OFFICE OF THE RECEIVER

QUARTERLY PROGRESS REPORT
FOR THE PERIOD Q1 2026–2027

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City School District as a distressed school district pursuant to section 691 of the Public-School Code, which has been repealed.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 Q1–2026–2027 – July 1, 2026, through September 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 was part of the state-mandated review of School District operations, sustainability, and long-term educational planning.

The Feasibility Study examined 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 continued 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 completed the PDE Feasibility Study Survey.

The Court-Appointed Receiver, Chief Recovery Officer, Superintendent, Business Manager, and District Solicitor were an integral part of the state-mandated Feasibility Study. Regular communication continued with PDE, PFM, and the Special Advisor to the Secretary of Education.

On June 26, 2026, the Pennsylvania Department of Education released a Status Update of the Feasibility Study pursuant to Section 1607(B3) of the School Code.

The Status Update identified recommendations and considerations for next steps, including the creation of an Advisory Committee to provide input throughout the planning process. The Advisory Committee is comprised of representatives from the Allegheny County Intermediate Unit and the Duquesne City and McKeesport Area School Districts.

Feasibility Study Consolidation – Public School Code of 2026

The Public-School Code of 2026 indicates that the state-mandated Feasibility Study requires a completion date of March 1, 2027.

(4) The Project Team shall submit a report, including findings and recommendations, to the Secretary of Education, the Education Committee of the Senate, and the Education Committee of the House of Representatives, no later than March 1, 2027. The Report shall include a plan that addresses the consolidation of the School District with an identified School District and an evaluation of safety and security issues, building and facility requirements, governance issues, financial impacts, and necessary enhancements to educational program offerings.

Duquesne City School District held a School Community Forum to discuss the Status Update on Tuesday, August 11, 2026, at 6:00 PM. in the Duquesne K-8 School Auditorium. The Chief Recovery Officer facilitated the forum and shared known information. Additional updates throughout the planning process will be disseminated through the Advisory Committee, identified in the Status Update.

The first Advisory Committee meeting was held on September 3, 2026, with an Orientation session, covering roles and expectations; and determining dates and times of future Advisory Committee meetings. Information gathered through this process will be shared appropriately by the Chief Recovery Officer at Receiver Business Meetings and summary notes provided by PFM will be posted on the School District website.

The Advisory Committee met on the topic of Governance, September 17 at 4:30 PM. The Advisory Committee will meet on the following dates and times; the respective topics will be Safety and Security, October 7 at 4:30 PM.; Facilities and Programs, October 29 at 3:30 PM.; Enrollment / Staffing, November 18 at 3:30 PM.; and Finances, December 10 at 4:30 PM.

The Feasibility Study Project Team will review progress and will engage members of the Advisory Committee as outlined in the Status Update. The Duquesne Team has launched an all-out effort to gather all required educational, financial, and operational data of the Consolidation Feasibility Study. A Student Survey has been developed by PFM, and the Duquesne Superintendent of Schools will schedule 6th – 8th graders to complete the online survey, noting that survey results will be analyzed by the Project Team.

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 Q1-2026-2027

- The Quarterly Receiver Advisory Committee meetings will be held for 2026–2027. Educational, financial, and academic highlights will be standard topics, including information about the Financial Recovery Plan, the June 26, 2026, Status Update of the Feasibility Study, and Phase 2 of the Consolidation Feasibility Study mandated under the Public-School Code of 2026.

- The General Fund Budget approved on June 9, 2026, by the Court-Appointed Receiver in the amount of $23,835, 513 has been implemented for 2026–2027. The Board of School Directors in special session 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 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.

6. Supplemental Information

- The DCSD website, www.dukecitysd.org, provides the 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 2025–2026 and 2026–2027, are displayed on the following table.

Duquesne K-8 School
Student Enrollment
September 30, 2026

Grade	K	1	2	3	4	5	6	7	8	Total
Sept 2026	36	44	47	48	47	48	27	47	50	**394**
June 2026	51	56	57	45	57	38	52	50	37	**443**
Mar 2026	51	56	56	45	59	39	50	50	37	**443**
Dec 2025	57	57	56	46	57	37	49	51	38	**448**
Sept 2025	54	63	55	46	56	34	48	51	38	**442**

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
September 30, 2026

Grade	Sections (Classroom Size)	Enrollment	ESL Enrollment
Kindergarten	3 (12.0)	36	3
First Grade	2 (22.0)	44	3
Second Grade	3 (15.6)	47	8
Third Grade	3 (16.0)	48	11
Fourth Grade	2 (23.5)	47	7
Fifth Grade	3 (16.0)	48	10
Sixth Grade	2 (13.5)	27	10
Seventh Grade*	4 (11.7)	47	10
Eighth Grade*	4 (12.5)	50	10
TOTALS	**22**	**394**	**72**

**Blended grade levels*

9. Average Student Attendance

Duquesne City School District
Average Student Attendance
2026–2027

2026-2027 Month	Day Count	Avg. Monthly % Present	Avg. % Absent Count	Avg. Excused Count	Avg. Unexcused Count	Avg. Unexcused Count
Aug	**4**	**94.9%**	**5.1%**	**6.62**	**.37**	**0**
Sept	**21**	**93.03%**	**6.97%**	**10.88**	**.23**	**0**
Total	**25**	**93.32%**	**6.68%**	**10.19**	**.26**	**0**

10. Significant Observations UPDATE

Ending Q1-2026-2027 student enrollment is 394 and the ESL enrollment is 72 students, indicating a difference of 99 students overall and forty less enrolled ESL student as reported at the end of Q4-2025-2026.

11. Student Enrichment and Support Programs

Boys & Girls Club

Boys & Girls Club – 37 students enrolled (Grades K-8)

The Boys & Girls Club program continues to provide students with additional opportunities for enrichment, positive peer interactions, mentoring, and structured activities outside of the regular school day and provides families with access to a safe and supportive after-school and summer environment for their children.

Pittsburgh Area Community Schools

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, clothing and community-based family support services. The program also provides family engagement opportunities and supports students experiencing homelessness through weekend food distributions and other resources designed to reduce barriers that may impact student attendance, engagement, and academic success.

PACS hosted a Back-to-School Carnival on September 23rd where students and families participated in games, food, activities, and opportunities to connect with community resources and partners. These events strengthen family-school partnerships, increase family engagement and build a greater sense of connection between the District and the community.

Goodwill YouthWorks – Arts Enrichment

Goodwill YouthWorks sponsored a field trip for (15) eighth grade students to attend The Lion King at the Benedum Center. Students were exposed to professional performing arts and an opportunity to experience a live theater performance. Additionally, students made classroom learning connections to storytelling, music, visual design, stagecraft and other concepts. These experiences broaden student exposure to the arts while encouraging creativity, cultural awareness, and career exploration.

ERAS Tutoring

Formerly Oasis Tutoring, ERAS Tutoring provides individualized, structured literacy support for students in grades 1–4 who need additional assistance with foundational reading skills. Students may be referred for tutoring based on identified literacy needs and recommendations through the DSAP process. Sessions and communications are coordinated through the school counselor to ensure services are aligned with student's needs.

Tutors work one-on-one with students during the school day, focused primarily on Tier 2 literacy instruction. Sessions provide targeted intervention in areas such as phonemic awareness, phonics, decoding, fluency, and other foundational reading skills. This additional layer of academic support complements classroom instruction and the District's MTSS framework while providing students with targeted opportunities to strengthen essential literacy skills.

K – 8 STEM Coding Program

A comprehensive K–8 STEM Coding Program continues to be implemented through a partnership with STEM Coding Lab, who collaborates with teachers during grade-level meetings and participate in grade-level planning communication to support alignment between STEM programming and classroom instruction. STEM and coding hands-on experience is provided to students on a rotating basis throughout the school year.

The program provides equitable access to STEM learning across all grade levels while developing critical thinking, creativity, collaboration, problem-solving, computational thinking, and technology skills. These experiences expose students to potential career pathways and help prepare them with skills that are increasingly important for future education and employment.

12. State Monitoring

The Special Education Department is undergoing the Quality Assurance Review (QAR) as part of the PA School-Based ACCESS Program (SBAP) on October 28, 2026.

13. Curriculum, Instruction and Assessment

A. Curriculum and Instruction

During Quarter 1, the District's curriculum, instruction, and assessment efforts transitioned from summer planning to implementation of the instructional priorities established for the 2026–2027 school year. These efforts remain aligned with the District's 2026–2029 Comprehensive Plan, Multi-Tiered System of Supports (MTSS), and ATSI / TSI School Improvement Plan. The District continues to emphasize high-quality Tier 1 instruction, data-informed decision-making, early literacy, targeted intervention, and consistent implementation of curriculum and assessment systems.

The District began implementation of English Language Arts curriculum pilots during Quarter 1. Wonders has been implemented in grades K–5, while Summit Learning is being piloted in grades 6–8. Instructional materials were received, organized, and distributed prior to execution, and staff participated in beginning-of-year professional learning to support use of the new resources. The District is using the pilot year to monitor implementation, gather teacher feedback, review student performance, and evaluate the effectiveness of the resources in supporting standards-aligned literacy instruction.

The District fully implemented Illustrative Mathematics as its K–8 core mathematics curriculum following completion of the 2025–2026 pilot. Curriculum maps, scope and sequence documents, and pacing guides were revised during the summer to support consistency and alignment across grade levels. This continues the work identified in the previous quarterly report, which documented the District's selection of Illustrative Mathematics following review of teacher feedback, classroom observations, student performance data, and implementation evidence.

The District's comprehensive 2026–2027 Assessment Calendar was finalized and communicated to staff. The Beginning-of-Year (BOY/Fall) assessment window for Acadience, MAP Growth, and IXL was conducted from September 14 through October 2, 2026. These assessments establish baseline student performance data that will be used to identify instructional needs, inform flexible student grouping, establish intervention priorities, and monitor student growth throughout the school year. The assessment framework continues the District's established use of Acadience, MAP Growth, IXL analytics, formative assessments, progress-monitoring data, and instructional evidence to guide decision-making.

Bi-weekly grade-level data meetings have been incorporated into the District's instructional cycle. Teachers, instructional coaches, and administrators will collaboratively analyze IXL, MAP Growth, and Acadience results to identify student strengths and needs, monitor progress, adjust Tier 1 instruction, and determine appropriate targeted supports. Following completion of BOY Acadience benchmarking, the Allegheny Intermediate Unit (AIU) will facilitate Acadience Data Interpretation and MTSS Grouping professional learning to assist staff in translating benchmark results into instructional action.

The District's two instructional coaches are following a weekly schedule to provide systematic support across classrooms and grade levels. Coaching is focused on strengthening evidence-based Tier 1 instructional practices and supporting targeted small-group instruction based on identified student needs. Job-embedded support includes modeling, co-planning, data analysis, classroom observation, instructional feedback, and collaboration with teachers.

As part of ongoing school improvement monitoring, District leadership met with Dr. Holly Pope and the AIU in September to review monthly and quarterly ATSI / TSI monitoring routines. The meeting included review of implementation progress and established action steps and identification of adjustments needed to maintain progress toward school improvement goals. Monthly meetings will continue throughout the 2026–2027 school year to support implementation fidelity, data analysis, and continuous improvement.

B. Professional Development

Professional development during Quarter 1 focused on building staff capacity to implement the District's curriculum, assessment, MTSS, and instructional priorities for the 2026–2027 school year. Professional learning was intentionally aligned with the District's 2026–2029 Comprehensive Plan and ATSI / TSI School Improvement Plan and emphasized the connection between high-quality Tier 1 instruction, assessment literacy, data analysis, targeted intervention, and continuous instructional improvement. This represents implementation of the professional learning priorities identified in the previous quarterly report.

The District opened the school year with an intensive professional learning program in August. Staff participated in training and collaborative learning related to MTSS and Tier 1 instruction, IXL, Illustrative Mathematics, Wonders and Summit Learning ELA implementation, Acadience assessment, PSSA preparation, early literacy, ActiveFloor, educational technology, and other beginning-of-year instructional priorities. The August in-service schedule also incorporated grade-specific and content-specific sessions to provide staff with professional learning directly connected to their instructional responsibilities.

As part of the District's effort to strengthen internal assessment capacity, a team of teachers and administrators were trained to administer Acadience Reading and Mathematics benchmark assessments. The team will support benchmark administration to promote consistent assessment practices, implementation fidelity, and reliable data collection. This work implements the Acadience capacity-building plan identified in the previous quarterly report.

Professional learning will continue October 12, 2026, through a targeted K–8 in-service day organized around three priority areas: Acadience Data Interpretation and MTSS Grouping, Duke Zone professional development, and PDE SAS Structured Literacy training. The Acadience sessions will focus on interpreting BOY benchmark results and using student data to develop instructional and MTSS groupings. Designated staff will also complete Pennsylvania Department of Education SAS Structured Literacy training to continue building capacity in evidence-based literacy instruction.

The District has expanded external professional learning opportunities through its partnership with the AIU. Administrators and designated staff have been registered for the AIU Interactive Assessment Literacy Series, which will support deeper understanding of assessment systems, interpretation of multiple measures of student performance, and effective use of assessment evidence for instructional decision-making. The District's Math Instructional Coach has been registered for an AIU professional learning series focused on High-Leverage Practices to Address Systemic Inequity in Mathematics, with learning from the series intended to support mathematics coaching and instructional practice across the District.

Professional development will continue through job-embedded structures rather than being limited to designated in-service days. Weekly instructional coaching, grade-level collaboration, bi-weekly data meetings, and follow-up Acadience data interpretation sessions will provide teachers with recurring opportunities to analyze student performance, plan instruction, evaluate interventions, and receive targeted instructional support.

Collectively, these efforts establish a systematic instructional improvement cycle in which universal screening and benchmark assessment data are analyzed through collaborative data meetings, translated into Tier 1 instructional adjustments and targeted student supports while being monitored through the District's ATSI / TSI continuous improvement process. This structure is intended to ensure that assessment, curriculum, instruction, intervention, and professional learning operate as an integrated system rather than as separate initiatives.

14. Technology, Digital Learning, and Innovation

During Quarter 1, the District's Department of Information Technology continued its focus on cybersecurity protection, student data privacy, online student safety, application governance, infrastructure reliability, instructional technology support, and the refinement of systems placed into production for the new school year.

The TrustEd Apps Management Suite (TAMS) Dashboard continues to serve as the District's central resource for reviewing, documenting, approving, restricting, and revoking digital applications and services. Application statuses and supporting documentation are updated as new security, privacy, instructional, and operational information becomes available. This ongoing process has strengthened the District's application governance practices and provides staff with a consistent and transparent method for determining which technology resources are appropriate for District use.

Gaggle web filtering and student online-safety services are now fully implemented for the 2026-2027 school year. Particular attention has been given to identifying non-instructional streaming, gaming, proxy or circumvention methods, inappropriate content, adult/pornographic content, and other resources that interfere with the educational use of District devices. Specialized restricted-access configurations have also been developed to permit access to required instructional and assessment resources while significantly limiting unrelated Internet access when appropriate.

Cybersecurity monitoring and threat prevention remained a major operational priority throughout Quarter 1. The District continues to utilize layered cybersecurity safeguards, perimeter security appliances, endpoint protections, Google Workspace for Education security controls, application restrictions, web filtering, and other District-managed security systems. Cybersecurity awareness communications were also issued to District personnel in response to current K-12 phishing and account-takeover campaigns identified, with particular emphasis on credential-harvesting attempts originating from or impersonating trusted educational accounts. These efforts remain focused on preventing compromise before malicious activity can reach District users or systems.

The IT Department also continued improving access to instructional platforms and assessment systems through Clever and related single sign-on and rostering integrations. During the quarter, configuration and troubleshooting work was completed on various instructional applications. This work is intended to reduce manual account administration, maintain accurate student and staff access, and ensure that instructional systems receive appropriate roster information from District source systems.

Infrastructure and core technology systems remained stable throughout the quarter. Network, firewall, wireless, server, telecommunications, printing, identity, and other IT-managed systems continued to be monitored for availability, reliability, security, and performance. Planned summer technology work was completed in support of the opening of the 2026-2027 school year, and the Department transitioned into ongoing operational maintenance, firmware management, troubleshooting, and lifecycle planning. Network and security systems continue to be reviewed and updated where appropriate to maintain vendor support, address security vulnerabilities, improve system stability, and support continued modernization of the District's technology environment.

Overall, the first quarter represented a transition from summer implementation and preparation into active operational management of the District's updated technology and student-safety environment.

15. Special Education Services

A. Special Education Enrollment

As of September 30, 2026, the District had a total of one-hundred and twenty-two (122) students with Individual Education Plans (IEPs) who are being supported: (98) in-district, (23) specialized educational placements, and (1) Duquesne Cyber Academy.

B. Staffing

The Special Education Department is currently staffed with eight (8) special education teachers and one (1.5) speech-language pathologists.

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

16. Student Services

A. IST / DSAP Q1 Data

IST		DSAP	*
Total Students Referred	0	Total Students Referred	6
Referrals Reopened	0	Referrals Reopened	0
Cases Closed	0	Cases Closed	1
Cases Active	0	Cases Active	5
Cases referred to SAP	0	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 sixteen (16) students identified in-district and nine (9) out-of-district. 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

The District does not currently have any identified foster care students.

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

During Quarter 1, the school recorded (51) discipline referrals, representing a 36% decrease compared to the same period last year. This continued reduction reflects the District's focus on proactive behavior supports, consistent expectations, relationship building, and early intervention through Positive Behavior Interventions and Supports (PBIS), the MS House System, and Multi-Tiered System of Supports (MTSS).

PBIS continues to serve as the primary school-wide behavior framework for students in grades K–6. The framework emphasizes three consistent expectations: Be Safe, Be Responsible, and Be Respectful. Teachers and staff reinforce these expectations throughout classrooms and common areas to help students understand what positive behavior looks and sounds like across the school environment.

A Back-to-School PBIS Assembly was held to review behavioral expectations, introduce PBIS challenges and incentives, explain the point system and Duke Bucks, and review how students can

participate in the PBIS Store. Reviewing common expectations early helps create consistency among students and staff while establishing a positive school culture.

The House System for 7-8 grade students continues to provide an age-appropriate approach to building a positive school culture, student leadership, teamwork and belonging. Students collectively participate in house challenges, activities, competitions, and opportunities to earn points for their houses throughout the school year.

The annual House Sorting Event held on August 28th inducted 7th grade students and new 8th grade students into one of four houses:

- Amistad – House of Friendship
- Altruismo – House of Givers
- Rêveur – House of Dreamers
- Isibindi – House of Courage

Each House provides students with a smaller community within the larger school environment and encourages positive relationships across grade levels. Through House activities, students have opportunities to demonstrate leadership, collaboration, school spirit, service, and positive decision-making.

Together PBIS, the House System and MTSS provide a coordinated approach to improving school climate and student behavior; and, allows staff to identify students who may need additional behavioral, social-emotional, or academic supports. The continued decrease in discipline referrals demonstrates progress towards creating a school environment where students feel connected, supported, recognized for positive choices, and equipped with the skills needed to be successful both academically and socially.

17. Mental Health and Behavior Support Services

The District continues to prioritize a comprehensive approach to supporting student's mental health, behavioral, and social-emotional needs. Students have access to multiple levels of support designed to reduce barriers to learning and promote academic and personal success through school-based services, community partnerships, early identification, and targeted interventions.

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 and possible barriers to school success are identified and addressed. A collaborative approach helps ensure that students receive timely and individualized support.

The school counselor delivers weekly Tier 1 social-emotional learning (SEL) lessons to all students in grades K–8 to provide students with consistent opportunities to develop skills that support positive relationships, emotional well-being, and responsible decision-making.

At the middle-school level SEL instruction expands to address developmentally appropriate topics such as peer pressure, conflict resolution, digital citizenship, self-advocacy, goal setting, and career readiness. Lessons are designed to assist students with developing skills necessary to navigate increasingly complex social situations while preparing them to make informed decisions regarding their future.

Career-readiness components also connect with the District's World of Work (WoW) and RIASEC initiatives, providing student with tools to understand their strengths, interests, and potential career pathways.

Together, these programs and initiatives create a continuum of prevention, early intervention and targeted support. The District is able to address the needs of the whole child while promoting student well-being, positive behavior, stronger relationships, increased engagement, and greater readiness for academic and future success.

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 2026–2027 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. The Administration continues to verify 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.

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. 2026–2027 evidence submissions will be forwarded to PDE and PFM concurrently with the Q1 Progress Report.

C. The Superintendent, Business Manager, Court-Appointed Receiver, and Chief Recovery Officer meet 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. 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 School District faces ongoing financial pressure from increasing charter school tuition costs. For 2026–2027, non-special education charter tuition is $16,609.84 per brick-and-mortar student and $15,769.51 per cyber student. While special education tuition is $45,304.01 per brick-and-mortar student and $29,804.39 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 2026–2027; 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 2026-2027	Number of Special Education Students at Charter Schools as of September 30, 2026	Charter School Tuition Cost for Special Education Students
DCSD Average Daily Membership for 2026-2027	907.68	-	-	-
Special Education Population with 16% assumption required by PDE	145.229	$45,304.01	50	$2,265,200.50
Actual Special Education Population of District is 28%	228.533	$29,804.39	50	$1,490,219.50
Additional Cost to District using required 16% assumption	-	$15,499.62	-	$774,981.00

21. General Fund Balance Analysis

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

GF Balance Analysis June 30, 2025
Non-spendable

GF Balance Analysis June 30, 2025		
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
September 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
September 30, 2026

Receiving Schools	Grades	Students June 30	Students September 30	Projected 2026-2027 Tuition
West Mifflin Area School District	9 – 12	219	225	$4,203,227.25
East Allegheny School District	9 – 12	27	26	$485,706.26
Charter schools, regular education	K – 8	117	113	$1,864,304.18
Charter schools, special education	K – 8	43	43	$1,870,574.33
Charter schools, regular education	9 – 12	29	29	$472,441.30
Charter schools, special education	9 – 12	7	7	$239,629.97
Special Education schools	K – 12	25	23	$1,034,600.80
Totals		**467**	**466**	**$9,641,569.10**

Special Education Schools (Out-of-District)	Qtr 1 Enrollment
Western PA School for the Deaf	2
The Children's Institute	4
Mon Valley	5
Pathfinder	1
PLEA	2
Steel City Academies	4
Wesley Spectrum	2
Sunrise	1
Turtle Creek Valley (TCV)	2
Total	**23**

Changes in individual tuition enrollments in the categories of receiving schools can be seen by comparing enrollments in the Tuition Enrollment table above. Enrollment figures for East Allegheny and West Mifflin will be reconciled at the end of FY 2026–2027. 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 251 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 $18,662.98 that Duquesne will pay East Allegheny and West Mifflin School Districts in 2026–2027, based on Section 1607(b)(4) of the Pennsylvania School Code. [For comparison purposes, the School District pays a tuition rate of $16,609.81 for Charter School Regular Education, non-virtual 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	Actual	Projected	Projected	Projected	Projected	Projected
Projected Base Index	4.0%	3.5%	3.5%	3.3%	3.3%	3.1%	2.9%
Projected Act 1 Index	6.6%	5.8%	5.8%	5.4%	5.4%	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 most recently additional information was submitted to the Agency as requested.

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 September 30, 2026. Parentheses indicate changes from the June 30, 2026, summary.

Duquesne City School District
2026–2027 Staffing Summary
September 30, 2026

DCSD Staffing Summary			
Professional Staff (0)	43	Administrators (0)	4
Instructional Support Staff (+2)	12	Coordinators and Supervisors (0)	4
Other Support Staff (+1.5)	12.5	Confidential Staff (0)	4

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

Following the resignation of six regular education elementary and middle school teachers and the reassignment of one middle school teacher to an instructional coaching position, five regular education and middle school teachers were hired. One teaching position will remain vacant for the school year.

Following the resignation of one security guard and the conclusion of a part-time school security guard contract from the previous quarter, one full-time and one half-time school security guard were hired.

Following the resignation of one paraprofessional from the previous quarter and the retirement of one paraprofessional from the first quarter, no vacancies currently exist.

Three personal care assistants were hired.

26. Board Operation Guidelines, Board Policies and Administrative Regulations

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

Board Policies

101.1 Academic Standards
105 Curriculum
201 Admission of Students
204.1 Virtual Attendance and Wellness Checks (new)
209 Health Examinations / Screenings
805.2 School Security Personnel

Administrative Regulations

008-AR-0 Organizational Chart
209-AR-0 Mandated Health Services (new)
805.1-AR-1 Incident Report – Discretionary Notification

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

A. Maintenance

The Director of Facilities and Property Services, in cooperation with building custodians, completed several preventive and routine maintenance repairs during this quarter. These included, but are not limited to, summer building deep cleaning, floor maintenance and campus grounds maintenance. The football field fence lines were chemically sprayed to help prevent weed growth.

To prepare the building for the fall, filters were changed out of all air handlers and annual maintenance has been completed on boiler number 2 and hot water heater number 2, performed through our preventive maintenance agreement with McClure.

Newly procured acquisitions for the building during the first quarter include ordering a District truck, a milk cooler purchased and installed in the lower cafeteria and a new garage door has been ordered.

The state elevator inspection was completed. A trash compactor placed by a previous vendor has been removed due to end of useful life, and replaced with (2) new 8-yard dumpsters by our current debris collector.

Lastly, a new substitute custodian has been on-boarded.

B. School Safety & Security

Fire drills were held monthly within the quarter. The Fall bus evacuation drill was performed on September 24, 2026.

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.

There have been (0) Safe2Say notifications provided to security during the first quarter.

On July 7th, the PCCD Annual Coordinator Safe & Security Report was uploaded for compliance. The report was presented in June to the School Board and Administration.

An addendum was made to the current MOU between the Duquesne City School District and the City of Duquesne Police Department to stay compliant with the changes requested by PDE. This minor inclusion concerned Threat Assessments communication(s) be made in a timely, expedient manner.

In cooperation with the Department of Information and Technology, the Raptor project initiation for installing and deploying an emergency panic button system in and around the school has been completed. We currently have the system in place and are awaiting a training session with the vendor. Once designated District staff have completed the training session, the District will be able to deploy the emergency panic buttons, as well as the app, to teachers and staff.

The Coordinator of Safety and Security presented Safe2Say PSA videos with follow up discussions for several safety related topics to grades 5 through 8 on September 9, 2026.

On September 15th and 17th, the Coordinator also presented RocketRules, a virtual program that is tailored for grades K through 5 that discusses safety and security related topics. This year, we presented "Medicines and Illicit Drugs"; topics include how to recognize them, what to do when presented with them, and the proper use. The presentation also informs students and staff who reports should be made to.

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 Calvina 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: August 11 and September 22, 2026.

The number of School Board members who attended the Receiver Business Meetings: August 11 (8) and September 22 (6).

29. Next Report

The next Quarterly Progress Report will cover the Second Quarter of Fiscal Year 2026–2027, October 1 through December 31, 2026. That report is expected to be filed by January 15, 2027.

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 Safety
- 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 Attendance Improvement, Truancy Compliances, and Ancillary Services
- Regis Solomon, Director of Facilities and Property Services
- Brandon Irdi, Act 44 Safety and Security Coordinator
- Crystal Irdi, AAS, Executive Assistant / Coordinator of Human Resources and Open Records / Board Secretary
- Sara Fite, Administrative Coordinator of Pupil Services and Transportation