



OFFICE OF THE RECEIVER
QUARTERLY PROGRESS REPORT
FOR THE PERIOD Q1-2022-2023

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 September 30, 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 Q1-2022-2023 Highlights

- The Health and Safety Re-opening Plan for 2022 – 2023 was submitted to the Department of Education, noting that CDC guidelines are followed accordingly.
- 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 has been selected to join *the League of Innovative Schools*. Duquesne will join 150 public schools across 38 states, noting that 28 schools were nominated and approved for 2022 – 2023. The administration and faculty are being recognized for their hard work and dedication to students for making a positive difference through effective teaching and learning. The League selected this year’s new members 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.
- The Middle School Curriculum is based on the Pennsylvania Instructional Framework for Math and ELA and has been fully implemented for 2022 – 2023. Throughout the year students will engage in learning through the modules developed in the Framework. Teachers will support the learning of standards through the use of various curricular programs. In ELA, students will be completing various novel studies as well as units on Greek mythology. Math curriculum will be supported by READY math, which both students and teachers have been using since the 2019 – 2020 school year. In US History and 8th grade Science, students will continue learning the academic standards with the support of current instructional materials. Electives will include Computer Concepts, Robotics, Civics and Government (2nd half of the total curriculum), and Project STEM with a focus on Artificial Intelligence. Students will once again have the opportunity for a foreign language, with a part-time Spanish teacher. Band and 2D Art will accompany the standard special subject areas of Health and Physical Education and STEM learning opportunities. A new eSports Lab was developed and funded by the Penn State Readiness Institute.
- Duquesne administration, faculty, and students welcomed a delegation of educators from Doncaster Council in Doncaster, England (South Yorkshire) for a tour of the K-8 School on September 15th. The special guests toured Duquesne and another school in the Pittsburgh region as part of the Remake Learning program, under the auspices of the Grable Foundation. Greg Behr, Executive Director of the Grable Foundation, accompanied the Doncaster Delegation and acknowledged the transformation of Duquesne educational programs and activities, including STEAM Maker spaces and the new eSports Lab. In

conjunction with the new eSports Lab/Arena, the School District will be creating an After-School Gaming Club that will provide an opportunity for students to participate in competitions with other school districts, locally and regionally.

- The 2022 – 2023 Pre-K Counts program will be operated and staffed by the Allegheny Intermediate Unit under a PDE funded grant. The quality pre-kindergarten program will provide 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 programs will promote the school readiness of infants, toddlers, and preschool-aged children from families with low income. The program will engage 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 September 30, 2022, student enrollment for 2022 – 2023 was 451, including 56 ELL students.
- Current secondary enrollment of Duquesne resident students at West Mifflin and East Allegheny is 234.
- Annual tuition to be paid by Duquesne for students attending schools elsewhere in 2022 – 2023 is projected to be \$8,659,848.
- Current charter school enrollment K-12 is 205.
- Continued efforts are being made to bring students back to Duquesne from 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 First Quarter. All payroll, benefit expenditures, and tuition payments were made in a timely manner.
- Three Board Resolutions were approved recently: (1) Advocating Change in the Established State Tuition, (2) Authorizing Duquesne City School District’s Execution and Delivery of the Lease Agreement with the Steel Valley Area School Authority, and (3) The Joint Board for Steel Center for Career and Technical Education authorizing the capital building project and the lease agreement for Steel Center real property and facilities.
- The September Receiver Business Meeting action items included: The School Level Comprehensive Plan 2022 – 2023; Special Education Comprehensive Plan 2022 – 2025; PDE 2014 Interest-Free Transitional Loan Amendment; and Duquesne Plaza Shopping Center, LLC Real Estate Tax Assessment Appeal Settlement.
- Collaboration continues with Eat n’ Park and the United Way to provide food to the families and community members of Duquesne, including back packs of food for students who qualify on the weekends. The Boys and Girls Club partnership continues for after-school activities for Duquesne City students.

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 Elementary School Student Enrollment September 30, 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

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 Elementary School Regular Education Sections, Class Size, and ESL Enrollment September 30, 2022

Grade	Sections (Classroom Size)	Enrollment	ESL Enrollment
Kindergarten	3(15.3)	47	4
First Grade	3 (17.3)	52	4
Second Grade	3(16.6)	50	5
Third Grade	3(19.3)	58	9
Fourth Grade	3(15.0)	45	5
Fifth Grade	3(15.3)	46	8
Sixth Grade	3(17.3)	52	8
Seventh Grade	3(19.3)	58	8
Eighth Grade	3(14.3)	41	5
TOTALS	27	451	56

7. Average Student Attendance

The following chart reflects two years of attendance, including attendance in the virtual instructional model as indicated by * which indicates partial online instruction.

**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
Sept.	22	90.89%	9.11%	5.22	11.63	0
Oct.	3	88.71%	11.29%	2.66	18	0
Total	28	91.14%	8.86%	4.57	11.82	0

8. Significant Changes

Student enrollment at the end of Q4-2021 – 2022 was 445. Q1-2022 – 2023 is 451. 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.

Duquesne K-8 School has three sections per grade level for 2022 – 2023.

ELL enrollment is now **56** students enrolled. This is two less than chronicled in the Q4 2021 – 2022 report.

9. Student Enrichment Programs

Boys & Girls Club – 28 students enrolled (Grades K-8)
Uplift Center – 7 students enrolled (Grades 3-8)
Oasis Tutoring – 0 students enrolled (Grades K-3) (recruiting tutors)
Step by Step-Learning – 100 students serviced (Grades K-3) Reading
Carlow University/After-School Reading & Math – 0 students enrolled (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.

10. State Monitoring

Please refer to #14-C.

11. Curriculum, Instruction and Assessment

A. Curricular Highlights

Grades K-3 students and teachers are continuing to use the American Reading Company (ARC) Core reading program. This is the fourth year with this reading program and teachers are currently engaged in a refresher professional development course for the program in partnership with ARC University. The course consists of nine modules that engage teachers through the reading program and address how to correctly implement, teach, and monitor students reading.

ARC still offers digital components to assist in virtual and remote learning and supports students' literacy instruction with reading materials at each student’s instructional level. The program also offers teachers cultivated classroom libraries, thematic inquiry units, and teacher-led student conferencing to accelerate student growth and academic performance. Duquesne teachers are continuing to use the explicit phonics instructional program, Sounds to Spelling, to support early primary students' foundational reading skills. The Administration has added a Primary Writing program for grades K-3 that scaffolds writing development with explicit instruction at each writing level.

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. Our EL teachers also use iLit ELL for their caseload of students. The 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 were up to date on program implementation.

Grades K-8 are using READY math for core math instruction and the iREADY math Program for math enrichment and remediation. Teachers are able to assign lessons that support the grade level standards and to use the intervention piece for the remediation of skills. Students take a benchmark assessment three times a year (September, January, and May) to monitor progress and measure growth. Students also use the iREADY program to enrich and remediate their skills in reading by taking their benchmark and then engaging in their “my path” learning.

Grade 4-8 teachers have been utilizing science and social studies materials that are aligned to PA academic standards for departmentalized grades. Lesson plans and activities are aligned weekly with academic standards. In middle school, grade 6 focuses on US Geography, grade 7 on World History, and grade 8 on Civics. Instructional pacing and materials were given to each teacher and common assessments are taken three times per year. In Science the School District has collaborated with several local school districts under a 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 5600 students, thus promoting STEM activation for students in grades K-5. Teaching in a manner that cultivates the theoretical underpinnings of STEM education (engineering design theory, human-centered design practices, and systems-thinking & sense-making) embraces risk and iteration, supports student-created models of their understanding, and increases authenticity. However, the process requires a significant shift from the traditional science educator's planning and preparation. The practice of having a "STEM" teacher/coach for a building or an entire district does not evince the necessary change in school culture and classroom practice. This cohort of classroom science teachers will engage in an immersive program, receiving professional development in areas fundamental to effective STEM/CS instruction. Through in-person and virtual sessions, mentoring, modeling, and coaching, K-5 science educators will not only become experts in these required practices but will also be active conduits of the philosophical shifts in the classroom. In addition to professional development in the foundational underpinnings, teachers will participate in hands-on learning using traditional and digital fabrication tools/software and will be trained using the required curricular and machining materials/tools necessary to manifest this work. Duquesne will continue to build new science programming aligned to the standards throughout 2022 – 2023.

B. Career Development / World of World

The 2022 – 2023 "The World of Work" program, a focus of Learning 2025 sponsored and funded by the Grable Foundation, Pittsburgh, provides student connections to real world work experiences. "World of Work" is a career ready initiative that started in the Cajon Valley School District in San Diego. "World of Work" focuses on students' individual interests, strengths and preferences. Through exploration, students partake in an interest survey focusing on John Holland's theory of career choices. 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." Students in grades second through fifth grade at Duquesne City, Elizabeth Forward, Avonworth and South Fayette School Districts have been engaged in the "World of Work" framework since the start of the new school year. Students have been building a common language around the RIASEC and creating a classroom community where each child knows and understands their own strengths and the children around them. When students understand why learning matters and how it relates to what they are interested in, students are able to picture themselves in different careers in the future. Through a three-year implementation, this initiative will support the youngest learners in Kindergarten through Eighth grade. When a student starts in the "World of Work" framework and continues through, students will be exposed to 54 different careers. Each career will focus on Exploration, Simulation, Meet a Pro, and Practice. Students will have opportunities to connect with individuals who are currently employed within each career. The goal for "World of Work" at Duquesne City School District is to provide exposure and opportunities to broaden horizons of students and families in the community.

C. Assessment

Preliminary PSSA scores released showed improvement in proficiency in various grade levels in ELA, most notably in grade 5. Math continues to be an area of weakness across the School District. To address the lack of academic growth, changes were made to the curricular framework of both ELA and Math periods as well as providing uniform resources and lesson plans across grade levels.

2021-2022	3rd grade	4th grade	5th grade	6th grade	7th grade
Advanced	0	0	0	0%	2%
Proficient	8%	21%	26%	14%	11%
Basic	36%	24%	35%	54%	66%
Below Basic	56%	55%	40%	32%	20%
Grade Level	(-) 15%	(+) 3%	(+) 15%	(+) 1%	
Cohort		(-) 2%	(+) 8%	(+) 4%	(-) 3%

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.

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. UVA representatives met with the Duquesne Leadership Team on September 20th for additional “Organizational design” planning and implementation. The next professional development sessions are scheduled for January 9-11, 2023.

Teachers 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 content areas. Data includes benchmark assessments, daily exit tickets, anecdotal notes, as well as proficiency data from online programming. Curriculum sites are 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. Currently PLC's have focused on unpacking of standards and instructional alignment of activities and exit tickets with a nexus to the expected standards.

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.

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

The Superintendent has been nominated to the Western Pennsylvania Forum for School Superintendents, under the auspices of the University of Pittsburgh, and will be inducted at the Fall Conference, November 30 – December 2, at the William Penn Omni, Pittsburgh.

13. Technology and Digital Learning

The Technology Department experienced some major changes for Q1-2022 – 2023 school year. An inventory system was implemented to track all devices funneling through the School District. The inventory system also resulted in a reconciliation of all devices to purchase orders. The Department acknowledged missing and broken devices due to extenuating circumstances of pandemic transitions of in-person and remote learning, followed by a newly devised accountability tracking system. A formal Technology Request process was implemented to provide students and staff with timely technology support. This also allows for tracking to determine patterns with devices and platforms. A Student Device Insurance Policy and an Employee Device Insurance Policy were implemented to create a culture of responsibility and accountability around the usage of district-issued devices. A new Chromebook vendor agreement was approved. This new agreement provides warranty services for devices that were not in place. Jamf, a mobile device management system, was deployed to manage all iPads, MacBook's, iMacs, and Apple TVs. This allows for remote access to these devices as well as remote software upgrades and sharing of applications. Barracuda was implemented to provide offsite cloud-based backup of School District servers to protect against cybersecurity attacks. As of July 1, 2022 Two-Factor Authentication was implemented for all School District employees to satisfy our cybersecurity insurance policy as well as comply with the newly implemented Cybersecurity Federal Regulations.

Several Educational Technology Platforms were implemented to enhance and support effective teaching and learning. Canvas LMS was relaunched to provide teachers with a digital platform to provide learners with multiple modes of learning. A lesson plan template was designed and implemented to ensure consistency with the Canvas user experience throughout Grades K-8. Go Guardian, a device and user management tool, was implemented to provide teachers with more control over student learning via devices, as well as provide internet safeguards for students. Clever was launched to provide students and teachers with a one-stop Single Sign-on experience for accessing all School District educational technology platforms. A newly designed eSports Arena was launched. Eight Xbox stations were built for students to learn game design, coding, and game strategy. Gaming accounts were created to ensure secure access and usage of the Xbox gaming consoles.

14. Special Education Services

A. Special Education

The Special Education consultant for the Allegheny Intermediate Unit began on July 1st and transitioned responsibilities with the Keystone Consulting Group. During the first month of school there were 24 special education students who transferred to other districts and 15 special education students that were registered in the district. We had 8 newly identified special education students and 2 students that returned to the district from out of district placements. 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.

B. Student Enrichment Programs

The Extended School Year program was in session during July, 2022.

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 began preparing the files and participated in Educational Benefit Reviews of selected students' files on September 23rd and will conclude this activity on November 11th, submitting the same to PDE. All student files have been 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 K-8 identified one gifted student and there are quarterly meetings with the parents, teachers and Special Education Consultant to review gifted goals and specially designed instruction. The Consultant attended a Gifted Services Webinar and a GIEP goal writing clinic to ensure Chapter 16 compliance.

E. PASA Testing

The Special Education Consultant is completing training to serve as the PASA test administrator for the School District. Two teachers have been enrolled to administer the test this spring and will begin training in November.

F. Professional Development

The Special Education Consultant conducted monthly department meetings with special education staff during Q1. Topics included compliance, timelines and IEP Best Practices. The school psychologist addressed testing and required documentation. The Special Education Consultant is currently exploring opportunities to connect Duquesne with professional development activities for the Emotional Support program.

15. Student Services

A. IST/DSAP Q1 Data

IST		DSAP	
Total Students Referred	12	Total Students Referred	4
Cases Closed	1	Cases Closed	0
Cases Active	11	Cases Active	0
YTD Closed	1	YTD Closed	0

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

The new Mental Health and Behavior Support Coordinator position commenced on July 1, 2022. The initial months have been learning and understanding the students, teachers, and culture around DCSD. Social workers have been hired, made inroads with other organizations and grants to bring in services, such as a music therapist. The Coordinator met with several local organizations that are aligned to bring support to Duquesne students at no cost and will assist our students anchoring themselves in the school in the effort to bridge the community and school. The Mental Health and Behavior Support Department staff will be structured to provide the following supports: student intervention and support; staff intervention and support; and parent/community intervention and support. The Coordinator has been observing classrooms, meeting with students individually, and reaching out to grow community connections. The population at DCSD is multi-faceted, with very diverse cultures and backgrounds. This leads to a significant amount of tension and conflict that frequently affects the school environment. As the staff works to support all of our students and families and provide a safe learning environment, these areas will be a primary focus for the Department during this school year. The staff will focus on interventions and supports and collect substantial data about the current state of student learning and behaviors in the school. These efforts will drive Department goals moving forward with appropriate follow-up.

IST/DSAP Q1 Data

IST		DSAP	
Total Students Referred	20	Total Students Referred	2
Cases Closed	1	Cases Closed	0
Cases Active	11	Cases Active	2
YTD Closed	1	YTD Closed	0

Becoming familiar with the process in place and aligning new staff into these committees will bring fresh perspective and a unique lens. We will explore ways to tighten up the process in place to streamline access to services, intervening more quickly and appropriately.

17. Other Significant Activities

The Receiver participated in the Quarterly Receiver and Chief Recovery Officer (CRO) September 15, 2022 meeting. Topics included (1) Developing Competency Plans for Districts in Recovery Status; (2) Working directly with Districts, Local Education Agencies, community-based Organizations, and PDE staff in developing positive family and community engagement

experiences; (3) Federal Programs; and (4) Updates from Receivers, CRO's, and Financial Recovery Partners.

The Receiver and Duquesne administration/representatives participated in the PDE Education Advisory Committee on September 27th with East Allegheny and West Mifflin School Districts. Updates were offered by school officials from the receiving school districts. Duquesne topics included: Updates on the Return of 7th and 8th graders; consideration for a 9th grade academy for student transition purposes at West Mifflin; and a discussion about the secondary tuition rate analysis. An Executive Summary of the Tuition Rate Analysis prepared by Public Financing Management was shared with participants. State Representative Nick Pisciotto was in attendance and asked questions and made comments regarding the Tuition Rate Analysis document, noting that some additional clarification was provided by Aaron Hassett, Business Consultant for Duquesne. The Receiver indicated that next steps include a small group meeting to further discuss financial data with state legislators.

The Receiver Advisory Committee, as prescribed by Act 141 of 2012 – Section 6545-A, has been re-established for 2022 – 2023 quarterly meetings. Act 141 requires that an Advisory Committee be established to meet and consult with the Chief Recovery Officer or Receiver of the School District. The sole function of the Advisory Committee is to provide recommendations and feedback to the Chief Recovery Officer or Receiver on the development and implementation of the District's Financial Recovery Plan, as amended. The first quarterly meeting was rescheduled for October 11th.

The School District received information from PDE about the Mid-Atlantic Education Consortium regarding parent and family engagement initiatives. The School District partners with Allies for Children who works with HUNDRED.org to provide equity-based parent engagement activities. The MAEC resource was shared with the Assistant Principal who provides leadership for parent and family engagement activities.

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 aims to increase the overall student enrollment at the Duquesne Education Center as a K-8 school and to reduce the amount of charter / cyber 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. The Administration will introduce plans for a new theme and rebranding from “Bring Your Kids Home” to “REDISCOVER DUQUESNE” to further 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 will be presented 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 expects to 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 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, 2021 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 will begin work on the 2021 – 2022 Local Audit in cooperation with the Business Manager who will complete the Annual Financial Report using financial statements from the firm.

The unasserted 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. This leaves a projected Surplus of \$216,357. 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 projected ending Fund Balance for June 30, 2022 is \$1,497,803.

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 is best to contribute its share of the project via a one-time cash payment of \$270,000. The anticipated due date of the cash payment is November, 2022.

Public Financing 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. The present formula is based on the Adjusted Act 1 Index and is not sustainable in the long run when considering the unasserted increases in state subsidies and the expected increases in the Act 1 Index. Scenarios offered by PFM as 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 will meet with PFM senior management consultants to finalize a 5-year Baseline Financial Projections/Model Assumptions for the School District. A meeting date will be determined in the near future.

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, 2022. From all indications, the Deloitte team was very satisfied with the cooperation and involvement of School District Administrators, noting there no major identified monitoring concerns.

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 September 29th 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.

21. General Fund Balance Analysis

Duquesne City School District General Fund Balance Analysis June 30, 2021

Non-spendable		
Pre-paid	\$142,377	
Other	-	
Total non-spendable		\$142,377
Restricted		-
Committed		-
Assigned for extraordinary educational needs	\$500,000	
Total Assigned		\$500,000
Unassigned		\$374,704
Total fund balance as of June 30, 2020 (audited)		\$2,537,744
Surplus (deficit) for FY 2020-2021		(\$1,520,663)
Total fund balance as of June 30, 2021 (audited)		\$1,017,081

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 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
September 30, 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**

September 30, 2022

Receiving Schools	Grades	Students June 30	Students September 30	Projected 2022-2023 Tuition
West Mifflin Area School District	9- 12	275*	221	\$3,495,590
East Allegheny School District	9- 12	14*	13	205,623
Charter schools, regular education	K - 6	111	87	1,321,936
Charter schools, special education	K - 6	28	27	1,051,282
Charter schools, regular education	7 - 12	58	73	1,109,211
Charter schools, special education	7 - 12	25	18	700,855
Special Education schools	K - 12	19	18	775,351
Other schools	K - 12	0	0	0
Totals		530	457	\$8,659,848

**includes Grade 8 / June 30, 2022*

Changes in individual tuition enrollments in the categories of receiving schools during the First Quarter can be seen by comparing enrollments from June 30, 2022 to September 30, 2022 in the table above. Enrollment figures for East Allegheny and West Mifflin were reconciled at the end of FY 2021 – 2022.

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 Projected	2024-2025 Projected	2025-2026 Projected	2026-2027 Projected
5.6%	6.9%	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 234 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 2020 – 2021; Special Education Population with 16% assumption required by PDE; Actual Special Education Population of the District at 23.9%; and Additional Cost to the District using the required 16% assumption.

DCSD Average Daily Membership

Average Daily Memberships	Special Education Tuition Rate for 2021-22	Number of Special Education Students at Charter Schools as of June 30, 2022	Charter School Tuition Cost for Special Education Students
902.334			
144.373	\$ 38,664.16	53	\$ 2,049,200.64
215.658	\$ 31,097.28	53	\$ 1,648,155.72
	\$ 7,566.89		\$ 401,044.93

Enrollment of DCSD students in charter schools at key months during the past several years are illustrated below. Total charter school enrollments have decreased by (17) seventeen students, compared to June 2022.

24. Charter School Enrollments

**Duquesne City School District
Charter School Enrollments
September 30, 2022**

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

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 have been held throughout the school year.

The School District has accepted the following: A Western Pennsylvania Learning Alliance Participation grant of \$22,280 awarded by the Grable Foundation and a Family Engagement grant of \$5,000 awarded by the Parents as Allies to support the Annual Community Resource Fair which is scheduled for November 10, 2022.

26. Human Resources – Personnel /Staffing Assignments

Settlements and other Personnel Actions

There were four personnel settlements entered into during the First Quarter.

Personnel / Staffing Assignments

The following chart presents a summary of staffing at the DCSD as of September 30, 2022.

Parentheses indicate changes from the June 30, 2022 summary.

**Duquesne City School District
2022 - 2023 Staffing Summary
September 30, 2022**

Professional staff (+9.5)	51	Administrators (+2)	6
Instructional support staff (-1)	21	Coordinators and supervisors (+1)	5
Other support staff (+2.5)	14.5	Confidential exempt staff	3

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

Following five 5 teacher resignations, including one vacancy from the previous quarter and one vacancy from a teacher moving to an Administrative role, 11 new teachers were hired.

Following two teachers being on approved extended leave, two long-term substitute teachers were hired.

Following the resignation of a certified school nurse, a certified school nurse was hired.

Following the resignation of a Paraprofessional and the termination of a Paraprofessional, two Personal Care Assistants were reassigned. There are currently two vacancies for Personal Care Assistants.

A second School Social Worker was hired under ESSER II funds.

2. Negotiations with the Duquesne Education Support Professionals Association are ongoing, noting the CBA contract ended June 30, 2021. Due to unforeseen circumstances with the recent availability of the PSEA Uniserv representative, DESPA postponed the August 29th negotiations session. An interim Uniserv representative has been assigned and the next negotiations session is scheduled for October 4th.
3. Negotiations with the Duquesne Education Association began with an initial “handshake” meeting via zoom on January 7, 2022 with representatives of the School District, PSEA/DEA, and State Mediation Services. DCSD/DEA negotiation sessions were held on May 3rd, July 12th and 27th, and August 4th. Due to unforeseen circumstances with the recent availability of the PSEA Uniserv representative, DEA postponed the August 29th negotiations session. An interim Uniserv representative has been assigned and a date for the next negotiations session awaits general consensus.

27. Board Policies and Administrative Regulations

The following Board Policies were approved during the First Quarter:

- 218 Student Discipline
- 236.1 Threat Assessment
- 706.1 Disposal of Surplus Property
- 805 Emergency Preparedness and Response
- 805.2 School Security Personnel
- 808 Food Services

Administrative Regulations

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 ELA Sports, a design firm that developed visionary drawings of a 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 has volunteered to demolish the current unsafe and non-compliant ADA stadium bleachers and locker rooms in early November. The Superintendent continues to network with non-profit entities and business associates to seek outside funding for the proposed Stadium Complex.

Under the auspices of the Duquesne City Education Foundation, a non-profit charitable organization, a GoFundMe kick-off campaign officially began this past summer to support the purchase of uniforms and equipment for the Middle School athletics program. The School District provides transportation for Middle School athletic teams.

B. Maintenance

The eSports Arena/Lab was completed for gaming activities and a former storage area was converted to a Lego League Arena. Two new classrooms were established to accommodate the growing student enrollment. The Pre-K playground was re-leveled and re-surfaced, with project costs shared between the School District and the Allegheny Intermediate Unit.

C. School Security & Safety

The Health and Safety Re-opening Plan for 2022 – 2023 was submitted to the Department of Education and will 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. Gittings Protective Security provides three security guard for the instructional day, the Boys and Girls Club, Carnegie Library, athletic events and other after-school activities. These contracted security protective services supplement two School District security guards.

The newly established Safety Committee met for the first time on August 31st with a discussion on the Threat and Vulnerability study, including safety measures for all Food Service staff in regards to propping doors and preventing access of students into the kitchen. A second meeting convened on September 30th, revisiting the process and procedures with the Food service staff. The Safety Committee also discussed fire drill and evacuation planning and procedures.

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. Campus Safe Solutions provided in-service training to the school security guards in August and will train a newly established Crisis Response Team comprised of administrators, faculty, and support staff. An active-shooter training session is planned for all staff on an Act 80 day, October 28th. Under consideration is the recommended hiring of an experienced and well-trained School Police Officer, subject to a grant-funded program.

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 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 DeWayne Tucker
2. Board Vice President Calvin Harris
3. School Director Denise Brownfield
4. School Director Candance Butler-Davis
5. School Director Burton Comensky
6. School Director Laura Elmore
7. School Director Sonya Gooden
8. School Director Rosia Reid
9. School Director Cedric Robertson

Elected members of the Duquesne City Board of School Directors participated in two Receiver Business Meetings during the First Quarter August 9th and September 27th. Respective meetings included elected Board members in attendance as follows: August (8) and September (6).

30. Next Report

The next Quarterly Progress Report will cover the Second Quarter of Fiscal Year 2022 – 2023, October 1 through December 31, 2022. That report is expected to be filed in January 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 and Digital Learning
- 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