relationships among the administration, faculty, and support staff. Financial sustainability, transparency, and accountability – including updates of projections as part of the Annual Budget planning and approval process – are also an integral part of continuous efforts for school improvement.

Quarterly Progress Report FY Q3-2022-2023 Highlights

- The Health and Safety Re-opening Plan for 2022-2023, submitted to the Department of Education, continues to follow CDC guidelines accordingly.
- Under the ESSER Stakeholder Engagement / Consultation Reports, the Superintendent of Schools provides regular Advisory Committee meeting updates.
- PDE officially approved the school name change from Duquesne Elementary School to Duquesne K - 8 School, beginning with the 2022-2023 school year.
- The primary goal of the Duquesne K - 8 School is to be recognized as a “turnaround school” and a model for rebuilding educational programs, services, and activities in a financially distressed school district.
- The Duquesne City School District was selected to join *the League of Innovative Schools*. Duquesne joined 150 public schools across 38 states, noting that 28 schools were nominated and approved for 2022-2023. The League selected Duquesne City based on the following factors: vision and key achievements; potential for impacting student learning and educational leadership; openness to networking and knowledge sharing; and demonstrated commitment to racial, digital, and educational equity.
- The 2022-2023 Pre-K Counts program is operated and staffed by the Allegheny Intermediate Unit and granted funded by PDE. The quality pre-kindergarten program provides a strong start for children and for those who may also have language barriers (English not as the first language), a disability or developmental delay, or other issues that consider children at risk for failing in school.
- The 2022-2023 Head Start program is operated by the Allegheny Intermediate Unit and promotes the school readiness of infants, toddlers, and preschool-aged children from families with low income. The program engages parents or other key family members in positive relationships, with a focus on family well-being for successful learning outcomes and support for children.
- As of **March 31, 2023**, Duquesne K - 8 student enrollment was 458, including 61 ELL students.
- Current secondary enrollment of Duquesne resident students at West Mifflin and East Allegheny is 258.
- Annual tuition to be paid by Duquesne for students attending schools elsewhere in 2022 - 2023 is projected to be \$8,879,954.

- Current charter school enrollment K - 12 is 209.
- Continued efforts are being made to bring students back to Duquesne K - 8 School from cyber / charter and brick and mortar charter schools, based on a new Marketing Recruitment and Strategy Plan for 2022-2023 with a new branding, “**REDISCOVER DUQUESNE**”.
- There were no unpaid or contested invoices or debt service obligations during the Third Quarter. All payroll, benefit expenditures, and tuition payments were made in a timely manner.
- The Receiver Advisory Committee, as prescribed by Act 141 of 2012 – Section 654-A of the Public School Code, was re-established for 2022-2023 quarterly meetings. Quarterly meetings were held on October 11 and January 10. The next meeting is scheduled for April 11. Representatives include parents, teachers, administrators, Allegheny Intermediate Unit, a neighboring school district superintendent of schools, community-at-large, and board secretary. One vacancy remains for a charter school representative.

4. Supplemental Information

The DCSD website, dukecitysd.org, provides a historical summary of the School District's severe financial recovery status, its receivership, and criteria for exiting recovery status. The Financial Recovery Plan, as amended, and Quarterly Progress Reports are posted for accountability, transparency, and fiscal responsibility for the general public.

5. Regular Education – Student Enrollment

Recent historic and current DES enrollments are displayed on the following table.

**Duquesne K - 8 School
Student Enrollment
March 31, 2023**

Grade	Pre-K	K	1	2	3	4	5	6	7	8	Total
Sept 2020	13	54	61	51	47	55	52	42	-	-	375
Dec 2020	12	51	54	46	43	53	51	39	-	-	349
March 2021	12	51	55	47	43	52	53	40	-	-	353
June 2021	13	51	57	48	44	53	53	41	-	-	360
Sept 2021	15	54	54	58	49	46	51	55	43	-	425
Dec 2021	14	49	51	57	48	43	49	52	45	-	408
Mar 2022	16	51	54	61	48	44	51	55	48	-	428
June 2022	16	55	56	66	50	45	53	57	48	-	445
Sept 2022	AIU	47	52	50	58	45	46	52	58	41	451
Dec 2022	AIU	53	55	50	57	45	45	51	58	43	457
Mar 2023	AIU	56	55	50	56	46	43	47	61	44	458

6. Regular Education – Sections, Class Size, and ESL Data

The following tabulation reflects current regular education sections and average class size at each grade level.

Duquesne K - 8 School Regular Education Sections, Class Size, and ESL Enrollment March 31, 2022

Grade	Sections (Classroom Size)	Enrollment	ESL Enrollment
Kindergarten	3 (18.6)	56	7
First Grade	3 (18.3)	55	5
Second Grade	2 (25.0)	50	6
Third Grade	3 (18.6)	56	7
Fourth Grade	2 (23.0)	46	9
Fifth Grade	2 (21.5)	43	7
Sixth Grade	3 (15.6)	47	6
Seventh Grade	3 (20.3)	61	9
Eighth Grade	3 (14.6)	44	5
TOTALS	24	458	61

7. Average Student Attendance

The following chart reflects two years of attendance, including attendance in the virtual instructional model as indicated by * which indicates remote learning due to health-related issues of students and staff.

Duquesne City School District Average Student Attendance 2021 - 2022 and 2022 - 2023

2021-2022 Month	Day Count	Avg. Monthly % Present	Avg. % Absent Count	Avg. Excused Count	Avg. Unexcused Count	Avg. Unlawful Count
Sep	18	92.23%	7.77%	12.94	5.33	0
Oct	20	91.48%	8.52%	10.77	8.5	0
Nov	22	91.33%	8.67%	6.47	13.04	0
Dec	23	92.59%	7.41%	4.21	12.23	0
Jan	*21	86.88%	13.12%	6.63	22.66	0
Feb	23	89.24%	10.76%	6.12	17.55	0
Mar	23	88.02%	11.98%	6.32	19.42	0
Apr	19	84.08%	15.92%	11.81	21.31	0

2021-2022 Month	Day Count	Avg. Monthly % Present	Avg. % Absent Count	Avg. Excused Count	Avg. Unexcused Count	Avg. Unlawful Count
May	21	85.39%	14.61%	8.16	22.23	0
Jun	11	75.97%	24.03%	8.36	41.63	0
Total	182	87.63%	12.37%	8.96	18.14	0

2022-2023 Month	Day Count	Avg. Monthly % Present	Avg. % Absent Count	Avg. Excused Count	Avg. Unexcused Count	Avg. Unlawful Count
Aug.	8	97.23%	2.77%	1.62	1.62	0
Sept.	22	90.89%	9.11%	5.22	11.63	0
Oct.	21	92.81%	7.19%	7.59	9.09	0
Nov.	22	92.42%	7.58%	6.15	11.36	0
Dec.	22	90.99%	9.01%	2.91	18	0
Jan.	22	91.83%	8.17%	4.9	13.81	0
Feb.	20	90.68%	9.32%	5.54	15.69	0
Mar.	23	91.17%	8.83%	4.23	15.91	0
Total	163	91.99%	8.01%	6.28	11.75	0

8. Significant Changes

Student enrollment at the end of Q2-2022-2023 was 457; Q3-2022-2023 ending student enrollment was 458. Due to the Pre-K Counts program now being administrated by the AIU, Pre-K Counts student data is not included in the School District's student enrollment section of this report.

During Q3 the Administration collapsed 4th and 5th grades into two respective sections due to an unexpected resignation of 4th and 5th grade teachers. Due to low student enrollment and cost savings, students were reassigned equally to the other 4th and 5th grade classrooms.

The ESL enrollment has decreased from 65 students (Q2) to 61 students (Q3).

9. Student Enrichment and Support Programs

Boys & Girls Club – 31 students enrolled (Grades K - 8)

Uplift Center – 10 students enrolled (Grades 3 - 8)

Oasis Tutoring – 4 students enrolled (Grades K - 3) (still recruiting tutors)

Step-by-Step Learning – Services discontinued due to tutor retention issues (Grades K - 3)

Carlow University / After-School Reading & Math – 1 student enrolled

The partnerships continue with Eat n’ Park and the United Way to provide food to the families and community members of Duquesne, including backpacks of food for students who qualify on the weekends. The Boys and Girls Club partnership continues with after-school activities for Duquesne City students.

The School District continues to engage with Schools in Communities / Pittsburgh-Allegheny County (CISPAC) which has been a highly successful collaborative partnership among educators, students, parents / guardians, and families. CISPAC strives to surround students with a community of support so every student can succeed in school and life. The CISPAC Coordinator meets with 6th-8th grade to provide socio-emotional enrichment and other support services.

10. State Monitoring

The McKinney-Vento Audit was conducted by the PA Department of Education on March 21, 2023. The overall monitoring went well; however, the School District has not received the follow-up report on any corrective action that may be needed. Since the monitoring date, the School District website now has a dedicated page for McKinney-Vento information by any stakeholder needing additional information.

The Special Education Cyclical Audit was conducted by the PA Department of Education on April 4, 2023. (See 14.C – Special Education)

11. Curriculum, Instruction and Assessment

A. Curricular Highlights and Professional Development

Duquesne teachers in grades K-3 have built explicit phonics instruction into their reading block in order to effectively teach students how to decode words and read fluently. Students continue to use the program Sounds to Spelling to support early primary students' foundational reading skills. This year, the School District added a Primary Writing program for grades K-3 that scaffolds writing development with explicit instruction at each writing level. Teachers have used both of these programs in conjunction with their core reading program and classroom libraries, ARC. All teachers in K-3 have completed 40 hours of Science of Reading training to assist in their reading instruction. Grades 4-8 are continuing to use iLit in conjunction with District created common assessments and materials from the Standards Aligned System to teach ELA content across the District. Teachers in grades 4-8 will receive Science of Reading training in the fall of the 2023-2024 school year.

Grades K-8 continue to use READY math for core math instruction. Teachers have provided feedback to the Curriculum Director that will allow for adjusted pacing and the alignment of assessments to ensure continuity of mathematical skills across grade levels.

All grade levels continue to use iReady for remediation and enrichment in the area of reading and math. Students take a benchmark and District created common assessments three times a year (September, January, and May) to monitor academic progress and measure growth.

A group of 10 science teachers from across grade levels have worked with a cohort of educators from various districts under the PA Smart Grant to receive professional development and modeling of science instruction using the new science standards. Professional development opportunities for this cohort continue into the summer of 2023 as well as into the 2023-2024 school year.

The School District has begun a deep dive for teachers with personalized learning as Duquesne moves forward with academic excellence and tailoring instruction to what our students specifically need. Through the generosity of the Moonshot grant through Remake Learning, the Administration has contracted with nine different outside providers who are able to provide instructional enrichment programs at each grade level. While the students are working with providers, teachers are engaged in professional learning with District Administration specifically around personalized learning and using student data to drive students' instructional pathways. The providers are as follows:

Union Project serves the diverse needs of our surrounding neighborhoods and encourages the making of beautiful things, both handmade objects, and connections among people. The clay-based programming is full of variety, from short workshops to multi-week classes, adult only classes to family-friendly workshops, exploring different techniques, and occurs year-round.

Sankofa Village delivers culturally responsive, African-centered programs and services to children and youth, parents and families, and community members, including professional groups, arts organizations, and practitioners in the creative and performing arts. Focusing on African and African American contributions, history, and culture, SVA has experienced early success in its outreach to Pittsburgh's African and African American communities.

Attack Theater was founded in 1994 by Michele de la Reza and Peter Kope as a collaboration between two dancers and a city. Attack Theatre fuses modern dance, original live music, and interdisciplinary art forms to create engaging dance performances. The program creates work at the intersection of art and community, resulting in productions that are personal, authentic, welcoming, and fearless.

Pittsburgh Cultural Trust provides a wealth of exciting opportunities available to key stakeholders – educator, student, and community member – for personal and professional growth through performances, workshops, classes, and other programs that nurture an appreciation and understanding through the arts. The immersive experiences are available to audiences of all ages and backgrounds.

Reaching New Dreams and Recognizing Talents speaks to local youth about the dangers of gun violence, motivating them to rise above tough circumstances and remain disciplined to achieve their dreams.

Tech 25's mission is to provide youth and adults with career opportunities in the event production and broadcast industry through classes, workshops, and hands-on mentoring. With this, the aim is to provide education, vocational, and certification programs that lead to living-wage careers in the entertainment technology field.

WQED Film Academy draws on its partnership with teaching artists and professional mentors to teach a curriculum of the basics of digital media arts – which is called SCALE: storytelling, camera, audio, lighting, and editing. The curriculum is more than 100 hours of hands-on and collaborative learning and uses the latest digital media technology. Each class produces their own short film by the end of the sessions.

Y.E.S. Youth Enrichment Services (YES) formed in 1994 to create hope out of hopelessness, paints a bright future out of uncertainty and gives young people from inner-city and urban communities a portrait of themselves as successful, empowered, and confident leaders. With the YES mentorship, our young people go on to become leaders among their peers, and within their schools, homes, and communities.

Rivers of Steel From its uniquely urban inception to its current place in modern museum collections and massive street art exhibitions, the culture and style of graffiti has revolutionized the art world and has been adopted / co-opted by pop culture and marketing campaigns worldwide. Teaching artists work with classroom educators to customize an outreach program for students. From single day workshops to multi-visit residencies, the program focuses the visual language of graffiti style-writing, from the basics of techniques, caps, colors, kinds of paint, and general styles of lettering to advanced fill-ins, mural-esque backgrounds, and discussion on (in)famous contemporary artists and connections to hip-hop and pop culture. Workshops and residencies can also be structured around the creation of colorful, site-specific murals on school grounds.

In addition to the focused PD twice a month through the Moonshot grant provided by Remake Learning, teachers continue to engage in weekly Professional Learning Communities (PLC's), meeting vertically across grade levels and across content areas. Data includes benchmark assessments, daily exit tickets, anecdotal notes, as well as proficiency data from online programming. Curriculum sites are being utilized weekly to unpack standards, align pacing, and develop lesson plans. The sites include curriculum maps, pacing guides, common assessments, and data trackers for ELA, Math, and Science for curriculum and instructional purposes. Curriculum sites continue to be refined and adjusted as the School District moves forward with personalized learning.

B. Career Development / World of World

The 2022-2023 “The World of Work” program, in cooperation with the Western PA Learning 2025 Alliance, AASA and the Grable Foundation, Pittsburgh, provides students with connections to real world work experiences. Since the beginning of the 2022-2023 school year, “World of Work” is underway involving teachers and students in grades 2-5 at Duquesne City, Elizabeth Forward, Avonworth and South Fayette School Districts. Duquesne second grade students have been exposed to a career interest survey. The interest survey, referred to as RIASEC, categorizes six themes which include Realistic (doers), Investigative (thinkers), Artistic (creators), Social (helpers), Enterprising (persuaders) and Conventional (organizers).

As the School District transitioned to the second semester, students have continued their career exploration opportunities. Second grade students have now been exposed to all six RIASEC themes aligning to careers that support each of the six categories. Teachers are continuing to align their instruction to support the careers and so that all second grade students have a true understanding of RIASEC and speak a common language among one another. The second grade teachers had a recent opportunity for an intentional planning day to collaborate, reflect and revise the teacher created career modules. The six career modules for second grade will be shared with the “PGH - World of Work” cohort for other participating school district second grade teachers. One of the second grade Duquesne teachers had the unique opportunity to present at the “World of Work” Summit in San Diego, CA in March 2023. The teacher, along with other teachers and administrators from the Pittsburgh region, shared respective classroom accomplishments so far this school year. The Duquesne teacher shared personal experiences from her classroom and showcased students being exposed to the “World of Work” experiences. A Duquesne first grade

teacher also attended the “World of Work” Summit to observe and see “World of Work” action activities in the Cajon Valley Union School District schools. Upon the return from the summit, the first grade teacher shared that there is a better understanding about the important connections for students and realizes it’s not “one more thing to do” from a teacher’s perspective. The Duquesne first grade teacher will be piloting “World of Work” activities for the 2023-2024 school year, noting that the first grade team will create six career modules aligned to the six RIASEC themes for students.

A professional development day of “World of Work” was held recently for Duquesne grades 1-5 teachers, with sessions co-facilitated by the Duquesne and Avonworth principals. Professional development focused on building a greater understanding of and providing opportunities for teacher-student engagement activities, making connections to RIASEC and respective content areas. Grade level selections were intentional because all teachers in grades 2-5 will be implementing “World of Work” activities next school year. Teachers in first grade will begin their RIASEC exploration and career alignment starting in August 2023. Overall, the entire roll-out for Duquesne “World of Work” has been extremely enjoyable learning experiences, noting that teachers are building capacity with a willingness and continuous effort to be engaged.

C. Assessment

PVAAS data released shows adequate yearly growth in all grade levels in the area of English Language Art. Math and Science data shows that DCSD did not meet adequate growth measure as an average across grade levels. Based on PSSA results that were released in the summer of 2022, DCSD anticipated this PVAAS growth and made substantial changes to instructional programming and teaching assignments to ensure students achievement and growth moving forward.

Subject	← Year	← Grade	Growth Color Indicator
PSSA Math - 4-8	2022	4	Well Below
		5	Meets
		6	Well Below
		7	Well Above
		Across Grades	Well Below
PSSA English Language Arts - 4-8	2022	4	Meets
		5	Above
		6	Meets
		7	Meets
		Across Grades	Meets
PSSA Science - 4,8	2022	4	Below

12. Professional Development (YTD)

Duquesne began the 2022-2023 school year with professional development in multiple areas. All teachers received CPI training for Crisis Prevention Intervention. Training for Go Guardian, a software program that allows teachers to monitor students' online activity and safety from their device, was provided. All curricular programs in reading and math have a professional learning component for teacher engagement. The school-wide PBIS team provided training for all teachers and staff on the new application that will manage the PBIS reward system. Teachers also received training on Rhithm, a social emotional check-in application that provides data to teachers and school support staff on the needs of children. Restorative Practices training was provided by The Just Discipline Project through the University of Pittsburgh. The School District will continue to build upon staff training and usage of a Canvas LMS platform, which is a learning management system that supports online learning and teaching. Teachers can post lesson plans, grades, information, and assignments online and the platform will help improve the usage of Canvas tools among teachers, students, and families.

On November 17th, Duquesne City K-8 School hosted Agency by Design for a day of professional development. Thirty educators from the Pittsburgh region observed first-hand the transformation that had taken place since the cohort of educators last visited Duquesne in 2018. Educators participated in "Learning in the Wild" and observed innovation learning spaces and students engaged alongside their teachers. Agency by Design visitors had the opportunity to engage in learning with the students as they tinkered in makerspaces, played video games in the eSports lab, and helped make papier-mâché pop art coke bottles in an elective art class. While learning with students, educators noted student's educational values such as collaboration, joy, responsibility, and engagement. Educators had reflection time, debriefed their observations with students, and shared those observations with one another. Feedback included that hometown pride was relevant, students were the focal of the learning environment, and a kind and welcoming environment was evident. The Administration concluded, "This is the picture Duquesne has been trying to paint for the past few years and the Duquesne picture is continuing to be more evident."

The School District administration continues to participate in professional development sessions through the University of Virginia (UVA) Partners in Educational Leadership Program (PELP.) The School District leadership team of administrators and teachers participated in UVA professional development sessions July 11-15, 2022. Tonya Kales, representing UVA-PELP, provided motivational and interactive activities for Duquesne educators about "Organizational Design" as part of teacher in-service training, August 22-26, 2022. UVA representatives met with the Duquesne Leadership Team on September 20th for additional "Organizational Design" planning and implementation. The Duquesne principal and assistant principal attended UVA professional development sessions on January 9-11, 2023 in Oklahoma City.

The Assistant School Principal is leading an Equity, Diversity, and Inclusion Committee comprised of School District staff, consistent with Duquesne's Educational Equity Board Policies and the new PDE program of Equity, Diversity, and Belonging. Educators are participating in staff development training. Michael Jones, Director of DEI, Allegheny Intermediate Unit, is assisting with organization-wide DEI design and implementation. An AIU - Duquesne team meeting with Mr. Jones occurred in January.

The Superintendent of Schools continues to participate in professional development opportunities through the Western PA Learning 2025 Alliance sponsored by the AASA in cooperation with the Grable Foundation, Pittsburgh.

13. Technology, Digital Learning, and Innovation

The School District began its Personalized / Blended Learning Initiative which was made possible by the Moonshot grant funded by Remake Learning. The teaching staff has been divided into two cohorts to go through the initial training. During this time, teachers are evaluating lesson plans and modifying them to meet the personalized learning needs of two students in respective classrooms. This professional development is building upon the professional development sessions teachers received on other platforms. Personalized learning is where teachers will use these platforms to meet the individualized needs of Duquesne students.

Obsolete Apple iPads, MacBooks, and iMacs are currently being wiped clean and packaged to trade for new devices. Once the devices are received by Second Life Mac (the company that provided the highest quote) the devices will go through an inspection to determine their true value. Once this process is completed, the School District will receive a check for the value of the devices. These funds will then be used to purchase new devices for the 2023-2024 school year and beyond. This initiative will enable the School District to provide iPads to students in grades K-8, receiving certification as a 1:1 Apple iPad School District.

14. Special Education Services

A. Special Education

The Special Education Consultant for the Allegheny Intermediate Unit continues to work with the administration and special education staff to ensure compliance with regulations and appropriate delivery of services for special education students. Currently there are 125 special education students that are being supported in-district (104), out-of-district (16) and Duquesne Cyber Academy (5).

B. Student Enrichment Programs

The Extended School Year program will take place at Duquesne K - 8 School during the month of July. The number of in-district students who are eligible for ESY services is 21. There are 12 students who are eligible and being provided services at alternative placements this summer.

C. State Monitoring

Tyann Neal, BSE, and peer monitors were on site April 4th to conduct a cyclical monitoring audit of special education services. At this time, the School District does not have the results of the audit, but will be able to report in the next Quarterly Progress Report. The Special Education Consultant participated in special education liaison meetings with the AIU and PDE to ensure federal IDEA compliances.

D. Gifted

Duquesne K - 8 has one identified gifted student and the Administration is currently working on a plan for professional development for the next school year to train teachers on how to identify students who may be gifted in their classrooms.

E. PASA Testing

All PASA students have been enrolled and the District Coordinator and Special Education teachers have completed the required training in preparation to administer the test. Test is being administered to five (5) in-district students and four (4) students enrolled in out-of-district placements.

F. Professional Development

The Special Education Consultant conducted monthly department meetings with special education staff. Topics included crisis planning - behavior support, classroom management and extended school year regulations. The Special Education Consultant worked as part of a team for comprehensive support for the School District around services with PaTTAN and AIU consultants. A sensory room was developed and staff members were trained in the use. Students now have access to the sensory room. Teachers in the autism / life skills / emotional support classrooms participated in Visual Supports training. All K-8 staff completed professional development in Trauma Informed Classrooms.

15. Student Services

A. IST / DSAP Q3 Data

IST		DSAP	*
Total Students Referred	37	Total Students Referred	27
Referrals Reopened	0	Referrals Reopened	2
Cases Closed	6	Cases Closed	14
Cases Active	27	Cases Active	30
YTD Closed	10	YTD Closed	14

*Includes McKinney-Vento Data

B. McKinney-Vento Summary

School District personnel transported all accounted for McKinney-Vento families daily to and from school. All primary parents of families experiencing homelessness have been given the opportunity to utilize available resources depending on specific needs from the Duquesne Family Center, Duquesne City School District, and Allegheny Intermediate Unit.

17. Mental Health and Behavior Support Services

The Mental Health and Behavior Support Team has been working to meet the significant needs of Duquesne students. The School Social Worker and the School Counselor have been providing group therapy to students identified through the MTSS process. The School Counselor topics are relative to Relational Aggression and Emotional Regulation, noting there are additional opportunities for Lunch Bunch group discussions. The School Social Worker provides Lunch Bunch, Grief Support, and Crisis Response sessions. This is in addition to facilitating connection and referrals to other needed supports and participation in the various MTSS teams. The School Psychologist completed evaluations and re-evaluations in addition to teaching SEL classes for students. The Coordinator has led the PBIS team to incorporate several enhancements to our system, including partnering with PaTTAN and the AIU, rolling out the Duke Café Cart (Staff can

purchase a morning coffee, and students can get an afternoon snack with their earned Duke Bucks) and developing several age-appropriate group activities for middle school students. With positive behavior and recognition, students will be able to “purchase” entry to a basketball tournament game, a school dance, or a movie shown at school. PBIS took another step in the direction of Family Engagement by initiating the PBIS Duke Student Certificate. With this award, students can share school-wide expectations – “Be Safe, Be Respectful, and Be Responsible” with parents / guardians. The Administration has posted pictures of student winners on social media.

The Coordinator has also facilitated a partnership with Youth Empowerment Services (Y.E.S.) and their youth mentoring program, building relationships with students who live in different communities or attend different schools. The Mental Health team continues to provide grade level discussions with students about bullying and the importance of mutual respect and dignity for one another. The Mobile Chill Project RV returned and students were excited, noting students enjoyed a positive learning experience about mindfulness and visiting the RV which has an interactive component to the program. The Mobile Chill Project will be available for the Dukes Showcase scheduled as part of the Community Resource Fair on May 30th, providing an opportunity for parents / guardians and families to learn about the Chill Experience. The Coordinator facilitated training for the staff related to PBIS and Trauma-Informed Practices to enhance their skill sets in the classroom.

A Resolution Preventing School Violence and Increasing Social, Emotional and Mental Health Support, was approved at the January 24, 2023 Receiver Business Meeting. Evidence Based Intervention Strategies in the area of social, emotional and mental health are critical preventive measures to reduce school violence and to create greater psychological safety for all staff and students. The School District is committed to working collaboratively with the local Parent - Teacher Association and Organizations to share school safety and security information and resources throughout the school community, including information about the Pennsylvania Safe2Say youth prevention program to recognize warning signs and to report potential acts of violence. The Board of School Directors supports the Superintendent’s leadership role and involvement in **the Duquesne City School District and City of Duquesne Joint Safety Task Force** to address the reduction of gun violence and to support mental health services through an action plan for the greater Duquesne community. The School District continues to make the safety and security of students, staff, and the community the number one priority through a proactive stance for preventing school violence and increasing the social, emotional, and mental health and behavior support services.

17. Other Significant Activities (YTD)

Duquesne City students have been participating in a regional FIRST Lego League competition. Teams consisted of school districts and outside club teams. FIRST Lego League consists of four (4) components: Core Values, Innovation Project, Robot Design, and Robot Table Game. This season the theme was Super Powered and Duquesne’s Robot Table Game involved moving and collecting energy units to "power" machines and factories using coding. Duquesne students, with a team name of Duke Decoders, built a robot out of Lego’s to complete missions on the Robot Table Game. This was Duquesne’s first time competing as an official FLL team. The Western PA FLL Grand Championship was held on December 9th and 10th at the Aliquippa Area School District. Throughout the weekend, the students had to speak publicly about their core values, innovation project as well as build their robot and code it to play the table game in front of a panel of judges. On Saturday, the students received call backs for Core Values and their innovation

project. The students had to again present in front of the judges. The Duke Decoders were awarded 1st Place in Core Values. Core Values are traits students displayed throughout the FLL season. The Core Values are: Discovery, Innovation, Impact, Inclusion, Teamwork, and Fun! Students presented how they demonstrated these Core Values to judges twice in two settings! These are lifelong values that students can and will carry on with them outside FLL in the future. The Innovation Project was based on an idea that solves real world problems. Their project involved giving electric cars solar panels on the roof since charging stations are few and far between. This activity helps students learn problem solving skills and how they can make a positive impact on others.

The AIU recently celebrated **Computer Science Education Week** by announcing the winners of its first-ever statewide **Hour of Code PA Challenge**, which ran throughout November. The virtual event was a joint initiative of Pennsylvania Code.org Regional Partners and certified course facilitators of Carnegie Mellon University's Computer Science Academy from Allegheny and Montgomery County Intermediate Units. The challenge was designed to encourage educators and students in grades 6-8 and 9-12 to experience computer science and coding, with no prior experience needed. Students worked in pairs to complete a coding activity of their choice through self-led tutorials. Winning schools received stipends funded by a **PAsmart grant** to support computer science education. Duquesne City School District 6-8 students earned 2nd Place, Project: **Blocks Jumper: Cubed Crusader-Scratch**.

In conjunction with the new eSports Lab / Arena, the School District created an After School Gaming Club that provides an opportunity for students to participate in competitions with other school districts, locally and regionally.

The Second Annual Community Resource Fair was held on November 10, 2022 from 10:00 AM - 6:00 PM. This event brought a myriad of resources from the Allegheny County region to Duquesne for awareness of programs and services for parents / guardians, families, and the community. There were 48 resource organizations present. In addition to the Resource Fair, and in conjunction with the Allegheny County Health Department, a Job Fair was an integral part of the day's activities. There were 15 businesses that offered on-the-spot job interviews and information about application processes. The Resource Fair was held during Parent - Teacher Conference Day and in conjunction with the Duquesne K-8 Parent Engagement Team and Kidsburg. Kidsburg partnered with Duquesne and provided a grant for food and refreshments for attendees, translator services as needed, and survey information from parents/guardians, families, and the community.

Thanks to another grant from Kidsburgh, the School District will be hosting a Resource and Job Fair on **May 30th** from 11:00 AM to 2:00 PM with an added twist. The District will be promoting a "Duke Showcase" where parents, community members and other friends from the Pittsburgh region will be invited to see the amazing teaching and learning experiences – aligned to the State Standards – taking place at Duquesne K-8 School.

18. District Cyber Academy and Marketing / Recruiting Plan

The District Cyber Academy, in partnership with Allegheny Intermediate Unit / Waterfront Learning, provides asynchronous online learning through the platform, Accelerate. Parents inquiring about cyber education are encouraged to take advantage of the District Cyber Academy. School District teachers provide the online instruction and are available for student and parent

consultations. The District Cyber program is research-based and embraces best practices for online learning, offering Duquesne children a flexible and high-quality curriculum and instruction. A District cyber student has all the benefits of a Duquesne student, including participation in all programs, activities, sports, and clubs.

The Marketing / Recruiting Plan, as amended for 2022-2023, is a continuous effort to increase the overall student enrollment at the Duquesne City K-8 School and to reduce the amount of charter / cyber and brick and mortar charter school tuition paid by the School District. The plan includes the use of current resources, social media, and personnel to engage the community in legacy-building and to share the traditions, pride, and history of Duquesne City School District. “REDISCOVER DUQUESNE” was unveiled as the new marketing brand to promote a flexible, online cyber education option for parents and families.

19. Financial Recovery Plan (YTD)

The Financial Recovery Act 141 of 2012, Fourth Amendment, was approved for the Duquesne City School District by the Pennsylvania Department of Education and final approval granted by the Allegheny County Court of Common Pleas on November 16, 2020. The Fourth Amendment is designed with visionary, strategic, and operational goals and objectives for sustainability and for continuous school improvement – academically and financially – now and in the future.

A 2022-2023 Board Resolution by the Receiver, acting as the Board of School Directors, titled **Advocating a Change in the Established State Tuition, Act 141, 24 P.S. Education § 16-1607 (b) (4) Formula**, remains a priority goal. Duquesne continues to face a structural deficit for a variety of reasons. One factor impacting growth is the consistently high annual rise in the statutory tuition rate paid for secondary-level students attending East Allegheny and West Mifflin Area School Districts. As outlined in section 1607 of the School Code, secondary tuition rates increase annually by the greater of the increase in budgeted revenues or the District’s Adjusted Act 1 Index, noting the seriousness of the long-term financial effects. The Resolution was distributed to state legislators representing Duquesne City, East Allegheny, and West Mifflin Area School Districts. Duquesne officials plan to meet with the local state legislators to address the ever-increasing student tuition costs.

A 2022-2023 Board Resolution by the Receiver, acting as the Board of School Directors, titled **A Resolution for Sound Fiscal Management and Accountability** was approved at the October 25, 2022 Receiver Business Meeting. The purpose of the Resolution is to reinforce the School District’s plan for a new 5-year financial projection of revenues, expenditures, and debt service; and further, to study the impactful nature of ESSER funding to ensure valuable financial projections, analysis, and discussions among Duquesne City School District stakeholders. The intent is to provide a clear message for financial sustainability, transparency, shared responsibility, and accountability, including updates of projections as part of the Annual Budget planning and approval process.

In addition to previously awarded CARES Act grants of \$496,700 (ESSER, net of nonpublic share) and \$151,690 (PCCD), the District will receive approximately \$2,381,000 in additional funds through “ESSER II” as a result of the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA Act) passed in December of 2020 and approximately \$4,822,000 via “ESSER III” authorized under the American Rescue Plan Act (ARP Act) of 2021. These funds will be implemented conservatively over a multi-year period through 2024 to maintain existing

educational service levels, provide resources to ensure the health and safety of staff, and to address learning loss as a result of the pandemic. The budgeting and planning process for the use of these funds is complete, and both ESSER II and ESSER III grant applications have been approved by the Division of Federal Funds.

20. Budget and Finance

The 2022-2023 Final General Fund Budget has been implemented, effective July 1, 2022. The Budget includes Revenues of \$20,859,449 and Expenditures of \$20,643,092. The Taxpayer Relief Act (Act 1 of 2006) provides an additional \$96,000 (26% increase year-over-year), resulting in \$463,000 of total property tax relief for Duquesne City taxpayers. A millage increase to the Act 1 Index (18.48 mills) is offset by a millage reduction provided by the Property Tax Reduction Subsidy. The proposed net effect is a 1.1% real estate tax increase compared to 2021. The median assessed homestead property will pay \$3.33 more for the year.

As of the June 30, 2022 Annual Financial Report, there is no threatened or pending litigation against Duquesne City School District. Further, the School District is unaware of any other unasserted claims or assessments involving the School District. The District Solicitor has attested this statement with the Local Auditors to meet all state compliances.

The Audited Fund Balance ending June 30, 2022 is \$452,285 which includes the 2021-2022 loss of \$564,796. The loss is due to overages in student transportation, reconciled real estate tax collection fees invoiced by the City of Duquesne, and Non-public and Cyber / Charter tuition costs. **The School District is closely monitoring the 2022-2023 fiscal results monthly** to mitigate any future potential losses to the fund balance; and further, the Administration is actively engaged to keep future losses to a minimum.

A “Clean Audit” presentation at the February 28th Receiver Business Meeting to the Board of School Directors covered Audit Results, Fund Balance History, Financial Highlights, Revenue Highlights (Local Real Estate Taxes vs. State and Federal Contribution to Expenditures), and Expense Highlights (Salaries and Benefits; ESSER Funds; and East Allegheny, West Mifflin, and Charter School Tuition; and Debt Service).

The 2021-2022 Audit provided an unqualified opinion indicating the financial statements are presented fairly. There are no material weaknesses or significant deficiencies, regarding internal controls over financial reporting. Further, there are no findings related to internal controls over federal awards.

Every fiscal quarter since 2013-2014, the Duquesne City School District has been in good financial standing. There have been no unpaid or contested invoices; and, all payroll, benefit expenditures, debt service obligations and tuition payments have been made in a timely manner.

The Governor’s 2022-2023 Budget approved by the Legislature provides substantial support for public education, resulting in an overall 7.79% increase for the Duquesne City School District, as follows:

Basic Subsidy Funding	\$13,157,521
Level Up Funding	\$520,071.61
Special Education Subsidy	\$893,183

Additional Target Grants	(Two-year phase-in)
Safety and Security Funding	\$113,492
Mental Health Services	\$113,493

Due to exit criterion in the Financial Recovery Plan (Fourth Amendment), Duquesne could not participate in the 20-year bond financing of the Steel Center CTE building renovation project based on its pro-rated share of 0.92%. The School District decided that it was best to contribute its share of the project via a one-time cash payment of \$269,305. Bond issue documents were signed by School District officials and the one-time cash payment wired transfer was made on November 17th.

Public Financial Management has researched and developed a Secondary Tuition Rate Analysis of the state tuition formula used for Duquesne students who attend neighboring East Allegheny and West Mifflin secondary schools. Based on the present formula, the tuition rate increases each year by the District’s Adjusted Act 1 Index or the increase in the District’s budgeted revenues. Given the projected shortfalls in the District’s multi-year financial projections, these increases would not be sustainable in the long run when considering the District’s limited ability to raise revenues, which are largely driven by state subsidies and a low tax base. PFM’s financial projections show that alternative tuition rates would help stabilize Duquesne’s long-term financial position. The School District believes that a formula based on actual instructional costs is a better method than using the Act 1 Index formula. However, the change will require legislative approval and an action plan is under review.

The Receiver, Superintendent, and Business Manager met on December 9, 2022 with PFM to discuss an updated 5-year Baseline Financial Projections and Assumptions for the School District. On December 23rd, PFM distributed a preliminary draft of Model Assumptions and an accompanying summary of the data. During January and February, while the local auditing firm was finalizing the 2021-2022 Audit, additional financial information was shared with PFM for review and study.

The following illustrates the Governor’s proposed Education Budget presented on **March 7, 2023** as it applies to the Duquesne City School District.

Proposed 2023-2024 Education Budget	Increase by Amounts	Increase by Percentage
Basic Education	\$861,904	6.30%
Special Education	\$106,075	11.9%
Ready to Learn	\$202,807	-0-
Mental Health	\$109,726	-0-

The Duquesne team met with PFM on **March 15th** to review and discuss the updated 5-year Model Assumptions using the 2021-2022 Audit and the **2023-2024** proposed Governor’s Education Budget for Basic Education and Special Education. Revenue projections included local, state, and federal sources and Expenditures included personnel costs, Charter School tuition payments, West Mifflin / East Allegheny SD tuition payments, and operating expenditures. Adjustments were made to reflect the Pre-K Counts program transfer to the Allegheny Intermediate Unit and updates to the real estate collection percentages. **A PFM meeting will be scheduled in April** as a follow-up discussion to the most recent Duquesne Model Assumptions and in preparation of the **May 9th**

Receiver Business Meeting when the **2023-2024 Proposed Final General Fund Budget** will be presented by the Administration.

Following standard operating procedures, the Superintendent, Business Manager, and Receiver meet weekly to discuss budget and financial matters, including but not limited to: personnel and staffing; healthcare cost projections, General Fund Treasurer's Report (monthly beginning and ending cash flow, monthly / YTD revenues and expenditures); salary and benefit savings due to resignations or retirements during the 2022-2023 school year; grant accountability and compliances; Act 1 Index millage rates; the tentative PFM 5-Year Financial Assumptions Model; and the Governor's proposed 2023-2024 Education Budget. **Internal budget planning meetings are underway for developing a fiscally conservative 2023-2024 Proposed Final General Fund Budget.**

The School District requested that the Pennsylvania Department of Education consider options regarding the final Transitional Loan payment of \$665,000 scheduled for June, 2023. PDE offered a Loan Agreement Amendment for three amortized payments: June 30, 2023 / \$221,667; June 30, 2024 / \$221,667; and June 30, 2025 / \$221,666. The School District approved the Agreement Amendment at the September 2022 Receiver Business Meeting and on January 23, 2023 the School District received the approved document with secured signatures from the Department of Education and other state agency officials.

The School District signed a new three-year agreement, effective July 1, 2022, with Hosack, Specht, Muetzel, & Wood LLP for auditing services. The firm completed its field work for the 2021-2022 Audit in late November. Since the firm delayed its on-site field work, the School District requested an extension from PDE to file the ACFR no later than December 31, 2022, of which an extension was granted by PDE. The Business Manager, on behalf of the School District, filed the ACFR on December 12, 2022. The local Auditing Firm issued the 2021-2022 Audited Financial Statements and Auditor Opinion Letter to the School District. The Business Manager submitted the Audited Financial Statements to Digital Assurance Certification (DAC) Bond to meet compliances of SEC Rule 15c2-12.

Negotiations with the Duquesne Education Support Professionals Association concluded with a four-year Agreement (2021-2025) with retroactivity to July 1, 2021. The Agreement was ratified by DESPA, approved by the Receiver, and appropriate signatures secured. The Agreement was approved retroactively at the Receiver Business Meeting on **January 24, 2023**. The Agreement increases wages by 3.66% during the term and employees will pay an additional \$15 - \$20/month co-pay for healthcare contributions.

Negotiations with the Duquesne Education Association concluded with a four-year Agreement (2022-2026) with retroactivity to July 1, 2022. The Agreement increases wages by 3.83% during the term and employees will pay an additional co-pay for healthcare contributions of \$30/month for individual coverage and \$70/month for all other coverages. The ratification vote by the DEA occurred on **February 28, 2023** and afterwards, the School District ratified the Agreement that same evening at the Receiver Business Meeting.

Ms. Lori Graham, Deputy Secretary for Administration, extended an invitation to the School District to collaborate with PDE and the contracted services of Deloitte who is assisting with the creation of a monitoring tool and monitoring of sub-recipients that received ESSER 1, ESSER II and ARP ESSER funds. The collaborative on-site monitoring included a review of ESSER grant programs, related processes / procedures, and to ensure compliance with 2 CFR 200 and Federal

grant program rules and regulations. The monitoring team met August 1-3. From all indications, the Deloitte team was very satisfied with the cooperation and involvement of School District Administrators, noting there were no major identified monitoring concerns expressed during the exit interview.

The School District received a PDE ESSER Letter of Results notification from Deloitte on November 8th that included eight (8) Guidance Observations. The Receiver, Superintendent, Business Manager, and Business Consultant met internally and subsequently had a virtual meeting with the Deloitte management team for clarification of certain aspects regarding the report. The Administration had mixed feelings on the Results Letter. School District officials appreciated Deloitte's guidance to mitigate issues, noting a few of the observations offered good points. However, officials collectively felt that most observations would not have been in the Results Letter had the Monitoring Team communicated with the Administration on open items and unresolved issues. The School District submitted the Sub-recipient responses on November 23rd.

The Superintendent signed official documents with the Pennsylvania Turnpike Commission for the conveyance of a partial land acquisition of School District property on Commonwealth Avenue related to a state highway improvement project. Official retroactive action was approved at the December 6th Receiver Business meeting, noting that the School District has been compensated \$6,750 for the partial property acquisition by the Turnpike Commission.

A significant financial challenge facing the District continues to be the rising costs of charter school tuition. Legislative remedies are needed that address accountability to control the quality and cost of these programs. Actual charter school rates, as calculated on the PDE-363 for FY 2021-2022 reflect federal ESSER funding revenue. The tuition rate for each non-special education charter school student for 2021-22 was \$15,194.67 (\$575 lower than the previous year) based on actual, calculated rates. For each special education student who attends a charter school, the student rate was \$38,936.38 (approximately \$300 more than the previous year) based on actual, calculated rates. The District continues to face an unprecedented special education calculation due to the nature of the formula assuming a 16% special education population. Because the District's special education population is appreciably higher at 24%, the formula incorrectly divides total special education expenditures by a small number of students than are actually enrolled at Duquesne.

The Division of Subsidy Administration corresponded with the School District on **January 31st** regarding Section 311 (d) of Special Session Act 1 of 2006. Section 311 (d) (4) requires a letter of notification that the rate for all proposed tax rates is less than or equal to the School District's index. The **January 2023** approved Board Resolution stipulates that the School District may not increase any tax rate by more than the index when preparing the final budget required by Section 687 of the School Code. Additionally, the School District may neither submit referendum exceptions for 2023-2024 nor ask voters in May 2023 to increase tax rates in excess of the School District's index.

21. General Fund Balance Analysis

Duquesne City School District General Fund Balance Analysis June 30, 2022

GF Balance Analysis June 30, 2022		
Non-spendable		
Pre-paid	\$137,121	-
Other	-	-
Total non-spendable	-	\$137,121
Restricted		
Committed		
Unassigned	-	\$315,164
Total fund balance as of June 30, 2021 (audited)		
Surplus (deficit) for FY 2021-2022		
Total fund balance as of June 30, 2022 (audited)		

22. Bonds and Notes Payable

The Receiver, Superintendent, Business Manager, and Business Consultant discussed the final Transitional Loan payment of \$665,000 due to the Department of Education in June, 2023. The loan payment is included in the School District's 2022-2023 General Fund Budget. The Receiver had an informal Microsoft Teams meeting with Dr. David Volkman, Ms. Lori Graham, and Ms. Julie Harmantzis to discuss an alternative financial option for the final loan payment. As a result, the Department presented a Transitional Loan Agreement Amendment for three amortized payments: June 30, 2023 - \$221,667; June 30, 2024 - \$221,667; and June 30, 2025 - \$221,666. The School District and PDE officials have secured all required signatures on the Agreement Amendment and filed internally for future reference by state auditors.

A summary of bonds and notes payable is shown on the following table. Due to the restructuring of existing debt and the issuance of new debt, this table has been updated.

Bonds and Notes Payable March 31, 2023

Fiscal Year Ending June 30	Bonds Payable	Notes Payable	Total Bonds and Notes Payable	Total Annual Debt Service
2012*	\$14,124,167	0	\$14,124,167	-
2013*	13,173,333	0	13,173,333	-
2014*	9,272,501	\$1,000,000	10,272,501	-
2015*	6,616,667	2,335,000	8,951,667	2,926,206
2016*	6,110,883	1,500,000	7,610,833	1,553,989
2017*	5,590,000	1,000,000	6,590,000	1,224,589
2018*	5,054,167	1,000,000	6,054,167	729,888
2019*	4,503,333	850,000	5,353,333	883,639

Fiscal Year Ending June 30	Bonds Payable	Notes Payable	Total Bonds and Notes Payable	Total Annual Debt Service
2020*	3,122,500	790,000	3,912,500	1,610,764
2021*	11,661,667	730,000	12,391,667	3,105,492
2022**	10,980,834	665,000	11,645,834	1,075,424
2023**	10,935,000	443,334	11,378,333	584,191
2024**	10,319,167	221,666	10,540,833	1,153,990
2025**	\$9,803,334	0	\$9,803,334	1,042,391

*Audited financial statements

**Projected

23. Receiving Schools, Tuition Enrollments, and Projected Costs

After personnel costs for the Duquesne City School District’s staff, the next largest categories of spending are tuition costs for secondary schools and charter schools. These two costs contribute to the School District’s long-term financial challenges for a variety of reasons.

Current student tuition enrollments are tabulated below. The chart also compares the list of enrollments to the prior Quarter’s totals to give some perspective on student enrollment trends.

Duquesne City School District Tuition Enrollment March 31, 2023

Receiving Schools	Grades	Students December 31	Students March 31	Projected 2022-2023 Tuition
West Mifflin Area School District	9 – 12	241	241	\$3,811,933
East Allegheny School District	9 – 12	15	17	268,892
Charter schools, regular education	K – 6	124	125	1,899,334
Charter schools, special education	K – 6	19	17	661,918
Charter schools, regular education	7 – 12	51	50	759,734
Charter schools, special education	7 – 12	18	17	661,918
Special Education schools	K – 12	15	18	816,228
Other schools	K – 12	0	0	0
Totals		483	485	\$8,879,954

Changes in individual tuition enrollments in the categories of receiving schools during the Third Quarter can be seen by comparing enrollments from **December 31, 2022 to March 31, 2023** in

the table above. Enrollment figures for East Allegheny and West Mifflin will be reconciled at the end of FY 2022 – 2023.

It should also be noted that the table above includes Allegheny Intermediate Unit special education classroom tuition, whereas the tuition schedule on the Annual Financial Report does not include these costs.

In the case of secondary students, the tuition rate is determined by the greater of the annual increase in the District’s revenue budget or the District’s Adjusted Act 1 Index. Based on current estimates from the Commonwealth’s Independent Fiscal Office, the District’s Act 1 Index is expected to increase significantly over the next several years as shown in the table below.

Duquesne City School District, Act 1 Index, 2022-2023 — 2026-2027

2022-2023 Actual	2023-2024 Actual	2024-2025 Projected	2025-2026 Projected	2026-2027 Projected
5.6%	6.7%	7.4%	6.6%	6.2%

The annual tuition rate for DCSD students who attend school at West Mifflin Area and East Allegheny is \$15,817.15 for the 2022-2023 school year. Tuition was calculated by PDE and communicated to the District, with the District given an opportunity for comment. The tuition rate formula will continue to be an ever-growing financial burden for the District because it will never remain flat or decrease. As noted above, it will continue to grow by at least the District’s Adjusted Act 1 Index or the annual growth in the District’s revenue budget. When the Act 1 Index projected figures are taken from the Independent Fiscal Office, the District’s tuition rate is expected to be \$21,833 by the end of the 5-year period.

Secondary-level enrollment in East Allegheny and West Mifflin decreased in 2021-2022 and 2022-2023 due to the addition of 7th and 8th grade in the District. Noting that there are approximately 258 secondary students in grades 9-12 at East Allegheny and West Mifflin. Tuition costs for these students continue to increase each year. Raising taxes to the Act I Index still fails to cover one-half of the annual increase.

The School District is developing a strategy to address the annual percentage increases of tuition with East Allegheny and West Mifflin Area school officials. The intent is to seek a more reasonable secondary student tuition formula near a 2% to 3% annual increase for such services.

A significant financial challenge facing the District continues to be the rising costs of charter school tuition. Legislative remedies are needed that address accountability to control the quality and cost of these programs. It is noted that the Receiver, acting as the Board of School Directors, adopted a Board Resolution on March 29, 2022 with regards to charter school funding reforms.

Actual charter school rates, as calculated on the PDE-363 for FY 2021-2022 reflect federal ESSER funding revenue. The tuition rate for each non-special education charter school student for 2021-22 was \$15,194.67 (\$575 lower than the previous year) based on actual, calculated rates. For each special education student who attends a charter school, the student rate was \$38,936.38 (approximately \$300 more than the previous year) based on actual, calculated rates. The District continues to face an unprecedented special education calculation due to the nature of the formula assuming a 16% special education population. Because the District’s special education population

is appreciably higher at 24%, the formula incorrectly divides total special education expenditures by a small number of students than are actually enrolled at Duquesne.

The following chart provides a visual with specific data to DSCD Average Daily Membership for 2021-2022; Special Education Population with 16% assumption required by PDE; Actual Special Education Population of the District at 23.5%; and Additional Cost to the District using the required 16% assumption.

Categories and Descriptions	Average Daily Memberships	Special Education Tuition Rate for 2022-23	Number of Special Education Students at Charter Schools as of March 31, 2023	Charter School Tuition Cost for Special Education Students
DCSD Average Daily Membership for 2021-2022	923.536	-	-	-
Special Education Population with 16% assumption required by PDE	147.766	\$38,936.38	34	\$1,323,836.92
Actual Special Education Population of District is 23.5%	217.031	\$30,988.09	34	\$1,053,595.20
Additional Cost to District using required 16% assumption	-	\$7,948.29	-	\$270,241.72

Enrollments of DCSD students in charter schools at key months during the past several years are illustrated below. Total charter school enrollments have decreased by (3) three students, compared to December 2022.

24. Charter School Enrollments

Duquesne City School District Charter School Enrollments March 31, 2023

Month	Year	Elementary	Secondary	Total Enrollment
September	2020	137	87	224
December	2020	141	83	224
March	2021	141	84	225
June	2021	135	79	214
September	2021	141	75	216
December	2021	147	76	223
March	2022	144	85	229
June	2022	139	83	222
September	2022	114	91	205
December	2022	143	69	212
March	2023	142	67	209

25. Duquesne City Education Foundation and Other Grants

The School District established articles of incorporation and by-laws for the Duquesne City Education Foundation, elected officers for 2021-2022, and filed IRS Form 1023 with supporting documents for 501 (c) (3) not-for-profit status approval. IRS notification dated May 5, 2022 indicated that the Education Foundation was determined to be tax exempt and recognized as a charitable organization. The Foundation will support and strengthen Duquesne City School District by encouraging innovation, recognizing excellence, creating vital partnerships, and developing community philanthropy. All programs, activities, and projects will be aligned with the Mission and District / School Level Comprehensive Plans, with all funds directly used for District-related initiatives. The Foundation is in the process of establishing contacts with regional philanthropic organizations in addition to individual appeals for targeted funding which will help support academic programs, athletic fund investments, ongoing facilities maintenance, or other school community activities. Monthly Foundation meetings are being held throughout the 2022-2023 school year.

The School District has accepted the following: A Western Pennsylvania Learning Alliance Participation grant of \$22,280 awarded by the Grable Foundation; a Family Engagement grant of \$5,000 awarded by Parents as Allies to support the Annual Community Resource Fair; and a \$150,000 Pandemic Response – Job Training and Education / Workforce Development grant through the office of Senator James Brewster, Allegheny County.

26. Human Resources – Personnel / Staffing Assignments

Settlements and other Personnel Actions

There were two personnel settlements entered into during the Second Quarter.

Personnel / Staffing Assignments

The following chart presents a summary of staffing at the DCSD as of December 31, 2022. Parentheses indicate changes from the September 30, 2022 summary.

**Duquesne City School District
2022-2023 Staffing Summary
March 31, 2023**

DCSD Staffing Summary			
Professional staff	44 (-4.5)	Administrators	6
Instructional support staff	18	Coordinators and supervisors	4
Other support staff	13.5 (-2)	Confidential exempt staff	2

1. Staffing changes reflect resignations, replacements, and new hires to meet the changing needs of the School District:

Following three teacher resignations, one new teacher was hired. There are currently two teaching vacancies.

Following the resignation of the Attendance and Transportation Secretary, one Paraprofessional was reassigned. There is currently one Paraprofessional vacancy.

Following the resignation of one Personal Care Assistant, one Personal Care Assistant was hired. There is currently one Personal Care Assistant vacancy.

Following the resignation of a Custodian, there is one Custodian vacancy.

2. Negotiations with the Duquesne Education Support Professionals Association concluded with a four-year Tentative Agreement (2021-2025) with retroactivity to July 1, 2021. The Agreement was ratified by DESPA, approved by the Receiver, and appropriate signatures secured. The Agreement was approved retroactively at the Receiver Business Meeting on **January 24, 2023**. The Agreement increases wages by 3.66% during the term and employees will pay an additional \$15 - \$20/month co-pay for healthcare contributions.
3. Negotiations with the Duquesne Education Association concluded with a four-year Tentative Agreement (2022-2026) with retroactivity to July 1, 2022. The ratification vote by the DEA occurred on **February 28, 2023** and immediately thereafter, the School District ratified the Agreement at the Receiver Business Meeting. The Agreement increases wages by 3.83% during the term and employees will pay an additional co-pay for healthcare contributions of \$30/month for individual coverage and \$70/month for all other coverages.

27. Board Policies and Administrative Regulations

The following Board Policies and Administrative Regulations are new or revised and were approved during the Second Quarter:

Board Policies

January

200 Enrollment of Students
202 Eligibility of Nonresident Students
204 Attendance
217 Graduation (reinstated)
221 Dress and Grooming
233 Suspension and Expulsion
251 Students Experiencing Homelessness, Foster Care and Other Educational Instability
610 Purchases Subject to Bid / Quotation [reviewed, no changes]
611 Purchases Budgeted [reviewed, no changes]
626.4 Travel Reimbursement
626.5 Procurement [reviewed, no changes]
810 Transportation

February

R04 Orientation Program for New Board Members (new)
001 Name and Classification
100.1 School Improvement
803 School Calendar
804 School Day for Pupils

March

R01 Policy, Procedure and Administrative Regulations
R05 Principles of Governance and Leadership [new]
000 Board Policy Procedure / Procedure / Administrative Regulations
002 Authority and Powers
003 Membership
004 Functions
005 Organization
007 Distribution
009 Board Member Recognition
011 Board Governance Standards / Code of Conduct

Administrative Regulations

January

200-AR-3 Enrollment Classifications (new)
204-AR-0 Compulsory Attendance / Unexcused Absences
204-AR-6 School Attendance Improvement Plan Form
217-AR-5 Pathways to Graduation (new)
251-AR-0 Homeless Students (new)
251-AR-2 Procedural Safeguard Notice of Denial of Enrollment (new)
251-AR-3 Enrollment Complaint Form (new)
626.4-AR-0 Travel Reimbursement
626.5-AR-0 PDE Updated Procurement Table [reviewed, no changes]

February

R04-AR-0 Orientation Program for New Board Members (new)
124-AR-0 Local AEDY Complaint Procedures (new)
124-AR-1 Local AEDY Complaint Procedures Parent / Guardian Notice (new)
124-AR2 Local AEDY Complaint Form (new)
210-AR-0 Medication Consent Form
216-AR-1 HIPPA Authorization Form (new)
236-AR-0 DSAP Consent Form

March

None

28. Facilities and Property Services – Stadium, Maintenance, and School Security & Safety

A. Field and Stadium Project

The Superintendent continues to network with non-profit entities and business associates to seek outside funding for a proposed new Stadium Complex. The Superintendent developed “A Case for Support” document to promote an ambitious community-wide / regional fundraising campaign, which includes a three-year phase-in plan with estimated costs. The Reynolds Company recently

indicated that the stadium demolition can begin late April-early May, noting the stadium is deemed unsafe and has non-compliant ADA stadium bleachers and locker rooms.

B. Maintenance

The Stage and fire curtain inspection, health inspection, and elevator inspection have been completed, noting that respective inspections meet expectations and any remediation has been addressed. The semi-annual air filter changes and HVAC/boiler maintenance and inspections have been completed. Johnson Controls recalibrated and re-mapped the Metsys platform to coincide the thermostat design system. Radon and lead testing was completed through the 1000 Hour Program provided by the Healthy Women's Environment grant. Reports indicate that the School facility is free from Radon. The lead testing determined that a three bay sink in the kitchen required remediation which has been resolved, noting the school facility is free from lead. The 1000 Hour grant covered the remediation.

C. School Security & Safety

The Health and Safety Re-opening Plan for 2022-2023 was submitted to the Department of Education and continue to follow CDC guidelines throughout the school year.

The Coordinator of Safety and Security worked with Regent Insurance to re-establish the School District Workplace Safety Committee.

The School Safety and the District-wide Safety Committees – comprised of a cross-section of employee group representation – continue to meet monthly. Threat assessments, emergency operations, preparedness, required drills and evacuations, and school safety and security are among the topics of discussion. As presented during these meetings all staff are receiving monthly safety training through Vector. The Coordinator of Safety and Security attended the KPN Safety Conference in January. The Coordinator also attended two PATH's conferences – Emergency Action Plans and Active Shooter Awareness – and an Active Shooter Awareness and Detection training provided by FEMA.

29. Governance and Administration

Dr. Sue A. Mariani, Chief School Administrator, is supervised by Dr. William H. Kerr, who was reappointed Receiver, effective March 31, 2022 through April 1, 2025. Dr. Kerr reports to the Duquesne City Board of School Directors, the Pennsylvania Department of Education (PDE), and the Allegheny County Court of Common Pleas. Dr. Kerr reports to Judge Alan D. Hertzberg and to Dr. Khalid N. Mumin, Acting Secretary of Education, via Dr. David W. Volkman, Special Advisor to the Secretary.

The Duquesne City Board of School Directors, with whom the administration meets in Executive Session prior to every Receiver Business Meeting, consists of the following members:

1. Board President Rosia Reid
2. Board Vice President Calvin Harris
3. School Director Denise Brownfield
4. School Director Candice Butler-Davis
5. School Director Burton Comensky

6. School Director Laura Elmore
7. School Director Sonya Gooden
8. School Director Cedric Robertson
9. School Director DeWayne Tucker

Elected members of the Duquesne City Board of School Directors participated in three Receiver Business Meetings during the Third Quarter: January 24, February 28, and March 28. Respective meetings included elected Board members in attendance as follows: January (7), February (5) and March (6).

30. Next Report

The next Quarterly Progress Report will cover the Fourth Quarter of Fiscal Year 2022-2023, April 1 through June 30, 2023. That report is expected to be filed in July 2023.

31. Acknowledgements

The following individuals contributed to this report:

- William H. Kerr, Ed.D., Receiver
- Sue A. Mariani, Ed.D., Superintendent of Schools
- Aaron Hassett, Business Consultant, BSBA
- Jennifer Tressler, Business Manager, B.S., CPA
- Jamie Schmidt, Ed.D., Director of Curriculum, Instruction and Assessment
- Celeste Rudge, B.S.Ed., Director of Literacy and Innovation
- Alison DeMarco, M. Ed., Director of Technology, Digital Learning & Innovation
- Lucy McDonough, Special Education Consultant (Allegheny Intermediate Unit)
- Eric Harper, M. Ed., Principal
- George Little, MSW, Assistant Principal
- Brian Stowell, MBA, Act 44 Safety and Security Coordinator, Transportation Coordinator, and Facilities Director
- Crystal Irdi, AAS, Executive Assistant to the Superintendent / Board Secretary / RTK Officer