



Pittsburgh Public Schools

FUTURE-READY

FACILITIES IMPLEMENTATION PLAN

PRESENTATION

Dr. Wayne N. Walters, Superintendent

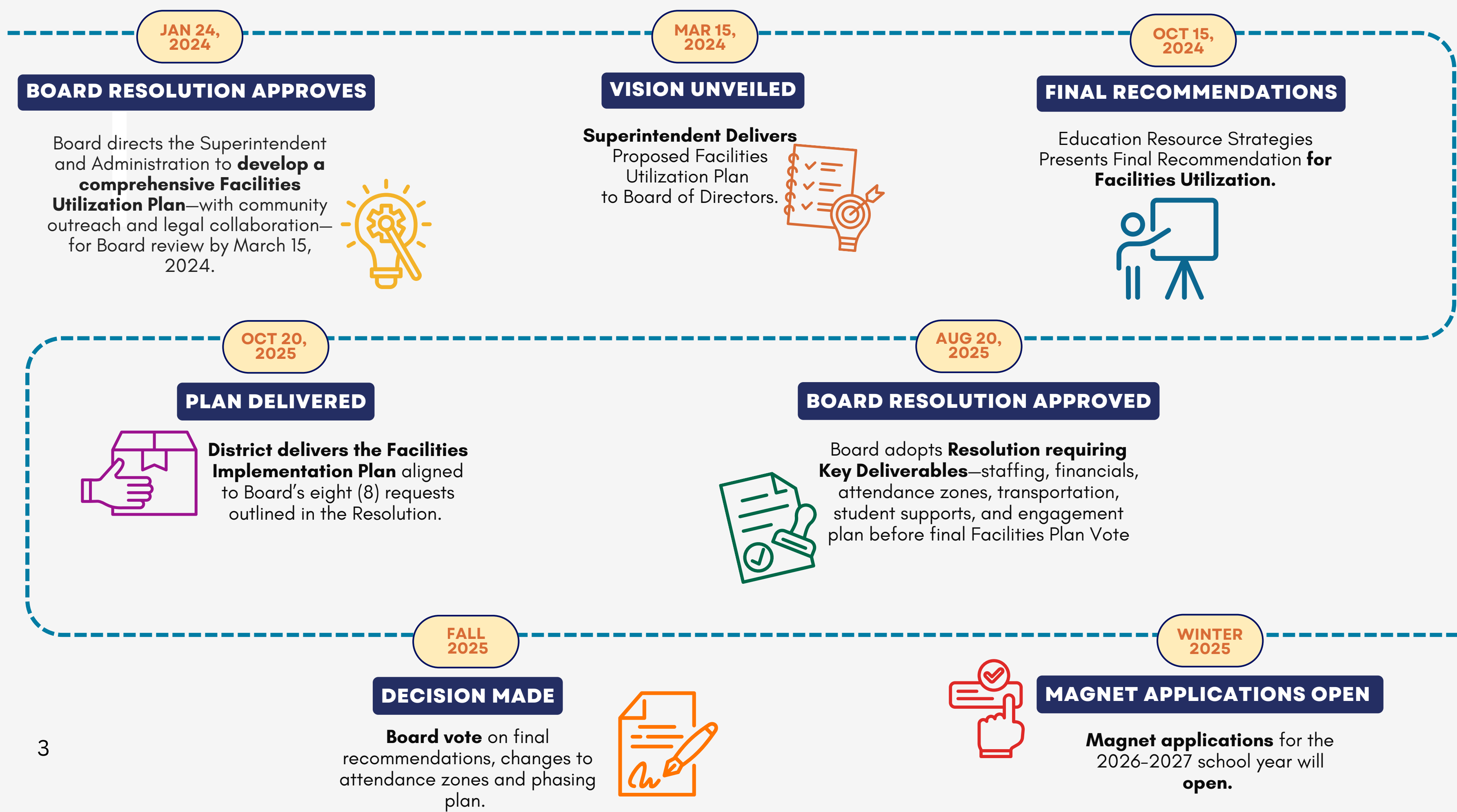
and the Leadership Team

OCTOBER 30, 2025

ANCHORED IN VISION, GUIDED BY VALUES

equity
excellence
efficiency
access

The Journey Began December 2023



Implementation Timeline | Planning & Early Wins

Creating Clarity, Confidence, and Connection Before Change



Finalizing school phasing decisions approved by the Board.



Launching communication tools such as the Find My School portal and updated boundary maps.



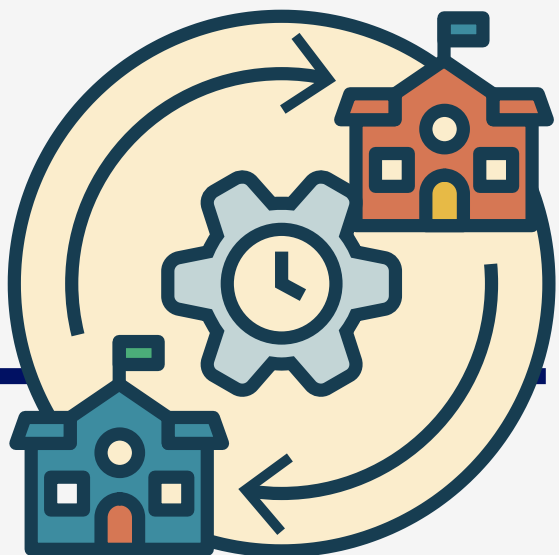
Identifying “early wins,” such as school improvements or program expansions that can be introduced before major transitions.



Hosting community conversations and school-based listening sessions and planning to prepare families and staff.

Implementation Timeline | Launch

Nurturing Strong School Cultures During Time of Transition



Initial school reconfigurations and grade shifts.



Supporting Staff Transitions



Maintaining strong communication channels for real-time updates and feedback.



Providing professional development and staffing supports to ensure readiness



Supporting affected students and families with transition resources and transportation planning.

Implementation Timeline | Full Implementation

Executing with Excellence: Sustaining Future-Ready Change



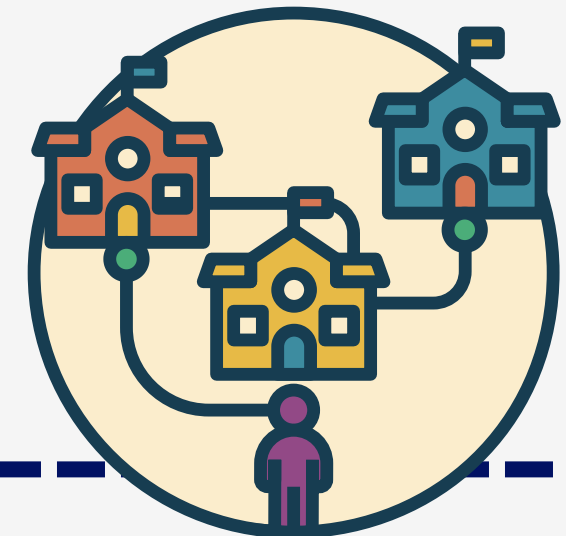
Completing phased program and school closures and new school openings.



Rolling out specialized programming aligned to the guiding principles.



Investing in capital improvements and facility upgrades to modernize spaces.



Strengthening student pathways from elementary through high school with consistent program quality.

BOARD REQUEST

Financial impact with comprehensive multi-year projections.

Financial Impact | Multi-Year Rolling Forecast

	Year Ended 2023 <i>Actual</i>	Year Ended 2024 <i>Actual</i>	Year Ended 2025 <i>Adopted</i>	Year Ended 2025 <i>Projected</i>	Year Ended 2026 <i>Projected</i>	Year Ended 2027 <i>Projected</i>	Year Ended 2028 <i>Projected</i>
Total Revenues	\$682,258,983	\$698,727,965	\$724,160,527	\$711,226,326	\$724,417,973	\$738,739,237	\$756,621,105
Total Expenditures	\$678,916,579	\$705,591,642	\$752,283,642	\$733,168,566	\$735,836,245	\$752,541,820	\$781,867,299
Beginning Balance	\$80,564,452	\$83,906,856	\$77,043,179	\$77,043,179	\$55,100,940	\$43,682,668	\$29,880,084
Operating Surplus (Deficit)	\$3,342,404	\$(6,863,677)	\$(28,123,115)	\$(21,942,240)	\$(11,418,272)	\$(13,802,584)	\$(25,246,194)
Ending Fund Balance	\$83,906,856	\$77,043,179	\$48,920,064	\$55,100,940	\$43,682,668	\$29,880,084	\$4,633,890
Less Projected Reservations	\$(2,335,748)	\$(10,016,796)	\$(2,500,000)	\$(2,500,000)	\$(2,500,000)	\$(2,500,000)	\$(2,500,000)
Less Committed Fund	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Less Assigned Fund Balance	\$(29,985,032)	\$(28,123,115)	\$(11,418,272)	\$(11,418,272)	\$(13,802,584)	\$(25,246,194)	\$(27,199,283)
Unassigned Fund Balance	\$51,586,076	\$38,903,268	\$35,001,792	\$41,182,668	\$27,380,084	\$2,133,890	\$(25,065,393)
% Budgeted Expenditures	7.60%	5.51%	4.65%	5.62%	3.72%	0.28%	-3.21%
Minimum Fund Balance per Board Policy #721	\$33,945,829	\$35,279,582	\$37,614,182	\$36,658,428	\$36,791,812	\$37,627,091	\$39,093,365
Compliance with Fund Balance Policy	Yes	Yes	No	Yes	No	No	No
Funds needed to comply with Fund Balance Policy	\$(17,640,247)	\$(3,623,686)	\$2,612,390	\$(4,524,239)	\$9,411,728	\$35,493,201	\$64,158,758

Financial Impact | Multi-Year Future-Ready Financial Forecast

Line Item Category	2026	2027	2028	2029	2030
Academic Coaches	\$ 1,413,356	\$ 3,533,390	\$ 3,533,390	\$ 3,533,390	\$ 3,533,390
ELD Specialists	\$ 201,908	\$ 504,770	\$ 504,770	\$ 504,770	\$ 504,770
Closing of Student Achievement Center	\$ (534,204)	\$ (1,205,669)	\$ (1,205,669)	\$ (1,205,669)	\$ (1,205,669)
Gifted and Talented	0	\$ 276,898	\$ 692,244	\$ 692,244	\$ 692,244
Teaching and Learning Centers	\$ 755,842	\$ 2,267,527	\$ 4,263,277	\$ 6,867,317	\$ 7,558,421
Debt Service	0	\$ 469,847	\$ 2,796,993	\$ 452,931	\$ 2,491,478
Transportation	\$ (1,454,560)	\$ (4,436,400)	\$ (5,636,400)	\$ (5,636,400)	\$ (5,636,400)
Delivery Model Changes	\$(4,042,472)	\$ (8,582,588)	\$ (6,297,199)	\$ (6,297,199)	\$ (6,297,199)
School Safety Staffing	\$ 27,507	\$ 70,431	\$ 73,809	\$ 73,809	\$ 73,809
Custodial Staffing	\$ (456,972)	\$ (1,142,429)	\$ (1,142,429)	\$ (1,142,429)	\$ (1,142,429)
Utilities	\$ (143,392)	\$ (358,481)	\$ (358,481)	\$ (358,481)	\$ (358,481)
Relocation Costs	\$ 500,000	0	0	0	0
Project Management	\$ 272,630	\$ 272,630	0	0	0
Communications	\$ 60,000	\$ 60,000	\$ 60,000	0	0
TOTAL	\$ (3,400,357)	\$ (8,270,074)	\$ (2,715,695)	\$ (2,515,717)	\$ 213,934
	<i>(Decrease)</i>	<i>(Decrease)</i>	<i>(Decrease)</i>	<i>(Decrease)</i>	<i>Increase</i>

Financial Impact | Cost Avoidance from Closures

Closed Building	2025-31 Capital Plan	Total Annual Utility Cost Reduction	Total Cost Avoidance
Baxter <i>Student Achievement Center</i>	\$7,688,880	\$84,628	\$7,773,508
Friendship <i>Montessori</i>	\$16,568,734	\$61,485	\$16,630,219
Fulton	\$9,078,920	\$49,030	\$9,127,950
Manchester	\$20,939,572	\$77,458	\$21,017,030
McKelvey <i>Miller</i>	\$11,880,240	\$71,023	\$11,951,263
Morrow <i>Primary</i>	\$5,758,400	\$95,144	\$5,853,544
Schiller	\$7,189,740	\$75,550	\$7,265,290
Spring Hill	\$4,730,620	\$41,025	\$4,771,645
Woolslair	\$18,425,700	\$36,503	\$18,462,203
Total	\$102,260,806	\$591,846	\$ 102,852,652

Financial Impact | Proposed 7-Year Capital Plan

	Capital Projects (Bond Funds)	Capital Projects (Grants)	FRFP Costs (Bond Funds)	Total Capital Costs
2026	40,105,393	5,045,500	2,470,800	47,621,693
2027	46,698,594	4,180,750	24,300,400	75,179,744
2028	58,871,344	300,000	21,862,500	81,033,844
2029	67,180,630	–	–	67,180,630
2030	75,685,700	–	–	75,685,700
2031	61,945,100	–	–	61,945,100
2032	44,846,900	–	–	44,846,900
7-YEAR TOTAL	395,333,661	9,526,250	48,633,700	\$ 453,493,611

BOARD REQUEST

Updated District staffing projections to support implementation.

Staffing Projections | Timeline



Preparation & Awareness | October 2025 - February 2026

- HR Road Shows & Office Hours
- Future-Ready Union Meetings
- Seniority Audits Completed
- Transfer Timelines Finalized
- Retirement Readiness Seminars
- School Leader Assignments Determined
- External Hiring Prep & Guidelines
- Staff Communications Series
- Educator Apprenticeship Launch

Recruitment & Transfers | March - June 2026

- Site Budgets Reviewed
- Employee Transfer Season Opens
- Placement Status Notifications
- Recruitment & Staffing Events
- Transition Coordination Planning

Full Implementation

- Analyze Workforce Data Trends
- Implement Targeted Recruitment
- Provide Advanced Hiring Training
- Strengthen Recruitment Partnerships
- Advance Grow-Our-Own Pathways



External Hiring & Onboarding; Transition Support July- August 2026

- External Hiring Continues
- Onboarding Supports Delivered

POSITION		SY 2025-2026	SY 2026-2027	AVG. YEARLY SEPARATIONS	PROJECTED HIRES FURLOUGHS
PRINCIPAL		57	46	5	-6
ASSISTANT PRINCIPAL		27	22	6	1
TEACHER General and Electives		1070	1015	131	76
TEACHER English Language Development		46	46	7	7
TEACHER PSE		332	332	26	26
COUNSELOR SOCIAL WORKER		83	75	7	-1
LIBRARIAN		21.5	24.5	3	6
SECRETARY		53	44	10	1
STUDENT DATA SYSTEMS SPEC.		35	26.5	8	-0.5
FOOD SERVICE		229	181	27	-21
SECURITY AIDE		72	72	6	6
14	CUSTODIAL	266	255	20	9

Staffing Projections | Regional Classrooms

REGIONAL CLASSROOMS Teaching Staff	AUTISTIC SUPPORT	EMOTIONAL SUPPORT	LIFE SKILLS SUPPORT	MULTIPLE DISABILITIES SUPPORT	VISION
SY 2025-2026	62	25	15	2	4
SY 2026-2027	66	26	15	3	4

REGIONAL CLASSROOMS Classroom Assistant Staff	AUTISTIC SUPPORT	EMOTIONAL SUPPORT <i>Educational Assistant IV</i>	LIFE SKILLS SUPPORT	MULTIPLE DISABILITIES SUPPORT	VISION <i>Paraprofessional</i>
SY 2025-2026	124	26	15	4	2
SY 2026-2027	132	26	15	6	2

POSITION		SY 2026-2027	SY 2027-2028	AVG. YEARLY SEPARATIONS	PROJECTED HIRES FURLOUGHS
MIDDLE SCHOOL ENGLISH TEACHER		56	41	7	-8
MIDDLE SCHOOL MATH TEACHER		46	46	4	-11
HIGH SCHOOL ENGLISH TEACHER* (Core Courses Only. Excludes Electives)		83	41	4	-37
HIGH SCHOOL MATH TEACHER (Core Courses Only. Excludes Electives)		83	34.5	5	-43.5
CAREER + TECHNICAL EDUCATION (CTE) TEACHER		22.5	44	4	25.5
RELATED ARTS TEACHER* Includes Art, Music, PE, World Language, Career Exploration, CTE Electives, High School Electives - Math, English, etc.		179.5	302.5	22	145
COUNSELOR SOCIAL WORKER		75	68	7	0
LIBRARIAN		24.5	46.5	3	25
SECRETARY		44	44	10	10
16	STUDENT DATA SYSTEMS SPECIALIST (SDSS)	26.5	25	8	6.5

* NOTE: Not inclusive of Title I and CSI funding. Although there appears to be a reduction in English and Math, these numbers are reflected within the Related Arts sections, which include High School electives such as English and Math courses.

Staffing Projections | Timeline



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BOARD REQUEST

*Identified attendance zones + feeder patterns
with rationale.*

Attendance Zones + Feeder Patterns

- Enrollment Imbalances
- Geographic Barriers
- Magnet Programs
- Demographic Shifts

rationale

Attendance Zones + Feeder Patterns | Guiding Principles

Refinements to the Attendance Zones and Feeder Pattern were guided by five principles:



BALANCE ENROLLMENT

Aim for 75–85% building utilization



STRENGTHEN FEEDER PATTERNS

Maintain peer groups together



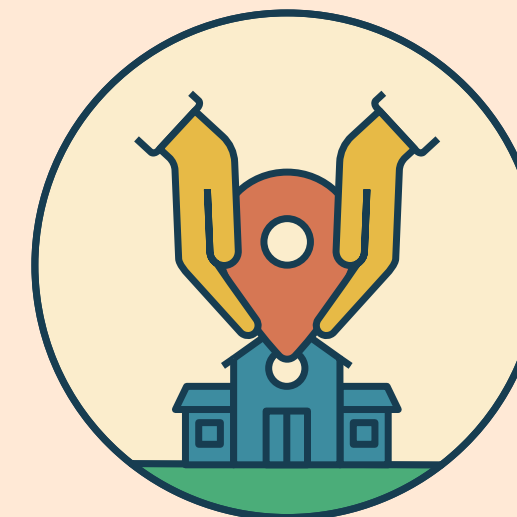
MAXIMIZE FACILITY USE

Ensure efficient use of buildings.



CORRECT LEGACY MISALIGNMENTS

Correct inconsistent, impractical boundaries or patterns that result in students passing one school to go to another.



RESPECT GEOGRAPHY

Avoid assignments requiring students to cross major barriers.

Attendance Zones + Feeder Patterns | Updates

Lincoln | Belmar Feeder Realignment

- Expanded Pittsburgh Lincoln's attendance zone to increase enrollment.
- Original plan sent some students to Arsenal 6–8 due to Sterrett capacity limits.
- **Community feedback led to realignment**—Lincoln/Belmar students (6–8) now feed into Sterrett, maintaining a continuous pathway to Westinghouse High School.

Faison | Lincoln Attendance Zone Adjustments

- All East Hills K–5 students will now attend Pittsburgh Faison to simplify feeder patterns and reduce travel time.
- Lincoln's zone expands north (North Lang Ave → Murtland) to balance enrollment and relieve Faison capacity.
- Approximately 50 students reassigned to Lincoln (now at 88% capacity).
- Adjustment maintains a consistent pathway: **Lincoln → Sterrett → Alderdice.**

Attendance Zones + Feeder Patterns | Updates

Garfield Neighborhood

- Adjusted boundaries to balance enrollment between Liberty K–5 and Sunnyside PreK–5.
- Initial assignment would have **raised Liberty's utilization to 91%**, limiting space for its ELD program.
- Students from Columbo to Black Street reassigned to Sunnyside, increasing its enrollment to 410 (87%) and reducing Liberty's to 364 (77%).
- Realignment preserves flexibility at Liberty, stabilizes Sunnyside's enrollment, and supports equitable learning environments.

Attendance Zones + Feeder Patterns | Updates

Hill District

- Change made in response to family feedback and Weil capacity challenges.
- **Elementary Feeder Change:** Upper Hill and North Oakland students will now attend Liberty K–5 (affecting approximately 53 students).
- **ELD Programming:** Liberty designated as ELD Center for Upper Hill and North Oakland; new ELD Center at Dilworth created to balance enrollment and services.
- **Projected Enrollment:** Dilworth at 307 students (62.4%), ensuring equitable program distribution.
- **Feeder Continuity:** Upper Hill and North Oakland students continue to SciTech 6–8 and 9–12; Liberty now feeds to Arsenal 6–8 and SciTech 6–8 depending on zone.

Attendance Zones + Feeder Patterns | Updates

Westwood | Langley Feeder Readjustment

- Zone review showed some West End students bypassed Langley to attend Westwood.
- Initial correction under-enrolled Westwood.
- District reverted zones to historical feeder patterns, restoring balanced enrollment at both schools.

West Liberty | Roosevelt Attendance Zone Adjustment

- After Arlington's K–8 to 6–8 reconfiguration, Mt. Oliver K–5 students reassigned for consistency.
- Approximately 50 students from Brownsville Rd → South Borough Way now attend Roosevelt instead of West Liberty.
- Change strengthens Roosevelt enrollment and **ensures West Liberty retains space for English Language Development (ELD) and students with exceptionalities.**

Attendance Zones + Feeder Patterns | Updates

Northside Transition – New Northview PreK–5

- Temporary ELD Center established at Pittsburgh Morrow (2026–27 & 2027–28) to relieve Allegheny PreK–5 enrollment.
- ELD Center housed in Morrow’s primary building, serving ~38 students from Morrow and Spring Hill zones.
- Find My School tool updated with accurate 2026–27 and 2027–28 transition data.

Morrow Transition

- Grades 6–8 move to Schiller (Allegheny facility) in 2026–27.
- Perry North & Summer Hill K–5 students remain at Morrow until Northview reopens in 2028–29.
- Morrow relocates to Rooney facility in 2028–29.
- Minimizes student transitions and maintains neighborhood continuity.
- **Future Alignment:** Morrow ELD students transition to Northview in 2028–29 for full program continuity.

Attendance Zones + Feeder Patterns | Updates

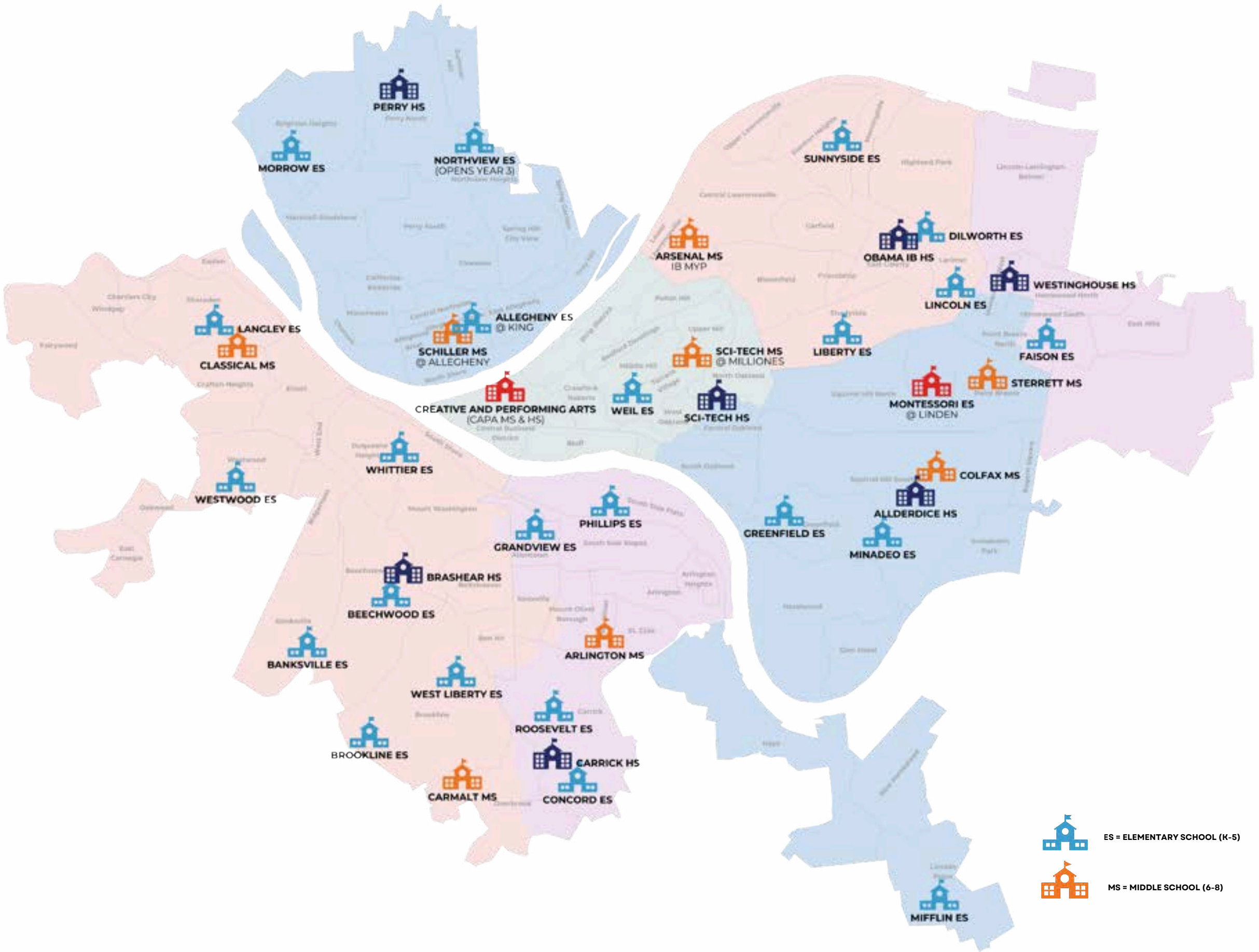
Allegheny PreK–5 Transition

- Allegheny K–5 moves to former King facility in 2026–27.
- King 6–8 students transition to Schiller (Allegheny site).
- **ELD Center at Allegheny (King site) serves K–5 ELD students** from Allegheny and Northview (approximately 45 students).
- Ensures Northview ELD and non-ELD students learn together before Northview reopens in 2028–29.

Impact

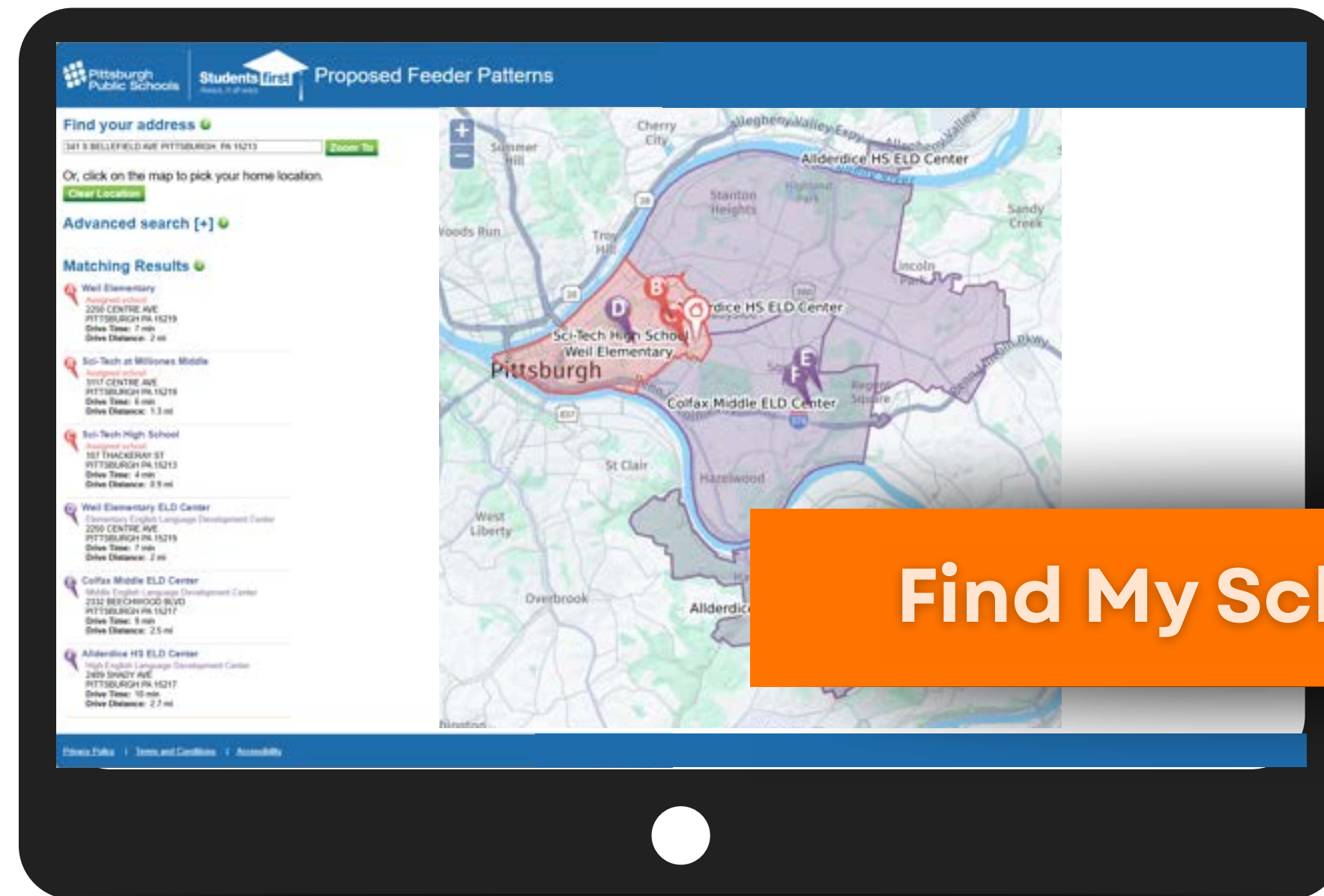
- **Reduces Allegheny enrollment** below 800 (2026–28).
- Maintains program and service continuity.
- **Supports joint transition** of all Northview students in 2028–29.
- Restores long-term balance and capacity across the Northside network (approximately 519 students projected).

Attendance Zones + Feeder Patterns | All Schools



Attendance Zones + Feeder Patterns | Find My School

An interactive map on the PPS website allows families to enter their home address and immediately see their assigned school at each grade level. This tool highlights neighborhood schools, feeder pathways, and ELD centers.



BOARD REQUEST

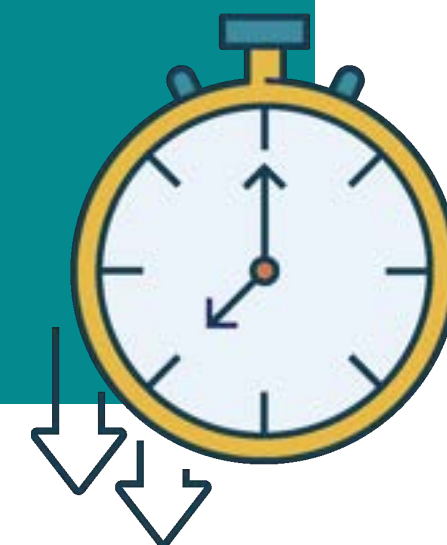
Comprehensive transportation plan (including walkers + bus students) with rationale.

Transportation Plan

- Fewer buses and shorter rides.
- Family experience will improve as new technology tools, such as bus-location apps, expand communication and transparency.
- Proactive planning will ensure the District is prepared to respond to risks such as driver shortages, vendor performance issues, severe weather, fuel spikes, and disruptions to Pittsburgh Regional Transit services.



Daily trips will decrease
from 986 to 402



On average, ride times will
drop from **35.6 minutes** to
16.9 minutes

59.2%

Number of students who walk to school
will increase from **6,580** to over **8,000**



Transportation Plan | Optimizing Bus Use

At the same time, equity remains a priority. **There will be no increase in transportation costs for ELD centers, and services for students with IEPs/504 plans will be fully preserved**, including wheelchair-accessible buses and vans, specialized service, and aide staffing when required. Boundary changes are expected to further reduce ride times for Program for Students with Exceptionalities (PSE) students by placing services closer to home.

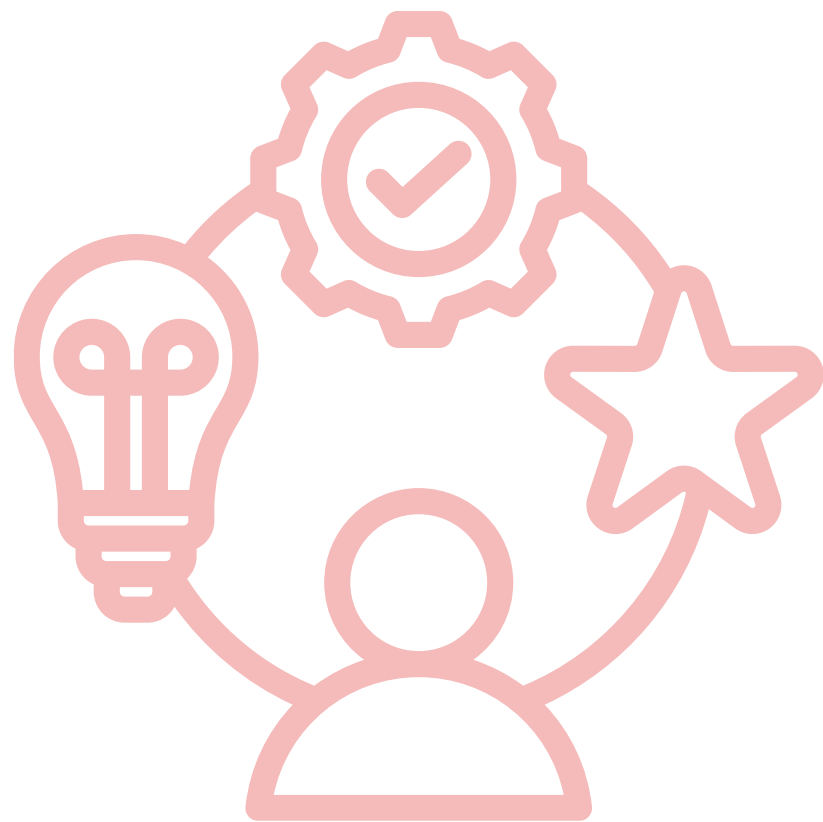


BOARD REQUEST

Indication of how the plan will improve students' experience with rationale.

Student Experience | Building Culture From Day One

Preparation for change begins months before students arrive.



- **Early Needs Identification:** Power BI dashboards surface academic and social-emotional needs early (attendance, behavior, course history, screening data) to inform placement, supports, and outreach.
- **Transition activities build readiness and relationships.**
- **Peer Mentoring:** Trained student ambassadors connect with incoming students prior to day one and host follow-up touchpoints in the first month.
- **Family Onboarding:** Multi-lingual orientations, campus tours, and transition meetings to reduce uncertainty and establish two-way communication.

Student Experience | Restoration Builds Belonging

***Restorative Practices** will serve as a cornerstone for safe, supportive schools—shifting from punishment to proactive relationship-building, reflection, and accountability.*

Implementation will include:

- Integration Weeks that emphasize shared values and smooth transitions.
- Advisory Programs that foster connection and dialogue.
- Restorative Circles and peer mediation to address conflict and rebuild trust.

These practices will reduce disparities and strengthen belonging, empathy, and respect among students and staff.

Student Experience

- Instructional consistency across schools eliminates fragmentation, reduces inequities in program access, and ensures that transitions (e.g., from elementary to middle school) are academically and developmentally responsive.
- Coherence and teacher support through the Teaching and Learning Centers, ensures that instructional practices improve student engagement and outcomes.
- Instructional plan ensures that all students, regardless of where they attend school, receive rigorous, standards-based instruction.
- Curriculum revisions in each content area reflect evidence-based strategies that accelerate learning, build strong academic identities, and prepare students for college, career, and life.
- Shifting to consistent grade bands (K–5, 6–8, 9–12) supports equitable access to specialized programming.

Student Experience | Consistency that Connects

Collaboration and Professional Growth

- **Teaching and Learning Centers** (elementary, middle, high) will serve as hubs for collaborative professional learning.
- Teachers will engage in coaching cycles that include model lessons, peer observation, and joint planning.
- **Professional Learning Communities** (PLCs) will be built into schedules so teachers can co-plan lessons, review data, and share effective strategies.

Helping Families Feel Confident About Continuity

- Families will receive **clear, accessible information** about what students are learning and how curriculum updates support stronger outcomes.
- Regular communication through **visual guides, family events, and digital platforms** will build transparency, trust, and consistency across schools.

Student Experience | Equitable Scheduling + Access



Arts

Structured **progression from K-8** ensures every student experiences both performing and visual arts, with middle-school programs connecting identity, culture, and creativity.



Career Exploration

A structured elective in **Grades 6-8** will connect learning to career readiness, using e-portfolios and community partnerships.



STEAM

Integrated into the **K-8 core curriculum**, expanding access from 15% to 100% of middle-grade students.



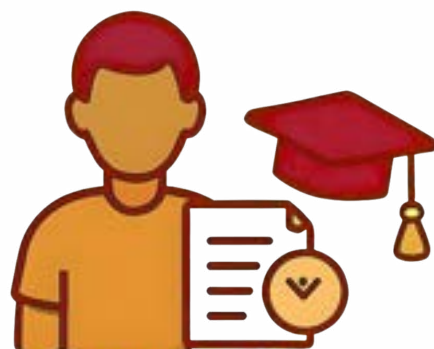
World Languages

Starting in Grade 3, students will have continuous exposure through graduation, including heritage language and accelerated pathways.

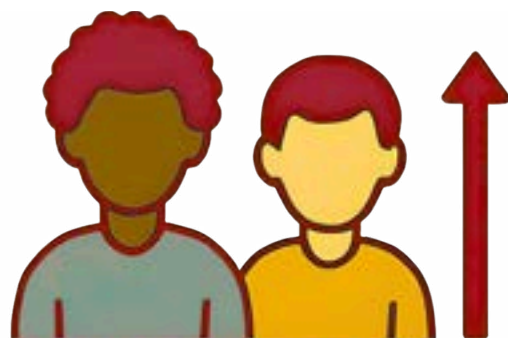
Student Experience | Sustained Supports



9-12 Credit Recovery



Special 12



**Overage
Middle School Students**

With the closure of the Student Achievement Center (SAC), **students will return to their home high schools for in-school credit recovery support.** Each student will have a personalized transition plan monitored by counselors through weekly check-ins and family collaboration. Core services—counseling, social work, and behavioral health—will continue, and the middle school Overage Program will conclude with the SAC closure.

Student Experience | Inclusive by Design

Rationale for Chosen Strategies

Selected strategies are grounded in evidence-based practices that strengthen outcomes for students with disabilities and improve school culture.

- In-place programming preserves trusted relationships and continuity of services linked to stronger growth.
- Purposeful design (e.g., sensory rooms, in-class bathrooms for K-2 programs, flexible PSE spaces) supports individualized instruction and proactive behavior supports.

Leadership and Staff Development for Inclusion

Principals and general education staff set the tone for inclusive, unified school communities.

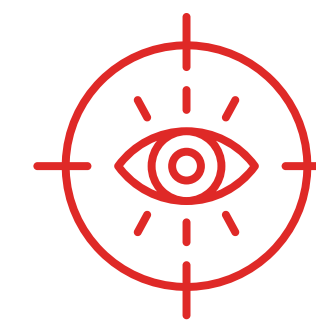
- Leadership modeling and PD in co-teaching, culturally responsive practice, and behavior supports build shared responsibility for all students.
- Inclusive design choices ensure Special Education classrooms are visible, integral spaces—never isolated.

Family Partnership and Communication

Ongoing, transparent communication fosters confidence and collaboration.

- Families are active partners in transition planning and placement decisions.
- Multiple feedback channels ensure lived experiences shape supports and strengthen trust.

Student Experience | Regional Programs for PSE



	LEARNING SUPPORT	AUTISTIC SUPPORT	EMOTIONAL SUPPORT	LIFE SKILLS SUPPORT	MULTIPLE DISABILITIES SUPPORT	VISION
Established	39	26	12	10	2	1
New	1	8	6	1	1	2

Student Experience | Gifted & Talented Timeline



Foundation and Learning

Foundational learning in equitable identification, GIEP compliance, and culturally relevant enrichment.



Implementation and Integration

Transition to school-embedded model with Gifted Educators in every K-5 and 6-8 school.



Leadership and Sustainability

Leadership institutes that focus on sustaining systems, mentoring new administrators, and embedding gifted practices into ongoing school culture.

BOARD REQUEST

Addressing support for students facing greatest challenges (i.e. African-American, Economically Disadvantaged, students with IEP, and English Language Learners).

Equity in Student Support | Four Core Strategies



**GUARANTEEING
SERVICE CONTINUITY**



**STABILIZING
RELATIONSHIPS**



**INTENTIONAL
COMMUNICATION**



**CULTURAL AND
SYMBOLIC SUPPORTS**

Equity in Student Support | Accountability in Action



IEP Service Tracking: Program officers and case managers will log and **verify delivery of all IEP services** (e.g., speech, OT, counseling).



Progress Reviews: Schools will hold IEP review meetings **30–60 days** post-transition to address any missed or delayed services.



Central Oversight: The **PSE Department** will audit IEP timelines and documentation to ensure alignment with state and federal mandates.



Data Integration: Service data will link to attendance, climate, and achievement indicators on the **Students First Dashboard** to flag early concerns.

Equity in Student Support | Accountability in Action



School-Based Counseling & Social Work: **Increased counseling check-ins** during the first weeks of transition to support emotional adjustment and coping.



Calming & Sensory Spaces: Each receiving school will include structured spaces that **promote self-regulation and reflection.**

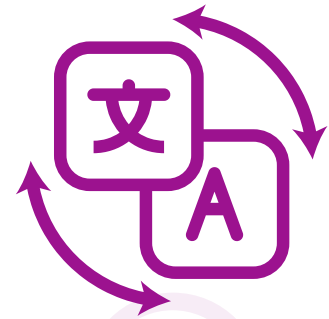


Expanded BCBA Services: Board-Certified Behavior Analysts will coach staff, co-design proactive, culturally responsive behavior plans, and **embed positive supports in daily routines.**



Integration with MTSS & SEL: **Behavioral interventions will align** with Multi-Tiered Systems of Support (MTSS) and Social-Emotional Learning (SEL) frameworks for consistency across classrooms.

Equity in Student Support | Families Connected



Accessible Communication: All IEP documents and notices will be translated into **families' preferred languages**, with interpretation provided for meetings.



EA-III and Interpreter Support: Trained staff and interpreters will **help English Learner families** actively engage in IEP and transition planning.



Family Transition Conferences: Families will meet with school teams before reconfiguration to review IEP goals and **co-develop plans** for continuity.



Feedback Channels: Family surveys and advisory sessions will shape **ongoing improvements in service** delivery and accountability.

Equity in Student Support | African American Focus

To confront the persistent racial disparities in identification, placement, and access to enrichment for African American students with disabilities, PPS will:

- **Monitor identification** patterns by race and disability category to ensure fair, accurate evaluations.
- **Provide bias-mitigation training** for evaluators and school psychologists to reduce disproportionality.
- **Collaborate with the Office of Equity and PHRC Equity Advisory Panel (EAP)** to align corrective actions with the District's accountability systems.
- **Expand access to advanced coursework** and enrichment opportunities for acceleration as well as support.
- **Integrate culturally responsive practices** into specially designed instruction and behavioral supports, affirming identity as strength.

Equity in Student Support | Inclusive Gifted Model

The new school-embedded gifted model integrates gifted education into the core instructional program—no longer a separate track

- **Universal Screening for All 2nd Graders:** Every PPS second grader completes the **NNAT3**, comparing students to peers within their own school to ensure equitable identification.
- **Multiple Entry Points:** **Integration with MTSS** allows ongoing identification based on emerging or domain-specific strengths.
- **School-Based Gifted Educators:** **Certified Gifted Teachers and Liaisons deliver services in students' home schools**, eliminating barriers and promoting inclusion.
- **Professional Learning:** Teachers receive training on **bias-free identification and culturally responsive enrichment** to ensure advanced learning opportunities for all.

Equity in Student Support | Gifted Timeline



Preparation and Awareness

Continue universal NNAT3 screening in all second grades.

Begin professional learning on equitable identification and instruction.

Deploy Gifted Liaisons to historically under-identified schools.



Full Implementation

Transition to school-embedded model with Gifted Educators in every K-5 and 6-8 school.

Integrate identification into MTSS with multiple review points each year.

Release the first public equity dashboard showing gifted participation by subgroup.



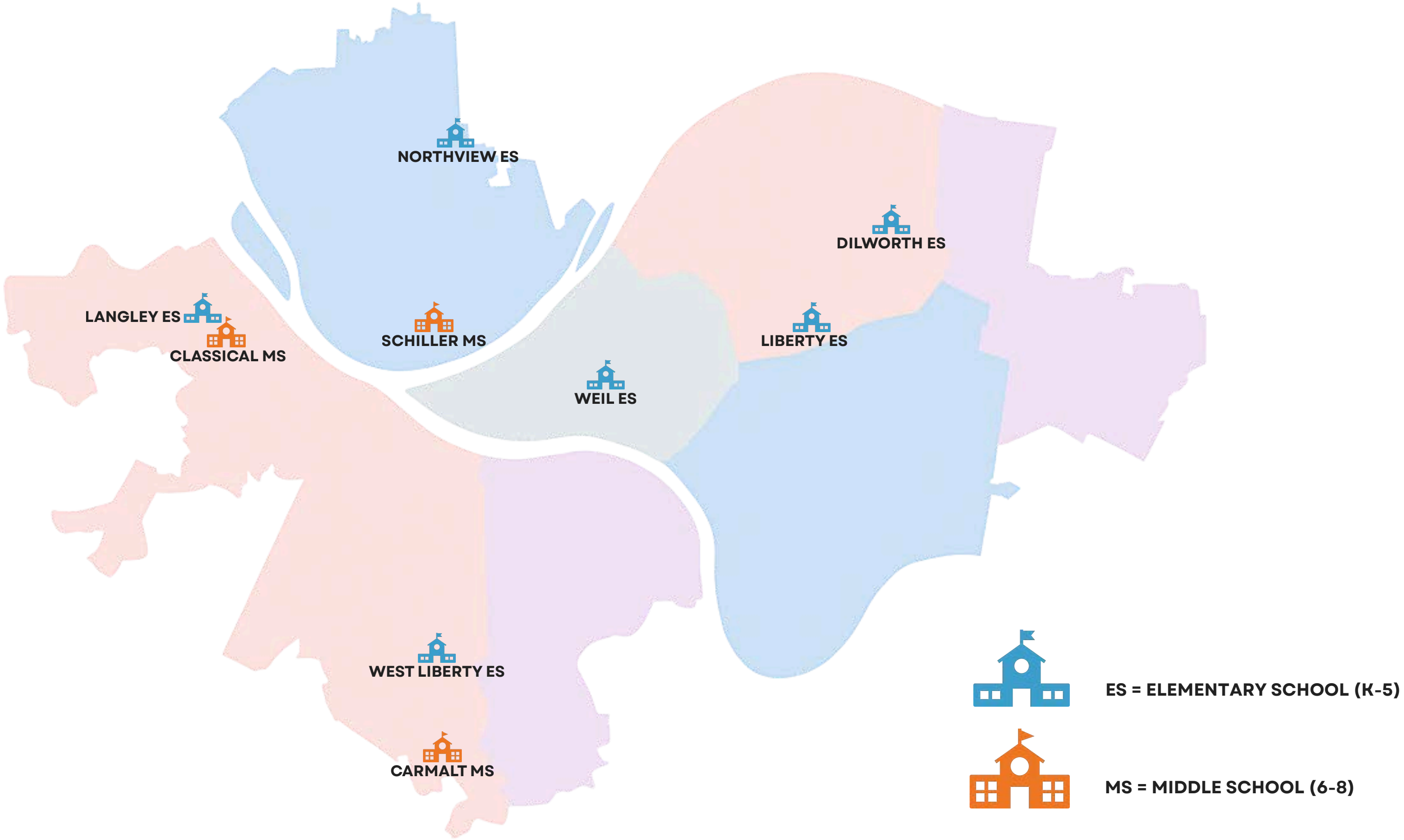
Expansion and Refinement

Extend enrichment opportunities through a schoolwide enrichment model so all students experience inquiry, creativity, and challenge.

Increase targeted supports for twice-exceptional students.

Provide principal training on building equitable talent pipelines.

Equity in Student Support | Expansion of ELD Regional Centers from 11 to 18



Equity in Student Support | Expanding ELD Access

Equitable access to ELD services will be achieved through a comprehensive, school-based approach that strengthens instruction, staffing, and support systems.

- **Timely Screening & Placement:** Accurate identification for all new ELD students.
- **School-Based ELD Teachers:** Ensuring access to core subjects through embedded ELD content teachers.
- **Lingua Pittsburgh Certification Pathway:** District program (January 2026–May 2027) for content teachers pursuing ESL certification.
- **New ELD ELA Positions:** Seven new roles created to provide additional content-area support
- **Wraparound Services:** Family nights, school tours, and partnerships with Casa San José, Latino Community Center, JFCS, and ARYSE to foster belonging and cultural responsiveness.

BOARD REQUEST

Timeline that articulates early wins (benefits - in year 0, year 1 and year 2) and rationale.

Implementation Timeline | Building Culture & Space

Beginning August 2026, Year 1 marks the formal launch of implementation, turning the planning of Year 0 into visible action that balances logistics with culture.



- **Relocation and Readiness:** Students, staff, and families begin the school year in new buildings. Renovation work will pause during moves to ensure full accessibility.
- **Facility Transitions:** Surplus inventory will be cataloged, and vacant buildings prepared for reuse or sale.
- **Culture and Environment:** Recognizing that space shapes experience, **Year 1 emphasizes creating welcoming, student-centered environments.** School leaders will identify design needs (furniture, signage, enhancements) through structured feedback tools.
- **Leadership Support:** Principals will receive professional learning on culture-building in reconfigured schools to align operational supports with positive learning environments.
- **Specialized Design Work:** Architects and **design teams will begin developing plans** for science labs, art and music rooms, teacher collaboration spaces, and ELD areas using Year 0 assessments as the foundation.

Implementation Timeline | Construction & Momentum

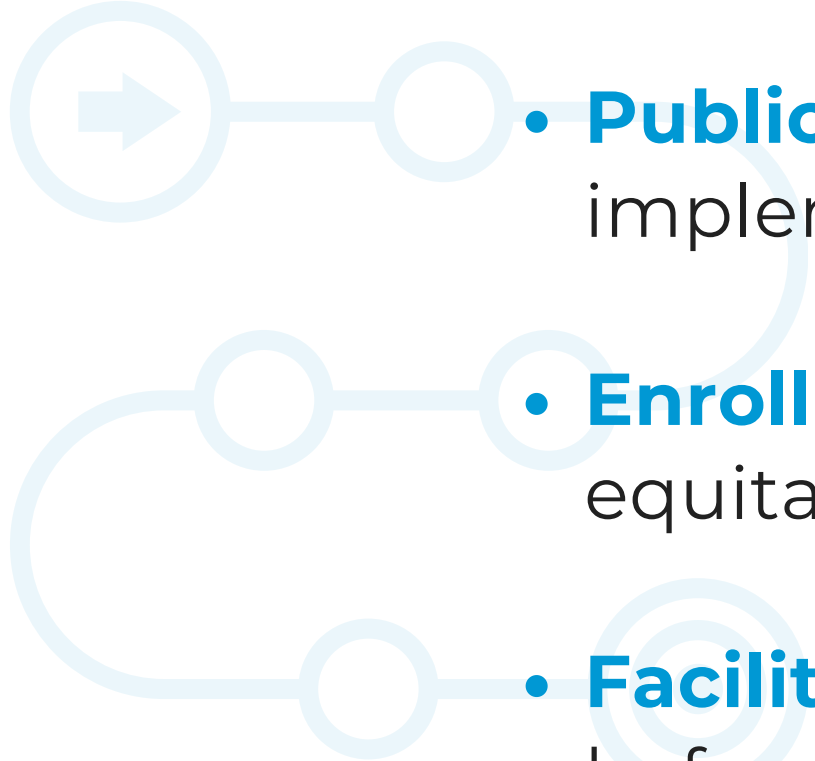
Year 2 marks the launch of major Future-Ready Facilities construction, turning design work into visible progress.



- **Active Construction:** Operations transition **from design to full implementation**—the phase where vision becomes reality.
- **Strategic Scheduling:** Work will be timed around summer and intersession periods to minimize disruption, with consistent communication keeping families informed.
- **Specialized Learning Spaces:** Projects focus on science labs, art and music rooms, teacher collaboration centers, and ELD classrooms designed in Year 1.
- **Visible Results:** Completion of these **modernized spaces demonstrates progress**, deepens pride and belonging, and reinforces PPS's commitment to equity and future-ready learning.

Implementation Timeline | Milestones & Accountability

Milestones are built into each phase to measure progress, ensure accountability, and maintain transparency. These checkpoints confirm that every action remains aligned with the District's commitment to put Students First Always, in All Ways.

- 
- **Public Progress Reports: Annual updates** to the Board and community on implementation and outcomes.
 - **Enrollment Reviews: Ongoing analysis** to confirm balanced capacity and equitable access.
 - **Facility Readiness Checks: Verification** that each building is fully prepared before student transitions.
 - **Stakeholder Surveys: Feedback** from families, staff, and students to assess experiences and guide improvement.

BOARD REQUEST

Coordinated engagement, outreach, and communication plan informed by stakeholder input and community involvement.

Engagement, Outreach, Communications | Strategies



Short Videos

60-90 seconds



Infographics



**Social Media
Explainers**



FAQs

Engagement, Outreach, Communications | Strategies



COMMUNITY CONVERSATIONS AND SCHOOL-BASED LISTENING SESSIONS

Building trust through two-way communication that values every voice and perspective.



PARENT AMBASSADORS

Building trust through informed parent voices that bridge families and the District.



CO-DESIGN TEAMS

Designing transitions with families, not for them.



STUDENT VOICE

Students leading the way toward a Future-Ready PPS.



SCHOOL COMMUNITY KICKOFFS

Welcoming families home to their Future-Ready schools.

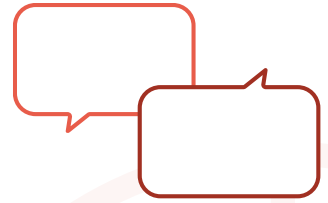


COMMUNITY SPONSORSHIP AND SCHOOL ADOPTION

New community resources and partnerships that embrace our schools.

Engagement, Outreach, Communications | Stay Connected

Reaching every family, in every language, through every platform.



- **Talking Points:** Translated text messages.



- **Blackboard Connect:** Translated phone messages.



- **Mailings and Flyers:** Distributed in multiple languages.



- **Digital Platforms:** PPS website, MyPPS App, Peachjar, Constant Contact.



- **Social Media:** Short videos, graphics, and interactive explainers.

Engagement, Outreach, Communications | Connectivity

Staff Communications

Equipping every staff member to serve as a reliable, trusted messenger.

- Core talking points and FAQs for message consistency.
- Message maps and scripts for quick, accurate responses.
- Scenario training to prepare staff for empathetic, informed communication.

Digital Hub

One home for clear, consistent, up-to-date information.

- Central Future-Ready PPS Transition Page as the go-to source.
- Houses school details, timelines, FAQs, and official updates.

Feedback Loops

Two-way communication that builds trust through visible action.

- Surveys, listening sessions, and hotline responses for real-time input.
- Quarterly reports summarize themes and District responses.
- Students First Dashboard tracks progress and transparency.

The **Future-Ready Facilities Implementation Plan** represents more than a series of building changes—it is a commitment to creating equitable, sustainable, and student-centered learning environments across Pittsburgh Public Schools.

Grounded in data, guided by community input, and aligned to the ***Students First Always, in All Ways*** strategic plan, this multi-year effort ensures that every decision advances opportunity, access, and excellence for all students.

Through careful planning, transparent communication, and collaborative execution, **PPS will modernize facilities, strengthen academic and social supports, and build the foundation for long-term success.**

Together, with students, families, staff, and community partners, we are shaping schools **where every student can learn and succeed.**



**Pittsburgh
Public Schools**

Students *first*

Always, in all ways.

