

**Duquesne City School District
300 Kennedy Avenue
Duquesne, PA 15110**

**Recovery Plan
Quarterly Progress Report**

October 15, 2016

Purpose

This report updates progress on the Duquesne City School District Recovery Plan, which was issued on February 11, 2013 and implemented on April 2, 2013. Section 672-A(b)(2) of the Public School Code of Pennsylvania requires this report. The period covered is the first quarter of fiscal year 2016-2017, i.e. July 1, 2016 through September 30, 2016. The previous quarterly progress report in the series is dated July 15, 2016.

Executive Summary

Several important items of interest from this report follow below.

- Recovery Plan implementation has continued through the first quarter.
- The Duquesne City School District (DCSD) continues to operate pre-kindergarten through sixth grade at the Duquesne Elementary School (DES).
- Continued operation of DES is planned for the foreseeable future.
- Improvement in curriculum and instruction at DES continues.
- Pennsylvania System of Standardized Assessment (PSSA) 2016 scores for DES are low.
- Pennsylvania Valued Added Assessment System (PVAAS) 2016 data for DES are good.
- DCSD finances have been stable and are projected to be sustainable.
- Student enrollment at DES in September is 30 less than in June.
- Charter school enrollment of Duquesne resident students in kindergarten through sixth grade has increased by 41 students since June.
- Annual tuition paid by Duquesne for students attending school elsewhere in 2016-2017 is projected to be \$7,074,266, an increase of approximately \$447,055 over 2015-2016.

Recovery Plan Background

Please see Appendix A on page 11 for a historical summary of the severe financial recovery status and receivership of the Duquesne City School District. The criteria for the DCSD to exit receivership and recovery status are contained in the Second Amendment to the Recovery Plan. An excerpt from the Second Amendment which specifies exit criteria is included at Appendix B on page 13.

Implementation Narrative

Further information on Recovery Plan implementation is provided in the following three sections of this report:

1. Education
2. Finance
3. Governance and Administration.

Education

The first day for students at DES was on August 24. DES professional staff reported for their first day a week ahead of the students on August 17. One clerical day was followed by professional development (PD) for four days on August 18, 19, 22 and 23. Historic and current student enrollments at DES are displayed on the following table.

Duquesne Elementary School Student Enrollment September 8, 2016									
Grade >	Pre-K	K	1	2	3	4	5	6	Total
Jun 2013	-	73	61	53	36	40	37	32	332
Sep 2013	-	72	79	61	49	37	39	33	370
Dec 2013	-	69	74	60	46	38	40	29	356
Mar 2014	-	72	68	65	47	44	37	29	362
Jun 2014	-	74	68	60	42	44	31	35	354
Sep 2014	15	52	68	63	51	36	40	32	357
Dec 2014	15	56	66	65	51	32	38	33	356
Mar 2015	13	55	62	64	51	31	39	34	349
Jun 2015	13	53	59	64	49	30	39	34	341
Sep 2015	24	56	48	50	59	39	36	40	352
Dec 2015	24	59	45	45	62	38	36	40	349
Mar 2016	27	60	46	45	58	39	36	37	348
Jun 2016	26	57	48	43	59	41	37	39	350
Sep 2016	23	50	45	42	35	52	39	34	320

Another look at enrollment is a tabulation of sections and average class size at each grade.

Duquesne Elementary School Regular Education Sections September 8, 2016									
Grade >	Pre-K	K	1	2	3	4	5	6	Total
Sections	2	3	3	2	2	3	2	2	19
Average	13.0	19.0	16.0	14.3	19.7	20.5	18.5	19.5	17.5

The Curriculum Steering Committee has continued its work with implementation and oversight of educational initiatives at Duquesne. Under the leadership of Principal Jennifer Jennings, the committee meets regularly to discuss issues of student achievement, curriculum, effective instruction, professional development and administrative support at DES. Other members of the Steering Committee are Assistant Principal Stanley Whiteman, Special Education Consultant Debra Zimarowski, Federal Programs Consultant Nancy Olenik, and DES's four instructional coaches: Michelle Kimmell, Celeste Rudge, Jamie Schmidt and Samantha Utley. Furthermore, Academic Recovery Liaison (ARL) Barbara Mehalov regularly assists the Committee. A few highlights of the recent work of the Committee follow.

During the first quarter the Curriculum Steering Committee moved ahead with previously reported initiatives. Changes in curriculum and instruction for the new school year include replacement of the GRADE assessment with the Developmental Reading Assessment (DRA) for students in kindergarten through second grade. Another assessment change was replacement of Study Island ELA with the Burns and Roe Informal Reading Inventory (IRI). Both changes are aimed at providing teachers and administrators with better data to be used for benchmarking as well as diagnosis.

Another Curriculum Steering Committee this year is a new hands-on science, technology, engineering, arts and mathematics (STEAM) learning center for grades three through six. Cleverly named the "Boiler Room," the new lab was funded in part by an Allegheny Intermediate Unit grant. Its implementation follows a similar lab opened last year for pre-K through second grade students.

The Daily 5 literacy instructional framework enters its second year. Also, implementation of the sister framework for mathematics, the Daily 3, has begun.

Under the guidance of the Curriculum Steering Committee, the DES ELA and math core lessons curricula have been entered into EdInsight, and teachers are now utilizing the program to write their lesson plans. As teachers write the lesson plans, the core lessons curricula are adjusted to address gaps. In addition, the DES science core lessons curriculum is being written and incrementally added to EdInsight.

Prior to school opening, and since then, teachers have been provided with professional development on instructional technology, EdInsight core lessons in ELA and math, Daily 5, Daily 3 and Crisis Prevention Intervention (CPI). Moreover, reading and math content has been emphasized to help teachers become experts in what they teach, not just how to teach.

During the first quarter, ARL Barbara Mehalov visited DES on August 29, September 13 and September 27. Mrs. Mehalov continues to contribute to improved administrative practice and remains a valuable resource in regard to curriculum, instruction and assessment.

Also during the first quarter, Cortney Verner of the PDE Bureau of Special Education conducted assist visits on August 11, August 22, September 20 and September 23. Ms. Verner was very helpful in regard to opening an emotional support classroom and preparing for the upcoming special education cyclical monitoring.

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A few changes of educational staffing were made at the beginning of the 2016-2017 school year. First, an instructional coach was reassigned to write science core lessons curriculum and otherwise support instruction in the STEAM labs, the Creation Station for pre-K through second grade and the Boiler Room for third through sixth grade. Also, a paraprofessional was hired to maintain the labs and support teachers during STEAM instruction. Second, an emotional support (ES) classroom was added to accommodate student needs with one ES class for kindergarten through second grade, another for third and fourth grades, and a third for fifth and sixth grades. Each classroom has a teacher and two paraprofessionals. Third, there was a net reduction of one regular education classroom position. Finally in regard to educational staffing, new measures have been taken to alleviate the chronic shortage of substitute teachers. The daily substitute wage has been increased to \$150. Moreover, an everyday substitute position has been established. This position is paid at the daily substitute rate, and individual health care benefits are provided.

The DES Extended Day Program began its second year on September 29. This year the student response has increased with about 125 students participating regularly.

PSSA results in ELA, mathematics and science for tests administered in the spring of 2016 are presented below.

Duquesne Elementary School PSSA Results 2016				
Assessment & Grade	% Below Basic	% Basic	% Proficient	% Advanced
ELA				
3	41.7	41.7	16.7	0
4	40.5	45.9	13.5	0
5	41.2	29.4	29.4	0
6	48.6	37.1	11.4	2.9
Math				
3	72.0	18.0	8.0	2.0
4	67.6	21.6	8.1	2.7
5	52.9	44.1	2.9	0
6	71.4	17.1	11.4	0
Science				
4	56.4	12.8	18.4	12.8

PSSA test scores data, as presented above, are clearly low. However, the growth of student learning, as measured by PVAAS, is generally good. The PVAAS analysis of 2016 PSSA results in ELA, mathematics and science is summarized below. It is noteworthy that in six out of six data categories for ELA and math evidence of learning met the Pennsylvania standard for academic growth (i.e. all are color coded green). The evidence of growth in grade four science did not (color coded red).

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Duquesne Elementary School PVAAS Analysis 2016			
Assessment & Grade	Value Added Evidence	Estimated Growth Measure	Color Code
ELA			
4	Evidence that the standard for academic growth was met	-2.1	Green
5	Evidence that the standard for academic growth was met	.2	Green
6	Evidence that the standard for academic growth was met	1.9	Green
Math			
4	Evidence that the standard for academic growth was met	1.3	Green
5	Evidence that the standard for academic growth was met	.3	Green
6	Evidence that the standard for academic growth was met	-.1	Green
Science			
4	Significant evidence that the standard for academic growth was not met	-41.7	Red

Benchmarking assessments of student learning in ELA and mathematics are conducted periodically at DES in kindergarten through sixth grade. The results of this year's first round of benchmark testing in ELA and mathematics for grades three through six follow.

Duquesne Elementary School First Assessment, Study Island September 2016 Math				
Grade	% Below Basic	% Basic	% Proficient	% Advanced
3	97	3	0	0
4	96	4	0	0
5	87	13	0	0
6	84	13	3	0

Duquesne Elementary School First Assessment, Informal Reading Inventory (IRI) September 2016 ELA			
Grade	% Below Basic	% On Grade	% Above Grade
3	50	25	25
4	53	28	19
5	97	3	0
6	86	14	0

Benchmarking assessments are also conducted in kindergarten through second grade. For reading, the Developmental Reading Assessment (DRA) is used. The GMADE assessment is used for math.

The publication of Pennsylvania School Performance Profile (SPP) data for schools across the state resumed in early October 2016 after a one year hiatus. (The SPPs were not published in 2015.) The 2016 SPP for DES is 48.0. It is noteworthy that the 2016 SPPs have been calculated for the first time with test scores from more rigorous PSSAs, which were introduced in 2015. Therefore, the 2016 DES SPP is a statistic that will be useful in comparison to future SPP scores, but it is not meaningful in comparison to past SPP scores.

Finance

Closeout of the 2015-2016 General Fund (GF) Budget was begun during the first quarter. Simultaneously, the 2016-2017 GF Budget was implemented. Throughout the 2015-2016 fiscal year and the first quarter of the new fiscal year, there have been no unpaid or contested invoices or debt service obligations, with the exception of one invoice, which is explained below. Furthermore, all payroll, benefit and tuition payments have been made on time.

The noted exception is for tuition invoices received from the West Mifflin Area (WMA) School District. These invoices were billed at a tuition rate unilaterally increased by WMA, but were paid at the rate established by PDE. The disputed tuition is, in part, the subject of lawsuits filed by WMA against the PDE, Secretary Rivera, the DCSD and its Receiver.

The 2016-2017 General Fund Budget, balanced in the amount of \$17,868,213, was implemented on July 1. The budget supports all approved curriculum, programs, services, staffing, contracts and debt service obligations. Local real estate taxes were maintained at 17.5 mills.

The local independent audit for 2015-2016 commenced in August. The firm of Hosack Specht Muetzel & Wood LLP is conducting the audit.

The following fund balance analysis is based on audited year-end results for 2014-2015, the DCSD General Fund Budget for 2015-2016 and the recently approved DCSD General Fund Balance for 2016-2017.

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Duquesne City School District General Fund Fund Balance Analysis September 30, 2016		
Non-spendable		
Prepays	\$ 178,721	
Accrued debt service subsidy	868,966	
Total non-spendable		\$1,047,687
Restricted		0
Committed		
Committed for extraordinary educational needs	\$ 1,000,000	
Committed for increases in PSERS contributions	366,664	
Committed for increases in health benefit expenses	796,779	
Committed for capital improvements	100,000	
Committed to refund Series 2013 Bonds when callable	450,000	
Total committed		2,713,443
Assigned		0
Unassigned		247,704
Total audited fund balance as of June 30, 2015		4,008,834
Fund balance appropriation for the 2015-2016 budget		0
Projected surplus (deficit) for the 2015-2016 budget		250,000
Total projected fund balance as of June 30, 2016		4,258,834
Fund balance appropriation for the 2016-2017 budget		0
Projected surplus (deficit) for the 2016-2017 budget		0
Total projected fund balance as of June 30, 2017		\$4,258,834

A key component of the DCSD's financial recovery is reduction long term liabilities, most importantly interest bearing debt. The summary of bonds and notes payable is shown on the following table.

Duquesne City School District Bonds and Notes Payable September 30, 2016			
Fiscal Year Ending June 30	Bonds Payable	Notes Payable	Total Bonds and Notes Payable
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
2016**	6,110,833	1,500,000	7,610,833
2017**	\$ 5,590,000	\$1,000,000	\$ 6,590,000

* Audited financial statements

** Projected

As in almost all school districts, the paramount aspect of finance at Duquesne is management of salary and benefit expenses. The following chart presents a summary of staffing at the DCSD as the 2016-2017 school year began.

Duquesne City School District 2016-2017 Staffing Summary September 30, 2016			
Professional staff	39	Administrators *	4
Instructional support staff	22	Coordinators and supervisors*	3
Other support staff	10	Confidential exempt staff	2

* In addition to DCSD staff, part time consultants have been utilized to assist in the following areas: special education administration (Ms. Debra Zimarowski), business administration (Mr. James Graham), federal programs administration (Ms. Nancy Olenik) and communications coordination (Ms. Sarah McCluan). Additionally, the part time Academic Recovery Liaison (ARL), Mrs. Barbara Mehalov, who is compensated by PDE, provides consultative services for curriculum and instruction administration. Also, the part time Chief Recovery Officer (CRO), Dr. Paul J. Rach, and the full time Receiver, Dr. Paul B. Long, both compensated by PDE, participate in administration and governance of the DCSD.

As previously reported, collective bargaining between the DCSD and the Duquesne Education Association (DEA) resulted in a contract that runs until June 30, 2017. However, for 2016-2017, negotiations have had to be re-opened for salary.

Duquesne’s paraprofessionals and personal care assistants (PCAs) have voted to organize with the established Duquesne Education Support Professionals Association (DESPA) bargaining unit, which is under the auspices of the Pennsylvania State Education Association (PSEA).

For 2016-2017, salary increases for administrators, supervisors, coordinators and exempt staff are again being awarded in two increments. The first component of 1.5%, awarded on June 28 and effective July 1, 2016, is justified by increases in the cost of living. A second increment, will be based on satisfactory PVAAS statistics for growth in learning in six out of seven metrics (ELA and math in grades four, five and six, plus science in grade four).

A major aspect of financial management at Duquesne is tuition for students attending school elsewhere. Current tuition enrollments are tabulated below.

Duquesne City School District Tuition Enrollments September 30, 2016				
Receiving Schools	Grades	Students June 3	Students September 30	Projected 2016-2017 Tuition
West Mifflin Area School District	7-12	257	263	\$3,017,223
East Allegheny School District	7-12	51	37	424,476
Charter schools, regular education	K-6	117	158	1,876,914
Charter schools, special education	K-6	14	14	522,690
Charter schools, regular education	7-12	50	49	582,081
Charter schools, special education	7-12	11	9	336,015
Special education schools	K-12	14	12	206,373
Other schools	K-12	9	9	108,495
Totals		523	551	\$7,074,266

During the first quarter, the total number of tuition students has increased from 523 to 551. In the prior quarter the number also increased, from 508 to 523. Increases in individual categories can be seen by comparing enrollments in June to enrollments in September on the above table.

Charter school tuition rates are set at the beginning of the school year and are then adjusted during the year. The final 2015-2016 tuition for each regular education student charter school student \$11,879.20. For each special education student who attends a charter school, the final annual tuition \$37,335.01. The final adjusted rates are retroactive for the entire 2015-2016 school year, and they will be used as the initial rates for 2016-2017.

Enrollments of Duquesne students in charter schools at key months over the last several years are depicted below. A slow increase in enrollment is discernable.

Duquesne City School District Charter School Enrollments March 31, 2016										
Month	Sep	Jan	Sep	Feb	Sep	Mar	Sep	Mar	Jun	Sep
Year	2012	2013	2013	2014	2014	2015	2015	2016	2016	2016
Enrollment	129	139	146	160	177	186	186	189	192	230

Deputy Secretary of Education for Administration Debbie Reeves visited Duquesne on September 27. During two hours she took a tour, heard a presentation and shared a dialog with DCSD and DES leaders. This outreach from PDE was very well received.

Governance and Administration

Superintendent Barbara E. McDonnell, M.Ed. has been on medical leave from August 10 through the end of the first quarter. Business Manager Nedene M. Gullen has been acting on Ms. McDonnell's behalf during her leave. Ms. McDonnell and Mrs. Gullen are supervised by Chief

Recovery Officer Paul J. Rach, Ed.D. Mrs. Gullen, Ms. McDonnell and Dr. Rach report to the Receiver, Paul B. Long, Ed.D., who reports to the Duquesne City Board of School Directors, the Pennsylvania Department of Education (PDE) and the Allegheny County Court of Common Pleas (ACCCP). At PDE, Dr. Long reports to the Executive Deputy Secretary of Education David W. Volkman and Secretary of Education Pedro A. Rivera. At the ACCCP, Dr. Long reports to Senior Judge Judith L.A. Friedman.

The Duquesne City Board of School Directors consists of the following members.

1. President DeWayne Tucker
2. Vice President Calvin Harris
3. School Director Sonya Chambers
4. School Director Burton Comensky
5. School Director Laura Elmore
6. School Director Christine Matsko
7. School Director Rosia Reid
8. School Director Cedric Robertson
9. School Director Theresa Thomas

Members of the Duquesne City Board of School Directors participated in two receiver business meetings in the first quarter. Two school directors attended on August 9, and five attended on September 27. An executive session was held prior to each of the business meetings. The Receiver Advisory Council did not meet during the first quarter.

Next Report

The next quarterly Recovery Plan Progress Report will cover the second quarter of fiscal year 2016-2017, i.e. October 1 through December 31, 2016. That report will be filed in January.

Acknowledgements

The following individuals, all affiliated with the Duquesne City School District, contributed to this report.

1. Paul J. Rach, Ed.D., Chief Recovery Officer
2. Barbara E. McDonnell, M.Ed., Superintendent
3. Nedene M. Gullen, Business Manager
4. Jennifer M. Jennings, M.Ed., Principal
5. Stanley B. Whiteman III, M.Ed., Assistant Principal
6. Debra M. Zimarowski, Special Education Consultant

Appendix A

Recovery Plan Background

This section is provided for readers who are not familiar with Duquesne's severe financial recovery status and/or its Recovery Plan.

The Duquesne City School District (DCSD) was declared to be in severe financial recovery status by the Secretary of Education on November 16, 2012. Preparation of the Recovery Plan began at that time. The Plan, completed and delivered on February 11, 2013, set forth measures to be taken to bring the School District out of severe financial recovery status, in accordance with the Public School Code. The Duquesne City Board of School Directors declined to approve the Plan. At that point, the Secretary of Education petitioned the Allegheny County Court of Common Pleas (ACCCP) to appoint a receiver and order implementation the Recovery Plan, as prescribed in the Public School Code. The petition was granted on April 2, 2013, which marked the official implementation of the Recovery Plan.

The Recovery Plan addresses both finance and education. The dual goal of the Plan has been, and remains, to re-establish high quality public education for the students of Duquesne while achieving stable and sustainable finances for the DCSD.

The Recovery Plan presents several options as potential ways to accomplish Duquesne's educational and financial recovery. These options are briefly described below. It is noteworthy that all options envisage continued existence of the Duquesne City Board of School Directors and uninterrupted operation of the School District's administration in some capacity.

Option 1. The DCSD would continue to operate an elementary program at Duquesne Elementary School (DES). This scenario provided a baseline to develop and compare the other options. Also, the scenario served as a point of departure for the continued operation of DES in 2013-2014. Option 1 has been in effect since implementation of the DCSD Recovery Plan and is expected to remain in effect in the foreseeable future.

Option 2A. K-6 students would be placed in one or more schools of one or more well-qualified, nearby school districts. Placement would be based on agreement(s) between the receiving school district(s) and the DCSD, which would need to be voluntary and beneficial for all districts involved. Moreover, the tuition would have to be affordable to Duquesne. This scenario was vigorously pursued, but not achieved for the 2013-2014 school year. Recently, no substantive progress has been made with Option 2A, although it may become viable in the future.

Option 2B. This option was introduced in the Recovery Plan Second Amendment. Similar to Option 2A, Option 2B envisages a voluntary and mutually beneficial arrangement between the DCSD and a well-qualified, nearby school district or other local education agency (LEA). Duquesne students in grades one through six would attend school at the present location, the Duquesne Education Center (DEC), but the school would be operated by the outside LEA. The DCSD would pay tuition to the outside LEA to cover all instruction, instructional support and educational administration. Duquesne would provide administration and support services, and it

would continue to operate pre-kindergarten and kindergarten classes. Option 2B is not currently being pursued, but may be implemented in the future.

Option 3. Like Option 2A, Option 3 would place K-6 students in a school of a well-qualified, nearby school district. Unlike Option 2A, Option 3 would be based on new Pennsylvania law. The result would be an arrangement similar to how Duquesne's secondary education program is now conducted. To date, there has been no known legislative initiative to enable this option.

Option 4A. One or more traditional charter schools would enroll Duquesne students in grades K-6. Under existing law that prescribes the calculation of charter school tuition rates, Option 4A is not financially viable. New legislation to reduce tuition rates or some extraordinary revenue source would be required to make charter school tuition rates affordable. Therefore, Option 4A is now maintained only as a potentially viable option.

Option 4B. Another charter school possibility is Option 4B, which would lead to a K-6 conversion charter school at the DEC. Just like the traditional charter school in Option 4A, the conversion charter school option in Option 4B is not financially feasible. Once again, new legislation to reduce tuition rates or some extraordinary revenue source would be required to allow a conversion charter school. Therefore, Option 4B is only potentially viable.

The First Amendment to the Recovery Plan dealt solely with obtaining an interest free loan from the Financial Recovery Transition Loan Program. The Amendment was reviewed by the Pennsylvania Department of Education (PDE) and subsequently approved by the Allegheny County Court of Common Pleas (ACCCP) on December 19, 2013.

To meet a need to update the original Recovery Plan and to obtain a second Transition Loan, the Second Amendment to the Recovery Plan was prepared, reviewed by PDE and submitted to the ACCCP for approval. On November 18, 2014, the Court approved the Amendment and ordered its implementation.

On March 28, 2016 the Secretary of Education petitioned the ACCCP to extend the DCSD receivership for three years. Although progress had been made in the educational and financial recovery of the DCSD, recovery status exit criteria had not yet been completely achieved. The receivership extension was set to run from April 2, 2016 to April 2, 2019.

Apart from Option 1, i.e. operation of pre-kindergarten through sixth grade at the Duquesne Elementary School (DES) by the Duquesne City School District (DCSD), other recovery options (2A, 2B, 3, 4A or 4B) have not been feasible. Therefore, Option 1 has been in effect since the Recovery Plan was implemented and for the entire receivership of the DCSD. Nevertheless, potential opportunities for moving forward with one of the other options have been and will continue to be monitored.

The above text gives only a brief summary of the Recovery Plan preparation and implementation. The full Recovery Plan, amendments to the Recovery Plan, and quarterly progress reports are posted on the Duquesne City School District's website: www.dukecitysd.org.

Appendix B

*Exit Criteria**

The criteria for the Duquesne City School District to exit financial recovery status, set in the original Recovery Plan, are reaffirmed and up-dated as follows.

1. The Pennsylvania School Performance Profile score for DES will reach or exceed 70.0.
2. DES will have exited federal Title I Priority School status.
3. The DES Comprehensive Plan for the period July 1, 2014 through June 30, 2017 will be substantially accomplished.
4. The DCSD will maintain a positive annual fund balance for at least three years, beginning at the close of fiscal year 2014-2015, as reported on audited annual financial statements.
5. From July 1, 2014, the DCSD will not request or require an advance on its basic education subsidy.
6. From July 1, 2014, all DCSD employee salaries, wages and withholdings will be paid on time.
7. From July 1, 2014, the DCSD will not default on any bonds, notes or lease rentals and is not subject to withholdings by the Secretary of Education for debt service payments under Section 633 of the Public School Code.
8. Scheduled annual debt service will not exceed \$100,000 per year for all future years.
9. The DCSD will not satisfy the criteria for determination of recovery status, as established in regulations promulgated under Section 621-A(a)(2) of the Public School Code of Pennsylvania, and/or as contained in State Board of Education Regulations, Chapter 18, Financial Recovery.
10. The City of Duquesne must emerge from Act 47 (or superseding legislation) municipal recovery oversight per Section 625(A)(c) of the Public School Code of Pennsylvania.

* Excerpted from the Second Amendment to the Recovery Plan, dated November 18, 2014