



# Pittsburgh Public Schools Feasibility Report Update PRESENTATION

*Advancing Equity, Excellence, and Efficiency*

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**Dr. Wayne N. Walters, Superintendent**  
and the Leadership Team

MAY 21, 2025



# Updated Feasibility Report

Following the final proposal from Education Resource Strategies (ERS), the Pittsburgh Public Schools Board of Directors formally charged Superintendent Wayne N. Walters with assessing the feasibility of the [proposed recommendations](#).

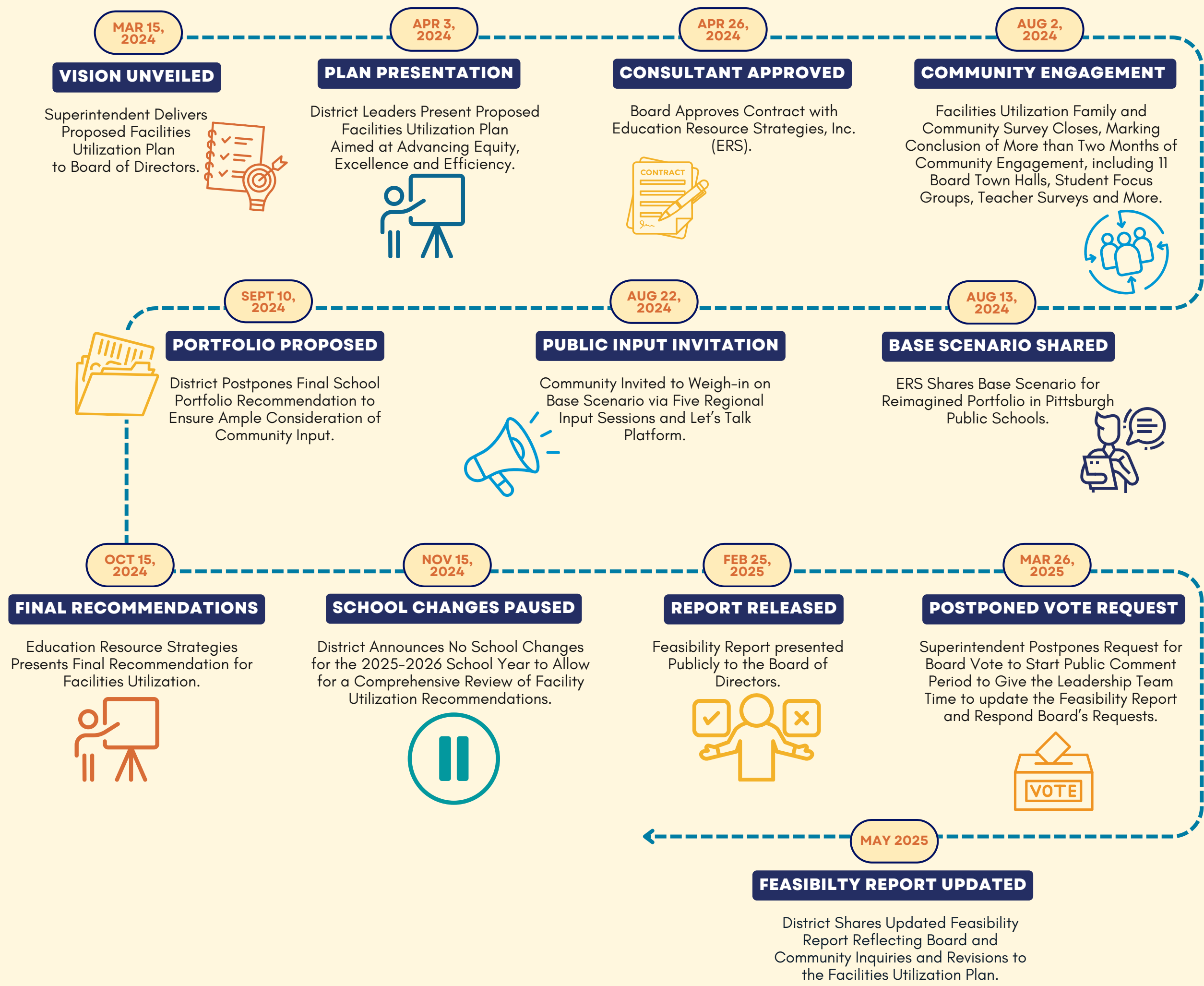
On February 25, the Superintendent and the Leadership Team presented a [feasibility assessment of ERS's recommendations](#) analyzing building capacity, enrollment trends, infrastructure readiness, and other key factors to assess the viability of the proposed plan.

Following the February presentation, Board members and community stakeholders requested additional data and analysis. This expanded Feasibility Report includes detailed financial analysis, a preliminary transportation assessment, a review of capital investment needs across the District, and alignment to instructional practices aimed at improving outcomes and experiences.






# Timeline





## THROUGH MAY 2025





CATEGORY	ORIGINAL RECOMMENDATIONS	UPDATES
<div><p><b>SCHOOL CLOSURES</b></p></div>	14 SCHOOL CLOSURES Allegheny 6-8   Arsenal PreK-5   Fulton PreK-5   King PreK-8   Linden PreK-5   Manchester PreK-8   Miller PreK-5   Milliones 6-12   Roosevelt K-5   Schiller 6-8   South Brook 6-8   South Hills 6-8   Spring Hill K-5   Woolslair PreK-5	<b>CHANGES</b> 12 SCHOOL CLOSURES  <b>REMOVED</b> Roosevelt K-5   Schiller 6-8 <i>(Schiller relocates to Allegheny facility)</i>
<div><p><b>FACILITY CLOSURES</b></p></div>	10 FACILITY CLOSURES Baxter   Conroy   Friendship   Fulton   King   McKelvey   Morrow Primary   Schiller   Spring Hill   Woolslair	<b>CHANGES</b> 9 FACILITY CLOSURES  <b>REMOVED</b> Conroy   King <i>(Allegheny K-5 relocates to King facility)</i>  <b>ADDITION</b> Manchester
<div><p><b>SCHOOL OPENINGS</b></p></div>	3 SCHOOL OPENINGS Manchester 6-8   Northview PreK-5   SciTech 6-8	<b>CHANGES</b> 2 SCHOOL OPENINGS  <b>REMOVED</b> Manchester 6-8
<div><div><div>K-5</div><div>6-8</div><div>9-12</div></div><p><b>GRADE LEVEL CONFIGURATIONS</b></p></div>	Arlington K-8 → <b>Arlington 6-8</b> Brookline K-8 → <b>Brookline K-5</b> Carmalt K-8 → <b>Carmalt 6-8</b> Colfax K-8 → <b>Colfax 6-8</b> Greenfield K-8 → <b>Greenfield K-5</b> Langley K-8 → <b>Langley K-5</b> Mifflin K-8 → <b>Mifflin K-5</b> Morrow K-8 → <b>Morrow K-5</b> Sunnyside K-8 → <b>Sunnyside K-5</b> Westinghouse 6-12 → <b>Westinghouse 9-12</b>	<b>NO CHANGES</b>



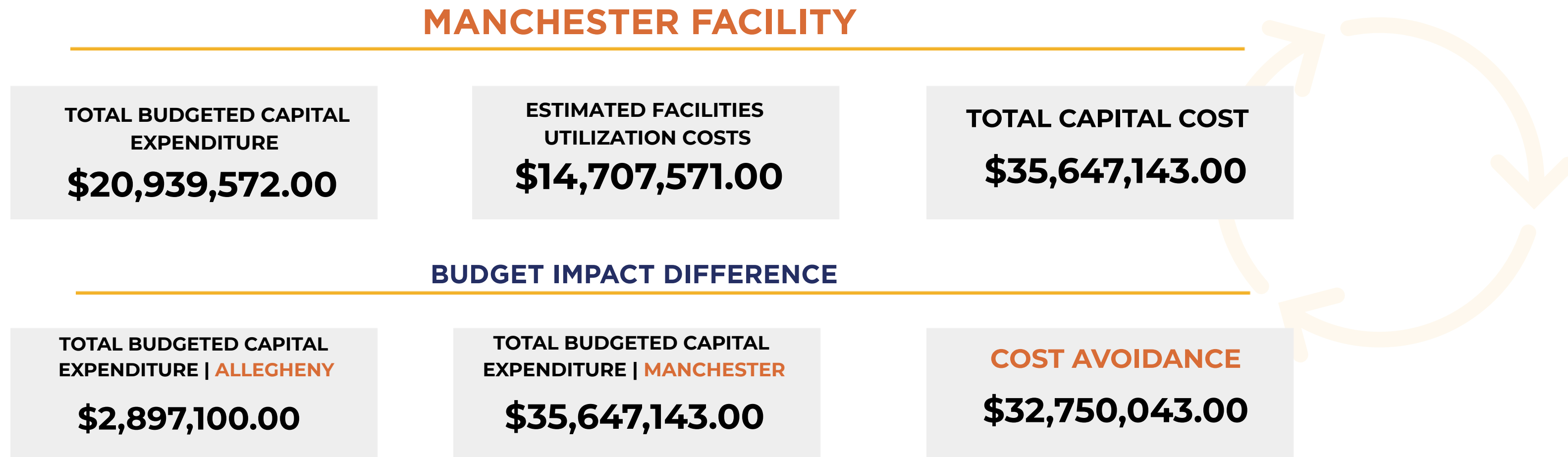
CATEGORY	ORIGINAL RECOMMENDATIONS	UPDATES
 <p><b>MAGNET SCHOOL → NEIGHBORHOOD SCHOOL</b></p>	<p>Allegheny, Dilworth, Liberty Full Magnet → <b>Allegheny, Dilworth, Liberty Neighborhood Schools</b></p> <p>Obama 6-12 Full Magnet → <b>Obama 9-12 Neighborhood Magnet School</b></p> <p>Sci Tech Full Magnet 6-12 → <b>SciTech 9-12 Neighborhood Magnet School</b></p>	<p><b>CHANGES</b></p> <p><b>ADDITION</b></p> <p>Schiller 6-8 Full Magnet → <b>Schiller 6-8 @ Allegheny Neighborhood School</b></p>
 <p><b>MAGNET PROGRAM EXPANSIONS</b></p>	<p>Arsenal 6-8 → <b>Arsenal IB MYP</b> International Baccalaureate Middle Years Programme</p> <p>Milliones 6-12 → <b>Sci Tech 6-8 @ Milliones</b></p>	<p><b>NO CHANGES</b></p>
 <p><b>MAGNET PROGRAM RELOCATION</b></p>	<p>Montessori K-5 → <b>Linden Facility</b></p>	<p><b>NO CHANGES</b></p>
 <p><b>SPECIAL SCHOOLS</b></p>	<p>Online Academy → <b>Roosevelt Facility</b> Student Achievement Center → <b>Closed</b> Gifted Center → <b>Closed</b></p>	<p><b>CHANGES</b></p> <p>Online Academy → <b>Greenway</b></p>



# Updated Recommendation

## PITTSBURGH SCHILLER 6-8 NEIGHBORHOOD SCHOOL AT ALLEGHENY

- Maintaining Schiller 6-8 allows District to build upon successful and established STEM pathway on the North Side
- Former high school and middle school building— Allegheny facility offers setting for middle school program, equipped with existing science labs, pool, auditorium and other key amenities.
- Responds to feedback from Northside residents for a centrally located middle school with access to amenities and public transportation.
- **Saves an estimated \$35.6 million required to establish 6-8 program at Manchester facility**

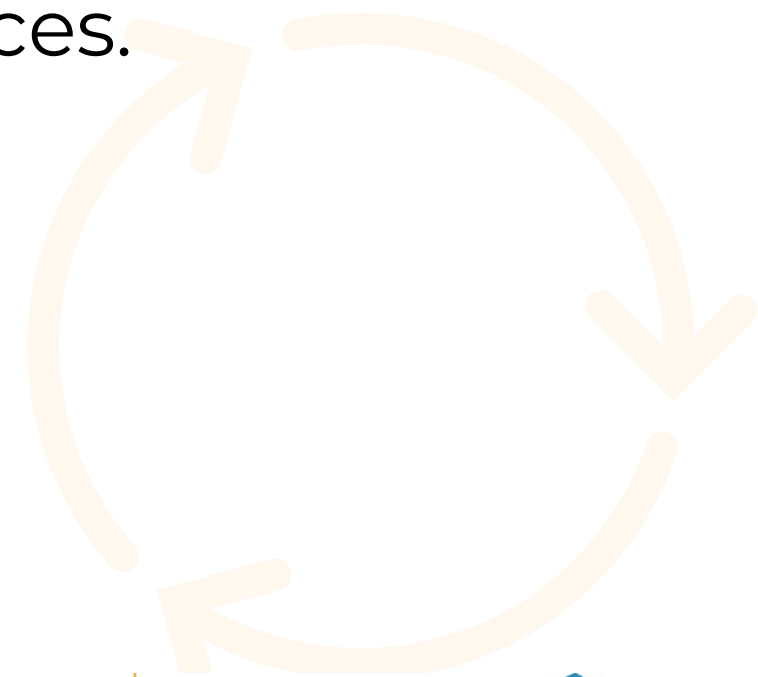




# Updated Recommendation

## ALLEGHENY K-5 NEIGHBORHOOD SCHOOL AT KING

- **Recommend Allegheny K–5 relocate to the King facility**
- Preserves beloved, strong-performing school program within the North Side community.
- King facility, a current K-8 school, offers air-conditioning, dedicated music room, large gym with stage, library, and dedicated teacher spaces.





# Updated Recommendation

## ROOSEVELT K-5 REMAINS OPEN

- Relieve enrollment pressures at nearby schools
- Alleviates need for costly building addition at Grandview, **totaling approximately \$20 million**
- Change shifts Pittsburgh Online Academy to the Greenway facility.



# Attendance Zones and Feeder Pattern Considerations

## Zone Realignment: Improving Efficiency & Equity

### DEMOGRAPHER RFP

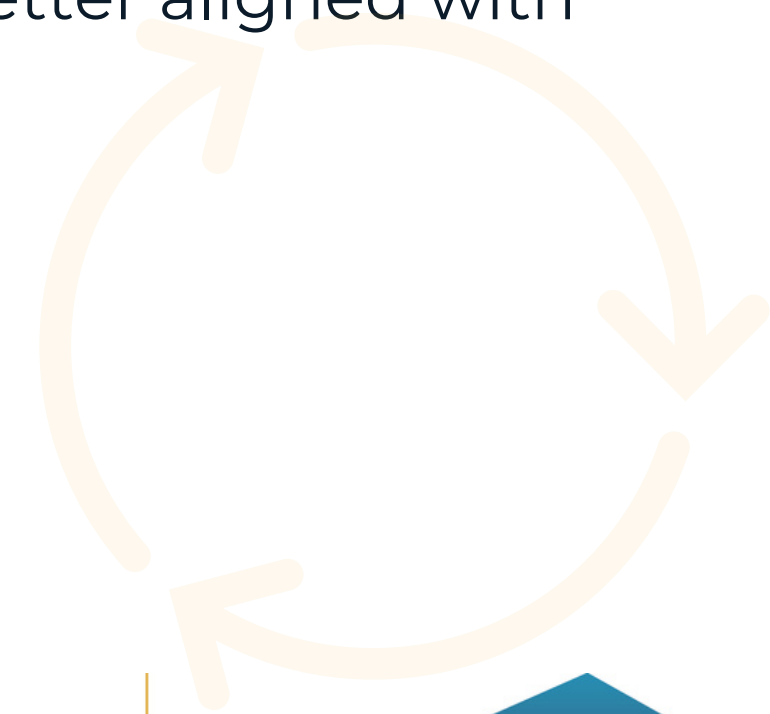
- Two proposals received
- One exceeded \$200,000 and lacked local knowledge
- One priced at over \$270,000—ultimately could not fulfill the full scope outlined in the RFP.

### CLARIFYING THE DEMOGRAPHER'S ROLE

- Purpose was not to change the District's plan or reverse recommendations
- Intended to support implementation by informing updated attendance zones
- Develop multi-year enrollment projections

### SOLUTION - IN HOUSE APPROACH

- District will proceed with an in-house solution
- Leverages internal expertise, historical data, and advanced tools
- Adds responsibilities to staff, but ensures deeper local understanding
- More cost-effective and better aligned with community needs





# Attendance Zones Considerations

**Maintaining Sustainable Enrollment:** Balancing enrollment across schools with an ideal target of 75% to 85% of each building's capacity to provide equitable access to vibrant academic and extracurricular programs.

**Supporting Student Success:** Strengthening feeder pathways to promote consistent instructional models and minimize disruptive transitions between schools.

**Maximizing Facility Use:** Aligning enrollment with building capacity and operational needs to improve efficiency and enhance the quality of educational experiences.

**Correcting Legacy Misalignments:** Addressing attendance boundaries that result in students bypassing a nearby school to attend one farther away or located within another's feeder pattern.

**Respecting Geographic Realities:** When possible, minimizing the need for students to cross significant geographic barriers, such as rivers or major interstates.

# Attendance Zones Challenges

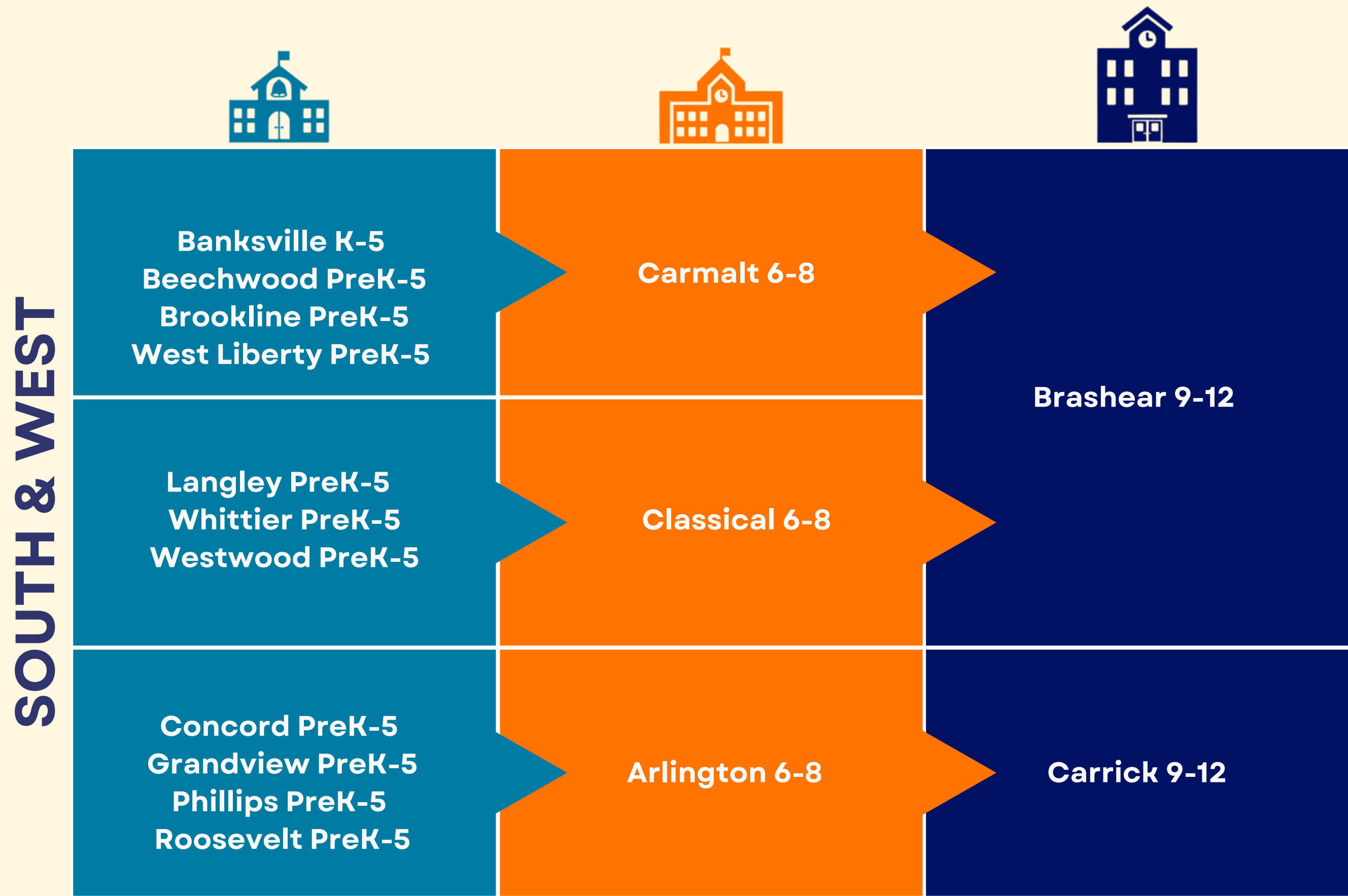
- **Inconsistent Enrollment Patterns:** Wide variations in enrollment across different areas of the District.
- **Demographic Imbalances:** Overrepresentation or underrepresentation of student groups in certain schools due to neighborhood populations.
- **Changing Community Needs:** The necessity for flexible attendance zones that can adapt as neighborhood demographics and enrollment trends shift over time.



# Proposed Feeder Patterns



# Proposed Feeder Patterns





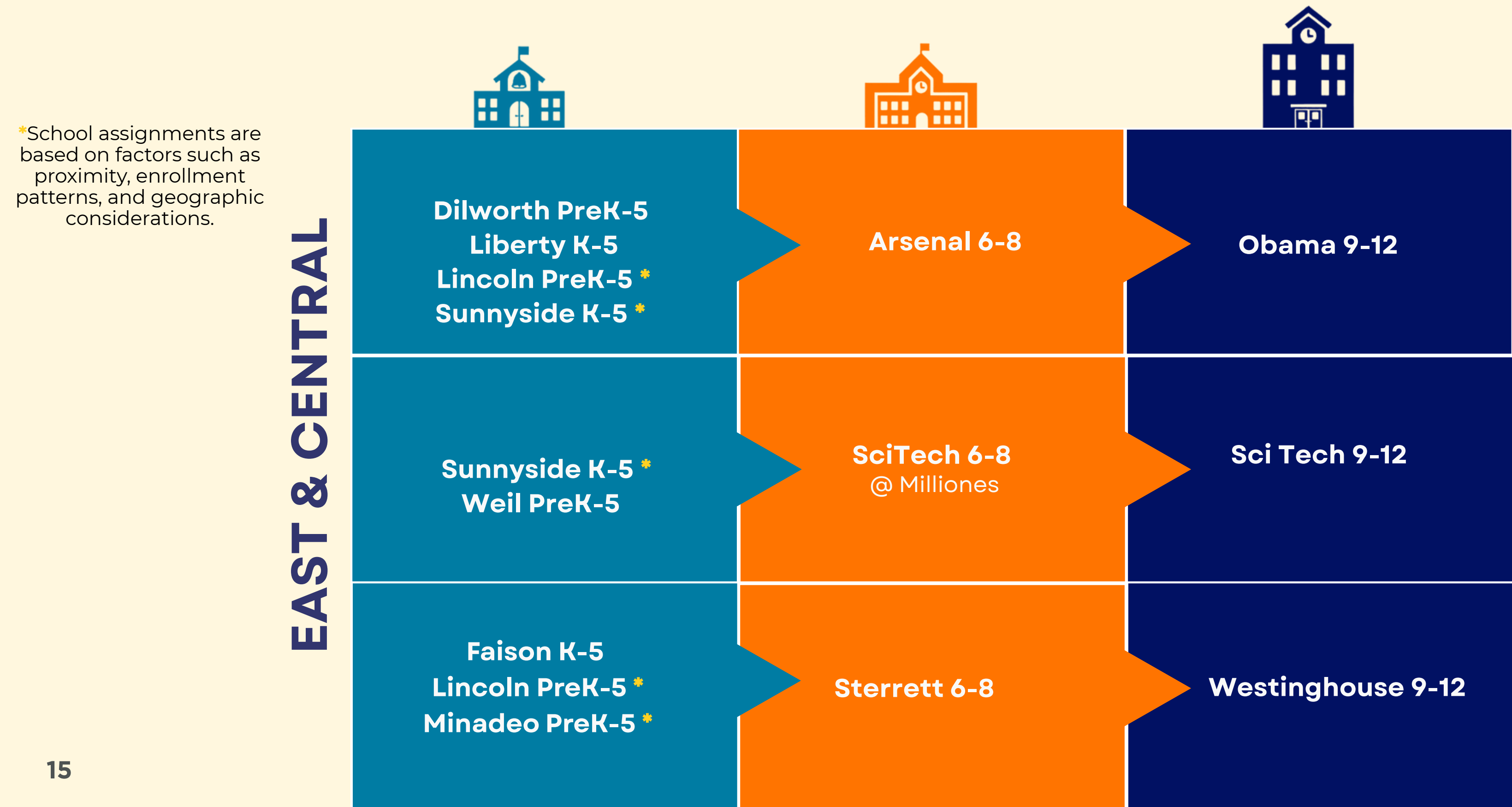
# Proposed Feeder Patterns

\*School assignments are based on factors such as proximity, enrollment patterns, and geographic considerations.

EAST & CENTRAL



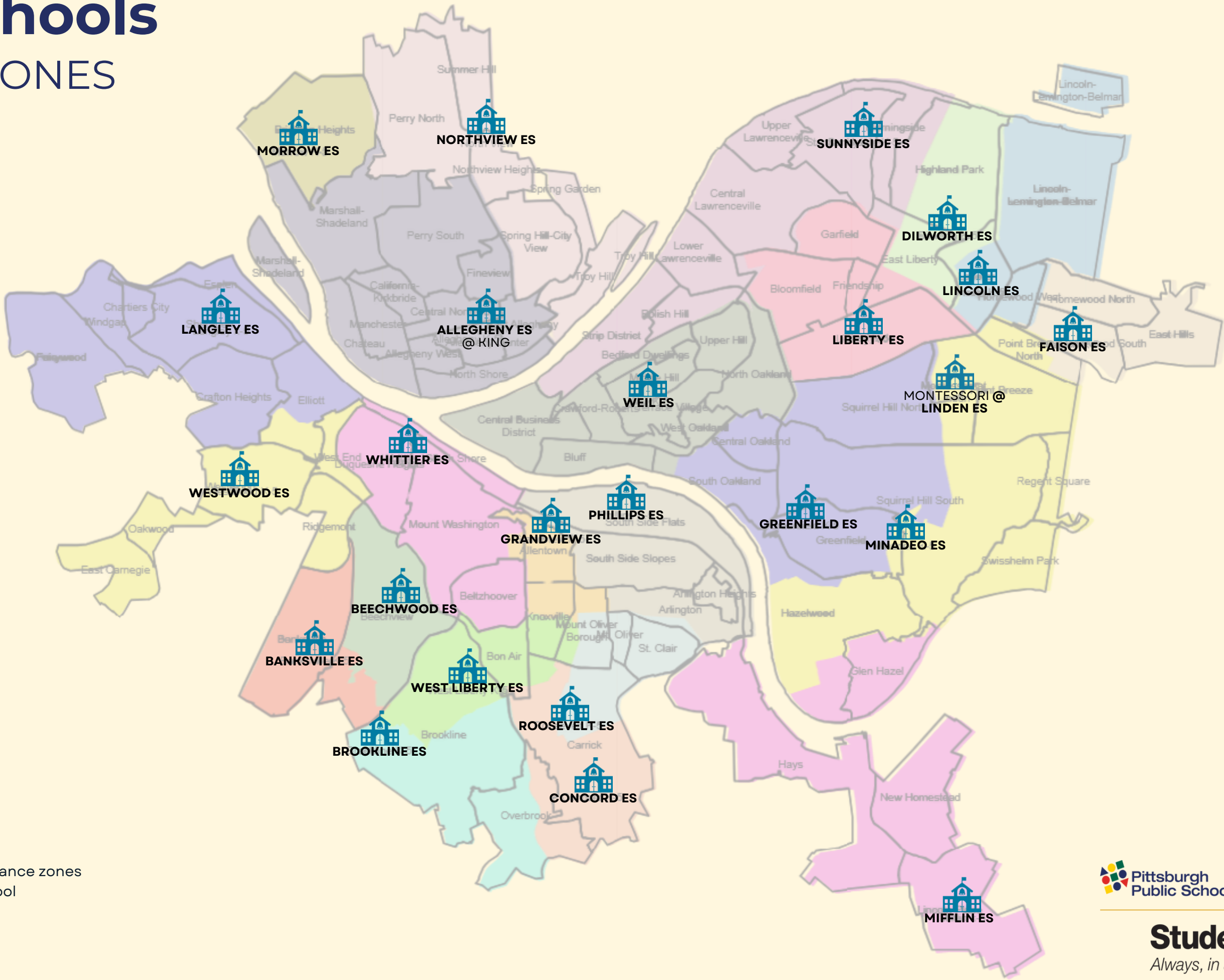
# Proposed Feeder Patterns





# Elementary Schools

## AND ATTENDANCE ZONES

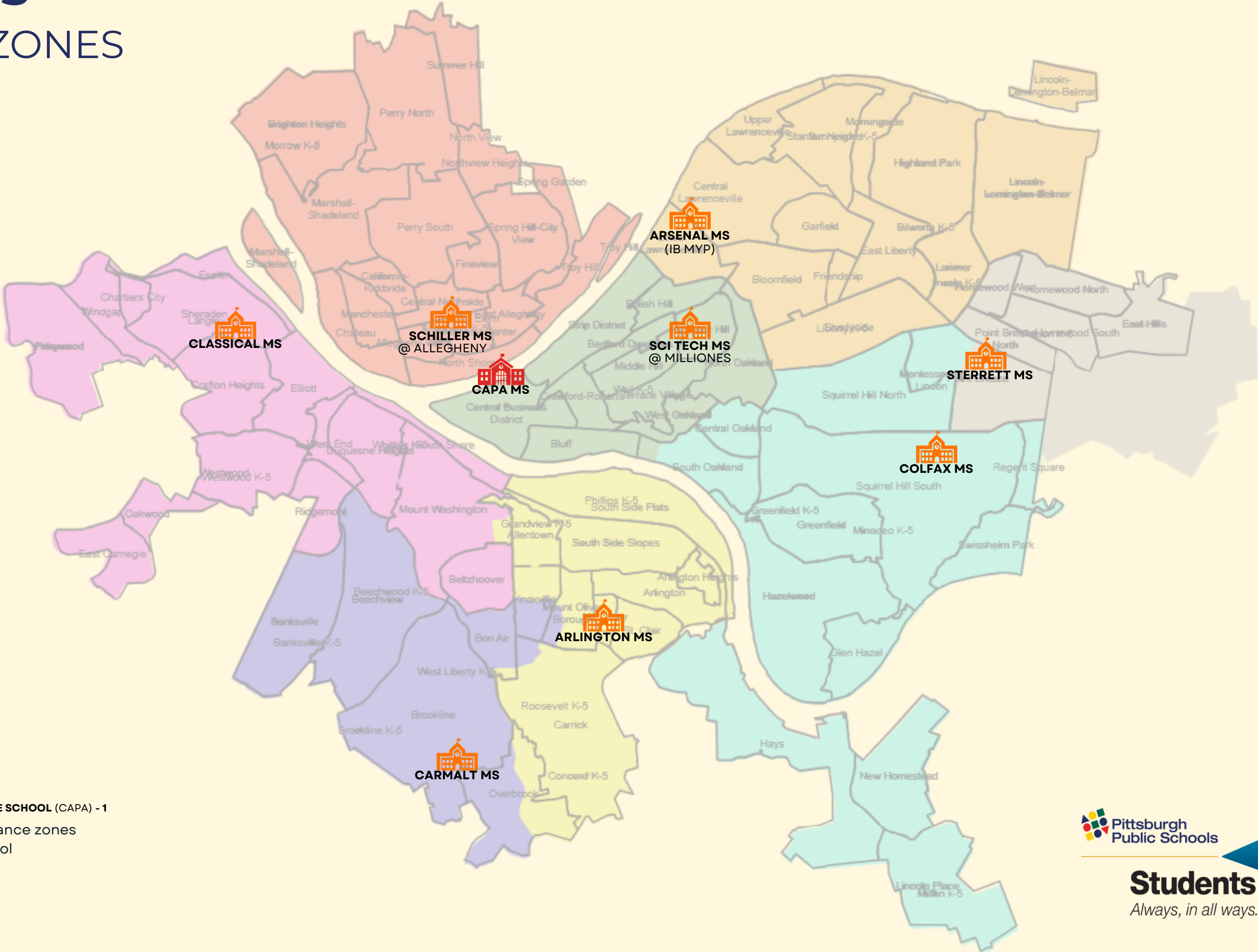


ES = ELEMENTARY SCHOOL (K-5) - 24

**NOTE:** This map **does not** represent the final PPS attendance zones as the District Team continues to finalize individual school enrollment.

# Middle Schools

## AND ATTENDANCE ZONES



MS = MIDDLE SCHOOL (6-8) - 8



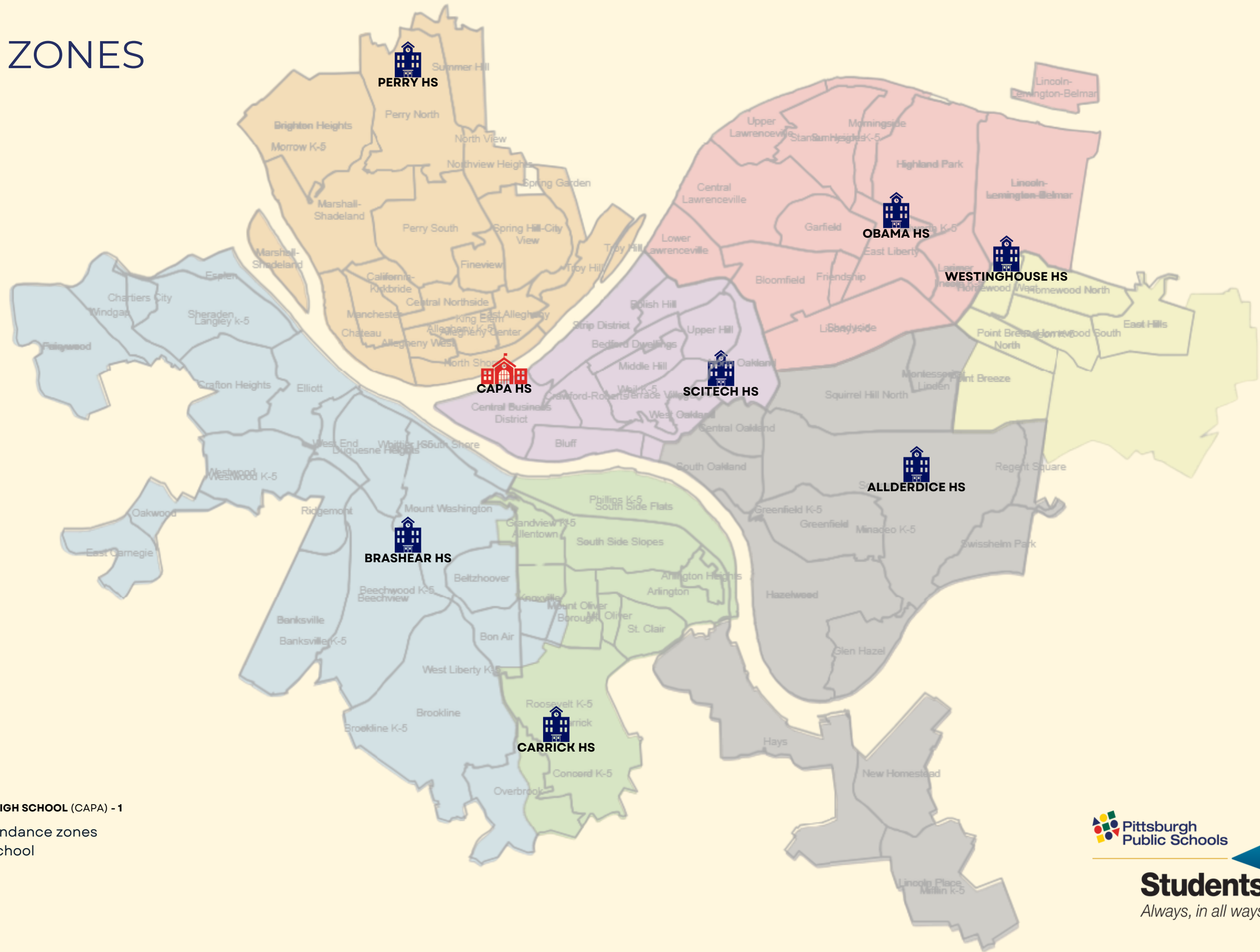
ARTS MIDDLE SCHOOL (CAPA) - 1

**NOTE:** This map **does not** represent the final PPS attendance zones as the District Team continues to finalize individual school enrollment.



# High Schools

## AND ATTENDANCE ZONES



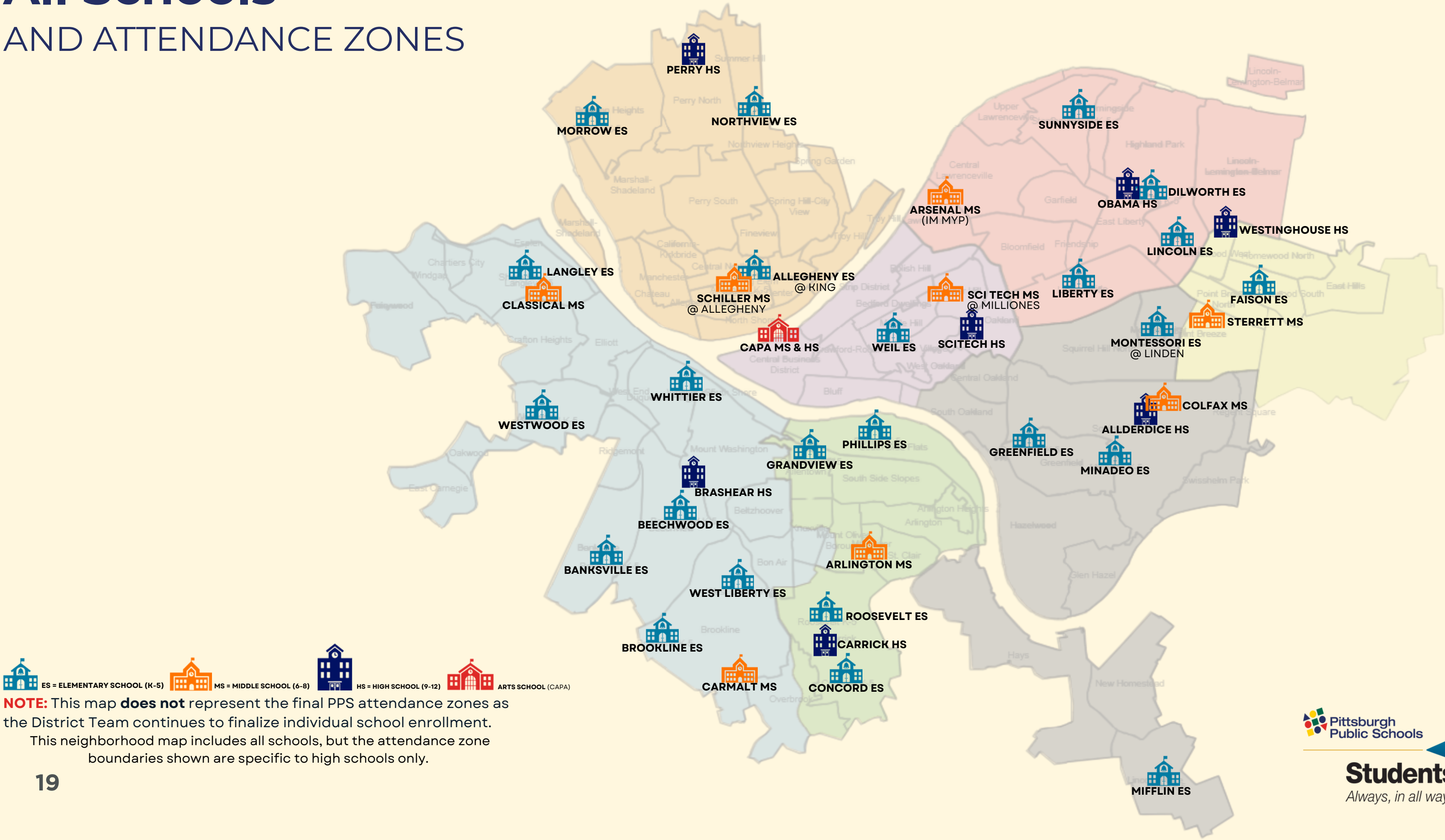
**HS = HIGH SCHOOL (9-12) - 7**

**ARTS HIGH SCHOOL (CAPA) - 1**

**NOTE:** This map **does not** represent the final PPS attendance zones as the District Team continues to finalize individual school enrollment.

# All Schools

## AND ATTENDANCE ZONES



**NOTE:** This map **does not** represent the final PPS attendance zones as the District Team continues to finalize individual school enrollment. This neighborhood map includes all schools, but the attendance zone boundaries shown are specific to high schools only.



***Redesigning the instructional day isn't just about time on the clock—it's about creating time that counts for every learner, in every school, every day.***

- *What are the instructional benefits of reconfiguring schools into K–5, 6–8, and 9–12 grade bands?*
- *What is our plan for gifted education, ensuring that high-achieving students continue to be challenged and supported?*
- *What might a redesigned schedule look like and how will scheduling changes improve access to new student experiences?*
- *What is the District's plan for community schools, and how will these proposed changes support their potential expansion?*
- *How is the District investing in English Learner (EL) students, and what new centers or supports are being established to meet their growing needs?*
- *How will the District's investment in coaching, professional learning, and specialized programming like teacher centers prepare educators to deliver high-quality instruction in modern, inclusive classrooms?*
- *How will the District support and manage staffing transitions resulting from school consolidations and reconfigurations?*



# Access and Opportunities for Every Student to Excel

Creating a scalable pathway to success from Kindergarten to high school graduation.



**How our new plan will improve the quality of education at PPS.**

# Instructional Quality: Scheduling & Time Allocation

## For Students

- *Daily schedules provide consistent access to foundational subjects like literacy and math.*
- *Time is allocated for enrichment, play, and exploration to support career awareness and creativity.*
- *The whole-child approach blends rigorous academics with opportunities for joy, movement, and real-world learning.*



## For Educators

- *Instructional responsibilities are streamlined to reduce fragmentation.*
- *Middle school teachers will focus on single-grade bands to deepen content expertise and foster stronger team collaboration.*
- *Teacher Centers, led by experienced educators will offer immersive six-week coaching cycles to support lesson development, strategy sharing, and professional growth.*

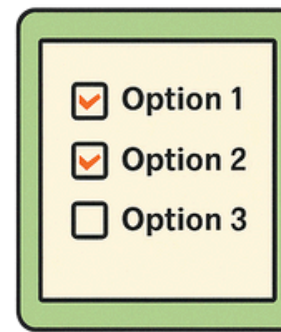


# K-5 Scheduling and Time Allocation

**Goal:** *To create a more equitable, engaging, and holistic learning experience by incorporating daily routines and enriching opportunities that support academic and social-emotional development.*



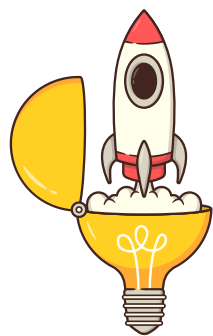
**Community Time**



**W.I.N. (What I Need) Time**



**Career Exploration**



**Playlab**



**World Languages**






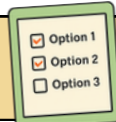
**Library Services**



# ELEMENTARY SCHOOL

## SAMPLE STUDENT SCHEDULE




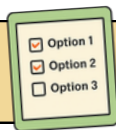




PERIOD	KINDERGARTEN	1st GRADE	2nd GRADE
	COMMUNITY TIME	COMMUNITY TIME	COMMUNITY TIME
1	ELA K	ELA 1	ELA 2
2	ELA K	ELA 1	ELA 2
3	<div><div>ART</div><div>MUSIC</div><div>PHYSICAL ED</div><div>W.I.N.</div></div>		
4	PLAYLAB: WRITING <i>(alternating w: ELA)</i>	PLAYLAB: WRITING <i>(alternating w: ELA)</i>	PLAYLAB: WRITING <i>(alternating w: ELA)</i>
	Lunch & Recess	Lunch & Recess	Lunch & Recess
5	SCIENCE K SOCIAL STUDIES K	SCIENCE 1 SOCIAL STUDIES 1	SCIENCE 2 SOCIAL STUDIES 2
6	MATH K	MATH 1	MATH 2
7	MATH K	MATH 1	MATH 2

# ELEMENTARY SCHOOL

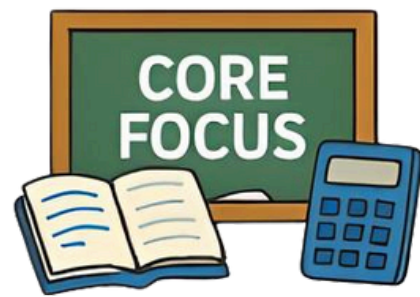
## SAMPLE STUDENT SCHEDULE



PERIOD	3rd GRADE	4th GRADE	5th GRADE
	COMMUNITY TIME	COMMUNITY TIME	COMMUNITY TIME
1	ELA 3	ELA 4	ELA 5
2	ELA 3	ELA 4	ELA 5
3	<div>  <b>ART</b>  <b>MUSIC</b>  <b>PHYSICAL ED</b>  <b>W.I.N.</b>  <small>(alternating w: Career Exploration)</small> </div>		
4	<b>SOCIAL STUDIES 3</b> <i>(alternating w: ELA)</i>	<b>SOCIAL STUDIES 4</b> <i>(alternating w: ELA)</i>	<b>SOCIAL STUDIES 5</b> <i>(alternating w: ELA)</i>
	Lunch & Recess	Lunch & Recess	Lunch & Recess
5	<div>  <b>SCIENCE</b>  <b>WORLD LANGUAGE</b> </div>		
6	MATH 3	MATH 4	MATH 5
7	MATH 3	MATH 4	MATH 5

# 6-8 Scheduling and Time Allocation

**Goal:** To enhance middle school education through a balance of rigorous core instruction and supportive structures that promote well-being, identity, and agency.



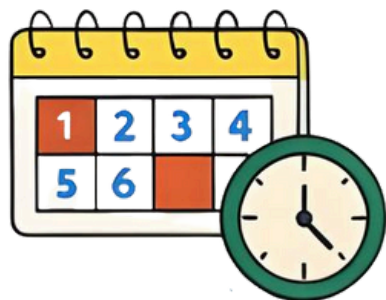
**Core Focus**



**Speciality Areas**



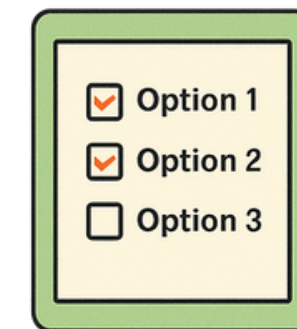
**House System**



**Flexible Schedule Structure**



**Tech Ed & Maker Space**















**W.I.N. (What I Need Time)**



# MIDDLE SCHOOL

## SAMPLE STUDENT SCHEDULE



PERIOD	6th GRADE	7th GRADE	8th GRADE
	Advisory 'HOUSE'	Advisory 'HOUSE'	Advisory 'HOUSE'
1	ELA 6	ELA 7	ELA 8
2	ELA LAB <i>(alternating w: Library)</i>	ELA LAB <i>(alternating w: Library)</i>	ELA/MATH LAB
3	MATH 6	MATH 7	MATH 8
4	MATH LAB	MATH LAB	WORLD LANGUAGE
5 *	 QTR 1 ART	 QTR 1 ART	 QTR 1 ART
	 QTR 2 MUSIC	 QTR 2 MUSIC	 QTR 2 MUSIC
	 QTR 3 PHYSICAL ED	 QTR 3 PHYSICAL ED	 QTR 3 PHYSICAL ED
	 QTR 4 TECH ED 6	 QTR 4 TECH ED 7	 QTR 4 LIBRARY RESEARCH METHODS
	Lunch	Lunch	Lunch
6	SCIENCE 6	SCIENCE 7	SCIENCE 8
7	SOCIAL STUDIES 6	SOCIAL STUDIES 7	SOCIAL STUDIES 8

\* **MUSIC ELECTIVES**  
(Band, Chorus, and Orchestra) → offered as an alternative to Period 5 courses.

# Systemwide Instructional Enhancements



**Standardized Instructional Block**



**6-Day Rotating Schedule**



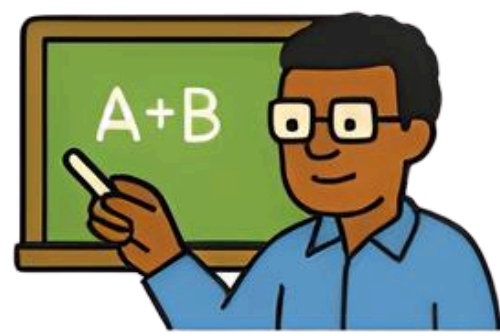
**Expanded Staff in Key Content Areas**



**Increased Coaching Supports**



**Scheduling Refinements**



**Teacher Center Coverage Planning**

# Community Schools: Removing Barriers to Learning



- Remain **committed to preserving** the Community Schools Model.
- All schools that are currently “designated community schools” **will keep their status.**
- Any proposed school additions will be brought before the Board for consideration.

*Priority is to ensure that all schools function as vibrant community hubs, with support structures that resonate with students and reflect their needs, identities, and experiences.*



# Supporting Every Learner: Updates to Support Students with Disabilities

- **Balancing Inclusion (Least Restrictive Environment) and Supplemental Programming:** Ensuring students with exceptionalities learn alongside their non-disabled peers whenever appropriate, while receiving the targeted support they need to succeed.
- **Expanding Regional Services:** Increasing access to services in more neighborhoods so students can receive the support they need closer to home.
- **Improving Elementary School Support (K–5):** Aligning supplemental programs to K-5 to avoid unnecessary transitions and provide the continuum of services in neighborhood schools with timely, targeted help when and where they need it most.
- **Enhancing Middle and High School Services:** Offering a range of part-time and full-time specialized programs based on student needs, with an increased emphasis on transition planning to support success after graduation—whether in college, careers, or independent living.










# Gifted and Talented: Expanding Access and Excellence

Currently, 65% of the District’s K-8 gifted students are clustered in just 8 out of 46 schools.

Gifted Enrollment by Race and Grade Band



	K-5	6-8	9-12	TOTAL
 <b>AFRICAN AMERICAN</b>	71	44	108	<b>223</b>
 <b>AMERICAN INDIAN</b>	0	0	1	<b>1</b>
 <b>ASIAN</b> (NOT PACIFIC ISLANDER)	25	22	17	<b>64</b>
 <b>HISPANIC</b>	16	3	12	<b>31</b>
 <b>MULTI-RACIAL</b>	59	41	56	<b>156</b>
 <b>NATIVE HAWAIIAN</b> (OR OTHER PACIFIC ISLANDER)	1	0	0	<b>1</b>
 <b>WHITE</b>	299	235	388	<b>922</b>
<b>TOTAL</b>	<b>471</b>	<b>345</b>	<b>582</b>	<b>1,398</b>

# Gifted and Talented: What's Changing?

## School-Based Gifted Services (K–8):

- Gifted students will now receive services at their home schools, eliminating the need for travel.
- Support will be delivered through pull-out programs, enrichment activities, and cross-curricular learning, keeping students engaged within their school community.

## Improved Identification:

- Beginning in 2nd grade, PPS will use the NNAT3 screener to identify the top 10% of students at each school for Tier 2 enrichment.
- A new district-wide referral form will also simplify the process for teachers and families to recommend students for evaluation.

## Staff Training:

- General education teachers and school leaders will receive training to better recognize and refer gifted students.
- Gifted and Talented educators will engage in additional professional learning to deepen their expertise and meet Chapter 16 state requirements.





# Gifted and Talented: What's Changing?

**New Learning Opportunities:** Schools will offer cross-curricular thematic units for gifted students in grades K–8. These exciting, hands-on opportunities will connect subjects like math, science, and language arts, encouraging creativity, collaboration, and problem-solving.

**Middle and High School Supports:** Gifted and Talented Educators in middle and high schools will continue to provide enrichment opportunities, monitor student progress, and support students' academic and social growth. High school Gifted Case Managers will also help students with college and career planning and managing Long-Term Projects that encourage deeper learning.



**Resources for All Schools:** A virtual webspace will be created to ensure that all schools who need gifted education resources, have access to them.

# Reimagining Credit Recovery

**Currently, the Student Achievement Center (SAC) serves three groups of students:**



## **9-12 Credit Recovery**

Students working to regain course credits



## **Special 12**

Students needing additional support to complete graduation requirements



## **Overage Middle School Students**

Students who are older than the typical age for their grade level

# Reimagining Credit Recovery: Serving Students Closer to Home

Keeping students connected to their home schools promotes a sense of belonging, strengthens academic engagement, and improves student outcomes:

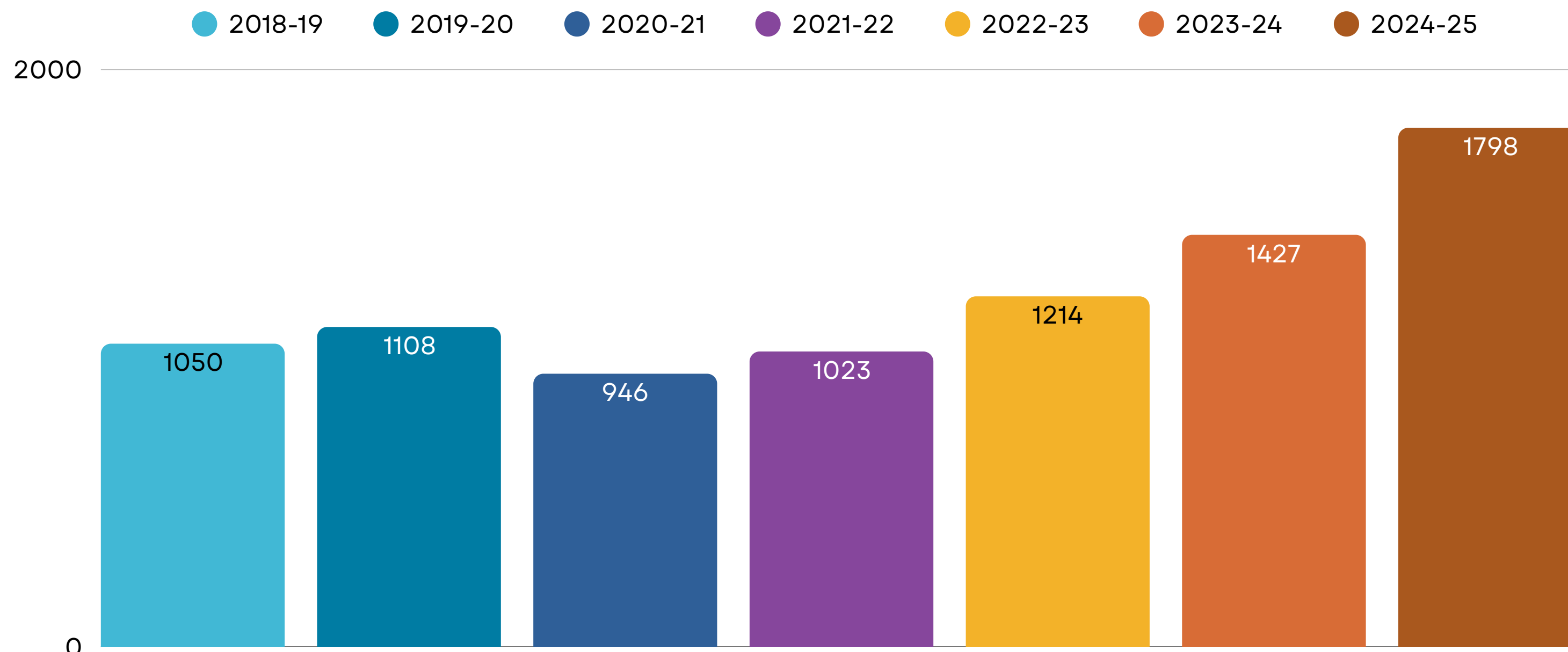


- **Stronger School Connections:** Maintain students' ties to their home schools to support consistent academic progress and social engagement.
- **Flexible Credit Recovery Options:** Expands credit recovery opportunities within home schools to reduce disruption and better meet individual student needs.
- **Expanded Alternative Education Pathways:** Offer a range of services and supports to help students stay on track for graduation through individualized plans and accelerated coursework options.
- **Improved Student Retention:** Strengthen alternative education programming to reduce student departures to external providers, such as charter schools.



# English Language Learners Fastest Growing Population

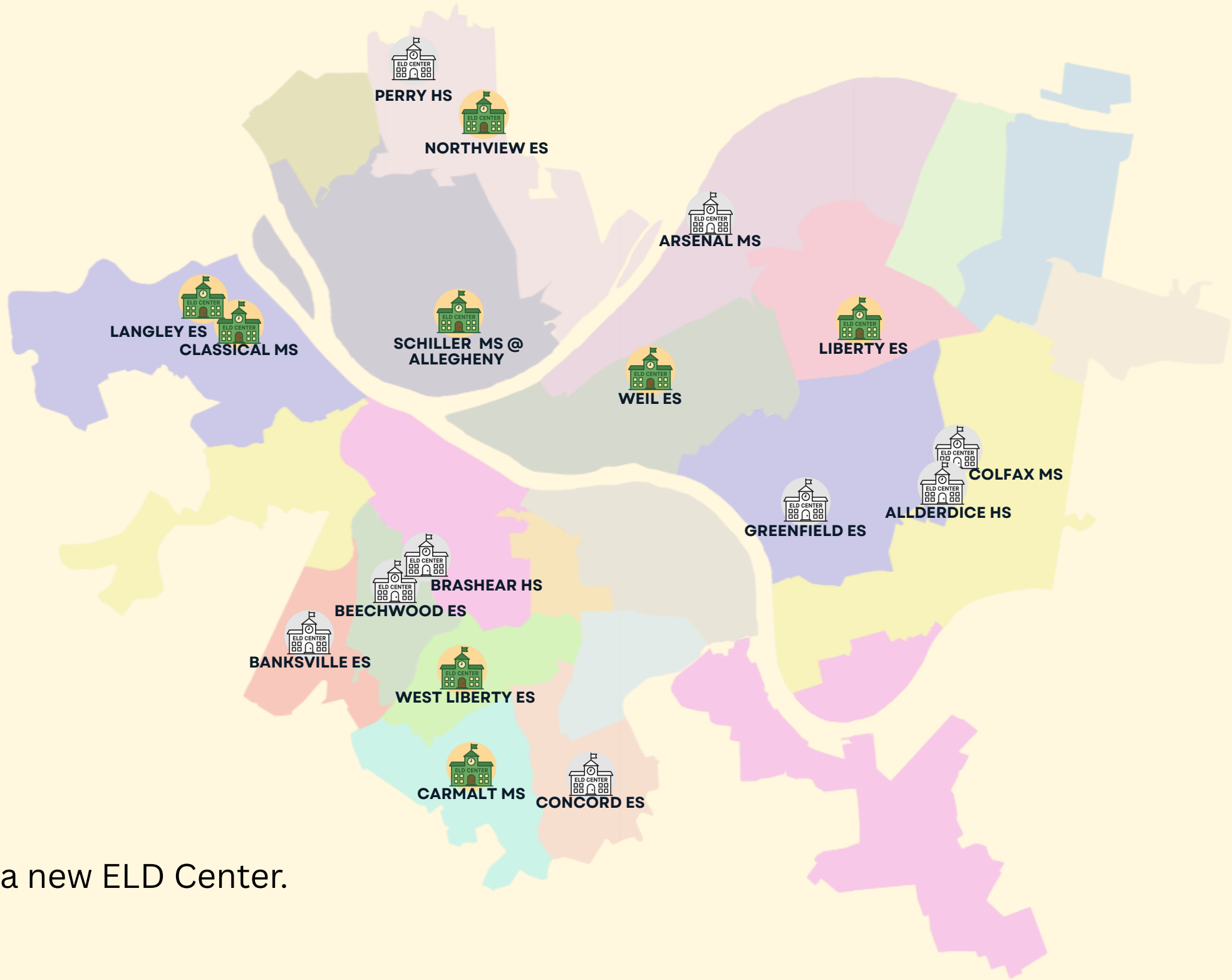
Total English Language Learners in the District through the Years



Source: Pittsburgh Public Schools Office of Curriculum & Instruction--English Language Development Department

# Expanding English Language Development Centers to Meet Student Needs

Recommends expanding number of English Language Development (ELD) Centers from 11 to 17.



Location indicated with  is a new ELD Center.

# Elevating Instruction: Three New Teacher Centers

Collaboration | Active Learning | Models of Effective Practice |  
Coaching and Expert Support | Feedback and Reflection | Sustained Learning



**Teacher as Practitioner**  
*Applying new skills through real-time teaching and coaching.*



**Teacher as Researcher**  
*Investigating strategies to inform planning and improve instruction.*



**Teacher as Learner**  
*Engaging in professional learning alongside peers.*



# Staffing: Recruitment, Reassignment, and Retention

To support efficient and effective recruitment, reassignment and retention efforts:

- The District is committed to supporting all staff through transitions.
- Every effort will be made to place impacted staff into available vacancies with minimal moves.
- Office of Human Resources will work closely with bargaining unit leaders to ensure that all staffing actions align with contractual obligations.
- As we traditionally have an average teacher vacancy rate of 45 positions (after retirements and resignations) at the start of the school year, the District will implement targeted recruitment strategies in collaboration with academic content leaders to fill identified vacancies.
- Human Resources will require clear timelines for school closures and changes to staffing structures, pending Board decision.



# Building Utilization and Capital Investments

***How we use our buildings reflects how we value student opportunity.***

- *Are our current capital investments sufficient to create modern, future-ready learning environments for students and staff?*
- *What are the projected cost savings for suggested school closures?*
- *How will updating learning environments provide more opportunities for student achievement?*
- *What capital investments are needed to ensure that remaining schools are modern, safe, and capable of supporting 21st-century learning?*
- *How can we prioritize those investments in a way that advances equity and maximizes return for students and communities?*



# Current 7-Year Capital Plan

## Centered on Major Maintenance rather than Modernization

### LIMITATIONS OF MAINTENANCE ONLY APPROACH

- Addresses necessary but incremental repairs

#### Examples include:

- Failing boilers
- Leaking roofs
- Outdated electrical systems
- Aging HVAC units

#### Repairs Essential but Not Transformational

### FROM CONSOLIDATION TO CAPITAL REINVESTMENTS

- District currently invests \$40 million annually in maintaining basic upkeep of all school buildings
- Strategic consolidation frees up limited capital funds, enabling major upgrades at remaining schools.

### MODERNIZATION THROUGH STRATEGIC SCHOOL CLOSURES

- Reallocate resources from basic upkeep to modernization.
- Renovation and reimagining of classrooms to foster collaboration and innovation
- Expanded access to air conditioning and updated infrastructure
- Creation of flexible, technology-enabled spaces that support personalized learning
- Equitable access to facilities intentionally designed for current and future educational needs



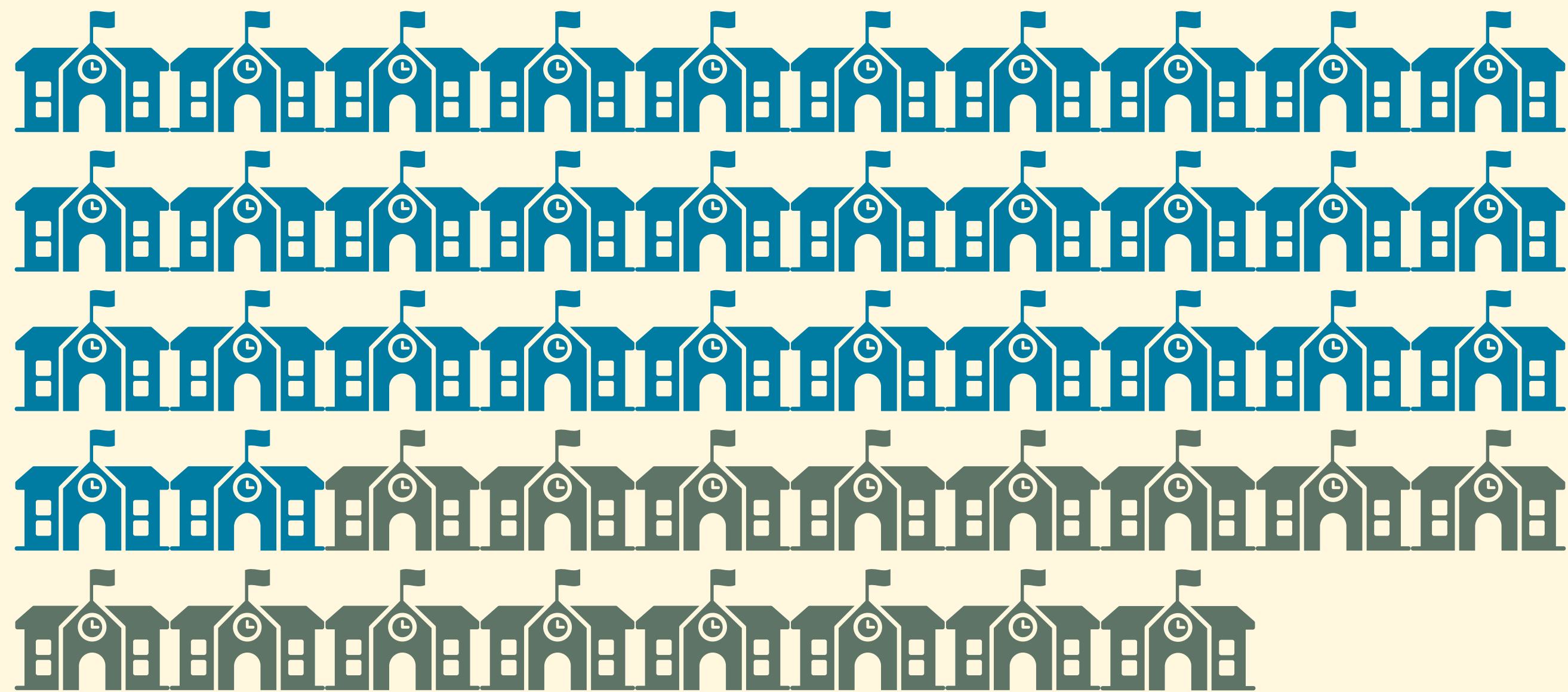
# Air Conditioning: Current 7-Year Capital Plan

Significant disparities exist in the availability of temperature-controlled learning environments across the District.



# Air Conditioning: Post Portfolio Changes

Ensuring all students can learn in safe, dry, and climate-controlled environments over next seven years.



Air-Conditioned

32



Planned for Air-Conditioning for Next 7-Year Plan

16

# Educational Improvements

## Updating Learning Environments to Meet Students Needs

- **Building Refreshes & Room Upgrades:** Targeted investments in physical infrastructure will help us modernize classrooms, address deferred maintenance, and refresh aging spaces to support 21st-century learning.
- **Classroom Modernization:** Learning spaces will be outfitted with updated furnishings and technology to promote flexible, student-centered instruction.
- **Expanding Classroom Spaces:** Renovations will be designed to optimize room usage and accommodate growing student populations where needed.
- **Specialized Learning Areas:** We will invest in purpose-built spaces for music, science, visual arts, and gifted education to ensure students have access to a full and enriching curriculum.
- **Improving Accessibility:** Several of the buildings proposed for closure are among the least accessible in the District. By shifting students to more accessible campuses, we can better meet the needs of all learners—especially those with mobility challenges or specialized support needs.



# Pupil Transportation and Access Impact

***Transportation is foundational to access— not just a way to get to school.***

- *Should this plan move forward, how would student transportation be impacted across the District?*
- *How is the District preparing for potential public transit service changes that could affect student transportation?*
- *How will shifting from elementary magnet programs to a neighborhood schools model impact transportation efficiency and costs?*
- *What are the financial implications of transporting students to specialized programs, and how could program redesign reduce costs while improving access?*
- *What infrastructure or vendor capacity constraints must be addressed to ensure the feasibility of these transportation changes?*



# Driving Change

## A Smarter Approach to School Transportation



- Pittsburgh Public Schools transports 17,000 students daily.
- Strategic, student-centered approach reduces reliance on costly, cross-city travel for specialized programs—such as gifted education and widespread magnet offerings.
- Significantly reduces need for long-distance bus routes, generating estimated \$5.5 million annually.

***By minimizing lengthy commutes, the District can improve attendance, reduce student fatigue, and support greater engagement in learning.***

# TRANSPORTATION IMPACT

## Magnet vs. Neighborhood Schools



**Neighborhood schools** keep students close, minimize transportation costs, and strengthen communities. **Magnet schools** require high-cost, long-distance transportation, leading to fragmented neighborhoods and rising expenses.



### Lincoln K-5 Neighborhood School

Students Enrolled **147**  
Students Assigned to Transportation **16**

Daily Transportation Cost  
**\$300.76**

Annual Transportation Cost  
**\$54,136.00**



### Linden K-5 Magnet School

Students Enrolled **91**  
Students Assigned to Transportation **60**

Daily Transportation Cost  
**\$1836.92**

Annual Transportation Cost  
**\$330,645.00**



**Real opportunity** isn't across town—it's right here at **home**. Neighborhood schools keep students connected, supported, and on the path to success—without the long ride or the high cost.



# Adapting to Transit Changes

## Ensuring Reliable Student Transportation

***Pittsburgh Regional Transit (PRT) is the primary transportation provider for students in grades 6-12, contingent upon the system's capacity and accessibility.***

### **TO SUPPORT CONTINUITY OF SERVICE, THE DISTRICT HAS IMPLEMENTED INTERIM STRATEGIES:**



**Rerouting Students:** Identifying nearby bus stops or transit connections to minimize impact on student commutes.

**Alternate Transportation Options:** Leveraging school-based or third-party transportation resources when necessary.

**Ongoing Coordination with PRT:** Continuing clear and timely communication to manage changes and mitigate any adverse effects.

# Adapting to Transit Changes

## Ensuring Reliable Student Transportation

### Preparedness Strategies for PRT Route Reductions



**Proactive Communication:** Sharing transportation data with PRT to help inform their planning and advocate for student needs.

**Timely Family Notifications:** Providing parents and guardians with prompt updates about changes and available alternatives.

**Flexible Routing Solutions:** Exploring substitute routes and optimizing existing transportation services to maintain access.

**Student-Centered Planning:** Prioritizing student safety, consistency, and convenience in all adjustments made.



# Financial Impact

## Aligning Financial Stability for Educational Excellence

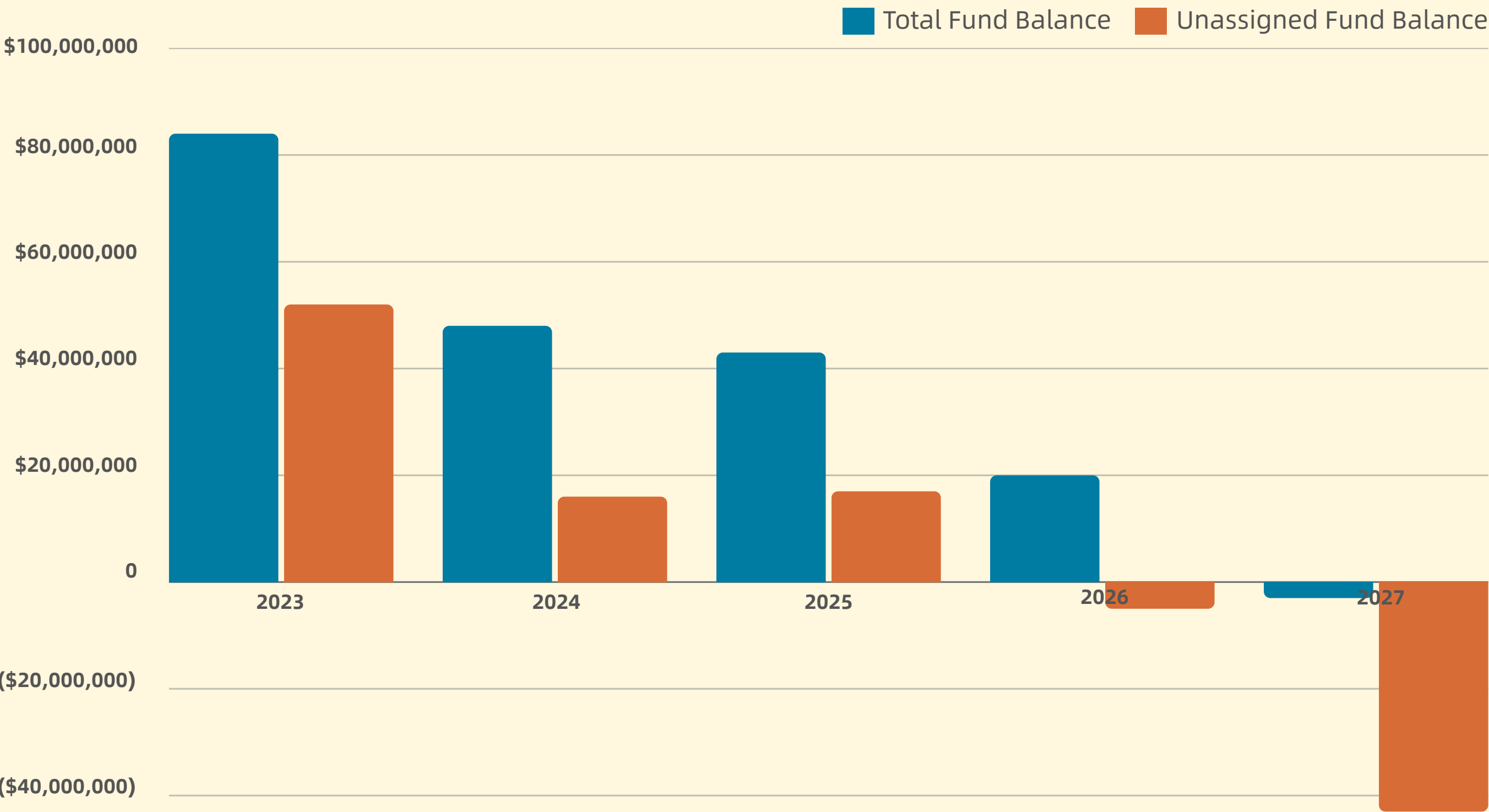
***Financial strength empowers every child to dream, grow, and achieve.***

- *What is the estimated range of annual cost savings from the proposed school closures and reconfigurations?*
- *What is the financial urgency behind these recommendations, and how can the proposed changes help stabilize the District's budget while reinvesting in student experience?*
- *What are the estimated financial impacts of various implementation scenarios, and how do they support the District's goal of expanding access to high-quality, equitable learning environments?*
- *What are the District's plans for managing and repurposing closed school facilities, and how will these closures impact operational costs and future asset use?*
- *How can these financial shifts create opportunities to reinvest in instructional quality, student experience, or school safety?*



# Recurring Deficits Threaten Long-Term Sustainability




Without Meaningful Change the District will Deplete its Financial Reserves by 2027



# Potential Investment Scenarios

CURRENT BUDGET FOR ALL 50 SCHOOLS IN 2025-26:  
**\$228,437,559**

COMPARING DIFFERENT SCENARIOS TO CURRENT BUDGET BASELINE

OPTION	SERVICE DELIVERY MODEL	KEY FEATURES	COST REDUCTION
Option One <i>(Current Model)</i>	 No changes	Existing Staff Budgeting Split Art, Music, PE Teachers	<b>\$18.4M</b>
Option Two <i>(Current Model + 1.0 FTE for Special Subjects)</i>	 No changes	All Art, Music, PE teachers are 1.0 FTE per school	<b>\$17 M</b>
Option Three <i>(District Leadership Recommended Model)</i>	 Modified	Full-time Art, Music, PE Career Exposure (6–8 only) World Language (K–8)	<b>\$7.7 M</b>

Does not include the District’s 4 special schools -Pittsburgh Conroy, Oliver Citywide Academy, Online Academy and Pioneer.

# Total Annual Cost Reductions

## SUMMARY

School Based Budget Reduction	\$7,688,391.00
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Utilities Reduction	\$358,481.00
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Literacy Coaches	(\$3,598,634.00)
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Teacher Centers Staffing	(\$2,076,948.00)
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<b>ANNUAL COST REDUCTION</b>	<b>\$2,376,290.00</b>
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# Impact of Proposed Plan on Transportation Costs

SCHOOL	TOTAL SCHOOL ENROLLMENT	STUDENTS ASSIGNED TO TRANSPORTATION	TRANSPORTATION COST PER DAY	TRANPORTATION COST PER YEAR
ALLEGHENY	648	418	\$5,676.93	\$1,021,847.40
CARMALT	483	352	\$4,552.50	\$819,450.00
DILWORTH	417	246	\$3,510.98	\$631,976.40
FULTON	260	156	\$3,418.60	\$615,348.00
LIBERTY	207	112	\$3,072.95	\$553,131.00
LINDEN	91	60	\$1,836.92	\$330,645.60
PHILLIPS	245	116	\$2,321.46	\$417,862.80
WOOLSLAIR	211	121	\$4,255.91	\$766,063.80



\$5.473 M  
TOTAL SAVINGS

SAVINGS BREAKDOWN



GIFTED CENTER SAVINGS  
\$316,800.00







MAGNET SCHOOLS SAVINGS  
(EXCLUDING MONTESSORI)  
\$5,156,325.00

# COST AVOIDANCE

## FOR PROPOSED 9 FACILITY CLOSURES

<b>Total Capital Expenditure</b> \$102,260,806.00	<b>Total Annual Utility Cost Reduction</b> \$591,846.00	<b>Total Cost Avoidance</b> <b>\$102,852,652.00</b>
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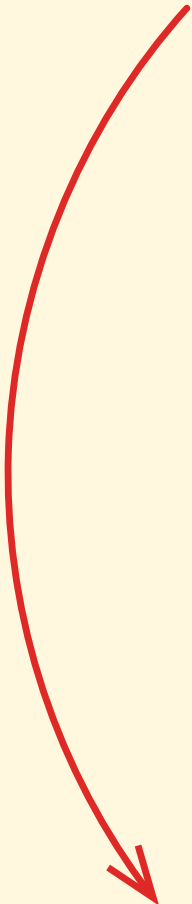
 SCHOOL	 CAPITAL EXPENDITURE (2025-2031)	 ANNUAL UTILITY COSTS (3-Year Average)	 TOTAL
Friendship	\$16,568,734.00	\$61,485.00	\$16,630,219.00
Fulton	\$9,078,920.00	\$49,030.00	\$9,127,950.00
Manchester	\$20,939,572.00	\$77,458.00	\$21,017,030.00
Miller	\$11,880,240.00	\$71,023.00	\$11,951,263.00
Morrow Primary	\$5,758,400.00	\$95,144.00	\$5,853,544.00
Schiller	\$7,189,740.00	\$75,550.00	\$7,265,290.00
Spring Hill	\$4,730,620.00	\$41,025.00	\$4,771,645.00
Student Achievement Center	\$7,688,880.00	\$84,628.00	\$7,773,508.00
Woolslair	\$18,425,700.00	\$36,503.00	\$18,462,203.00
<b>TOTAL</b>	<b>\$102,260,806.00</b>	<b>\$591,846.00</b>	<b>\$102,852,652.00</b>

# SUMMARY OF FACILITIES SAVINGS

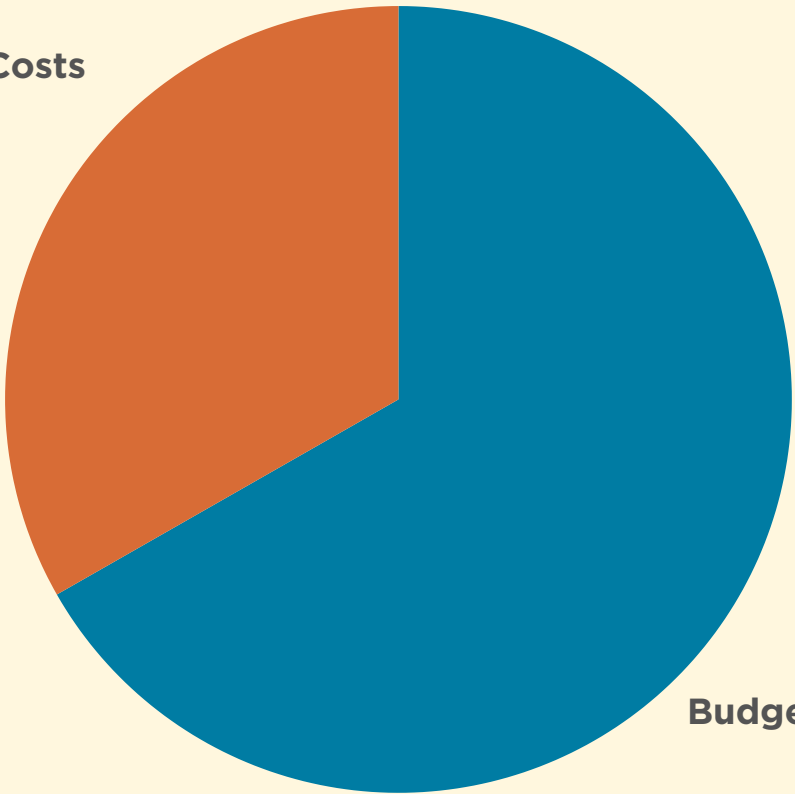
Total Budgeted Capital Expenditures	Estimated Facilities Utilization Costs	Total Investment
<b>\$68,941,920.00</b>	<b>\$34,355,247.00</b>	<b>\$103,297,177.00</b>

Current 7-Year Capital Plan

School Building Updates



Facilities Upgrade Costs  
33.3%



Budgeted Capital Expenditures  
66.7%

Closed Facility Cost Avoidance Total	Estimated Facilities Utilization Costs	Total Capital Cost Avoidance
<b>\$102,852,652.00</b>	<b>\$34,355,247.00</b>	<b>\$68,497,405.00</b>



# Closed Building Disposition Plan

*In accordance with Board Policy No. 814 and the Pennsylvania School Code, any building disposition will follow established procedures.*

## PHASE ONE

- **FORT PITT**
- **BON AIR**
- **KNOXVILLE**  
*(material stored at Knoxville will be moved to Oliver)*



## PHASE TWO

- **BAXTER**
- **FRIENDSHIP**
- **FULTON**
- **MANCHESTER**
- **MILLER**
- **SCHILLER**
- **WOOLSLAIR**



## PHASE THREE

- **MORROW**  
*(Primary)*
- **SPRING HILL**

# SCHOOL SALE PROCEEDS



When a school building is sold,  
the proceeds can only be used for **two** purposes:

## PAY OFF DEBT



*Funds must reduce District debt*

## IMPROVE BUILDINGS



*Funds can upgrade  
existing facilities*

Proceeds **cannot** be used for salaries, programs, or other  
operational costs.

*Any proceeds from  
the sale of these  
facilities must be  
used to fund capital  
improvements or pay  
down existing debt,  
as outlined by the  
Pennsylvania School  
Code.*



# Community Engagement and Communications Plan

## *Community Voices, Stronger Schools*

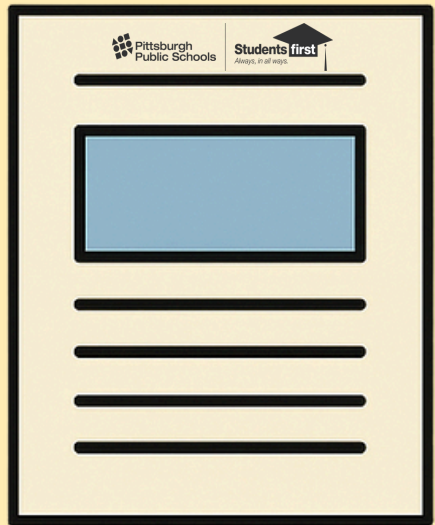
- *How will the District keep families and staff informed and engaged throughout the implementation of the Facilities Utilization Plan?*
- *How did the District engage stakeholders following the release of the initial feasibility report?*
- *What themes emerged from community feedback, and how were they incorporated into the updated recommendations?*
- *How will PPS continue to engage families, educators, and partners throughout implementation?*



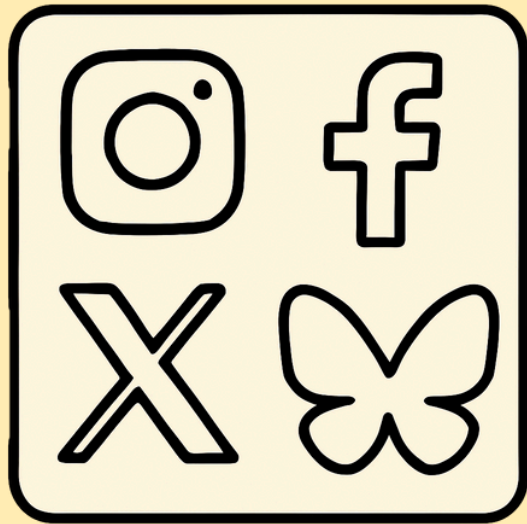
# Engaging Families and Staff Throughout Facilities Planning Process

## SECOND PHASE

### Phase 2 | Current Phase: Sharing Information and Answering Questions



**Biweekly Flyers & Newsletters**  
*(emailed, mailed, posted online)*



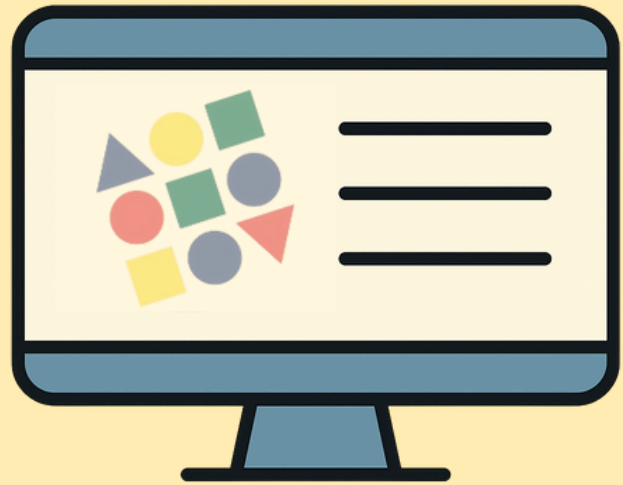
**Social Media Updates**  
*(Facebook, Instagram, X, Bluesky)*



**News in 90**  
*Facilities Utilization Plan videos and Q&A sessions with District leaders*



**Translated Messages**  
*through phone calls and flyers*



**Regular Updates to the Facilities Utilization Plan Webpage**

# Engaging Families and Staff Throughout Facilities Planning Process

THIRD PHASE

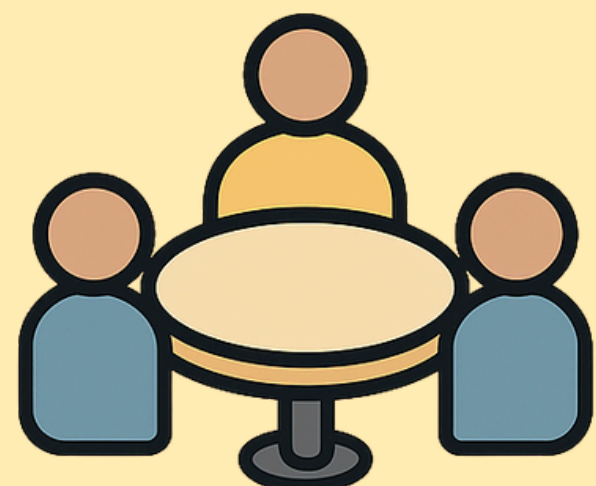
## Phase 3 | After the Board Opens the Public Comment Period



**Continue Phase 2**  
*Communication Strategies*



**Full Mailer**  
*sent to all families and staff detailing recommendations and ways to provide comment*



**Roundtable Discussions**  
*with specific impacted groups*



**The “Find My School” tool** will be updated to reflect changes



# Engaging Families and Staff Throughout Facilities Planning Process

## FOURTH PHASE

### Phase 4 | After Board Approval of Final Recommendation



Families at impacted schools will receive **Detailed Information** about what comes next



A **Transition Lead** will be identified to ensure a smooth transition and a **Parent Ambassador**.



**Mobile Engagement Unit** will visit neighborhoods to share information and answer questions



**School Welcome Packets** and other materials for families impacted by closures from receiving schools



**Community Resource Guides** will be developed for transitioning schools



**Capital Plan Website** to keep public updated on renovations, facility updates and building refreshes



# Phase One Transition Plan



NORTH	BUILDING	JUNE 2026	SUMMER 2026	FALL 2026
	Allegheny K-5	School Relocates to King Facility	Magnet Ends-- <i>Students return to Feeder Pattern Schools</i>	Allegheny ES at King Opens
	Allegheny 6-8	School Closes Magnet Ends	<i>Students return to Feeder Pattern Schools</i>	
	King K-8 *	School Closes	Renovations Begin-- Students in 6-8 move to Allegheny MS	Allegheny ES at King Opens
	Manchester K-8 *	School and Building Closes		Students attend Allegheny ES and Schiller MS
	Morrow K-8 *	Removes 6-8	Students in 6-8 move to Schiller at Allegheny MS	Morrow ES Opens
	Northview	Major Renovations Begin		
	Schiller 6-8	Building Closes Magnet Ends	School Moves to Allegheny Facility	School Receives Northside 6-8 Students

63 \* Designated in the bottom 15% of schools statewide.

# Phase One Transition Plan

EAST	BUILDING	JUNE 2026	SUMMER 2026	FALL 2026
	Arsenal K-5 *	School Closes	Students move to Liberty ES, Sunnyside ES or Allegheny ES at King	
	Arsenal 6-8 *			Receives 6-8 Students from Sunnyside and Obama
	Colfax K-8	Removes K-5		Receives 6-8 Students from Greenfield and Mifflin
	Dilworth PreK-5	Magnet Ends	Students return to Feeder Pattern Schools	Opens as Neighborhood School with Fulton Feeder Students
	Fulton PreK-5	School and Building Closes	Fulton Feeder moves to Dilworth ES	Dilworth ES Neighborhood Schools Opens
	Greenfield PreK-8	Removes 6-8		Receives some Colfax K-5 Feeder; 6-8 Students move to Colfax MS
	Liberty PreK-5	Magnet Ends	Students return to Feeder Pattern Schools	Liberty ES Neighborhood Schools Opens
	Linden PreK-5 *	School Closes	Current Linden Students provided option to attend Montessori	Montessori Opens in Building
	Mifflin PreK-8 *	Removes 6-8		6-8 Students move to Colfax MS

64\* Designated in the bottom 15% of schools statewide.

# Phase One Transition Plan

CONTINUED

EAST	BUILDING	JUNE 2026	SUMMER 2026	FALL 2026
	Montessori PreK-5	Friendship Building Closes	Relocates to Linden Building	Opens in Linden Building
	Obama 6-12 *	Removes 6-8	Students in 6-8 move to Arsenal MS	Opens as Obama HS
	Sci Tech 6-12	Removes 6-8		Opens as Sci Tech Academy HS
	Student Achievement Center	Center Closes		Credit Recovery Program moves to Feeder Schools
	Sunnyside PreK-8	Removes 6-8	Students in 6-8 move to Arsenal MS	Sunnyside ES Opens
	Westinghouse 6-12 *	Removes 6-8	Students in 6-8 move to Sterrett MS	Opens as Westinghouse HS
	Woolslair PreK-5	School and Building Closes	Magnet students return to Feeder Schools--Liberty (E) & Sunnyside (W) serve Feeder Students	

65 \* Designated in the bottom 15% of schools statewide.

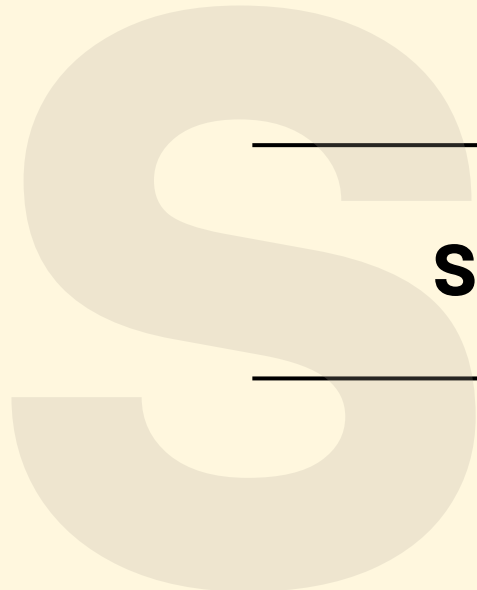


# Phase One Transition Plan

CENTRAL	BUILDING	JUNE 2026	SUMMER 2026	FALL 2026
	Miller PreK-5 *	School and Building Closes	Students move to Weil ES	
	Milliones 6-12 *	School Closes	Students in 6-8 move to SciTech MS at Milliones.	Opens as SciTech MS at Milliones
	Weil PreK-5 *			Receives Miller students
WEST	BUILDING	JUNE 2026	SUMMER 2026	FALL 2026
	Langley PreK-8 *	Removes 6-8	Students in 6-8 move to PCA	Opens as a ES-- PCA opens as MS Neighborhood Magnet

66\* Designated in the bottom 15% of schools statewide.

# Phase One Transition Plan

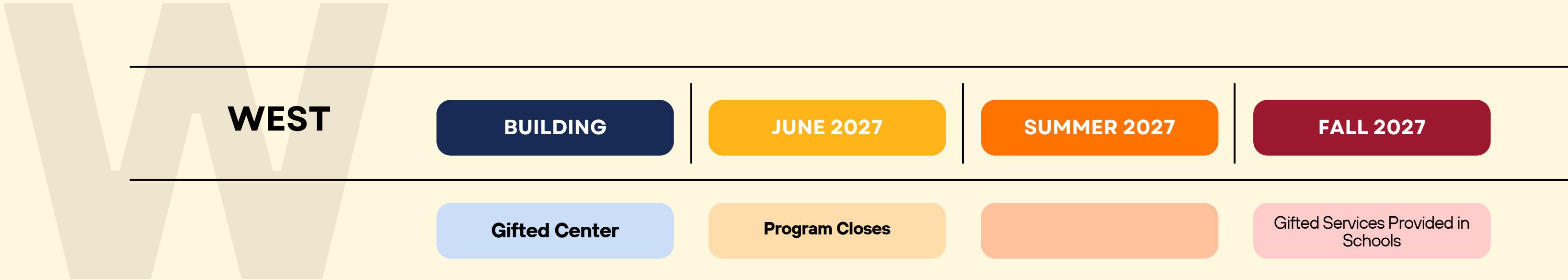


## SOUTH

BUILDING	JUNE 2026	SUMMER 2026	FALL 2026
Arlington PreK-8 *	Removes PreK-5	Students in K-5 move to Concord, Philips, and Roosevelt	Opens as a MS--Receives South Brook 6-8 Students
Brookline PreK-8	Removes 6-8		Opens as a K-5 ES
Carmalt PreK-8	Removes PreK-5 Magnet Ends	Students in PreK-5 return to Feeder Pattern Schools	Carmalt MS opens as STEM Emphasis Program
Philips K-5	Magnet Ends		
South Brook 6-8 *	School Closes	Students move to Arlington MS	
South Hills 6-8 *	School Closes	Students move to Carmalt MS	

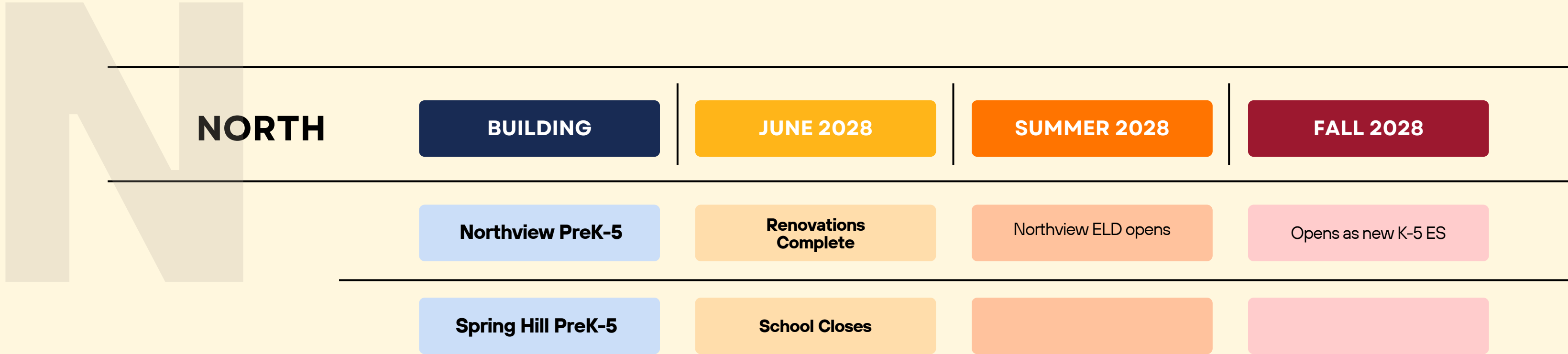
67 \* Designated in the bottom 15% of schools statewide.

# Phase Two Transition Plan





# Phase Three Transition Plan



# School Portfolio: Transitioning from 54 to 44 Schools

CURRENT NUMBER OF SCHOOLS BY CONFIGURATION & ENROLLMENT

NUMBER OF STUDENTS	K-5	K-8	6-8	6-12	9-12	TOTAL
0-149	4	0	1	0	0	5
150-249	9	3	4	0	0	16
250-399	7	4	2	1	0	14
400-599	3	3	0	1	2	9
600-999	0	1	0	3	1	5
1000+	0	0	0	0	1	1
TOTAL	23	11	7	5	4	50

PROPOSED NUMBER OF SCHOOLS BY CONFIGURATION & ENROLLMENT

NUMBER OF STUDENTS	K-5	K-8	6-8	6-12	9-12	TOTAL
0-149	0	0	0	0	0	0
150-249	4	0	0	0	0	4
250-399	11	0	3	0	0	14
400-599	8	0	5	0	3	16
600-999	1	0	0	1	4	6
1000+	0	0	0	0	0	0
TOTAL	24	0	8	1	7	40

The charts do not include the District’s four special schools – **Pittsburgh Conroy, Oliver Citywide Academy, Online Academy and Pioneer** – as their enrollment fluctuates based on student need and assignment.

# Final Proposed School Portfolio



**K-5 SCHOOLS**  
**ELEMENTARY**

24



**6-8 SCHOOLS**  
**MIDDLE**

8



**6-12 SCHOOL**  
**ARTS**

1



**9-12 SCHOOLS**  
**HIGH**

7



**SPECIAL**  
**SCHOOLS**

4



**CENTER**  
**PROGRAM**

1



**K-8 SCHOOLS**  
**ELIMINATED**

0



# Next Steps | The Path Forward

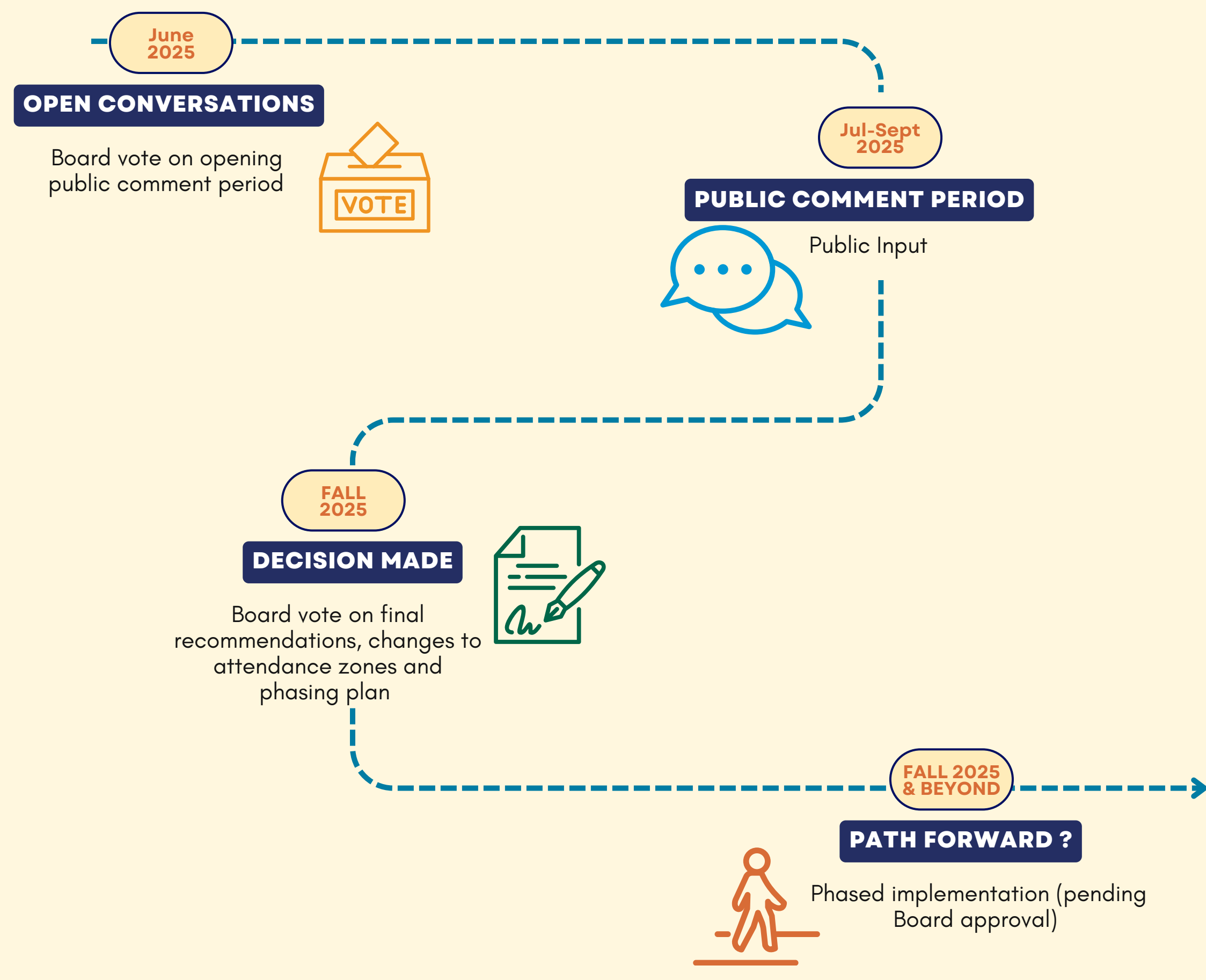
**Initiating the Public Commentary Period:** Board vote is necessary to open the state-required public commentary period for the proposed facility closures, ensuring transparency and opportunities for stakeholder input.

**Mandatory Public Hearing:** Following the vote to open the Public Commentary Period, a mandatory public hearing will be held to address building closures, providing a platform for community members to share their opinions and concerns.

**Approval of the Final Plan:** The Board will vote on the final plan to enable a phased and sequenced implementation that aligns with the District's long-term goals and priorities.

**Additional Votes on Key Items:** The Board will continue to vote on related components of the approved final plan as needed to support smooth execution.

# What Happens Next







**Pittsburgh  
Public Schools**

**Students first**

*Always, in all ways.*



WEST LIBERTY ELEMENTARY