



OFFICE OF THE RECEIVER

QUARTERLY PROGRESS REPORT FOR THE PERIOD Q3 2024–2025

Dr. William H. Kerr, Court-Appointed Receiver

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1. Authority and Purpose

On October 11, 2000, Eugene W. Hickok, then Secretary of Education, certified Duquesne City School District as a distressed school district pursuant to section 691 of the Public-School Code, which has been repealed. The School District was managed under a Board of Control, which had its first legislative action meeting on November 27, 2000. From 2000 until 2012, the District continually remained subject to a declaration of financial distress and operated under the Board of Control, when it was designated as a severe financial recovery school district. Consistent with the subsequent Financial Recovery Act 141 of 2012, the School District was placed in Receivership and a Financial Recovery Plan was implemented on April 2, 2013. Should any ambiguity exist between the original Financial Recovery Plan of 2013, the Duquesne City School District Financial Recovery Plan of 2025 shall take precedence.

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 Q3–2024–2025–January 1, 2025, through March 31, 2025**, is provided herein.

2. School District Benefits of Receivership

Assignment of Receivership of the School District in 2013 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 (PDE).

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 growth and achievement, professional development, and financial accountability – a triangular relationship for continuous school improvement.

The various Court appointed Receivers and the PDE-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, the PDE, Allegheny Intermediate Unit (AIU), and Public Financial Management (PFM).

Each 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 Single Audit Report of June 30, 2024, indicates 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 Q3-2024-2025 Highlights

- The Petition for the Extension of Receivership and Appointment of a Receiver was filed by PDE with the Court of Common Pleas of Allegheny County. The District Solicitor filed a Motion with the Court to consider and approve the 2025 Duquesne City School District Financial Recovery Plan (FRP). The Court held a Public Hearing on March 26, 2025, in the Duquesne K-8 Auditorium at 4:30 PM, for the purpose of Extension of Receivership and Appointment of a Receiver. On March 28, 2025, the Honorable Alan D. Hertzberg issued Court Orders that extended Receivership three years, April 1, 2025, through March 31, 2028; approved the re-appointment of the Court-Appointed Receiver; and approved the School District's FRP. The FRP is posted on the School District's website.
- The Court-Appointed Receiver and Superintendent have scheduled a Conference Session for April 22, 2025, with the Board of School Directors to review the 2025 Financial Recovery Plan.
- Pittsburgh hosted the 2025 League of Innovative Schools Conference, which is a national network of school districts that supports innovative learning and best practices for equitable outcomes for every student. The annual convening selects a state where districts showcase their innovative educational approaches and community engagement. Duquesne is proud to be one of the League's 150-member school districts, noting that Pittsburgh is the only region to have thirteen participating school districts.

The Superintendent and Cabinet members presented at the 2025 conference session, focusing on Innovative Partnerships, Collaboration, and the Integration of Innovative Approaches in Middle School Education and Electives. The week-long event concluded with a tour of the Duquesne K-8 School, providing visiting educators with the opportunity to witness firsthand the innovative practices that are fostering a thriving learning environment and contributing to the overall well-being and success of Duquesne students.

- 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 K-8 system. The framework and instructional models were developed with administrators, teachers, support staff, parents and community members over the course of the last several months.
- 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.
- The Duquesne Education Foundation conducted regular business meetings. Appeal letters for contributions have been distributed to School District employees and an appeal letter is being prepared to send to Duquesne Alumni. The Foundation narrative has been re-written with a fundraising focus on the three A's: Academics, Arts, and Athletics.
- The Court-Appointed Receiver, Superintendent of Schools, Acting Business Manager, Business Consultant, and Administrators participate in monthly Financial Recovery Plan Monitoring Meetings with the Special Advisor to the Secretary and PDE officials. Duquesne provides updates on RBM actions, Finance and Budget, Academics, Special Education, Operations, Human Resources, Administration and Governance, Act 141 Advisory Committee, and Contracted Services.
- The Superintendent, Court-Appointed Receiver, Business Consultant and Acting Business Manager continue to analyze and interpret all revenues and expenditures in the 2024–2025 General Fund Budget to ensure accountability and fiscal responsibility. A tentative 2025–2026 General Fund Budget is completed for presentation at the May 13th Receiver Business Meeting. A Not-to-Exceed Adjusted Act 1 Index Board Resolution was previously approved by the Court-Appointed Receiver.
- Student Enrollment, as of March 31, 2025, is 474, including 114 ESL students.
- Current secondary (9–12) enrollment of Duquesne resident students at West Mifflin and East Allegheny is 268.
- Annual tuition to be paid by Duquesne for students attending schools elsewhere in 2024–2025 is projected to be \$9,191,916.00
- Current charter school enrollment K–12 is 197.
- Steel Center Career and Technical Education enrollment is thirty-four (34); CTE tuition per student is estimated to be \$5,910.57 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, provides the general public with 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 2023–2024 and 2024–2025, are displayed on the following table.

**Duquesne K-8 School
Student Enrollment
March 31, 2025**

Grade	K	1	2	3	4	5	6	7	8	Total
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
Dec 2024	67	62	52	56	41	51	51	41	52	473
Mar 2025	72	64	50	58	40	51	48	41	50	474

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
March 31, 2025**

Grade	Sections (Classroom Size)	Enrollment	ESL Enrollment
Kindergarten	3 (24.0)	72	14
First Grade	3 (21.3)	64	15
Second Grade	3 (16.6)	50	11
Third Grade	3 (19.3)	58	15
Fourth Grade	2 (20.0)	40	11
Fifth Grade	2 (25.5)	51	9
Sixth Grade	2 (24.0)	48	13
Seventh Grade*	4 (10.2)	41	13
Eighth Grade*	4 (12.5)	50	14
TOTALS	22	474	114

*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
Total	181	87.43%	12.57%	9.94	30.17	0

2024-2025 Month	Day Count	Avg. Monthly % Present	Avg. % Absent Count	Avg. Excused Count	Avg. Unexcused Count	Avg. Unlawful Count
Aug*	3	90.44%	9.33%	9.5	33.33	0
Sept*	19	89.69%	10.31%	25	22.86	0
Oct*	23	89.25%	10.75%	26.02	25.28	0
Nov*	18	88.05%	11.95%	22.52	34.75	0
Dec*	14	82.96%	17.04%	31.89	49.07	0
Jan	18	84.35%	15.65%	22.91	51.11	0
Feb	18	86.48%	13.52%	26.63	37.58	0
Mar	20	86.84%	13.16%	28.5	33.64	0
Total	133	87.11%	12.89%	25.68	35.32	0

**August and September data updated from previous quarter*

8. Significant Observations

Ending Q3-2024-2025 student enrollment is 474 and the ESL enrollment is 114 students, indicating an offsetting number of incoming and outgoing students, including two (2) more ESL students ending Q2-2024-2025.

9. Student Enrichment and Support Programs

Boys & Girls Club - 36 students enrolled (Grades K-8)

Oasis Tutoring - 8 Students are receiving services (1-3)

School level personnel coordinated and participated in the District's Black History Celebration Event which included a student play, art work, door decorating contests, poetry reading, and other student performances.

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.

Q3 discipline behavior referrals / incidents total 293 for the quarter to which is a 58% decrease from last year's third quarter. With the sustained efforts of Positive Behavior Intervention Support (PBIS) programming in grades K-6, House System in grades 7-8, and Multi-Tiered Systems of Support (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.

Student programs such as the Goodwill HIRE Me Program and Attack Theater continue to enhance District programs. The Goodwill HIRE Me Program provides mentoring workshops to 8th grade students once per week. Students focus on job skills, resume writing, goal setting, interviewing, financial literacy, and learn about post-graduation option. Students are also provided college and university tours. Attack Theater fuses modern dance, original live music and interdisciplinary art forms to create engaging dance performances and interactive creative learning experiences. Representatives coordinate with the Physical Education and STEAM teachers to merge kinematics with content. Collaboration with K-3 teachers has begun in this District-wide effort to increase kinesthetic learning to enhance concepts and engage students.

The Chill Mobile is a mental health and support resource for students, teachers, and parents in the Pittsburgh area via a customized 33-foot RV. The Chill Mobile, scheduled for three visits during the current school year, provides a calming space for students to learn coping skills and participate in interactive experiences.

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 Program (SNAP) 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 complete their schoolwork anywhere.

10. State Monitoring

Federal Title Program monitoring is scheduled for May 6–8, 2025, and ESSER Monitoring is scheduled for May 6, 2025.

11. Curriculum, Instruction and Assessment

A. Curriculum and Instruction

DCSD continues to consult with the AIU to provide coaching and support for 6th grade mathematics instruction based on PSSA and PVAAS data. Several sessions were established for instructional coaching, professional development, and observation and feedback.

Teachers continue to engage in weekly Professional Learning Communities (PLC's) for grade level and content area meetings. Teachers have the opportunity to meet with their grade level where they examine classroom and student level data to drive instruction as well as meeting vertically across grade levels and across content areas. Data includes benchmarking assessments, daily exit tickets, anecdotal notes, as well as proficiency data from online programming. PLC's will begin a new data driven protocol based on the book study by District administration, *Leverage Leadership*, and the Financial Recovery Plan.

The third round of Common Assessments were given at the end of March.

Teachers continue the use of personalized learning paths in all grade levels to meet students at their instructional level and to close achievement gaps.

The First Lego League students, the Duke Decoders, participated in States on February 15, 2025 in Palmyra, PA. The students brought home the Motivate Award, which is awarded in recognition of a team that effectively demonstrates the culture of FIRST and its values through teamwork, spirit, and enthusiasm. It celebrates teams that show what it means to be a team within the competition, highlighting their team building, spirit, and displayed enthusiasm.

B. Professional Development

Professional Development occurring during the third quarter of the 2024–2025 SY:

- Canvas, grades K-8
- Flux Space K-8 (human centered design)
- VILS – Blended Learning, grades 5-8

- AHN Mental Health for Staff, Grades K-8
- i-Ready Math, Grades K-8 Math teachers
- Data-Driven Instruction for PLC's, Grades 4-8 ELA teachers
- Chill Mobile, Grades K-6
- Discovery Ed, Grades K-8 Science teachers
- Restorative Practices / Team Building, Grades K-8

12. Technology, Digital Learning, and Innovation

The District's technological infrastructure continues being a focus of significant improvements each quarter. In preparation for the Pennsylvania System of School Assessment (PSSA) moving to an online environment for the 2025–2026 school year, the District is among the Commonwealth's schools piloting the new testing program. To support secure and efficient testing administration, a new server was installed along with deploying a Central Office Services (COS) server to enhance device management and improve network performance during critical testing periods.

To foster a culture of cybersecurity awareness, the District has initiated internal phishing simulations designed to educate staff on recognizing and responding to cyber threats. These controlled exercises are part of a broader effort to strengthen our firewall and safeguard District network systems from potential vulnerabilities.

Strategic use of remaining e-Rate funding allowed the District to secure new wireless access points and essential licensing, enabling more robust and reliable connectivity throughout the entire school building. This investment ensures that both students and staff have uninterrupted access to digital resources during high-demand periods such as state assessments.

To support classroom initiatives, targeted professional development sessions were delivered to instructional staff, focusing on technology-enhanced items commonly found on the PSSA. These sessions equip educators with strategies to help students navigate digital testing platforms and respond to complex, tech-integrated questions with confidence.

Collectively, these initiatives position the District to successfully implement online assessments, while also reinforcing a secure, connected, and technologically empowered learning environment.

13. Special Education Services

A. Special Education Enrollment

As of March 31st, the District had a total of 117 students with Individual Education Plans (IEPs) who are being supported: (101) in-district, (15) specialized educational placements, and (1) Duquesne Cyber Academy.

B. Staffing

The Special Education Department began the 2024–2025 school year fully staffed with a total of eleven (10) special education teachers, one speech and language pathologist, and one half-time cyber academy teacher.

Support Category	No. of Teachers
Learning Support	4
Emotional Support	3
Autistic Support	1 (FT K-2)
Life Skills / Autistic Support	2
Speech and Language Support	1
Cyber Academy	.5

C. Extended School Year

Extended School year programming has been scheduled to take place July 14, 2025 – July 25, 2025, Monday – Friday, 8:30 AM – 12:30 PM. Twenty-three (23) students have qualified and NOREPs will be issued during the month of April 2025. Two ESY teaching positions will be posted by the District’s Human Resources Office.

D. 8th Grade Transition

The District has thirteen (13) 8th grade students with IEPs that are expected to transition to 9th grade at either East Allegheny or West Mifflin Area School District. WMASD IEP revision meetings have been scheduled for May 12–13, 2025. The Special Education Department is currently working with EASD to set up a meeting times to complete IEP revisions.

14. Student Services

A. IST / DSAP Q2 Data

IST		DSAP	*
Total Students Referred	11	Total Students Referred	16
Referrals Reopened	1	Referrals Reopened	2
Cases Closed	7	Cases Closed	2
Cases Active	42	Cases Active	37

*McKinney-Vento Data included in DSAP

B. McKinney-Vento Summary

School District personnel transported all accounted for McKinney-Vento families daily to and from school. There are currently nineteen (19) students identified. All primary parents of families experiencing homelessness have been given the opportunity to utilize available

resources depending on specific needs from Pittsburgh Area Community in Schools (PACS), 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 continues to provide ongoing support for students in their classrooms. We continue to see improvements with the students because they are having their needs met, a testament to the supports in place. The evidence collected has shown 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 in grades K-6. With the 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; Auberle has provided an in-person therapist which has been beneficial for students who need this support. The District is still 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 continues to share intervention strategies with teachers to provide targeted support for students as needed.

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

On March 28, 2025, the Honorable Alan D. Hertzberg issued Court Orders that extended Receivership three years, April 1, 2025, through March 31, 2028; approved the re-appointment of the Court-Appointed Receiver; and approved the School District’s Financial Recovery Plan of 2025. The Plan has been shared with key school community stakeholders and is posted on the School District’s website.

18. Budget and Finance (YTD)

The 2024–2025 Financial Reports are regularly being reviewed and monitored for all activity and transactions to ensure budgetary controls and tracking of revenues. Work on the 2025–26 General Fund budget continues and is progressing well. The School District has reviewed the State Budget allocations for Basic Education Funding, Special Education Funding and the Ready to Learn Grant as proposed by Governor Shapiro and will continue to monitor the state budget process until a state budget is passed. The Financial projections in the Financial Recovery Plan were reviewed by the Business Consultant and Acting Business Manager.

The 2023–2024 fiscal year Audit report was present by Hosack, Specht, Muetzel & Wood to the Board of Directors on March 25th. The report was submitted to the Bureau of Accounting and Public Financial Management on February 27th.

The Acting Business Manager completed and filed the required March 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.

Each 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 AFR was filed November, 2024. The 2023–2024 Local Audit Report was presented at the March 25, 2025, Receiver Business Meeting.

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 25.2%, 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 preliminary Average Daily Membership for 2023–2024; Special Education Population with 16% assumption required by PDE; Actual Special Education Population of the District at 25.2%; 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 March 31, 2025	Charter School Tuition Cost for Special Education Students
DCSD Average Daily Membership for 2023-2024	926.952	-	-	-
Special Education Population with 16% assumption required by PDE	148.312	\$35,934.19	51	\$1,832,643.69
Actual Special Education Population of District is 25.2%	233.715	\$27,913.91	51	\$1,423,609.41
Additional Cost to District using required 16% assumption	-	\$8,020.28	-	\$409,034.28

19. General Fund Balance Analysis

Duquesne City School District General Fund Balance Analysis June 30, 2024

GF Balance Analysis June 30, 2024		
Non-spendable		
Pre-paid	\$128,647	-
Other	-	-
Total non-spendable	-	\$128,647
Restricted	-	-
Committed	-	-
Unassigned	-	\$1,724,115
Assigned		\$2,375,000
Total fund balance as of June 30, 2024 (audited)	-	\$1,617,125
Surplus (deficit) for FY 2023-2024	-	\$2,610,634
Total fund balance as of June 30, 2024 (audited)	-	\$4,227,759

20. Bonds and Notes Payable

The Department of Education approved a Transitional Loan Agreement Amendment in 2022 for remaining amortized payments: Final Repayment of \$221,666 due June 30, 2025.

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

Bonds and Notes Payable March 31, 2025

Fiscal Year Ending June 30	Bonds Payable	Notes Payable	Total Bonds and Notes Payable	Total Annual Debt Service
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 March 31, 2025

Receiving Schools	Grades	Students Dec 31	Students Mar 31	Projected 2024-2025 Tuition
West Mifflin Area School District	9 – 12	248	248	\$4,299,905.00

Receiving Schools	Grades	Students Dec 31	Students Mar 31	Projected 2024-2025 Tuition
East Allegheny School District	9 – 12	20	20	346,767.00
Charter schools, regular education	K – 8	99	139	1,993,539.39
Charter schools, special education	K – 8	25	34	1,149,579.94
Charter schools, regular education	9 – 12	64	12	172,104.12
Charter schools, special education	9 – 12	22	12	399,129.16
Special Education schools	K – 12	10	10	570,816.00
Totals		481	490	\$9,191,916.00

December 31st enrollment calculations reflect K-6 and 7-12; March 31st calculations reflect K-8 and 9-12.

Changes in individual tuition enrollments in the categories of receiving schools can be seen by comparing enrollments from December 31, 2024 to March 31, 2025, 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 268 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.]

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. For 2024– 2025, the Projected Based Index is 5.3% and the Projected Act 1 Index is 8.8%.

Duquesne City School District, Act 1 Index

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
	Actual	Actual	Actual	Projected	Projected	Projected	Projected
Projected Base Index	4.0%	3.7%	3.4%	3.2%	3.2%	3.0%	2.8%
Projected Act 1 Index	6.6%	6.1%	5.6%	5.3%	5.3%	5.0%	4.6%

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 academics, the arts, athletics, and other school community activities. An appeal letter for contributions was distributed to all School District employees and an appeal letter will be sent to alumni and community members in the near future.

23. Human Resources – Personnel / Staffing Assignments

Settlements and other Personnel Actions

There was one personnel settlement and releases during this Quarter.

Personnel / Staffing Assignments

The following chart presents a summary of staffing at the DCSD as of March 31, 2025. Parentheses indicate changes from the December 31, 2024, summary.

**Duquesne City School District
2024–2025 Staffing Summary
March 31, 2025**

DCSD Staffing Summary			
Professional Staff (-.5)	45.5	Administrators (0)	5
Instructional Support Staff (+2)	12	Coordinators and Supervisors (0)	4
Other Support Staff (-1)	9	Confidential Staff (-1)	3

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

Following one vacant personal care assistant position from the previous quarter, one personal care assistant was hired.

Following the resignation of two mid-level special education classroom teachers, one regular education elementary classroom teacher was emergency certified and reassigned.

Following the resignation of the Chief Financial Officer and to meet the changing needs of the School District, the job title was remodified to Business Manager. Additionally, one accountant was reassigned as Acting Business Manager for the remainder of the fiscal year. One accountant vacancy exists.

Following the resignation of one furloughed custodian, no vacancies exist.

There is one announced elementary level classroom teacher resignation due to retirement at the conclusion of the school year.

24. Board Policies and Administrative Regulations

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

Board Policies

103 Discrimination / Harassment Affecting Students
103 Discrimination / Harassment Affecting Students, Attachment 1: Report Form
104 Discrimination / Harassment Affecting Staff
113.1 Discipline of Students with Disabilities
113.2 Behavior Support
202 Eligibility of Nonresident Students
234 Pregnant / Parenting / Married Students
237 Electronic Devices, Attachment 1: Technology Issue / Return Form (new)
248 Dating Violence
254 Educational Opportunity for Military Children
317.1 Educator Misconduct
335 Family and Medical Leaves, Attachment 1: Personal Medical Certification Form
335 Family and Medical Leaves, Attachment 2: Family Medical Certification Form
335 Family and Medical Leaves, Attachment 3: Military Caregiver Leave Certification Form
339 Uncompensated Leave
351 Controlled Substance Abuse
606 Tax Certification and Collection
607 Tuition Income
803 School Calendar
807 Opening Exercises / Moment of Silence / Flag Displays
815 Acceptable Use of Internet, Computer and Network Resources, Attachment 1: Technology Issue / Return Form (new)
824 Maintaining Professional Adult and Student Boundaries
904 Public Attendance at School Events
904 Public Attendance at School Events, Attachment 1: Public Behavior at School Events
909 Municipal Government Relations

Administrative Regulations

202-AR-0 Nonresident Students
202-AR-3 Information to Substantiate Sworn Statement by Resident (new)
234-AR-0 Students Experiencing Pregnancy / Pregnancy-Related Conditions / Parenting (new)
330-AR-4 Reasonable Break Time and Lactation Accommodations (new)
335-AR-0 Family Medical Leave Act Procedures (new)
335-AR-0 Family Medical Leave Act Procedures, Attachment 1: Eligibility Notice (new)
600-AR-1 Management of Unspent Funds (new)
607-AR-0 Nonresident Tuition (new)
607-AR-1 Notice of Tuition Past Due (new)
626.6-AR-0 Effective Grants Management (new)

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

A. Maintenance

District equipment and facility maintenance repairs and item replacements were addressed as needed throughout the third quarter. Repairs include the building elevator, the walk-in kitchen freezer, and gymnasium bleachers.

Annual inspection of the bleachers is in the process of being scheduled in coordination with the Business Office.

To support building safety and security infrastructure improvements, Cat 6 lines are being installed for new Halo detectors. This will enable the Security Department to react more efficiently to unauthorized vaping / smoking in the school building.

B. School Safety & Security

District safety and security meetings have been held each month of the quarter. Participation with stakeholders has exceeded 80% in each meeting. The Coordinator of Safety and Security participates in weekly virtual meetings with the AIU Director of Safety and Security. Fire and evacuation drills were held throughout the quarter with increased efficiency.

Security has increased physical presence on the school campus and implemented operational changes to adapt to the dynamics of daily operations. The School District has adjusted security details and training as needed to continue to improve efficiencies. Increased perimeter patrols and outside emergency communications add beneficial assets to ensure safety for all in the District.

Administration and security staff have worked together to alter student arrival and dismissal procedures to enhance student safety. Changes include bag searches, cellphone retention and retrieval deployment, student travel paths, and dismissal improvements.

The “Rocket Rules” safety and security awareness program continued to be presented throughout the lower grade levels to teach students emergency preparedness, safety awareness and social emotional skills for targeted age groups. The Safe2Say program was presented to all middle school students and staff and processes for anonymous reporting have been improved.

Threat Assessment team training and awareness increased this quarter. Security has increased responsibilities with communication to student threat assessment lines of support this last year. Monthly Safety and Security Team meeting communication and participation has been expanded to include additional support staff, when needed. This has resulted in more direct and precise assistance for our students in need of behavior analysis and support with the proper resources.

Safety and emergency equipment within the school building has been tested daily, weekly, and/or monthly by designated staff members. Specialized equipment is checked by

emergency responding entities for compliance maintenance. Fire and emergency coded devices are up-to-date.

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 April 1, 2025, through March 31, 2028. 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. Carrie Rowe, Acting 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 three Receiver Business Meetings during the Third Quarter: January 28; February 25; and March 25.

School Board members in attendance at the Receiver Business Meetings: January (5), February (9) and March (4).

27. Next Report

The next Quarterly Progress Report will cover the Fourth Quarter of Fiscal Year 2024–2025, April 1, 2025, through June 30, 2025. That report is expected to be filed in July 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
- David R. Seropian, M.S., Business Consultant

- Devin M. Fortna, B.S., Acting Business Manager
- 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 Security
- 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 / Enrollment & Attendance Coordinator