



OFFICE OF THE RECEIVER

**QUARTERLY PROGRESS REPORT
FOR THE PERIOD Q2-2022-2023**

Dr. William H. Kerr, Receiver

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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 Q1-2022-2023 – July 1, 2022 through December 31, 2022 – 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 Q2-2022-2023 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 indicated that the next Advisory Committee meeting will be in January.
- PDE officially approved the school name change from Duquesne Elementary School to Duquesne City K - 8 School, beginning with the 2022 - 2023 school year.
- The primary goal of the Duquesne City 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 administration and faculty were recognized for their hard work and dedication to students for making a positive difference through effective teaching and learning. The League selected Duquesne City based on the following factors: vision and key achievements; potential for impacting students learning and educational leadership; openness to networking and knowledge sharing; and demonstrated commitment to racial, digital, and educational equity. Duquesne City administrators recently attended the League of Innovative Schools national conference for a Welcome / Induction Ceremony, professional networking, and professional development sessions. Part of the national conference was to visit the League of Innovative Schools of Compton Unified and El Segundo Unified School Districts.
- 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 (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 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 December 31, 2022, Duquesne City K - 8 student enrollment was 457, including 65 ELL students.

- Current secondary enrollment of Duquesne resident students at West Mifflin and East Allegheny is 256.
- Annual tuition to be paid by Duquesne for students attending schools elsewhere in 2022 - 2023 is projected to be \$8,874,468.
- Current charter school enrollment K - 12 is 205.
- Continued efforts are being made to bring students back to Duquesne City 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 Second 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 6545-A, was re-established for 2022 - 2023 quarterly meetings. A quarterly meeting was held October 11 and the next meeting is scheduled for January 10. Thirteen members represent: 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.
- The Superintendent was nominated to THE FORUM for Western Pennsylvania School Superintendents, under the auspices of the University of Pittsburgh, and was inducted at the Fall Conference, November 30 – December 2, at the William Penn Omni, Pittsburgh. The Superintendent was introduced and had the opportunity to speak about Duquesne City School District and its story of hope, promise, and progress as a “turnaround school.” The Receiver attended the evening banquet, celebrating the 50th Anniversary Gathering, as a charter member and former member of the executive committee for planning and implementation of professional development opportunities.
- The Superintendent, who arrived at Duquesne in March 2018, was asked by the organizers of the SAS Institute to speak about the extraordinary success that Duquesne has experienced and more specifically about the turnaround efforts resulting in 7th and 8th grade Duquesne students returning from neighboring school districts. The Superintendent led a session that was part of the Act 45 credits sponsored by SAS, facilitated a breakout session, and was closing speaker for the SAS Institute. The Superintendent highlighted the transformation of Duquesne by using the methods that Fred Rogers used that are still relevant today. The Superintendent highlighted the educational leader partnership with the University of Virginia and shared several strategies implemented for Duquesne’s transformation. In closing, the Superintendent talked about the visionary next steps that Duquesne will be embarking – the biggest next step of returning the 9 - 12th graders.
- The Superintendent was appointed to the Allegheny County Schools Health Insurance Consortium (ACSHIC) to represent the eastern region of ACSHIC. The Allegheny County Schools Health Insurance Consortium (“Consortium”) provides participating school districts, vocational schools, community colleges, and other eligible organizations in Allegheny County and surrounding areas with pooled financial resources for the payment of medical costs incurred by the employees of participating organizations. The Consortium is self-insured through contributions from participating organizations with plan benefits managed by third-party administrators. The Consortium’s Board has 24 Trustees – 12 Trustees from the participating school entities’ management and 12 Trustees from designated labor unions.

- The Superintendent signed official documents with the Pennsylvania Turnpike Commission for 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 6 Receiver Business meeting, noting that the School District will be compensated \$6,750 for the partial property acquisition by the Turnpike Commission.
- The Second Annual Community Resource Fair, funded by a \$5,000 grant from Parents as Allies, was held on November 10, 2022 in the Duquesne City K - 8 school gymnasium.

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 and transparency 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
December 31, 2022**

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

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
December 31, 2022

Grade	Sections (Classroom Size)	Enrollment	ESL Enrollment
Kindergarten	3 (17.6)	53	6
First Grade	3 (15.2)	55	4
Second Grade	2 (25.0)	50	5
Third Grade	3 (19.0)	57	9
Fourth Grade	3 (15.0)	45	8
Fifth Grade	3 (15.0)	45	9
Sixth Grade	3 (17.0)	51	10
Seventh Grade	3 (19.3)	58	9
Eighth Grade	3 (14.3)	43	5
TOTALS	26	457	65

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
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 Account	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
Total	95	92.87%	7.13%	4.78	10.2	0

8. Significant Changes

Student enrollment at the end of Q1-2022-2023 was 451; Q2-2022-2023 ending student enrollment was 457. 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.

At the beginning of Q2 the Administration collapsed 2nd grade to two sections due to an unexpected resignation of a second grade teacher. Due to low student enrollment and cost savings, students were reassigned equally to the other second grade classrooms.

The ESL enrollment has increased from 58 students (Q1) to 65 students (Q2).

9. Student Enrichment and Support Programs

Boys & Girls Club – 29 students enrolled (Grades K - 8)

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

Oasis Tutoring – 2 students enrolled (Grades K - 3) (still recruiting tutors)

Step by Step-Learning – 100 students serviced (Grades K - 3) Reading

Carlow University/After-School Reading & Math – 0 students enrolled (still recruiting tutors)

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 which has been a highly successful collaborative partnership among educators, students, parents/guardians, and families.

10. State Monitoring

Please refer to #14-C.

11. Curriculum, Instruction and Assessment

A. Curricular Highlights and Professional Development

Kindergarten through 3rd grade students and teachers are continuing to use the American Reading Company (ARC) Core reading program. This is the School District's fourth year with this reading program and teachers spent the first semester working through ARC University that provided related professional development. Duquesne teachers in grades K - 3 are continuing to use the explicit phonics instructional program, Sounds to Spelling, to support early primary students' foundational reading skills. The Administration added a Primary Writing program for grades K - 3 that scaffolds writing development with explicit instruction at each writing level. Teachers received professional development in both of these programs during the first semester. K - 3 teachers began Science of Reading training in December. Teachers will complete approximately 40 hours of professional development concentrated on the Science of Reading and the foundational teaching of reading.

Grades 4 - 8 are continuing to use iLit, a digital reading program that levels assignments and texts to each student's instructional level based on their GRADE diagnostic. In addition to level assignments and texts, there is a grade level text and instruction piece that teachers use during part of their reading block. English Language teachers also use iLit ELL for their caseload of students. iLit ELL has a Newcomer unit that has been beneficial for the group of Newcomer students. Teachers received training during the beginning of the year from iLit in order to ensure that all new staff and current users are current with program implementation.

Grades K - 8 continue to use READY math for core math instruction. Teachers are able to assign lessons that support the grade level standards and mirror instructional content taught in class. Lessons build student computational thinking and hands-on learning. Teachers received additional professional development in September on READY math focusing on Promoting Strong Mathematical Conversations.

All grade levels use iReady for remediation and enrichment in the area of reading and math. The web-based program provides students with their own learning path based on individualized skills and concepts. Students aim to complete 30 - 60 minutes of My Path learning each week. Students take a benchmark three times a year (September, January, and May) to monitor progress and measure growth.

Departmentalized grade levels (4 - 8) use science and social studies materials that are aligned to PA academic standards. DCSD has purchased several learning platforms that assist in the teaching of these content areas. In middle school History, grade 6 focuses on US Geography, grade 7 on World History, and grade 8 on Civics. Instructional pacing and materials were developed and given to each teacher and common assessments are taken three times per year. In Science, administrators and teachers continue collaboration with several local school districts under the PA Smart Grant. The project aims to create a robust cohort of 162 educators proficient in the foundational underpinnings of the effective facilitation of STEM learning for their 5,600 students, thus promoting STEM activation for students in grades K - 5.

There is a more deliberate focus this school year for special subject classes. All students are offered Music, Art, Health and Physical Education, STEM, and Social Emotional Learning as special subject classes once a week. The School District has leveraged a partnership with the Arts Ed Collaborative in order to purchase and offer tailored professional development for this team of teachers. This team will be working to develop specific content curriculum for respective courses under the direction of the Arts Ed Collaborative for the remainder of this school year.

Teachers continue to engage weekly in Professional Learning Communities (PLC's) where they examine classroom and student level data to drive instruction, 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. PLC's have focused on the unpacking of standards and instructional alignment of activities and exit tickets to the expected standards.

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 student with connections to real world work experiences. Since the beginning of the 2022 - 2023 school year, "World of Work" is officially underway involving teachers and students in 2nd through 5th grades at Duquesne City, Elizabeth Forward, Avonworth and South Fayette School Districts. Twenty-one Pittsburgh regional educators traveled to San Diego in October to tour Cajon Valley Union School District. There were five educators that represented Duquesne City K - 8 School. While in San Diego, there were school tours and educator observations. Teachers and administrators were able to see first-hand how "World of Work" is genuinely implemented into educational settings and students were able to showcase their strengths and interests in learning experiences. Teachers were given time to collaborate with teachers from across the country while administrators had one-on-one time with other administrators to ask questions about implementation, sustainability, and progress. Since the return from San Diego, Duquesne 2nd grade students have been exposed to RIASEC implementation and two careers to date. The interest survey categorizes results in six subcategories which include Realistic (doers), Investigative (thinkers), Artistic (creators), Social (helpers), Enterprising (persuaders) and Conventional (organizers) also referred to RIASEC. Through RIASEC, students understand who they are as people and what they believe are their strengths. During the months of November and December, students were exposed to the careers of Musician and Fitness Trainer. While studying Musician, students were given the opportunity to meet a musician that visited the 2nd grade classrooms. The musician shared his career story with students and performed on the drums. Part of learning about a Fitness Trainer included creating student led fitness videos. The most important takeaway with "World of Work" is the exposure students may not have had otherwise. The program focuses on intentional planning and conversations which take place daily in the classroom. The conversations are helping shape young learners with encouragement to think about what career pathways they may take some day.

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

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 17, 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 20 for additional “Organizational Design” planning and implementation. The next UVA professional development sessions are scheduled for 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 is scheduled for 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 initiated a partnership with the Allegheny Intermediate Unit to provide Level 1 (on-site IT) support and Level 2 (network administration) support. These contracted services will occur on an as needed basis. Level 1 support is at a rate of \$45/hour and Level 2 support is at a rate of \$80/hour. As a result of this partnership, two of three server rooms were re-evaluated to remove obsolete and unused servers and active servers were assessed for correct installation. The Firewall was appropriately racked and outfitted with new cables and the wireless controller assessed for proper upgrades. A shared account and password document is being created to provide access to essential IT accounts for future emergency access. The Director of Technology met with the Apple representative to orchestrate a device trade-in program for the K - 8 School which allows the School District to trade in older devices for revenue toward funding new devices for students and staff. An inventory of older devices will be provided to Apple, upon which the company will shop a minimum of three different entities to receive quotes for trade-in value of devices. Once the devices are traded in, the revenue will be in a separate account specifically earmarked for device purchases. The Director of Technology met with the COMDOC copier representative for a PaperCut proposal. This program monitors copier usage by individual identification, providing users an allotted quota for the year with the overall goal of reducing paper and toner usage in the K - 8 School.

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. During Q2, the School District identified two new special education students and the process is underway for two special education students to return to the District from outside placements for the 2nd semester. The IEP process and re-evaluation process for all special education students continued with emphasis on ensuring compliance and timely completion of documentation. All new IEPs were reviewed by the Special Education Consultant. Re-evaluations occur every three years as triennial evaluations, unless the student(s) has an intellectual disability then the evaluation occurs every two years. Several reevaluations are in process to determine additional needs and services for current special education students. There have been no new referrals to outside placements for the 1st semester.

B. Student Enrichment Programs

The Extended School Year planning has begun. The program will take place at Duquesne City K - 8 School during the month of July. Special Education teachers are currently collecting and reviewing student data to determine who is eligible.

C. State Monitoring

Tyann Neal, BSE, has been in contact regarding the cyclical monitoring schedule for this school year and tasks that need to be completed in advance. The Department continues to prepare files and gather documents for the audit. Survey questionnaires from PDE will be sent out to teachers, parents and students over the age of 14 in January. Student files continued to be reorganized, reviewed, and corrected for compliance. The Special Education Consultant participated in special education liaison meetings with the AIU and PDE to ensure federal IDEA compliances.

D. Gifted

Duquesne City K - 8 identified one gifted student and there are quarterly meetings with the parents, teachers and the Special Education Consultant to review gifted goals and specially designed instruction. The Consultant is working with the Gifted Consultant at the AIU to prepare a training for 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.

F. Professional Development

The Special Education Consultant conducted monthly department meetings with special education staff during Q2. Topics included special education timelines, crisis intervention reporting and regulations, and extended school year regulations. The Special Education Consultant worked as part of a team for comprehensive support for the School District around classroom management and the emotional support services with PaTTAN and AIU consultants.

Teachers in the autism / life skills classrooms participated in collaboration with the Autism Consultant from the AIU.

15. Student Services

A. IST / DSAP Q2 Data

IST		DSAP	
Total Students Referred	26	Total Students Referred	14
Cases Closed	4	Cases Closed	9
Cases Active	34	Cases Active	24
YTD Closed	4	YTD Closed	9

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.

16. Mental Health and Behavior Support Services

IST / DSAP Q2 Data

IST		DSAP	
Total Students Referred	15	Total Students Referred	10
Cases Closed	5	Cases Closed	3
Cases Active	28	Cases Active	12
YTD Closed	6	YTD Closed	7

The Mental Health and Behavior Support Services team meet a minimum of twice per month to review the services in place and identify patterns of behaviors that need support or implementation of services. The School Social Worker continues to provide crisis response for families, as well as connecting families to any resource that is available in the school or community. The Social Worker has interactive dialogue with various support staff personnel. The School Counselor is working with students who receive Level 1 & 2 discipline referrals to identify and provide intervention and support to students with behavior referrals. The School Nurse and Social Worker provided professional staff development on the topic of body breaks, and the benefits of a child having body breaks at school and how this supports learning brains. The Coordinator participates in the DSAP / IST meetings on a weekly basis, including discussions about available services for students and appropriate follow-up. The Mobile Chill Project kicked off in December and students enjoyed a positive learning experience about mindfulness and visiting the RV which has an interactive component to the program. The Mobil Chill unit will return two more times this school year. Also, the Mental Health team has been working collaboratively to provide grade level discussions with students about bullying and the importance of mutual respect and dignity for one another. The Coordinator is working with MAEC (Mid Atlantic Equity Consortium) to bring programs that can support family connections, including exploring a variety of opportunities to better connect families with this organization. One program is a text messaging program called

Ready 4K which focuses on sharing parenting information and local resources geared towards appropriate developmental and age levels of children. The Coordinator participates in PBIS team meetings, noting the frequency of PBIS will be increased for improved connections with families to learn more about the positive learning activities of their children. The Coordinator collaborates with the Special Education Consultant from the AIU and PaTTAN for coaching support for ESS teachers as they continue to build upon classroom successes. The Consultants will also be working with other K - 8 teachers to provide strategies for effective mental health and support for students.

A 2022 - 2023 Board Resolution by the Receiver, acting as the Board of School Directors, titled **Preventing School Violence and Increasing Social, Emotional and Mental Health Support**, will be 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

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 9 and 10 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 will receive 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.

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 options for parents and families.

19. Financial Recovery Plan

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

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 implementation of the 2022 - 2023 General Fund Budget commenced on July 1, 2022.

As of the June 30, 2022 Annual Financial Report and Local Audit, 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 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 is expected to issue the 2021 - 2022 Audited Financial Statements and Auditor Opinion Letter to School District officials in mid-January 2023 and will submit the Audited Financial Statements to PDE, in compliance with SEC Rule 15c2-12.

The 2022-2023 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.

The preliminary audited Fund Balance for 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.

The Governor's 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

Numerous meetings were held concerning the proposed Steel Center for Career and Technical Education building renovation project. The \$29M project required participation by eleven (11) school districts and approval of a 20-year bond issue. Based on Project Financing Information provided by PFM, Duquesne's financial commitment was based on a pro-rata share of 0.92%.

Due to exit criterion in the Financial Recovery Plan (Fourth Amendment), Duquesne cannot participate in the 20-year bond financing of the Steel Center CTE building renovation project. 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 wired-transfer was made on November 17.

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.

Now that the School District has state subsidies confirmed for 2022 - 2023 and the Tuition Rate Analysis is completed as a recent priority, the Receiver, Superintendent, Business Manager, and Business Consultant met on December 9, 2022 with PFM to discuss the updated 5-year Baseline Financial Projections and Assumptions for the School District. On December 23, PFM distributed a preliminary draft of Model Assumptions and an accompanying summary of the data. As soon as the Local Auditors present the 2021 - 2022 Audited Financial Statements and Report, the document will be shared with PFM's team. A follow-up meeting will be scheduled, most likely late January, with PFM to review and discuss the Assumptions and the Model.

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 I, 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, 2022. 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 8, 2022 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 the majority of 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 23.

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 smaller number of students than are actually enrolled at Duquesne.

The Division of Subsidy Administration corresponded with the School District on September 29 and provided information relative to the 2023 - 24 Act 1 Index and Budget-Related Timelines. PDE has calculated the base index for the 2023 - 2024 fiscal year as 4.1 percent. The Adjusted

Index for Duquesne is 6.7 percent and the MV / PI Aid Ratio is 0.8917.

The Division of Subsidy Administration corresponded with the School District on December 30 regarding Section 333(j) (4) and subsection 333(f) (2) (v) of the Taxpayer Relief Act, indicating PDE has determined that the Annual Comprehensive Financial Report for the 2021 - 2022 school year will be the most recent year used to calculate eligibility for a referendum exception under the specified subsection.

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)	-	\$1,017,081
Surplus (deficit) for FY 2021-2022	-	(\$564,796)
Total fund balance as of June 30, 2022 (preliminary audited)	-	\$452,285

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 signed the Agreement Amendment and anticipates PDE final signature approval soon.

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
December 31, 2022**

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
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
December 31, 2022**

Receiving Schools	Grades	Students September 30	Students December 31	Projected 2022-2023 Tuition
West Mifflin Area School District	9- 12	221	241	\$3,811,933
East Allegheny School District	9- 12	13	15	237,257
Charter schools, regular education	K - 6	87	124	1,844,139
Charter schools, special education	K - 6	27	19	739,791

Receiving Schools	Grades	Students September 30	Students December 31	Projected 2022-2023 Tuition
Charter schools, regular education	7 – 12	73	51	774,928
Charter schools, special education	7 – 12	18	18	700,855
Special Education schools	K – 12	18	15	765,565
Other schools	K – 12	0	0	0
Totals		457	483	\$8,874,468

Changes in individual tuition enrollments in the categories of receiving schools during the Second Quarter can be seen by comparing enrollments from September 30, 2022 to December 31, 2022 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 256 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 DCSD 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 December 31, 2022	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	37	\$1,440,646.06
Actual Special Education Population of District is 23.5%	217.031	\$30,988.09	37	\$1,146,559.48
Additional Cost to District using required 16% assumption	-	\$7,948.29	-	\$294,086.58

Enrollments of DCSD students in charter schools at key months during the past several years are illustrated below. Total charter school enrollments have increased by (7) seven students, compared to September 2022.

24. Charter School Enrollments

Duquesne City School District Charter School Enrollments December 31, 2022

Month	Year	Elementary	Secondary	Total Enrollment
September	2020	137	87	224
December	2020	141	83	224

Month	Year	Elementary	Secondary	Total Enrollment
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

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
December 31, 2022**

DCSD Staffing Summary			
Professional staff (-2.5)	48.5	Administrators	6
Instructional support staff (-3)	18	Coordinators and supervisors (-1)	4
Other support staff (+1)	15.5	Confidential exempt staff (-1)	2

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

One Coordinator of Technology Support Services resigned and the administrative position was eliminated. Allegheny Intermediate Unit will provide contracted services for information technology support and network administration.

Following four teacher resignations, three new teachers were hired. There is currently one teaching vacancy.

Following the resignation of a Paraprofessional, one Custodian was reassigned.

Following the resignation of three Personal Care Assistant, two Personal Care Assistants were hired.

There is currently one Personal Care Assistant vacancy.

Following the reassignment of a Custodian, one Custodian was hired.

One HR / Business Office Assistant position was eliminated.

2. Negotiations with the Duquesne Education Support Professionals Association have 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 will be 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. Also, a grievance regarding use and / or payment of vacation days during the pandemic closure of schools in 2020 was resolved through a Memorandum of Understanding. Retroactive employee pay occurred on December 30, 2022.
3. Negotiations with the Duquesne Education Association continued through December with numerous sessions, resulting in a Tentative Agreement on wages and benefits. The Tentative 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. Language issues have largely resolved through side-bar sessions, noting that the next formal negotiations session is scheduled for January 12, 2023.

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

003.1 Policy Manual (new)
011.1 Principles of Governance and Leadership
218 Student Discipline
236.1 Threat Assessment
237.1 Technological Devices Expectations for Students (new)
352 Social Media
626.6 Grant Management, Compliance, and Administration
705 Facilities and Workplace Safety
706.1 Disposal of Surplus Property (new)
706.2 Computer Acquisition, Inventory Management, and Maintenance (new)
706.3 Inventory Management and Maintenance (new)
800.3 Data Privacy and Security / Protection of Personally Identifiable Information (new)
805 Emergency Preparedness and Response
805.2 School Security Personnel
808 Food Services
816 Anonymous Correspondence
830 Breach of Computerized Personal Information

Administrative Regulations

237.1-AR-0 Device Agreement and Regulations for Use (new)
237.1-AR-1 Device Insurance Policy (new)
237.1-AR-2 Device Damage Report (new)
600-AR-0 Business Office Procedures for Fiscal Management (new)
600-AR-1 Financial Accountability Procedures / Business Office (new)
705-AR-0 Safety and Security (new)
705-AR-1 General Safety Rules (new)
705-AR-2 Hazardous / Unsafe Conditions Reporting Form (new)
705-AR-3 Facilities Safety and Security Inspection Form (new)
705-AR-4 Workplace Safety Committee
706.1-AR-0 Disposal of District Property (new)
706.1-AR-1 Disposal of District Property Request Form (new)
805-AR-1 Emergency Preparedness, Required Drills and Assessments
805.2-AR-0 School Security Personnel Training
808-AR-4 Nondiscrimination Statement and Civil Rights in the School Nutrition Program

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

A. Field and Stadium Project

The Superintendent continues to collaborate with various design firms that develop visionary drawings for new stadiums. 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. Reynolds Construction Company will demolish the current unsafe and non-compliant ADA stadium bleachers and locker rooms in late January or early February.

B. Maintenance

The Facilities Department completed several maintenance projects, including but not limited to, data lines added to five classrooms; final completion of the eSports lab; Lego Room classroom space was created and completed; and semi-annual air filter and water foundation filters change-outs were completed.

The gymnasium bleachers and cafeteria kitchen inspections have been completed, with no major concerns. Semi-annual service to boilers and hot water tanks were completed and the emergency generator was serviced, including a control board replacement.

The School District was awarded a Lead and Radon testing and remediation grant for 1000 hours.

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

The School District has contracted Gittings Protective Security for 2022 - 2023, as amended. Gittings Protective Security provides four security guards for the instructional day, the Boys and Girls Club, Carnegie Library evening hours, athletic events and other after-school activities. The Gittings security guards received CPI training on December 28, 2022. These contracted security protective services supplement two School District security guards.

The newly established School Safety Committee, comprised of a cross-section of employee group representation, continues to meet monthly. Recent new and updated Board policies and administrative regulations have been and continue to be topics. Threat assessments, emergency operations, preparedness, required drills and evacuations, and school safety and security are among the topics of discussion.

The Director of Facilities / Coordinator of School Safety and Security has been effectively managing school security and safety. Last school year, the Pennsylvania State Police, Security Office Division, conducted a building threat assessment by the Risk and Vulnerability Assessment Team (RVAT). The administration has implemented safety and security measures as recommended for 2022 - 2023. Campus Safe Solutions provided in-service training to the school security guards in August and the plan is to train a newly established Crisis Response Team comprised of administrators, faculty, and support staff. An active-shooter training – Run, Hide, Fight – was held for all employees on October 28 which was an approved Act 80 Day. All staff members participated in a “classroom” session as well as a hands-on session. The training was provided by Campus Safe Solutions and funded by the PCCD grant.

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 Eric Hagerty, 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 two Receiver Business Meetings during the Second Quarter, October 25 and December 6. There was no November scheduled meeting. The RBM on December 6 was recessed and reconvened for a special meeting of the elected Board for Reorganization purposes. Respective meetings included elected Board members in attendance as follows: October (7) and December (7).

30. Next Report

The next Quarterly Progress Report will cover the Third Quarter of Fiscal Year 2022 - 2023, January 1 through March 31, 2023. That report is expected to be filed in April 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, M. 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 Officer, Transportation Coordinator, and Facilities Director
- Crystal Irdi, AAS, Executive Assistant to the Superintendent / Board Secretary / RTK Officer