



**OFFICE OF THE RECEIVER**

**QUARTERLY PROGRESS REPORT**

**FOR THE PERIOD Q1 2024-2025**

**Dr. William H. Kerr, Court-Appointed 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.

Section 672-A (b) (2) of the Public-School Code of Pennsylvania requires a Quarterly Report for the Secretary of Education; therefore, the Quarterly Progress Report for **FY Q1-2024-2025 – July 1, 2024 through September 30, 2024**, is provided herein.

## **2. School District Benefits of Receivership**

Receivership of the School District was a result of fiscal instability and poor academic performance, considering 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 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 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.

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. There is no threatened or pending litigation against the Duquesne City School District. Further,

the School District is unaware of any other unasserted claims or assessments involving the School District.

### **3. Executive Summary**

Concerted efforts for continuous school improvement of curriculum, instruction, and assessment are an integral part of the Duquesne City School District 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 Q1-2024-2025 Highlights***

- The First Teacher Clerical and In-Service Days were held August 20-26<sup>th</sup>, and the First Student Day was August 28<sup>th</sup>. A “Back-to-School BBQ” and “Meet the Dukes Day” opportunities were held on August 27<sup>th</sup> for parents, families, and students to meet respective teachers by grade level. The day included distribution of school and community resources, launching of Verizon Innovative Learning Schools – Digital Promise with four stations, and a Highmark Farmers Market which provided complimentary fresh vegetables and fruit for community members.
- A Framework for the Future, Instructional Model and the guiding principles will be the hallmark of educational programs and services in the Duquesne K-8 School moving forward to improve the existing system. The framework and instructional model were developed with administrators, teachers, support staff, parents and community members over the course of the last 18-24 months.
- The Duquesne K-8 School is using PBIS (Positive Behavioral Interventions and Supports) for K-6 Grades. A kick-off assembly was held on September 10, 2024, noting that students have the opportunity to earn rewards for positive behavior.
- A House System for middle school grades 7-8 has been implemented for 2024-2025 and is based on the Ron Clark Academy in Atlanta, GA. Using this system provides students a sense of pride and belonging to their community, leadership skills, ownership, collaboration, and friendly competition. The House of Friendship, House of Courage, House of Dreamers, and House of Givers are an integral part of the learning experience for students.
- Under the ESSER Stakeholder Engagement / Consultation Reports, the Superintendent of Schools provided updates during the Receiver Business Meetings.
- The primary goal of the Duquesne K-8 School is to be recognized as a “turnaround school” and a model for rebuilding educational programs, services, and activities in a financially distressed school district.
- The 2024-2025 Pre-K Counts program continues to be operated and staffed by the Allegheny Intermediate Unit and grant funded by PDE. The quality pre-kindergarten program provides a strong start for children and for those who may also have language barriers (English not as

the first language), a disability or developmental delay, or other issues that consider children at risk for failing in school.

- The 2024-2025 Head Start program continues to be operated by the Allegheny Intermediate Unit and promotes 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.
- From a conservative and accountability perspective, the Superintendent, Court-Appointed Receiver, and Chief Financial Officer will continue to analyze and interpret all revenues and expenditures in the 2024-2025 General Fund Budget to ensure financial accountability and fiscal responsibility.
- The District Administration provided 2024-2025 Final General Fund Budget information to Public Financial Management consultants. School District officials asked that PFM update the model assumptions and financial projections, including the 2024-2025 Commonwealth Budget/Basic Education Funding. The DCSD and PFM teams met on September 9, 2024 to review the static financial file which included adjusted revenue and expenditure projections across a seven-year period.
- The Court-Appointed Receiver, Superintendent of Schools, Chief Financial Officer, and Administrators participate in monthly Financial Recovery Plan Monitor Meetings with the Special Advisor to the Secretary and PDE officials. Duquesne provides updates on RBM actions, Finance and Budget, Special Education, Curriculum and Assessment, Professional Development, and staffing.
- The Court-Appointed Receiver and the Special Advisor to the Secretary discussed the possibility of additional technical assistance from the Department of Education with an appointment of a part-time Chief Recovery Officer for a six-month period. PDE will review potential CRO candidates, and a final recommendation will be made by the Secretary of Education. The CRO will provide additional support for the re-writing of the Fifth Amended Financial Recovery Plan, Collective Bargaining responsibilities, and other specific duties related to the Financial Recovery Plan based on Act 141 of 2012.
- Student Enrollment, as of September **30, 2024, is 473, including 105 ESL students.** Catholic Charities has indicated there will be an influx of refugee families arriving in the Mon Valley; therefore, it is expected that student enrollment will increase between now and December 2024. The Administration is monitoring increased class sizes at the Kindergarten, Fifth, and Sixth grade levels, noting that at least one classroom teacher and an ESL teacher may need to be hired to address the pending enrollment issues.
- Current secondary (9-12) enrollment of Duquesne resident students at West Mifflin and East Allegheny is 281.
- Annual tuition to be paid by Duquesne for students attending schools elsewhere in 2024–2025 is projected to be \$9,236,698.00
- Current charter school enrollment K-12 is 190.

- Steel Center Career and Technical Education enrollment is thirty-four (34); CTE tuition per student is estimated to be \$5,969 for 2024 – 2025.
- Mon Valley Special School student enrollment is six (6) with an overall estimated tuition cost of \$452,500.00 for 2024–2025.

#### 4. Supplemental Information

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

“Rediscover Duquesne!” is an electronic monthly newsletter providing information and updates to parents, families, and community members about the School District. The production is in cooperation with the Duquesne Administration and the Allegheny Intermediate Unit Communications Department.

#### 5. Regular Education – Student Enrollment

Duquesne K-8 student enrollments, for 2022–2023, 2023–2024 and 2024–2025, are displayed on the following table.

**Duquesne K-8 School  
Student Enrollment  
September 30, 2024**

Grade	K	1	2	3	4	5	6	7	8	Total
Sept 2022	47	52	50	58	45	46	52	58	41	451
Dec 2022	53	55	50	57	45	45	51	58	43	457
Mar 2023	56	55	50	56	46	43	47	61	44	458
June 2023	57	57	48	54	48	43	47	58	46	458
Sept 2023	55	53	60	45	52	47	41	48	54	455
Dec 2023	61	53	62	48	55	49	44	46	58	476
Mar 2024	62	55	60	48	59	51	46	49	61	491
June 2024	63	58	58	46	59	52	47	48	60	491
Sept 2024	64	63	53	56	43	55	52	42	45	473

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

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

**Duquesne K - 8 School**  
**Regular Education Sections, Class Size, and ESL Enrollment**  
**September 30, 2024**

Grade	Sections (Classroom Size)	Enrollment	ESL Enrollment
Kindergarten	3 (21.3)	64	14
First Grade	3 (21.0)	63	13
Second Grade	3 (17.6)	53	10
Third Grade	3 (18.6)	56	13
Fourth Grade	3 (14.3)	43	10
Fifth Grade	2 (27.5)	55	9
Sixth Grade	2 (26.0)	52	14
Seventh Grade*	4 (16.3)	42	12
Eighth Grade*	4 (11.2)	45	10
<b>TOTALS</b>	<b>23</b>	<b>473</b>	<b>105</b>

*\*Blended grade levels*

**7. Average Student Attendance**

The following chart reflects two years of attendance. Subsequent to an internal audit by District Administration, data for the 2023-2024 school year has been amended.

**Duquesne City School District**  
**Average Student Attendance**  
**2023 – 2024 and 2024-2025**

2023-2024 Month	Day Count	Avg. Monthly % Present	Avg. % Absent Count	Avg. Excused Count	Avg. Unexcused Count	Avg. Unlawful Count
Aug	7	90.31%	9.69%	8.85	18.57	0
Sept	19	90.71%	9.29%	9.36	18.52	0
Oct	22	90.57%	9.43%	9.45	19.22	0
Nov	18	89.13%	10.87%	12.02	21.88	0
Dec	16	84.9%	15.1%	11.59	35.68	0
Jan	19	88.94%	11.06%	9.28	25.57	0
Feb	19	86.79%	13.21%	12	30.68	0
Mar	19	87.74%	12.26	5.92	34.68	0
April	20	83.33%	16.67%	15.32	41.54	0
May	22	84.75%	15.25%	5.72	46.9	0
<b>Total</b>	<b>181</b>	<b>87.43%</b>	<b>12.57%</b>	<b>9.94</b>	<b>30.17</b>	<b>0</b>

2024-2025 Month	Day Count	Avg. Monthly % Present	Avg. % Absent Count	Avg. Excused Count	Avg. Unexcused Count	Avg. Unlawful Count
Aug	3	90.27%	9.73%	7.16	35.66	0

2024-2025 Month	Day Count	Avg. Monthly % Present	Avg. % Absent Count	Avg. Excused Count	Avg. Unexcused Count	Avg. Unlawful Count
Sept	19	86.86	10.14%	20.76	26.02	0
Total	22	89.93%	10.07%	19.04	27.2	0

## 8. Significant Observations

Q1-2024-2025 student enrollment is 473 and the ESL enrollment is 105 students, indicating a decrease of eighteen (18) students, including nineteen (19) more ESL students ending Q4-2023-2024.

## 9. Student Enrichment and Support Programs

Boys & Girls Club - 40 students enrolled (Grades K-8)

Oasis Tutoring - 0 Students are receiving services (K-3), due to a shortage of program volunteers.

School level personnel coordinated and participated in the District’s first annual “Meet the Dukes” day. The event enabled families to meet their child’s teacher, provided resources for families, book bags containing supplies for second grade students, books bags from Costco’s, produce donated from Highmark, a back-yard style cookout, and District Verizon iPad distribution for students in grades 5–8.

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.

Q1 discipline behavior incidents reportable to the state are 33 incidents, with a total of 77 referrals. 2024–2025 referrals are down by 65% and incidents are down by 31% compared to 2023–2024. With the sustained efforts of PBIS programming in grades K–6, House System in grades 7–8, and MTSS in place, student discipline continues to have support and interventions for positive and successful outcomes. In addition to Restorative Practices through the University of Pittsburgh, the following support services are highlighted:

The School District continues to engage with Pittsburgh Area Community Schools (PACS) which has been a highly successful collaborative partnership among educators, students, parents / guardians, and families. PACS strives to surround students with a community of support so that every student has the opportunity to succeed in and out of school. The PACS Coordinator meets with students to provide socio-emotional enrichment and other support services. Additionally, PACS orchestrates a food pantry, clothing, and other resources for students, their families, and community members.

Pressley Ridge, a non-profit social services agency, provides Emotional Support Services for grades K–8. Auberle, a non-profit social service agency, provides support for students through school-based therapy and SAP screening services. Auberle provides grade level support through their Stop Now and Think (SNAP) program to Fifth Grade students.

Under a Verizon Wireless grant, one (1) two-year Verizon Instruction Learning Technology Coach (VILC) / Cyber Teacher: Grades 5–8 position was created for the 2024–2026 school years. The VILC provides support to teachers to enhance personalized learning, student choice and voice, and assists with technology support in the classroom. To enhance student virtual learning experiences, students in grades 5–8 received iPads with 30GB of monthly data. They can now complete their school work anywhere.

## **10. State Monitoring**

The District does not currently have any updates regarding state monitoring.

## **11. Curriculum, Instruction and Assessment**

### **A. Curriculum and Instruction**

All grades, K-8, will now take the NWEA Map assessment for benchmarks in ELA and Math, and Students in grades 4-8 will take the Science Map assessment. This assessment will allow the District to measure growth over time, compare results to similar students across the nation, and project proficiency for yearend summative tests.

In Mathematics, Grades K–8 have access to two new enrichment and remediation programs, ST Math and Ages of Learning. Both programs come to DCSD through grant funds and allow students to take a diagnostic assessment and then have a tailored learning path created. All grade levels continue to use READY Math for core math instruction. READY allows teachers to assign lessons that support grade level standards and mirror instructional content through digital lessons. Students work within these three programs on skills they need to close learning gaps while still practicing new grade level content with the READY program. Teachers are able to utilize these three math programs to enhance student engagement by tailoring instruction to individual learning styles and pace.

In reading, grades K–3 continues to build strong reading foundational skills through the use of explicit phonics instruction and decodable reading. Teachers use Sounds to Spelling to teach grade level reading skills and build fluent readers. Grades 4 – 8 continue to use iLit and focus on strengthening reading comprehension at all levels. Ages of Learning and iReady both support ELA classes through remediation and enrichment as students continue to work on personalized learning paths.

Through our partnership with Verizon Innovative Schools, DCSD has access to Discovery Education. Teachers in K–8 have begun using Discover Ed for Science instruction and text books as well as to supplement History and Social Studies. Training was provided for teachers under our VILS grant as well as a Discovery Education coach who is assisting the District with the various resources that the program offers.

Middle School electives this year include new additions such as Drone Soccer and District C. District C is a reimagined internship experience that prepares students for modern work. Students are currently working with the City Manager to redesign a local park. DCSD has completed its work on our Instructional Model and Framework for the Future so teachers have begun to align instruction and learning to these models and competencies.



## **B. Professional Development**

Professional Development took place in August for all teachers and staff in the following areas:

- VILS – Blended Learning, grades 5-8
- iLit, grades 4-8
- Title VI, all staff
- Ages of Learning, grades K-5
- ST math, grades K-8
- NWEA Map Assessments, grades K-8
- One Stone, grades 7-8
- Instructional Model, grades K-8
- Upchieve, grades 6-8
- Trauma Informed Practices, grades K-8

## **12. Technology, Digital Learning, and Innovation**

The Technology Department focused on several key projects to improve the District’s network infrastructure and security. A significant upgrade was the addition of a Universal Power Supply (UPS) to the communications equipment and server room, ensuring continuous power during outages and reducing potential downtime. The installation and replacement of (15) access points, which has improved wireless coverage across the facility. Additionally, the DNS system was upgraded by enabling Malicious Domain Blocking and Reporting (MDBR) which enhances the District’s internet security by blocking harmful domains at the network level. The Technology and Security Departments collaborated on the installation of (21) new camera systems and the installation of server equipment to support these new devices.

In collaboration with Verizon, the District distributed (180) Verizon iPads at the District’s “Meet the Dukes Day / Back to School BBQ” event. Verizon representatives assisted with deploying the devices, ensuring a smooth process for staff and students. These iPads are now integrated into the District’s network, providing mobile connectivity and learning tools. To further enhance device security and compliance. The Technology Department also deployed Securly filter to (475) devices, which ensures safe internet usage, and implemented Securly Aware to help identify students in need of mental health support.

The Technology Department also created a student podcast room to enrich student learning. The podcast room is outfitted with media production equipment, providing a new resource for content creation and communications.

These initiatives have improved the District’s overall network stability, security, and operational capabilities for the future.

## **13. Special Education Services**

### **A. Special Education Enrollment**

On October 9, 2024 the District had a total of 114 students with IEPs who are being supported: in-district (98), specialized educational placements (12), and the Duquesne Cyber Academy (4).

<b>Services Category</b>	<b>Itinerant (38.5%)</b>	<b>Supplemental (40.3%)</b>	<b>Full Time (21%)</b>
Learning Support	28	19	0
Emotional Support	2	8	14
Life Skills Support	0	10	1
Autistic Support	2	9	8
Speech and Language	12	0	0
Hearing Impaired	0	0	1
<b>Total</b>	<b>44</b>	<b>46</b>	<b>24</b>

## B. Staffing

The Special Education Department has begun the 2024 – 2025 school year fully staffed with a total of eleven (11) special education teachers, one speech and language pathologist, and a two half-time cyber academy teachers.

<b>Support Category</b>	<b>No. of Teachers</b>
Learning Support	4
Emotional Support	3
Autistic Support	1 (FT K-2)
Life Skills / Autistic Support	3
Speech and Language Support	1
Cyber Academy	1 (two, PT)

## C. PASA 1% Justification

During the 2023–2024 school year, the District administered the PASA to 1.3% of students in eligible grades. This totaled four (4) students – three (3) educated out of District and one (1) educated at their neighborhood school. It is anticipated that the District will be administering the PASA to five (5) students during the 2024 – 2025 school year – four (4) students educated out of District and one (1) educated at their neighborhood school. The District has been identified at the Tier 2 level and the 2024–2025 PASA 1% Threshold Justification will be completed prior to the October 25, 2024 deadline.

## 14. Student Services

### A. IST / DSAP Q1 Data

<b>IST</b>		<b>DSAP</b>	<b>*</b>
Total Students Referred	24	Total Students Referred	18
Referrals Reopened	0	Referrals Reopened	0
Cases Closed	0	Cases Closed	0
Cases Active	24	Cases Active	18

\*McKinney-Vento Data included

## **B. McKinney-Vento Summary**

School District personnel transported all accounted for McKinney-Vento families daily to and from school. There are currently sixteen (16) students identified. 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.

## **C. Foster Student Summary**

School District personnel have identified one (1) in-district foster care student.

## **15. Mental Health and Behavior Support Services**

The Youth Engagement Support Services (YESS) Pressley Ridge partnership provides ongoing support for students in their classrooms. There has been a marked improvement in students having whole-child needs met, a testament to the supports in place. This is evidenced by increased attendance, improved academic reports, decreased security calls, and decreased discipline reports for students on teacher caseloads. The program closely monitors student needs to ensure resources are available and provided when needed.

The District also uses Positive Behavior Interventions and Supports (PBIS) to encourage constructive behavior from students. Using a points based structure, students have the opportunity to be awarded daily points for following school-wide expectations: Be Safe, Be Responsible, Be Respectful. Students who earn ten (10) or more points by the end of a given week receive a PBIS certificate and are entered into a grade level drawing. The winners of the drawing are then allowed to shop for items in the school's PBIS Store.

The Mental Health and Behavior Support team reviews all students receiving services through the Student Assistance Program (SAP) and ensures there are supports in place for students, if needed, during the summer months. The District is exploring additional partnerships with outside agencies to include a second organization to provide School-Based Therapy to meet the increasing needs of our students. The Instructional Support Team has been sharing intervention strategies with teachers to provide targeted support for students.

## **16. 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 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 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 for 2024–2025 is a continuous effort to increase the overall student enrollment at the Duquesne 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**” is the marketing brand to promote a flexible, online cyber education option for parents and families.

### **17. Financial Recovery Plan (YTD)**

The School District continues to operate under the Fourth Amendment of the Financial Recovery Plan including strategic and operational goals for continuous school improvement and financial sustainability.

### **18. Budget and Finance (YTD)**

The Chief Financial Officer presented the 2024-2025 Final General Fund Budget at the June Receiver Business Meeting, which includes a 1.71 mil increase with a balanced Budget of \$21,809,299. The new real estate tax rate is 21.19 mils and existing rates for Act 511 taxes continue. The median assessed homestead property will pay \$22.59 more for the year. Year over year, expenses decreased 1% (\$236K) due to renegotiated transportation contract and creative staffing solutions.

The District Administration provided the 2024-2025 Final General Fund Budget information to Public Financial Management consultants. The School District officials requested that PFM update the model assumptions and financial projections to include the State Legislators and Governor’s subsidy allocations for 2024-2025, subject to final Commonwealth approval.

The School District’s property tax reduction allocation for 2024-2025 is \$539,953.38

The Chief Financial Officer completed and filed the required July 2024–2025 Cash Flow Report for the Department of Education. It is intended to be a monthly report, with some flexibility, which shares financial data by the School District accounting for local revenue and expenditures and PDE accounting for state and federal funds and deductions.

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.

A significant financial challenge facing the School District continues to be the rising costs of charter school tuition. Actual charter school rates, as calculated on the PDE-363 for FY 2024–2025 reflect the last year of federal ESSER funding revenue. The tuition rate for each non-special education charter school student for 2024–2025 was \$14,342.01 (\$783.33 higher than the previous year) based on actual, calculated rates. For each special education student who attended a charter school, the student rate was \$35,934.19 (\$950.01 lower 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 26.36%, the formula incorrectly divides total special education expenditures by a smaller number of students than are enrolled at Duquesne.

The following chart provides a visual with specific data to Duquesne’s Average Daily Membership for 2022–2023; Special Education Population with 16% assumption required by PDE; Actual

Special Education Population of the District at 26.36%; and Additional Cost to the District using the required 16% assumption.

Categories and Descriptions	Average Daily Memberships	Special Education Tuition Rate for 2024-2025	Number of Special Education Students at Charter Schools as of September 30, 2024	Charter School Tuition Cost for Special Education Students
DCSD Average Daily Membership for 2022-2023	918.141	-	-	-
Special Education Population with 16% assumption required by PDE	146.903	\$35,934.19	51	\$1,832,643.69
Actual Special Education Population of District is 26.36%	242.022	\$27,488.08	51	\$1,399,851.90
Additional Cost to District using required 16% assumption	-	\$8,486.11	-	\$432,791.79

## 19. General Fund Balance Analysis

### Duquesne City School District General Fund Balance Analysis June 30, 2023

GF Balance Analysis June 30, 2023		
Non-spendable		
Pre-paid	\$135,385	-
Other	-	-
Total non-spendable	-	\$135,385
Restricted	-	-
Committed	-	-
Unassigned	-	\$1,231,740
Assigned		250,000
Total fund balance as of June 30, 2022 (audited)	-	\$452,285
Surplus (deficit) for FY 2022-2023	-	1,164,840
<b>Total fund balance as of June 30, 2023 (audited)</b>	-	<b>\$1,617,125</b>

## 20. Bonds and Notes Payable

The Department of Education approved a Transitional Loan Agreement Amendment in 2022 for remaining amortized payments: June 30, 2024 - \$221,667; and June 30, 2025 - \$221,666.

A summary of bonds and notes payable is shown in the following table.

**Bonds and Notes  
Payable  
September 30, 2024**

<b>Fiscal Year Ending June 30</b>	<b>Bonds Payable</b>	<b>Notes Payable</b>	<b>Total Bonds and Notes Payable</b>	<b>Total Annual Debt Service</b>
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	-	9,803,334	1,042,391
2026**	9,337,500	-	9,337,500	758,374
2027**	8,856,667	-	8,856.667	756,174

\*Audited financial statements  
\*\*Projected

**21. 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.

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, 2024**

<b>Receiving Schools</b>	<b>Grades</b>	<b>Students June 30</b>	<b>Students Sept. 30</b>	<b>Projected 2024-2025 Tuition</b>
West Mifflin Area School District	9 – 12	238	262	\$4,542,642.00
East Allegheny School District	9 – 12	19	19	329,428.00
Charter schools, regular education	K – 6	105	90	1,288,890.00
Charter schools, special education	K – 6	35	33	1,185,828.00
Charter schools, regular education	7 – 12	61	49	701,730.00

<b>Receiving Schools</b>	<b>Grades</b>	<b>Students June 30</b>	<b>Students Sept. 30</b>	<b>Projected 2024-2025 Tuition</b>
Charter schools, special education	7 – 12	19	18	646,815.00
Special Education schools	K – 12	16	10	541,365.00
<b>Totals</b>		<b>493</b>	<b>481</b>	<b>\$9,236,698.00</b>

Changes in individual tuition enrollments in the categories of receiving schools can be seen by comparing enrollments from June 30, 2024, to September 30, 2024 in the table above. Enrollment figures for East Allegheny and West Mifflin will be reconciled at the end of FY 2024–2025. 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.

There are currently 281 secondary students in grades 9-12 in the East Allegheny and West Mifflin Area School Districts. Tuition costs for these students continue to increase each year; and, raising taxes to the Act I Index still fails to cover one-half of the annual increase.

The School District received correspondence from the Pennsylvania Department Education regarding the calculated student tuition rate of \$17,338.33 that Duquesne will pay East Allegheny and West Mifflin School Districts in 2024–2025, based on Act 35 of 2023, Section 1607(b)(4) of the Pennsylvania School Code.

For comparison purposes, the School District pays a tuition rate of \$14,342.01 for Charter School students which is much less than the \$17,338.33 per pupil tuition paid to East Allegheny and West Mifflin School Districts.

The Commonwealth’s Independent Fiscal Office indicates that the District’s Projected Base Act 1 Index is expected to decrease slowly as shown in the chart below; however, the District’s tuition rate is expected to be \$20,472 by the 2029–2030 school year.

**Duquesne City School District, Act 1 Index, 2023-2024 to 2029-2030**

	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>	<b>2026-27</b>	<b>2027-28</b>	<b>2028-29</b>	<b>2029-30</b>
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>	<b>Projected</b>
Projected Base Index	4.1%	5.3%	4.0%	3.6%	3.2%	3.1%	3.0%
Projected Act 1 Index	6.7%	8.8%	6.6%	5.9%	5.3%	5.1%	5.0%

**22. Duquesne City Education Foundation**

The Duquesne City Education Foundation articles of incorporation and by-laws as a 501 (c) (3) not-for-profit, charitable organization was established. The Foundation supports Duquesne City School District by encouraging innovation, recognizing excellence, creating vital partnerships, and developing community philanthropy. It is expected that Foundation revenues will help support academic programs, athletics, and other school community activities.

### 23. Human Resources – Personnel / Staffing Assignments

#### *Settlements and other Personnel Actions*

There was one personnel settlement and release during this Quarter.

#### *Personnel / Staffing Assignments*

The following chart presents a summary of staffing at the DCSD as of September 30, 2024. Parentheses indicate changes from the June 30, 2024, summary.

#### **Duquesne City School District 2024-2025 Staffing Summary September 30, 2024**

<b>DCSD Staffing Summary</b>			
Professional Staff (-3)	46	Administrators (-2.5)	5
Instructional Support Staff (-4)	11	Coordinators and Supervisors (-1)	4
Other Support Staff (-3)	11.5	Confidential Staff (+1)	4

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

Following the elimination of three paraprofessional positions scheduled for the end of the 2023–2024 school year and the reinstatement of one paraprofessional from the previous quarter, one paraprofessional was reinstated. No paraprofessional vacancies exist.

Following the elimination of three elementary level classroom teaching positions scheduled for the end of the 2023–2024 school year and the reinstatement of two elementary level classroom teaching positions from the last quarter, one elementary level classroom teacher has since been reinstated.

Following the reinstatement of the Dean of Students position from the previous quarter, one elementary level teacher was reassigned.

Following the furlough/reduction of the School Psychologist to part-time status, the School Psychologist position has since been reinstated to a full-time position.

Following the creation of the Verizon Instruction Learning Technology Coach / Cyber Teacher, Grades 5–8 position under a Verizon Wireless Grant from the previous quarter, one properly qualified middle school classroom teacher was reassigned. No middle school teaching vacancies exist.

Following the resignation of two Special Education Classroom Teachers from the previous quarter, two Special Education Classroom Teachers were hired.

Following the resignation of three elementary level classroom teachers and the reassignment of one elementary level classroom teacher, three elementary level classroom teachers were hired; one vacancy exists.



Following the resignation of one seasonal Middle School Boys' Assistant Football Coach, one seasonal Middle School Boys' Assistant Football Coach was hired.

Following the resignation of one Personal Care Assistant, one vacancy exists.

To meet the changing needs of the School District and the end of a service agreement with a technology staffing agency, one Technology Assistant / Truancy Officer position was created. A properly qualified substitute custodian was reassigned.

To meet the changing needs of the School District and to streamline administrative duties, the Director of Curriculum, Assessment and Instruction job title was modified to Chief Academic Officer.

To meet the changing needs of the School District and to streamline administrative duties, the Business Manager job title was modified to Chief Financial Officer.

## **24. Board Policies and Administrative Regulations**

The following Board Policies and Administrative Regulations are new or revised and approved during this Quarter:

### **Board Policy**

304 Employment of District Staff

626.3 Conflict of Interest

626.4 Travel Reimbursement

### **Administrative Regulation**

317-AR-0 Employee Conduct and Reporting Requirements (new)

626.4-AR-0 Travel Reimbursement

## **25. Facilities and Property Services – Maintenance, School Safety & Security**

### **A. Maintenance**

Annual building and property maintenance and deep-cleaning activities occurred over the summer session to prepare the school for the 2024–2025 school year. The District partnered with two (2) local Learn to Earn programs to provide local community youths with hands-on work experience in the custodial / maintenance industry. These programs have been a mutually beneficial experience for staff and youth-workers alike.

Facility and property equipment repairs and replacements were made, as needed.

The District applied for and was awarded a grant from Women for a Healthy Environment to replace four (4) building water-fountains with bottle refill units.

### **B. School Safety & Security**

District safety and security presentations were given to all staff members during annual back-to-school professional development sessions. Topics included Standard Response

Protocols (SRP) and Emergency Operations Plans (EOP) for fire drills, evacuations, and door-jam / lock-down procedures. Monthly Safety and Security Team meetings are scheduled to occur throughout the school year.

A number of building security upgrades have enhanced our commitment to safety and security. Facility room reassignments were made to improve internal and external first responder's building navigation. Bollard barrier poles for the Administration / Middle School entrance have been installed to prevent vehicular intrusions. Video surveillance equipment additions, including the purchase of cameras, hardware, and cabling, as well as updates made to server management tools, have increased response performance to student situations.

Procedures for checking student bags for contraband possessions now include full bag content removal and inspections during morning arrival for all students. This has proven to be successful in limiting instances of prohibited items entering the building. Protocols are in place for administrators, security, and the school nurse concerning student health and safety during suspected contraband detection or use on school property.

In addition to holding required monthly fire drills throughout the first quarter, District and Building Administration are in collaboration with representatives from the city, local law and emergency responding units to tour the designated emergency evacuation site and assessing District needs.

## **26. Governance and Administration**

Dr. Sue A. Mariani, Chief School Administrator, is supervised by Dr. William H. Kerr, who was reappointed as the Court-appointed Receiver, effective March 31, 2022, through April 1, 2025. Dr. Kerr reports to the Duquesne City Board of School Directors, the Pennsylvania Department of Education (PDE), and the Allegheny County Court of Common Pleas. Dr. Kerr reports to Judge Alan D. Hertzberg and to Dr. Khalid N. Mumin, Secretary of Education, via Dr. Gina Colarossi, 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 Sonya Gooden
2. Board Vice President Rosia Reid
3. School Director Jocelyn Brown
4. School Director Candice Butler-Davis
5. School Director Burton Comensky
6. School Director Laura Elmore
7. School Director Calvin Harris
8. School Director Connie Lucas-Kemp
9. School Director Cedric Robertson

Members of the Duquesne City Board of School Directors participated in two Receiver Business Meetings during the First Quarter: August 13 and September 24. A Special Meeting of the Board

of Directors was convened on July 3 for personnel actions. School Board members in attendance at the Receiver Business Meetings: July (6), August (9) and September (8).

## **27. Next Report**

The next Quarterly Progress Report will cover the Second Quarter of Fiscal Year 2024–2025, October 1, 2024 through December 31, 2024. That report is expected to be filed in January 2025.

## **28. Acknowledgements**

*The following individuals contributed to this report:*

- William H. Kerr, Ed.D., Court-Appointed Receiver
- Sue A. Mariani, Ed.D., Superintendent of Schools
- Jennifer Tressler, B.S., CPA, Chief Financial Officer
- Jamie Schmidt, Ed.D., Chief Academic Officer / Federal Programs Coordinator
- Celeste Rudge, M. Ed., Director of Literacy and Innovation
- Brandon Kash, M. Ed., Director of Technology, Digital Learning and Innovation
- Pam Zackel, M. Ed., Director of Special Education
- Erica Slobodnik, M. Ed., K-8 Building Principal
- Brian Stowell, MBA, Director of Facilities, Transportation, and Safety and Security Director
- Brandon Irdi, Act 44 Safety and Security Coordinator
- Crystal Irdi, AAS, Human Resources Assistant / Board Secretary / Open Records Officer
- Sara Fite, Executive Assistant to the Superintendent and Central Office Administration