



OFFICE OF THE RECEIVER

**QUARTERLY PROGRESS REPORT
FOR THE PERIOD Q3 2025–2026**

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City School District as a distressed school district pursuant to section 691 of the Public-School Code, which has been repealed.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 Q3–2025–2026– January 1, 2026 through March 31, 2026**, is provided herein.

2. School District Receivership

The School District was placed under Receivership in 2013 due to financial instability and academic performance issues, following a comprehensive review of its operations. Receivership has involved measures such as advancing state subsidies, providing a transitional loan, offering targeted grants, and implementing professional development programs funded by the Pennsylvania Department of Education (PDE) to address these concerns.

Receivership has enabled the School District to efficiently secure, manage, and stabilize its assets, while eliminating liabilities and resolving financial disputes. Key policies and procedures have been established to ensure proper accounting, cash flow management, debt service, and timely payments. This intervention has also supported student achievement, professional development, and financial accountability—forming a foundation for ongoing 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 as of June 30, 2025, shows no current or potential litigation against Duquesne City School District, and the District is unaware of any unasserted claims or assessments.

3. School Improvement Efforts

Ongoing school improvement efforts to enhance curriculum, instruction, and assessment are part of the Duquesne City School District's approach to delivering quality educational programs and services. These initiatives involve collaboration among administration, faculty, and support staff. The District also incorporates financial sustainability, transparency, and accountability—including regular projection updates during the annual budget planning and approval process—as elements of its school improvement practices.

4. Act 47 of 2025, Section 1607 / Duquesne City School District Feasibility Study

On December 2, 2025, the Court-Appointed Receiver presented Section 1607 of Act 47, which mandates a Feasibility Study for the Duquesne City School District, to the Board, administrators, and public. The same presentation was made to faculty and staff on December 3, 2025. Both sessions included questions and comments for follow-up as the feasibility study begins in early 2026.

Approved November 12, 2025, by the General Assembly of Pennsylvania and signed into law by Josh Shapiro, Governor.

SECTION 1607. ATTENDANCE IN OTHER DISTRICTS.

(B.3) FOR A SCHOOL DISTRICT THAT ELIMINATED ITS HIGH SCHOOL UNDER SUBSECTION (B), IF SUFFICIENT FUNDS ARE AVAILABLE, THE SECRETARY OF EDUCATION SHALL ESTABLISH A PROJECT TEAM WHICH SHALL CONDUCT AN ASSESSMENT OF THE EDUCATIONAL, FINANCIAL, ADMINISTRATIVE AND COMMUNITY IMPACTS OF CONSOLIDATION OF THE SCHOOL DISTRICT WITH ANOTHER SCHOOL DISTRICT. THE FOLLOWING APPLY:

- (1.) THE ASSESSMENT SHALL INCLUDE A FEASIBILITY TO ANALYZE CONSOLIDATION WITH NO LESS THAN THREE SCHOOL DISTRICTS IDENTIFIED BY THE SECRETARY OF EDUCATION WHOSE BORDERS ARE NO MORE THAN SEVEN MILES FROM THE SCHOOL DISTRICT'S BORDER.
- (2.) THE FEASIBILITY STUDY SHALL INCLUDE A REVIEW OF EDUCATIONAL PROGRAM OFFERINGS AND SERVICES, FACILITIES UTILIZATION AND CAPITAL PLANNING, FISCAL ANALYSES, GOVERNANCE AND LEADERSHIP STRUCTURES, OPERATIONAL EFFICIENCIES AND STAKEHOLDER CONSIDERATIONS.
- (3.) THE SCHOOL DISTRICT THAT ELIMINATED ITS HIGH SCHOOL UNDER SUBSECTION (B) AND THE SCHOOL DISTRICTS IDENTIFIED BY THE SECRETARY OF EDUCATION UNDER PARAGRAPH (1) SHALL COOPERATE WITH THE PROJECT TEAM CONDUCTING THE ASSESSMENT.
- (4.) THE PROJECT TEAM SHALL SUBMIT A REPORT, INCLUDING ITS FINDINGS AND RECOMMENDATIONS, TO THE SECRETARY OF EDUCATION, THE EDUCATION COMMITTEE OF THE SENATE AND THE EDUCATION COMMITTEE OF THE HOUSE OF REPRESENTATIVES.

Duquesne City School District Feasibility Study

The Duquesne City School District acknowledges the Pennsylvania Department of Education's (PDE) initiation of a feasibility study examining potential future considerations for the School District. The study, which is being conducted by PDE, is part of the state's process to review a variety of factors related to School District operations, sustainability, and long-term educational planning.

School District leadership is fully cooperating with the Pennsylvania Department of Education throughout this process. While the study is being led by PDE, District officials remain focused on their primary responsibility – ensuring that every student in Duquesne receives strong, supportive, and high-quality educational experiences.

The PDE feasibility study will proceed with the goal of evaluating various educational, financial, and operational considerations. As the process unfolds, the School District will continue to maintain its focus on teaching and learning, student support, and the programs that serve the Duquesne school

community. District officials emphasize that the educational well-being, general welfare and safety, and success of all Duquesne students remain the School District's highest priorities.

The Duquesne K-8 School will continue to operate as normal and District staff will be focused on student growth and achievement, academic opportunities, social-emotional supports, and positive learning environments that help students thrive. The Board of School Directors, staff, parents / guardians, and community members have been encouraged to take time to answer and complete the survey that is directly related to the feasibility study. Questions about the Survey may be directed via email to the Superintendent, Dr. Sue Mariani: marianis@dukesk12.org and the Chief Recovery Officer, Dr. John Hansen: hansenj@dukesk12.org.

5. Quarterly Progress Report FY Q3-2025-2026 Highlights

- The Quarterly Receiver Advisory Committee meeting was held on January 13, 2026. Topics of discussion included administrative and financial updates, academic and educational programs, special education, human resources, dates of upcoming PDE meetings, and highlights from the Q2 2025–2026 Progress Report. Updates about the implementation of the 2025 Duquesne City School District Financial Recovery Plan and the Data Collection Instrument and the Act 47 of 2025 Duquesne Feasibility Study were presented. The remaining Receiver Advisory Committee meeting dates are April 14, and June 9, 2026.
- School District officials continue to be mindful of the \$18,031.86 per-student tuition rate with Duquesne, East Allegheny, and West Mifflin School Districts, as outlined in Section 1607(b)(5) of the Pennsylvania School Code. The PDE notice provided the new rate and calculation details.
- School District officials continue to be mindful of the Not-to-Exceed Act 1 Tax Resolution approved on December 2, 2025, RBM for 2026–2027, noting that the maximum Act 1 Index is capped at 5.8%. This equates to 1.309 mils which, if approved, will establish a new millage rate of 23.88 mils, effective July 1, 2026.
- The 2025–2026 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 2025–2026 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 Court-Appointed Receiver, Chief Recovery Officer, Superintendent of Schools, Business Manager, 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, Educational Technology, Student Highlights, Human Resources, Administration and Governance (including Contracted Services), and Act 141 Advisory Committee.
- The Court-Appointed Receiver, Chief Recovery Officer, and Superintendent of Schools continue to collaborate with the Duquesne Director of Information Technology to review the Financial Recovery Plan and Data Collection Instrument. The Superintendent and CRO evaluate supporting evidence submitted by Administrators and grant approval prior to the Court-

Appointed Receiver’s final review and authorization. The next batch of 2025-2026 evidence submissions will be forwarded to PDE and PFM concurrently with the Q3 Progress Report.

- Current secondary (9–12) enrollment of Duquesne resident students at West Mifflin and East Allegheny is 248
- Annual tuition to be paid by Duquesne for students attending schools elsewhere in 2025–2026 is projected to be \$9,710,779.39
- Current charter school enrollment K–12 is 206.
- Steel Center Career and Technical Education enrollment is twenty-nine (29); CTE tuition per student is estimated to be \$5,525.29 for 2025–2026.
- Mon Valley Special School student enrollment is seven (7) with an overall estimated tuition cost of \$558,796.41 for 2025–2026.

6. Supplemental Information

The DCSD website, www.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 and Quarterly Progress Reports are posted for accountability, transparency, and fiscal responsibilities.

“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.

7. Regular Education – Student Enrollment

Duquesne K-8 student enrollments, for 2024–2025 and 2025–2026, are displayed on the following table.

**Duquesne K-8 School
Student Enrollment
March 31, 2026**

Grade	K	1	2	3	4	5	6	7	8	Total
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
Jun 2025	71	62	48	55	39	50	48	41	49	463
Sept 2025	54	63	55	46	56	34	48	51	38	442
Dec 2025	57	57	56	46	57	37	49	51	38	448
Mar 2026	51	56	56	45	59	39	50	50	37	443

8. 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, 2026

Grade	Sections (Classroom Size)	Enrollment	ESL Enrollment
Kindergarten	3 (17.0)	51	9
First Grade	3 (18.6)	56	12
Second Grade	3 (18.6)	56	16
Third Grade	2 (22.5)	45	9
Fourth Grade	3 (19.6)	59	17
Fifth Grade	2 (19.5)	39	12
Sixth Grade	2 (25.0)	50	14
Seventh Grade*	4 (12.5)	50	13
Eighth Grade*	4 (9.2)	37	11
TOTALS	22	443	113

*Blended grade levels

9. Average Student Attendance

Duquesne City School District
Average Student Attendance
2025–2026

2025-2026 Month	Day Count	Avg. Monthly % Present	Avg. % Absent Count	Avg. Excused Count	Avg. Unexcused Count	Avg. Unexcused Count
Aug	3	93.17%	6.83%	8	2.5	0
Sept	20	90.99%	9.01%	15.44	3.25	0
Oct	22	91%	9%	13.34	1.95	0
Nov	15	89.91%	10.09%	16.96	2.23	0
Dec	14	86.34%	13.66%	17.57	2	0
Jan	17	88.51%	11.49%	15.44	1.58	0
Feb	18	88.4%	11.6%	15.58	2.5	0
Mar	21	89.16%	10.84%	14.8	2.38	0
Total	56	88.72%	11.28%	15.25	2.17	0

10. Significant Observations

Ending Q3 -2025-2026 student enrollment is 443 and the ESL enrollment is 113 students, indicating an offsetting number of incoming and outgoing students, including no changes in the number of enrolled ESL students as reported at the end of Q2-2025-2026.

11. Student Enrichment and Support Programs

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

Eighth Grade students participated in Goodwill’s *YouthWorks, Job Shadow Day* in early February. Students engaged in a valuable, hands-on learning experience where they received CPR and AED training, with all students successfully early certification. Students interacted with professionals across various career fields, gaining insight into workforce expectations and opportunities.

Through the continued partnership with Goodwill’s *YouthWorks Program*, students are actively developing workforce readiness skills by participating in real-world scenarios, practicing workplace communication, completing job applications, and building resumes. These experiences directly align with the District’s World of Work initiative, supporting career awareness and skill development at an early age.

The District continues to maintain a strong partnership with Pittsburgh Area Community Schools (PACS), which plays a critical role in supporting ‘whole child’ initiatives. PACS provides social-emotional enrichment and access to essential resources such as grief counseling, food assistance, and clothing for families in need. The program also supports students experiencing homelessness through weekend food distributions and family engagement opportunities.

The attendance team, which includes the District Truancy Officer, Coordinator of Attendance, the Building Principal and PACS staff, meet monthly. These monthly meetings focus on monitoring attendance data and implementing targeted incentives to promote consistent attendance. Initiatives such as themed attendance celebrations and virtual family engagement activities have strengthened student motivation and family participation.

A comprehensive K–8 STEM Coding Program continues to be implemented through an external partner who collaborates with teachers during grade-level meetings. This ensures that all students receive consistent, hands-on STEM and coding instruction on a rotating basis, promoting critical thinking, problem-solving, and innovation.

Attack Theatre continues to be a strong partnership offering students arts-integrated programing. Through collaboration with classroom and special area teachers (music, art STEAM, and physical education), students in grades 1 – 2 engage in interdisciplinary learning experiences that incorporate movement, music and creative expression. This approach enhances student engagement while supporting diverse learning styles.

The Boys and Girls club remain an important after-school partner, currently serving 36 students in grades K-8. This program provides academic support, social-emotional development, and structured recreational opportunities in a safe and supportive environment.

All Kids Bike Program

Through a new partnership with Bayer AG, the District was selected to participate in the All Kids Bike “*Learn-to-Ride*” Kindergarten Physical Education Program. This nationally recognized program supports the enhancement of motor skill acuity by teaching students how to ride a bicycle while building confidence, coordination, and independence.

The program includes teacher training and certification, an eight-lesson curriculum, student bikes with helmets and pedal conversion kits, instructional equipment, and ongoing support. On March 30th, the District hosted a bike reveal event where kindergarten students participated in introductory riding experiences, including helmet safety and guided activities led by the physical education teacher.

This initiative enhances the physical education program and promotes lifelong healthy habits through engaging, hands-on learning experiences.

Parent Engagement Activities

School-level personnel successfully coordinated and participated in several winter family and community engagement events, strengthening partnerships between students, families, and staff while promoting a sense of belonging and community pride.

- ***Black History Celebration:*** The District hosted its annual Black History Month Celebration on February 24th. This year's culturally enriching event was themed "*Black History Heroes: Then & Now,*" highlighting influential figures from the past and present. Performances included Zeta Phi Beta and Sigma Gamma Rho sororities, student poetry readings, the Boys & Girls Club Dance Team, PGH SK8 Collaborative and multi-media presentations created by the middle school Student Tech Team. The event successfully promoted cultural awareness, student voice, and community engagement.
- ***Black History Trivia Competition:*** In coordination with the Goodwill *YouthWorks* partnership and three (3) neighboring schools, students engaged in a Jeopardy-style event on February 25th. The competition fostered a deeper understanding of African American history, culture, and contributions as well as team collaboration, school pride and academic engagement.
- ***STEM Night:*** Sponsored by PACS, the March 25th event integrated STEM learning with the District's World of Work initiative and RIASEC framework. Through six interactive stations aligned to the RIASEC model (Realistic, Investigative, Artistic, Social, Enterprising, and Conventional), students and their families rotated through hands-on STEM experiences and received STEM take home activities and World of Work resources to support career conversations at home, strengthening the home-school connection.

12. State Monitoring

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

13. Curriculum, Instruction and Assessment

A. Curriculum and Instruction

The District continues the partnership with the Allegheny Intermediate Unit 3 (AIU) to provide comprehensive instructional and content coaching to all teachers. This collaboration includes structured professional development sessions, model lessons, and classroom-based support designed to strengthen Tier 1 instruction and ensure alignment with the Pennsylvania Academic Standards. These coaching efforts directly support implementation of the District's Comprehensive Plan priorities, including structured literacy, standards-aligned Tier 1 instruction, acceleration over remediation, and Multi-Tiered System of Supports (MTSS).

Teachers participate in weekly grade level meetings, with additional bi-monthly content-area collaboration and data analysis. This serves as a forum for educators to examine classroom and student-level data to inform instructional planning and intervention design. These meetings include opportunities for vertical alignment across grade levels and interdisciplinary collaboration. Data sources used during these meetings include Acadience benchmark assessments, formative assessments, exit tickets, anecdotal records, proficiency data from online learning platforms, and yearly lesson plans. The District will continue to utilize a data-driven protocol aligned to the Comprehensive Plan and the Financial Recovery Plan.

Personalized and responsive instruction across grade levels priorities continue. Teachers design lessons and flexible grouping structures that support differentiated instruction, acceleration

opportunities, and targeted intervention. This work aligns to the District’s goal of improving academic achievement and ensuring growth translates to proficiency for all students.

The District began piloting Illustrative Math this school year. The resource emphasizes conceptual understanding, mathematical discourse, and problem-based learning aligned to grade-level standards. AIU content coaches continue to provide targeted professional development and classroom support to assist teachers with effective implementation. Feedback gathered from teachers and instructional walkthroughs will inform final curriculum decisions. The District has committed to use Illustrative Math as our math curricular resource for a two-year cycle starting with the 2026–2027 year.

The District intends to pilot Wonders, a K-8 English Language Arts curriculum, for the 2026–2027 school year to strengthen alignment to Science of Reading practices and structured literacy instruction. Planning for this pilot over the course of the current school year has been through curriculum review, professional learning, and collaboration with AIU literacy specialists. This work supports the District’s early literacy priorities and efforts to improve Acadience benchmark outcomes.

Title IV funds have been allocated to purchase an educational resource called ActiveFloor. ActiveFloor is an interactive educational tool that connects play with opportunities to learn and practice math and ELA skills. The ActiveFloor lab, located in the building’s LGI Resource Room, will advance our students’ auditory, visual, and kinetic learning skills.

The Comprehensive Planning Committee met on March 16th to finalize all aspects of the District Comprehensive Plan. The Plan is currently posted on the District’s website for the required 28-day public review period and is expected to be approved at the May Receiver Business Meeting. With the completion of the Comprehensive Plan, building-level administrators have been attending AIU workshops to begin formulating the TSI / ATSI plans, which have a submission deadline of September 1, 2026.

B. Professional Development

Professional development opportunities provided during third quarter were aligned to Comprehensive Plan priorities and instructional needs identified through classroom observations and student data. The sessions included both District-led and AIU supported training opportunities. Topics included:

- Structured Literacy and Foundational Skills Support
- Illustrative Mathematics Implementation Support
- Acadience Data Analysis and Progress Monitoring
- MTSS and Intervention Planning
- Discovery Education Integration for Science and Social Studies
- Augmented Reality for Student Engagement
- VILS Training LSX2 for Grades 5 – 8
- Heggerty Foundational Skills Support for Grades K – 2
- IST/DSAP Process Refinement

C. Benchmark Assessment

With technical assistance and implementation support from the PA Department of Education (PDE), the Allegheny Intermediate Unit (AIU) and PaTTAN, the District initiated the use of Acadience as a universal screening and benchmark assessment system for students in grades K-8.

Acadience serves as a foundational component of the District's Multi-Tiered System of Supports (MTSS) and early literacy improvement plan.

Acadience provides research-based measures that assess foundational literacy and numeracy skills aligned to grade-level expectations. The assessment data is used to identify instructional strengths, learning gaps, and students requiring targeted intervention. Data informs small-group instruction, intervention placement, progress monitoring and Tier 1 instructional adjustments.

Benchmark assessments were administered in December of 2025. Students are scheduled to initiate a follow-up testing May of 2026.

The District will fully implement three benchmark windows beginning in the 2026–2027 school year which will occur in the fall, winter and spring. This expanded assessment schedule will strengthen the District's ability to monitor growth, identify students with reading deficiencies, and develop targeted intervention plans aligned to upcoming state literacy requirements beginning in the 2027–2028 school year.

In February 2026, the District participated in mid-year MAPS benchmark testing. The final MAPS benchmark will be given to students in May. The expectation is to use data from both Acadience and MAPS to assess the effectiveness of our instruction and support across all MTSS tiers of support.

14. Technology, Digital Learning, and Innovation

During the third quarter, the District's Department of Information Technology continued its focus on student data privacy, assessment readiness, cybersecurity awareness, and operational reliability across instructional technology systems.

A high-priority initiative to integrate and implement the TrustEd Apps Management Suite (TAMS) Dashboard in preparation for the upcoming Children's Online Privacy Protection Act (COPPA) compliance requirements has been completed. All digital applications utilized within the District have been recorded within the system, reviewed for data privacy and security considerations, and categorized accordingly. This ensures that the District maintains a inventory of digital tools used for instruction and operation to be transparent with parents and stakeholders regarding approved applications and student data privacy protections.

Continued DRC COS server preparation for PSSA testing are being performed. Servers are being updated with testing content ensuring all PSSA testing infrastructures are fully prepared and aligned with state assessment requirements. Additional preparation for PSSA testing will occur over the scheduled Spring Break which include iOS iPad system and DRC Insight testing application updates.

To further support assessment readiness, the internal ticketing system has been configured to automatically categorized DRC-related support requests as Priority 1 / Emergency. This will immediately trigger alerts to the technology staff, ensuring rapid response to any testing-related technical issues and minimize potential disruptions to the testing environment.

Cybersecurity awareness and threat monitoring remained a priority during the third quarter and will be of even more focus moving forward. The Director of Information Technology participated in a quarterly cybersecurity intelligence briefing focused on emerging threats, K – 12 targeted attacks, and recommended defensive practices. Information obtained through these briefings will be used to guide the District cybersecurity practices, risk mitigation strategies, and staff awareness efforts.

Following a review of online student safety and web monitoring platforms for the 2026 – 2027 school year, the District has chosen Gaggle K-12 Online Safety Management software. This transition will strengthen the District’s ability to monitor student safety concerns, manage inappropriate content, and maintain compliance with student data privacy regulations, including COPPA and other applicable student data protection requirements. Gaggle will provide enhanced monitoring, alerting, and reporting capabilities that support student safety, digital citizenship, and responsible technology use.

The technology department continued to actively monitor network infrastructure, servers, and critical systems to ensure reliability for instructional and operational technology throughout the third quarter. Preventative maintenance, system monitoring, and performance reviews remain ongoing to reduce downtime and maintain consistent access to digital learning resources. Relationships and communication efforts with vendors continue to be strengthened to improve support responsiveness, service coordination, and long-term technology planning for future instructional and operational success.

15. Special Education Services

A. Special Education Enrollment

As of March 31, 2026, the District had a total of one-hundred and twenty-six (126) students with Individual Education Plans (IEPs) who are being supported: (102) in-district, (24) specialized educational placements, and (2) Duquesne Cyber Academy.

B. Staffing

The Special Education Department is currently staffed with seven (7) special education teachers, one and one-half (1.5) speech-language pathologists, and one cyber school teacher, with two special education teaching positions presently vacant. The District has secured a special education teacher who is expected to join the department on April 27th and active interviews are underway to fill the remaining opening.

Support Category	No. of Teachers
Learning Support	1.5
Emotional Support	2.5
Autistic Support	1 (FT K-2)
Life Skills / Autistic Support	2
Speech and Language Support	1.5

C. PASA

The Pennsylvania Alternate System of Assessment (PASA) testing administration is scheduled for the week of April 13th, with four (4) qualifying students participating District-wide.

D. Extended School year

The Extended School Year (ESY) will be held July 6 – 17, 2026, Monday – Friday from 8:30 AM – 12:30 PM. Established upon baseline, regression and recoupment data collection, twenty-two (22) students have qualified based on two or more criteria.

16. Student Services

A. IST / DSAP Q4 Data

IST		DSAP	*
Total Students Referred	22	Total Students Referred	32
Referrals Reopened	0	Referrals Reopened	0
Cases Closed	7	Cases Closed	6
Cases Active	11	Cases Active	26
Cases referred to SAP	4	NA	0

*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 eleven (11) 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 two (2) in-district foster care students.

D. Positive Behavior Intervention and Supports (PBIS) and MS House System

During the third quarter, the school recorded two-hundred and nineteen (219) discipline referrals, representing a 25% decrease from the same period last year. This reduction highlights the continued success of PBIS implementation in grades, K–6, the House System in grades 7–8, and a strengthened Multi-Tiered System of Supports (MTSS.)

Middle School students participated in House System challenges to promote teamwork, leadership, and a sense of belonging. The integration of Restorative Practices, in partnership with the University of Pittsburgh, has further strengthened student relationships and accountability.

The PBIS framework continues to emphasize school-wide expectations: Be Safe, Be Responsible, and Be Respectful. Students earn Duke Bucks as positive reinforcement, with weekly and monthly recognition systems in place.

The PBIS Store has been a highly successful addition, allowing students to redeem earned incentives, reinforcing positive behavior and student motivation.

17. Mental Health and Behavior Support Services

The Youth Engagement Support Services (YESS) Pressley Ridge partnership continues to provide ongoing targeted support for students. Supports include closely monitoring student needs to ensure resources are available and provided when needed. Data indicates a decrease in both security calls and discipline referrals among students receiving services, demonstrating the effectiveness of these interventions.

The Mental Health and Behavior Support Team continues to monitor students through the Student Assistance Program (SAP), ensuring appropriate supports are in place. The addition of two (2) in-

person therapists through Auberle has significantly enhances access to mental health services for students.

The School Counselor continues to deliver weekly social-emotional learning (SEL) lessons to K-8 students. Instruction focuses on relationship-building, emotional regulation, empathy, and responsible decision-making. At the middle school level, lessons extend to include peer pressure, conflict resolution, digital citizenship, self-advocacy, and career readiness – further aligning with the District’s World of Work initiative.

18. District Cyber Academy and Marketing / Recruiting Plan

The District Cyber Academy, in partnership with Allegheny Intermediate Unit / Waterfront Learning, offers flexible, research-based online learning via Accelerate. One District teacher instructs students online and is available to support students through daily office hours. Students benefit from a high-quality curriculum and maintain access to all Duquesne programs, activities, sports, and clubs. The teacher is also responsible for contacting District families who have their K-8 student in another cyber school to discuss our program offerings. To date, one student has returned.

The 2025–2026 Marketing / Recruiting Plan is being reevaluated to ensure effectiveness. The District’s goal is to continue to boost student enrollment at Duquesne K-8 School and lower charter tuition costs. It leverages current resources, social media, and staff to engage the community and highlight Duquesne City School District’s legacy. The “REDISCOVER DUQUESNE” brand will continue to promote a flexible online education option for families.

19. Financial Recovery Plan

Judge Alan D. Hertzberg extended Receivership for three years (effective April 1, 2025–March 31, 2028), re-appointed the Court-Appointed Receiver, and approved the School District’s 2025 Financial Recovery Plan (FRP). The FRP is available to stakeholders and is posted on the School District’s website.

20. Budget and Finance (YTD)

A. Residency Verification Program

The School District currently enrolls an estimated 454 students in neighboring high schools, charter schools, and cyber charter programs. Of these, approximately 171 attend charter schools and 35 participate in cyber charter programs. The average tuition cost for charter school students is \$15,285.22 and cyber charter schools is \$14,771.63 while high school tuition at East Allegheny and West Mifflin is set at \$18,031.87 for the 2025–2026 academic year, representing a significant budgetary consideration. The District employs all available resources to verify and reconcile student residency; however, monitoring remains challenging, particularly with transient populations.

The School District has been using the CLEAR Residency Verification platform to determine actual student addresses within and outside its boundaries. As of March 31, 2026, the Administration has verified respective family residency and discovered inaccurate invoice charges for thirteen (13) regular education students and five (5) special education students assigned to charter and cyber charter schools who no longer live in the Duquesne City School District. As a result – and to date – cost avoidance to the School District realizes a savings of \$397,229.96.

Using the CLEAR Verification Program, the Administration continues with an aggressive approach to residency verification and identifying cyber charter and charter school students who are no longer associated with the Duquesne City School District. The Administration's action steps will result in additional cost savings and redirect such savings for educational programs and services that directly benefit Duquesne students.

- B. The Court-Appointed Receiver, Chief Recovery Officer, and Superintendent of Schools continue to collaborate with the Duquesne Director of Information Technology to review the Financial Recovery Plan and Data Collection Tool. The Superintendent and CRO evaluate supporting evidence submitted by Administrators and grant approval prior to the Court-Appointed Receiver's final authorization. 2025–2026 evidence submissions will be forwarded to PDE and PFM concurrently with the Q3 Progress Report.

- C. The Superintendent, Business Manager, Court-Appointed Receiver, and Chief Recovery Officer meet bi-monthly with the Managing Director of the Public Financial Management Group to review updated model assumptions and financial projections for FY 2025–2026 through 2030–2031. The current fiscal year financial reports are regular points of discussion and checked for all activity and transactions to ensure budgetary controls and tracking of revenues. As required by PDE, the Business Manager completes a monthly cash flow spreadsheet that captures state revenues and deductions, along with federal revenues. This includes local revenue and expenditures with actual and estimated financials, debt service obligations, and vendor payments through the current fiscal year.

- D. Consistent with the Financial Recovery Plan, a Board Resolution was approved for School Year 2025–2026, with the following key components:
 - 1. Instructs the Administration to develop Business Office and Human Resources Procedure Manuals, in collaboration with designated Administrators and aligned with the School District's Financial Recovery Plan, effective for the 2025–2026 school year.
 - 2. Instructs the Administration to perform an internal Human Resources audit which will include best practices, actions taken, revised/new policies and procedures, employee position controls, and human resources software and online technology tools.
 - 3. Instructs the Administration to perform a thorough review and update of all administrative, professional, and support staff job descriptions to ensure they meet all work expectations and responsibilities. The job descriptions will include provisions for additional work assignments, assigned supervision, annual performance evaluations, and performance improvement plans.
 - 4. Establishes Guiding Principles and Goals to optimize budget and finance operations for greater efficiency and accountability, improved resource allocations, and increased transparency for all School District operations.

The 2025–2026 Final General Fund Budget was approved at the June Receiver Business Meeting, which includes a 1.39 mil increase with a balanced budget of \$22,919,191.00. The current real estate tax rate is 22.58 mils and existing rates for Act 511 taxes continue. The median assessed homestead property pays \$25.00 more for the year.

The 2025–2026 Act 1 Resolution was approved at the December Receiver Business Meeting. The Court-Appointed Receiver certified that increasing any tax at a rate less than or equal to the index will be sufficient to balance its final budget for the 2026–2027 fiscal year.

The 2026–2027 preliminary General Fund Budget is completed, with a presentation planned for the May 5, 2026 Receiver Business Meeting. The Superintendent, Business Manager, Court-Appointed Receiver, and Chief Recovery Officer have examined the functions, objects, funding sources, and descriptions, comparing the 2026–2027 Budget with that of 2025–2026. The preliminary budget of revenues and expenditures calculates a 3.84% increase, amounting to \$914,479.00 over the current year’s budget. Equal revenues and expenditures of \$23,833,670.00 project a preliminary balanced budget. Budget reviews and development will continue, noting the preliminary budget includes the subsidy proposals presented by the Governor to the State Legislature.

The Local Auditor, representing Hosack, Specht, Muetzel, & Wood, LLP, presented the 2024-2025 Financial Statements and Single Audit Report at the January 27, 2026 RBM. There were three key takeaways: A clean audit with no internal operational weaknesses; positive financial results across all audited categories; and high commendations were extended to the new business manager who spearheaded the transition period upon the departure of the former business manager. Prior to the RBM, each School Board member received a copy of the Financial Statements and Single Audit Report which is posted on the School District’s website.

The School District faces ongoing financial pressure from increasing charter school tuition costs. For 2025–2026, non-special education charter tuition is \$15,285.22 per brick-and-mortar student and \$14,771.63 per cyber student. While special education tuition is \$39,704.42 per brick-and-mortar student and \$27,918.38 per cyber student. The special education funding formula assumes only 16% of students qualify, but the District's actual rate is much higher at 28%, causing the formula to underestimate enrollment and misallocate funds.

The following chart provides a visual with specific data to Duquesne’s preliminary Average Daily Membership for 2025–2026; Special Education Population with 16% assumption required by PDE; Actual Special Education Population of the District at 28%; and Additional Cost to the District using the required 16% assumption.

Categories and Descriptions	Average Daily Memberships	Special Education Tuition Rate for 2025-2026	Number of Special Education Students at Charter Schools as of March 31, 2026	Charter School Tuition Cost for Special Education Students
DCSD Average Daily Membership for 2024-2025	941.138	-	-	-
Special Education Population with 16% assumption required by PDE	150.82	\$39,704.42	46	\$1,826,403.32
Actual Special Education Population of District is 28%	237.166	\$27,918.38	46	\$1,284,245.48
Additional Cost to District using required 16% assumption	-	\$11,786.04	-	\$542,157.84

21. General Fund Balance Analysis

**Duquesne City School District
General Fund
Balance Analysis
June 30, 2025**

GF Balance Analysis June 30, 2025		
Non-spendable		
Pre-paid	\$115,392	-
Other	-	-
Total non-spendable	-	\$115,392
Restricted		
Committed		
Unassigned	-	\$1,802,695
Assigned		
Total fund balance as of June 30, 2025 (audited)	-	\$4,227,762
Surplus (deficit) for FY 2024-2025	-	\$815,325
Total fund balance as of June 30, 2025 (audited)	-	\$5,043,087

22. Bonds and Notes Payable

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

**Bonds and Notes Payable
March 31, 2026**

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	7,610,883	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
2028**	8,355,834	-	8,355,834	758,374

*Audited financial statements

**Projected

23. Receiving Schools, Tuition Enrollments, and Projected Costs

After personnel costs for the Duquesne City School District’s staff, the next largest categories of spending are tuition costs for secondary schools and charter schools. These two costs contribute to the School District’s long-term financial challenges.

Current student tuition enrollments are tabulated in the following chart(s). The Tuition Enrollment 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, 2026

Receiving Schools	Grades	Students December 31	Students March 31	Projected 2025-2026 Tuition
West Mifflin Area School District	9 – 12	238	222	\$4,003,075.14
East Allegheny School District	9 – 12	27	26	468,828.62
Charter schools, regular education	K – 8	129	127	1,935,573.45
Charter schools, special education	K – 8	43	39	1,477,756.14
Charter schools, regular education	9 – 12	34	33	498,249.18
Charter schools, special education	9 – 12	10	7	207,214.70
Special Education schools	K – 12	25	25	1,077,473.57
Totals		506	479	\$9,668,170.80

Special Education Schools (Out-of-District)	Qtr 3 Enrollment
Western PA School for the Deaf	2
The Children’s Institute	2
Mon Valley	7
PACE	2
Pathfinder	1
PLEA	2
Steel City Academies	6
Wesley Spectrum	1
Sunrise	1
Total	24

Changes in individual tuition enrollments in the categories of receiving schools can be seen by comparing enrollments from December 31, 2025 to March 31, 2026 in the Tuition Enrollment table above. Enrollment figures for East Allegheny and West Mifflin will be reconciled at the end of FY 2025–2026. The Tuition Enrollment 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 248 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 \$18,031.86 that Duquesne will pay East Allegheny and West Mifflin School Districts in 2025–2026, based on Section 1607(b)(4) of the Pennsylvania School Code. [For comparison purposes, the School District pays a tuition rate of \$15,285.22 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.

Duquesne City School District, Act 1 Index

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
	Actual	Projected	Projected	Projected	Projected	Projected	Projected
Projected Base Index	4.0%	3.5%	3.2%	3.3%	3.3%	3.1%	2.9%
Projected Act 1 Index	6.6%	5.8%	5.3%	5.5%	5.5%	5.1%	4.8%

24. 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.

The Duquesne City Education Foundation Board applied to the state for Educational Improvement Tax Credit (EITC) program approval to support student scholarships, educational field trips, and other educational opportunities for students and staff. The EITC application was submitted to the State Agency on December 3, 2025, and is currently under a 60-day review for approval.

25. Human Resources – Personnel / Staffing Assignments

Settlements and other Personnel Actions

There were no personnel settlement agreements this Quarter.

Personnel / Staffing Assignments

The following chart presents a summary of staffing at the DCSD as of March 31, 2026. Parentheses indicate changes from the December 31, 2025 summary.

**Duquesne City School District
2025–2026 Staffing Summary
March 31, 2026**

DCSD Staffing Summary			
Professional Staff (-2)	42	Administrators (0)	4
Instructional Support Staff (0)	11	Coordinators and Supervisors (0)	4

DCSD Staffing Summary			
Other Support Staff (+3.5)	12.5	Confidential Staff (0)	4

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

Following a mid-level and elementary level special education classroom teacher resignations, two special education classroom teaching vacancies exist.

Following the resignation of one mid-level regular education classroom teacher, one mid-level regular education classroom teacher was hired.

Following the temporary reassignment of one elementary level regular education teacher to an Instructional Coach position for the remainder of the school year, one long-term substitute teacher was hired.

Following the retirement of one paraprofessional, one paraprofessional was hired.

Following the necessary termination of the District security services contract with the vendor, one full-time armed school security officer, two full-time unarmed school security guards and one part-time unarmed school security guard were hired for the remainder of the school year.

To meet the changing needs of the School District and to streamline administrative duties, the Act 44 Coordinator of Safety and Security was promoted to the Act 93 Administrative and Supervisory Agreement.

To meet the changing needs of the School District and to streamline administrative duties, the Maintenance Technician / Substitute Director of Facilities was promoted to the Act 93 Administrative and Supervisory Agreement, effective July 1, 2026. The positions job title will be modified to Director of Facilities and Property Services.

To meet the changing needs of the School District and to streamline administrative duties, the following changes are effective July 1, 2026:

- The current Maintenance Technician / Substitute Director of Facilities to be promoted to the Act 93 Administrative and Supervisory Agreement. The position's job title will be modified to Director of Facilities and Property Services.
- The Director of Facilities, Transportation, and Security job title will be modified to Director of Attendance Improvement, Truancy Compliances, and Ancillary Services.
- The Director of Information Technology and Truancy Services job title will be modified to Director of Information Technology and Safety.
- The Administrative Coordinator for Enrollment, Attendance, Homeless and Foster Care Services job title will be modified to Administrative Coordinator of Pupil Services and Transportation.
- The Executive Assistant / Coordinator of Human Resources, Food and Nutrition Services and Open Records / Board Secretary job title will be modified to Executive Assistant / Coordinator of Human Resources and Open Records / Board Secretary.
- The Accountant job title will be modified to Accountant / Coordinator of Food and Nutrition Services.

26. Board Operation Guidelines, Board Policies and Administrative Regulations

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

Board Policies

006 Meetings
122 Extracurricular Activities
122.1 Noncurriculum Related, Nonschool-Sponsored Student-Initiated Groups
204 Attendance
218.1 Weapons
610 Purchases Subject to Bid / Quotation
611 Purchases Budgeted
803.1 Telework, Flexible Instructional Days, and Remote Learning Days (new)
805.1 Relations with Law Enforcement Agencies
805.2 School Security Personnel
817 District Social Media

Administrative Regulations

200-AR-4 Residency Verification Investigations (new)
204-AR-0 Compulsory Attendance / Unexcused Absences
218.1-AR-0 Weapons Notifications to Appropriate Population of School Community (new)
626.5-AR-0 PDE Updated Procurement Table
803.1-AR-0 Telework – Flexible Instructional Days – Remote Learning Days (new)
805.2-AR-0 School Security Personnel Training

Board Policies Reviewed

327 Management Team
805 Emergency Preparedness and Response

27. Facilities and Property Services - Maintenance, School Safety and Security

A. Maintenance

The Director of Facilities, Transportation and Security and the Maintenance Technician completed several preventative and routine maintenance repairs during this quarter. These include, but are not limited to, semi-annual HVAC servicing, semi-annual hot water servicing, repairs to the Kubota drive chain, and repairs to (2) water fountains. Preparations to transition grounds keeping equipment for seasonal maintenance such as grass cutting have begun. Several broken flush valves throughout the building have been repaired; drains were cleared and flushed of sediment from a broken city water main.

The Director of Facilities, Transportation and Security and the Maintenance Technician have scheduled and been present for several facility inspections to include, but not limited to, elevator and dumb-waiter inspections, stage and fire curtain inspection, water chemical testing, backflow testing, lead testing and the semi-annual ACHD kitchen inspection.

B. School Safety & Security

Monthly fire drills and the second bi-annual bus emergency evacuation drill have occurred. Monthly inspections of the emergency evacuation location have also been conducted.

Monthly “Safety and Security” meetings, as well as “Threat Assessment” meetings have been held and scheduled throughout the year.

Medical AEDs, Stop the Bleed kits, and first aid stations have been evaluated on a daily and weekly basis by the nurse. All items have been cleared for ready use during the quarter.

An Emergency Communication Plan was developed during the quarter in order to organize and execute a fluid set of communication and assistance processes between the Duquesne, East Allegheny and West Mifflin School Districts to follow in the event of an emergency. The plan includes not only the school districts affected, but also local emergency responders and municipalities. The plan was also presented to Board members during the March executive Receiver Meeting session.

A safety program called *Rocket Rules* was presented in K–2 grade classrooms which focused on “Sense of Safety & Beyond” and “Finding Feelings.” Students in grades 3 – 5 were presented with “Drug Safety & Peer Pressure.” Safe2Say PSAs have been reviewed with middle school students as well.

Security attended the AIU weekly and quarter meetings for Safety and Security Coordinators. The District’s Coordinator of Safety and Security is also a member of the AIU regional mutual assistance group and has attended additional meetings and training for support. The Mutual Assistance Group can provide support resources to school districts in distress in the event of an emergency.

Administration participated in a meeting on March 25th with City of Duquesne Mayor, police chief, and assistant police chief. The purpose of the meeting was to discuss the District’s emergency response plan between school districts, expectations of support between the municipality and the District, and an updated MOU agreement to include the new requirements under Act 47 of 2025. Section 1319-B(d)(4) under the Pennsylvania School Code now requires that an MOU executed between a school entity and any law enforcement agency with jurisdiction over school property must include procedures for timely coordination between the school entity’s Threat Assessment Team and the law enforcement agency, if necessary, pursuant to section 1302-E.

28. 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, Secretary of Education, via Dr. Gina Colarossi, Special Advisor to the Secretary. Dr. John Hansen, Chief Recovery Officer, appointed effective July 1, 2025, reports to Dr. Kerr and Dr. Gina Colarossi.

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 Calvin Harris
3. School Director Candice Butler-Davis
4. School Director Burton Comensky
5. School Director Laura Elmore
6. School Director Connie Lucas-Kemp
7. School Director Terrence McDonnell

8. School Director Rosia Reid
9. School Director Cedric Robertson

Members of the Duquesne City Board of School Directors participated in four (4) Receiver Business Meetings: January 15, January 27, February 24, and March 24, 2026.

School Board members in attendance at the Receiver Business Meetings: January 15 (6), January 27 (6), February 24 (6) and March (7).

29. Next Report

The next Quarterly Progress Report will cover the Fourth Quarter of Fiscal Year 2025–2026, April 1 through June 30, 2026. That report is expected to be filed by July 15, 2026.

30. Acknowledgements

The following individuals contributed to this report:

- William H. Kerr, Ed.D., Court-Appointed Receiver
- John Hansen, Ed.D., Chief Recovery Officer
- Sue A. Mariani, Ed.D., Superintendent of Schools
- Devin M. Fortna, B.S., Business Manager
- Ryan Matsook, M.S, LOE, Director of Curriculum, et al
- Pam Zackel, M. Ed., Director of Special Education
- Charles Robinson, Director of Information Technology and Truancy Services
- Erica Slobodnik, M. Ed., K-8 Building Principal / LEA / Federal Programs Coordinator
- Jennifer Yocca, M.Ed., Assistant Principal / Coordinator of ELL and Transition Services
- Brian Stowell, MBA, Director of Facilities, Transportation, and Security
- Brandon Irdi, Act 44 Safety and Security Coordinator
- Crystal Irdi, AAS, Executive Assistant / Coordinator for Human Resources, Food and Nutrition Services, and Open Records / Board Secretary
- Sara Fite, Administrative Coordinator for Enrollment, Attendance, Homeless and Foster Care Services