



OFFICE OF THE RECEIVER

QUARTERLY PROGRESS REPORT FOR THE PERIOD Q4 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City School District as a distressed school district pursuant to section 691 of the Public-School Code, which has been repealed.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 Q4–2025–2026 – April 1, 2026 through June 30, 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 deliver 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, Pursuant to Act 47 of 2025, Section 1607.

The Duquesne City School District acknowledged that the Pennsylvania Department of Education (PDE) initiated a feasibility study to examine future considerations. Conducted by PDE, the study is part of the state-mandated review of School District operations, sustainability, and long-term educational planning.

The Feasibility Study continued to examine data-driven educational, financial, and operational factors. District officials reaffirmed that the educational well-being, safety, general welfare, and success of all Duquesne students remain the School District's highest priorities. Duquesne K-8 School will continue normal operations, with District staff focusing on student growth, academic opportunities, social-emotional support, and positive learning environments. The Board of School Directors, staff, parents/guardians, and community members were encouraged to complete the PDE Feasibility Study Survey.

Status Update – Feasibility Study

The Court-Appointed Receiver, Chief Recovery Officer, Superintendent, Business Manager, and District Solicitor continued to monitor the Phase 1 process of the state-mandated Feasibility Study. Regular communication about the process continued throughout Fourth Quarter with PDE, PFM, and the Special Advisor to the Secretary of Education. The Study included East Allegheny, McKeesport, Pittsburgh Public, and West Mifflin school districts.

On June 25, 2026, the Special Advisor met in person at Duquesne with the Court-Appointed Receiver, Chief Recovery Officer, and two elected DCSD Board members to discuss the Feasibility Study. The discussion addressed the study process, school community survey feedback, community concerns shared with Board members, and questions from the two Board members. It was also announced that the Feasibility Study Status Update would be released on Friday, June 26, 2026, to the four participating school districts.

On June 26, the Pennsylvania Department of Education released the Feasibility Study Update pursuant to Section 1607(B.3) of the School Code.

On June 30, the Court-Appointed Receiver convened an Executive Session to review and discuss the Status Update with the Duquesne City Board of School Directors, Superintendent, Chief Recovery Officer, District Solicitor, Business Manager, and the Curriculum Director. Eight (8) Board members participated in the Executive Session. The CRO facilitated an overview of the Status Update which included time for questions and answers and provided a copy for Board review and further study.

The PDE Project Team will provide additional guidance and information to the School District officials in the coming weeks. PDE indicates that the Governor and the Senate and House of Representatives are reviewing the Status Update. A School Community Forum on the Status Update will be scheduled for August at Duquesne K-8 School to give the public an opportunity to ask questions and receive answers.

The Feasibility Study Status Update identifies recommendations and considerations for next steps, including the creation of an Advisory Committee to provide input throughout the planning process. The Advisory Committee will include representatives from the Allegheny County Intermediate Unit and the Duquesne City and McKeesport Area School Districts, including, but not limited to: superintendents, directors and supervisors of curriculum, special education, school services, technology, buildings and grounds, and transportation; business managers; high school and middle school principals; guidance counselors; state legislative representatives; and community representatives.

Questions may be directed to the Chief Recovery Officer, Dr. John Hansen: hansenj@dukesk12.org.

Any media questions from news reporters will be directed to the PDE spokesperson.

5. Quarterly Progress Report FY Q4-2025-2026

- The Quarterly Receiver Advisory Committee meetings were convened in April and June. Educational, financial, and academic highlights were standard topics, including additional information about the Financial Recovery Plan and Act 47 of 2025. Updates on the Duquesne City School District Feasibility Study and the 2026–2027 preliminary General Fund Budget were presented.

- The Quarterly CRO/Receiver Meeting was held at PaTTAN Central on May 19, 2026. The primary focus included small group sessions to review and provide input for revisions of the September 2023 PDE Financial Recovery Plan Manual.
- On June 9, 2026, the 2026–2027 General Fund Budget was approved by the Court-Appointed Receiver in the amount of \$23,835, 513. The RBM was recessed for a Special Meeting of the elected Board of School Directors. The Board unanimously approved the Tax Levy Resolution based on the Act 1 Index increase of 5.8% which equates to a 1.309 mil increase and a new rate of 23.88 mills, effective July 1, 2026. The Board action complies with the Duquesne City School District Financial Recovery Plan. The RBM was reconvened for further business.
- On June 26, the PDE released the Feasibility Study Status Update pursuant to Section 1607(B.3) of the School Code.
- On June 30, the Court-Appointed Receiver convened an Executive Session to review and discuss the Status Update with the Duquesne City Board of School Directors, Superintendent, Chief Recovery Officer, District Solicitor, Business Manager, and the Curriculum Director. Eight (8) Board members participated in the Executive Session. The CRO facilitated an overview of the Status Update (Phase 1), including an opportunity for questions and answers, and provided a copy of the same for Board review and further study. Copies are to remain with Board members only, noting that the PDE Project Team will provide more information in the coming weeks. The Pennsylvania Department of Education indicates that the Governor and the Senate and House of Representatives are currently reviewing the Status Update.
- The Status Update of the Feasibility Study outlines Recommendations and Considerations for the next steps. This includes establishing an Advisory Committee to provide input throughout the Phase 2 planning process. The Advisory Committee will comprise representatives from the Allegheny County Intermediate Unit, Duquesne City and McKeesport Area School Districts, including but not limited to: Superintendents; Directors and supervisors of curriculum, special education, school services, technology, buildings and grounds, and transportation; Business managers; High school and middle school principals; Guidance counselors; State legislative representatives; and Community representatives.
- The Duquesne Education Association (DEA) and the School District reached a one-year Collective Bargaining Agreement for 2026–2027, which includes 3% salary increases on scale and an employee healthcare monthly premium contribution rate of 6% (moving from a flat monthly rate). The DEA ratified the CBA on June 11, 2026, and on June 17, 2026, the Court-Appointed Receiver approved the CBA during a publicly advertised virtual special RBM. There were three (3) School Board members present.
- The Pre-K Counts program will continue for 2026–2027, 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 Head Start program will continue for 2026–2027, 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 participated in monthly Financial Recovery Plan Monitoring Meetings with the Special Advisor to the Secretary and PDE officials.

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
June 30, 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
June 2026	51	56	57	45	57	38	52	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
June 30, 2026**

Grade	Sections (Classroom Size)	Enrollment	ESL Enrollment
Kindergarten	3 (17.0)	51	9
First Grade	3 (18.6)	56	12

Grade	Sections (Classroom Size)	Enrollment	ESL Enrollment
Second Grade	3 (18.6)	57	16
Third Grade	2 (22.5)	45	9
Fourth Grade	3 (19.6)	57	16
Fifth Grade	2 (19.5)	38	12
Sixth Grade	2 (29.5)	52	14
Seventh Grade*	4 (12.5)	50	13
Eighth Grade*	4 (9.2)	37	11
TOTALS	22	443	112

*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
April	18	89.6%	10.4%	13.86	3.02	0
May	19	84.11%	15.89%	23.97	2.76	0
June	9	81.21%	18.79%	11.55	5.22	0
Total	176	88.63%	11.37%	16.82	2.51	0

10. Significant Observations

Ending Q4 -2025-2026 student enrollment is 443 and the ESL enrollment is 112 students, indicating an offsetting number of incoming and outgoing students and one less enrolled ESL student as reported at the end of Q3-2025-2026.

11. Student Enrichment and Support Programs

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

During the Spring, 8th grade students worked on preparing for a job search, practiced key interview techniques, developed a resume, wrote winning thank-you letters, and gained insight into workplace etiquette and culture through the partnership with Goodwill YouthWorks. These experiences directly align with the District's World of Work initiative, supporting career awareness and skill development at an early age.

In May, 8th grade students visited the AHN Star Center. The Star Center is for the Simulation, Teaching, and Academic Research Center at Allegheny Health Network which offers unique learning experiences for students.

In June, 8th grade students visited Cedar Point as a behavioral and academic incentive to keep the students engaged during the final weeks of the school year. Lastly, 7th and 8th grade students celebrated the end of the school year with a visit from the Kona Ice Truck.

The District continues to maintain a strong partnership with PACS (Pittsburgh Area Community Schools), which plays a critical role in supporting the whole child. 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.

In April, PACS had a Perfect Attendance Glow Party for March. Families made snacks and took the snacks home with recipe cards, cooking supplies, and some ingredients. For May and June, the Perfect Attendance Parties were a candy buffet and tie-dye craft. There was an end of the year BINGO Bash where families were entered into raffles, dinner was provided, free produce given, along with balloon animals. Information was given to the families about the summer Pop Up Events.

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

The District also continues its partnership with Attack Theatre, an arts-integration organization. Through collaboration with classroom and special area teachers (music, art, STEAM, and physical education), students in grades K–1 engage in interdisciplinary learning experiences that incorporate movement, music, and creative expression. This approach enhances student engagement while supporting diverse learning styles.

The Boys & 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.

Math Festival

Held during May Remake Learning Days, families were invited into the school during the school day to participate in a Math Festival alongside their children. Designed to make learning fun, hands-on, and engaging, students in grades 1–3 engaged in a variety of interactive math stations including ActiveFloor. The event provided a wonderful opportunity for families to support their child's learning, strengthen home-school connections, and experience the engaging math activities taking place in our classrooms.

Remake Learning Event

Hosted by LEGO League, the annual Remake Learning event was held in May. Team members shared an overview of this season's theme, *Unearthed*, and explained how it challenges students to explore

discoveries beneath the surface of our world. Students proudly presented their Innovation Project, discussed their research and proposed solution, then concluded with a live robot demonstration showcasing the successful completion of several mission tasks.

Duke Showcase

The Dukes Showcase brought together students, families, staff, and community partners for a celebration of learning and community engagement – strengthening family and community partnerships. Families enjoyed a cookout while students took the lead in proudly presenting projects and showcasing the work they completed throughout the school year. Community organizations were also on-site to provide valuable resources and information to families. To ensure the event was accessible to all members of our school community, translators were available to support our English Learner (EL) families.

12. State Monitoring

The 2024-2025 PCCD School Safety and Mental Health Grant undergoing program monitoring; fiscal monitoring was completed.

13. Curriculum, Instruction and Assessment

A. Curriculum and Instruction

During Quarter 4, the District's curriculum and instructional efforts focused on evaluating the effectiveness of current initiatives, analyzing end-of-year student achievement data, and preparing for implementation priorities for the 2026–2027 school year. Through its continued partnership with the Allegheny Intermediate Unit (AIU), the District provided instructional coaching, content-specific support, classroom modeling, and collaborative planning opportunities designed to strengthen instructional practices and improve student outcomes.

The District successfully completed the K–8 Illustrative Mathematics pilot during the 2025–2026 school year. Feedback from teachers, classroom observations, student performance data, and implementation reviews were utilized to evaluate the effectiveness of the resource. Based on the results of the pilot process, the District has selected Illustrative Mathematics as its core mathematics curriculum beginning with the 2026–2027 school year. Summer curriculum work and professional learning opportunities have been scheduled to support implementation and ensure consistency across grade levels.

Planning also continued for the District's K–8 English Language Arts curriculum pilot for the 2026–2027 school year. Following a comprehensive review of instructional resources and collaboration with AIU literacy specialists, Wonders was selected as the District's pilot resource. This work supports the District's commitment to strengthening structured literacy practices, improving foundational reading skills, and aligning instruction to the Science of Reading. Professional learning, curriculum alignment activities, and implementation planning have been developed to support a successful pilot year.

The District continued strengthening its Multi-Tiered System of Supports (MTSS) through the use of universal screening, benchmark assessment data, and targeted intervention planning. During the 2026–2027 school year, the District will fully implement a comprehensive assessment calendar that includes benchmark windows for Acadience, MAP Growth, and IXL Diagnostic assessments. The assessment calendar will also include scheduled grade-level data meetings to ensure timely analysis of student performance and facilitate instructional adjustments throughout

the school year.

Teachers continued to participate in weekly grade-level meetings and bi-monthly content-area collaboration sessions. End-of-year data meetings were conducted to review student performance, analyze intervention effectiveness, identify instructional trends, and establish priorities for the upcoming school year. Data sources included Acadience Reading and Mathematics assessments, MAP Growth assessments, classroom-based formative assessments, progress monitoring data, IXL analytics, and instructional walkthrough evidence. These collaborative structures continue to support the district's commitment to data-informed decision-making and continuous instructional improvement.

A review of end-of-year Acadience assessment data in comparison with the preliminary Pennsylvania System of School Assessment (PSSA) results received in June indicates a strong alignment between Acadience proficiency predictions and student performance on the PSSA. For example, end-of-year Acadience Mathematics data identified one third-grade student as meeting proficiency expectations, which corresponded directly with the preliminary third-grade PSSA Mathematics results indicating one proficient student. This alignment reinforces the predictive value of the Acadience assessment system and will inform instructional planning and data team discussions beginning in September. This data will be used to support targeted instructional decision-making, identify areas of need, and guide interventions to improve student achievement.

Title IV funding was utilized to purchase ActiveFloor, an interactive educational resource designed to support student engagement and learning through movement-based activities. Installation and staff training are scheduled for Summer 2026, with full implementation planned during the 2026–2027 school year. The resource will provide students with additional opportunities to develop literacy, mathematics, communication, collaboration, and problem-solving skills through interactive learning experiences.

The District also finalized its 2026–2029 Comprehensive Plan during Quarter 4. Following public review and Board approval, District and building leaders have begun transitioning from planning to implementation. Administrative teams have participated in AIU-supported workshops and planning sessions to develop TSI and ATSI plans that align with identified student achievement needs and state accountability requirements. These plans will be submitted to the Pennsylvania Department of Education by September 1, 2026.

B. Professional Development

Professional development efforts during Quarter 4 focused on reviewing student achievement outcomes, evaluating instructional initiatives, and preparing staff for implementation priorities associated with the 2026–2029 Comprehensive Plan. Through partnerships with the Allegheny Intermediate Unit, PATTAN, PDE, and District leadership, professional learning opportunities were designed to build instructional capacity and strengthen student outcomes across all grade levels.

During Quarter 4, teachers participated in professional learning opportunities related to:

- End-of-Year Acadience and MAP Growth Data Analysis
- MTSS Implementation and Intervention Planning
- Structured and Early Literacy
- Illustrative Mathematics Curriculum Implementation
- Wonders ELA Curriculum Pilot Preparation
- Effective Tier 1 Instruction and Instructional Acceleration
- Educational Technology Integration

- Data-Driven Decision Making

As part of the District's continued commitment to building internal capacity, a team of staff members will participate in Acadience assessment training during July 2026. This team will serve as the District's Acadience testing team and will support the administration of benchmark assessments, data analysis, progress monitoring, and implementation fidelity across grade levels.

Professional development for the 2026–2027 school year has been strategically aligned to the goals identified within the Comprehensive Plan, MTSS framework, and TSI/ATSI planning process. Planned professional learning priorities include:

- Illustrative Mathematics implementation and instructional practices
- Wonders curriculum pilot implementation
- Structured and Early Literacy strategies
- Multi-Tiered System of Supports (MTSS)
- Data-driven instructional decision making (Acadience)
- Instructional intervention planning
- Educational technology integration
- Career awareness and career readiness initiatives (AI)
- Student Assistance Program (DSAP) refresher training

Additionally, teachers will receive training on the expanded use of IXL during the 2026–2027 school year. Professional development will focus on utilizing the IXL Curriculum feature to support standards-aligned instruction and leveraging the IXL Benchmark Growth and Diagnostic tools to monitor student progress, identify instructional needs, and support data-based decision making.

The District will continue utilizing weekly grade-level meetings, content-area collaboration sessions, instructional coaching, and scheduled data meetings as job-embedded professional learning structures. A comprehensive assessment and data meeting calendar is being developed for the 2026–2027 school year to ensure that assessment administration, data analysis, intervention planning, and instructional decision making occur systematically throughout the year. These structures will support the District's ongoing efforts to strengthen instructional practices, improve student achievement, and ensure alignment with the goals outlined in the District's Comprehensive Plan.

14. Technology, Digital Learning, and Innovation

During Quarter 4, the District's Department of Information Technology continued its focus on student data privacy, cybersecurity protection, online student safety, infrastructure reliability, vendor coordination, and summer technology readiness across instructional and operational systems.

The TrustEd Apps Management Suite (TAMS) Dashboard remains fully online and operational. Necessary updates are being made as appropriate, including updates related to changes in instructional applications, operational technology systems, and the District's evolving technology environment. The continued use and maintenance of the TAMS Dashboard supports the District's efforts to maintain transparency, strengthen student data privacy practices, and ensure that digital applications used across the District remain properly documented and reviewed.

Cybersecurity monitoring and threat prevention remained a major operational priority during Quarter 4. The MS-ISAC Malicious Domain Blocking and Reporting (MDBR) system is functioning as designed and continues to provide an additional layer of protection for District users and systems. From January 1, 2026, to date, MDBR alone has blocked a total of 16,307 events, including malware, risky

domain access, and phishing attempts before reaching other barriers or safeguards across systems. Of these blocked events, 69.251% were classified as high severity, 29.054% were classified as medium severity, and 1.695% were classified as low severity. Malware accounted for 89.931% of blocked events, followed by risky domain access at 5.813% and phishing attempts at 4.256%. These results demonstrate the continued importance of layered cybersecurity protections, including MDBR, security appliances, endpoint protection services, Google Workspace for Education configuration, and other District-managed security tools.

Meetings with Gaggle have been successful, and the onboarding process has remained smooth. The District remains on target for implementation for the 2026–2027 school year. This transition will further strengthen the District’s ability to support online student safety, monitor potential concerns, respond to alerts, and maintain appropriate safeguards for student use of District technology resources.

All infrastructure, servers, critical systems, and IT-managed systems are functioning as designed. The Department of Information Technology continues to monitor systems for reliability, performance, and availability to support both instructional and operational needs.

As of this report, all summer projects and initiatives are on target for timely completion at or ahead of schedule. This work supports continued modernization, maintenance, reliability, and readiness of District technology systems prior to the start of the 2026–2027 school year.

15. Special Education Services

A. Special Education Enrollment

As of June 30, 2026, the District had a total of one-hundred and thirty-one (131) students with Individual Education Plans (IEPs) who are being supported: (107) in-district, (22) specialized educational placements, and (2) Duquesne Cyber Academy.

B. Staffing

The Special Education Department is currently staffed with eight (8) special education teachers, one (1) speech-language pathologists, and one cyber school teacher. The District is currently reviewing applicants for a part-time speech and language pathologist for the 2026–2027 school year.

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

C. Extended School year

The Extended School Year (ESY) will be held July 6 – 17, 2026, Monday – Friday from 8:30 AM – 12:30 PM. Determined upon baseline, regression and recoupment data collected, (22) students have met at least two of the seven qualifying factors. (16) students have been rostered to participate and (2) ESY teachers will facilitate programming.

16. Student Services

A. IST / DSAP Q4 Data

IST		DSAP	*
Total Students Referred	24	Total Students Referred	33
Referrals Reopened	0	Referrals Reopened	0
Cases Closed	13	Cases Closed	33
Cases Active	7	Cases Active	0
Cases referred to SAP	4	NA	-

*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 twelve (12) 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 students.

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

During Quarter 4, the school recorded 199 discipline referrals, representing a 26% decrease compared to the same period last year. This reduction reflects the continued success of PBIS implementation in grades K–6, the House System in grades 7–8, and strengthened Multi-Tiered System of Supports (MTSS).

Middle school students actively participated in *House* challenges to promote teamwork, leadership, and a sense of belonging. The integration of Restorative Practice interventions, 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 highly successful, allowing students to redeem earned incentives, further reinforcing positive behavior and student motivation.

17. Mental Health and Behavior Support Services

The Youth Engagement Support Services (YESS) partnership with Pressley Ridge continues to provide targeted support for students. 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 in-person therapists through Auberle has significantly enhanced access to mental health services for students.

The school counselor continued to deliver weekly social-emotional learning (SEL) lessons to all students in grades K–8. 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.

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 has been using the CLEAR Residency Verification platform to determine actual student addresses within and outside its boundaries. As of June 30, 2026, the Administration has verified respective family residency and discovered inaccurate invoice charges for 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 \$709,195.13.

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 Q4 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 2026–2027 Final General Fund Budget was approved at the June Receiver Business Meeting, which includes a 1.30 mil increase with a balanced budget of \$23,835,513.00. The current real estate tax rate is 23.88 mils and existing rates for Act 511 taxes continue. The median assessed homestead property pays \$27.00 more for the year.

The 2026–2027 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 Duquesne Education Association (DEA) and the School District reached a one-year Collective Bargaining Agreement for 2026–2027, which includes 3% salary increases on scale and an employee healthcare monthly premium contribution rate of 6% (moving from a flat monthly rate.) The DEA ratified the CBA on June 11, 2026 and the Court-Appointed Receiver approved the CBA on June 17, 2026 during a publicly advertised virtual RBM.

To reiterate an important financial report, 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. The Financial Statements and Single Audit Report are 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 June 30, 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	50	\$1,985,221.00
Actual Special Education Population of District is 28%	237.166	\$27,918.38	50	\$1,395,919.00
Additional Cost to District using required 16% assumption	-	\$11,786.04	-	\$589,302.00

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		\$3,125,000
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
June 30, 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	7,610,833	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
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
June 30, 2026

Receiving Schools	Grades	Students March 31	Students June 30	Projected 2025-2026 Tuition
West Mifflin Area School District	9 – 12	222	219	\$3,948,977.34
East Allegheny School District	9 – 12	26	27	\$486,860.22
Charter schools, regular education	K – 8	127	117	\$1,780,666.89
Charter schools, special education	K – 8	39	43	\$1,648,359.86
Charter schools, regular education	9 – 12	33	29	\$437,621.89

Receiving Schools	Grades	Students March 31	Students June 30	Projected 2025-2026 Tuition
Charter schools, special education	9 – 12	7	7	\$219,000.74
Special Education schools	K – 12	25	25	1,120,082.16
Totals		479	467	\$9,641,569.10

Special Education Schools (Out-of-District)	Qtr 4 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	10
Wesley Spectrum	3
Sunrise	1
Total	24

Changes in individual tuition enrollments in the categories of receiving schools can be seen by comparing enrollments from March 31, 2026 to June 30, 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 246 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; however, the Foundation has not received any status update.

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 June 30, 2026. Parentheses indicate changes from the March 31, 2026, summary.

**Duquesne City School District
2025–2026 Staffing Summary
June 30, 2026**

DCSD Staffing Summary			
Professional Staff (+1)	43	Administrators (0)	4
Instructional Support Staff (-1)	10	Coordinators and Supervisors (0)	4
Other Support Staff (-1.5)	11	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 from the previous quarter, one special education classroom teacher was hired for grades 5 – 8. One upper elementary level special education teaching position will remain vacant for the 2026–2027 school year.

Following the resignation of the K-8 office secretary, one K-8 office secretary was hired.

Following the retirement of one custodian, one substitute custodian was promoted.

Following the resignation of one security guard and the conclusion of a part-time security guard contract, one and one-half vacancies exists.

Following the resignation of one paraprofessional, one vacancy exists.

The Director of Information Technology and Truancy Services to Director of Information Technology and Safety job title modification presented in the Quarter 3 report, will be effective August 1, 2026.

26. Board Operation Guidelines, Board Policies and Administrative Regulations

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

Board Policies

140 Charter Schools
221 Dress and Grooming [students]
325 Dress and Grooming [staff]
332 Working Periods
619 District Audit
810 Transportation

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 filter servicing, floor tile replacement, warranty services on the boiler controls, and hot water heater vent pipe replacement.

After repairing several malfunctioning pieces of equipment, all yard machinery has been transitioned for summer outdoor maintenance and a new Kubota Tractor was purchased.

Hangers on all top windows of ground level floors were adjusted and installation of a storage unit for District equipment has been arranged. In coordination with the stage inspector, reviewed outdated equipment and discussed ways to bring the equipment up to code based on new regulations. A District van used to transport students required battery and brake services.

To date, the Director of Facilities, Transportation and Security and the Maintenance Technician have attended several conferences, including the annual Western-PA Facility Director Association (WPFDA) vendor show, to build capacity and to connect with other school district professionals.

B. School Safety & Security

Fire drills were held monthly within the quarter.

Monthly “Safety and Security” and “Threat Assessment” meetings have been held. Attendance was recorded.

Medical AED’s, stop the bleed kits, and first aid stations have been checked on a daily and weekly basis by the nurse. All have checked out to date during the quarter.

Work Safety Committee Program Training was completed on in May and certification has been updated for the next five years for reference for annual training purposes.

There were two Safe2Say tips submitted during this quarter. Both tips were closed successfully after investigations were conducted. Both tips did not warrant any further action.

Project initiation for installing and deploying the emergency panic button system in and around the school has commenced. An emergency panic button system is a requirement to be compliant with Alyssa's Law going into the 2026–2027 school year.

In early June, the District took part in a free, comprehensive risk and vulnerability assessment by the RVAT (Risk and Vulnerability Assessment Team) program, hosted by the PA State Police. They conducted interior and exterior physical safety and security inspections as well as a review of District policies and procedures related to the scope of the assessment. The report is on-file and being reviewed by the District.

The 2025–2026 Annual Coordinator of Safety and Security Report to school board during executive session was conducted on June 9, 2026 and submitted to PCCD.

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 two regular (2) Receiver Business Meetings: May 5 and June 8, 2026. Board members participated in a Special School Board meeting to approve the 2026–2027 Tax Levy Resolution and participated in an Executive Session on June 30, 2026, for a presentation and review of the Status Update of the Feasibility Study.

Additionally, Special Receiver Business Meeting was held on June 17, 2026, virtually, to approve a one-year Collective Bargaining Agreement (2026–2027) with the Duquesne Education Association. There were three (3) Board members in attendance.

The number of School Board members who attended the Receiver Business Meetings: May 5 (6) and June 9 (7). Eight (8) School Board members attended the June 30 Executive Session.

29. Next Report

The next Quarterly Progress Report will cover the First Quarter of Fiscal Year 2026–2027, July 1 through September 30, 2026. That report is expected to be filed by October 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, MBA, 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