EXPECTATIONS OF THE IMPLEMENTATION PLAN

Board of Directors

Future Ready Facilities Discussion
July 15, 2025

Summary:

A) **Attendance Zones** - In need of new Attendance Zone mapping, more details, maintain logical, walkable zones. Offer clear rationale for decisions. Currently how many of our students are identified as walkers and bus riders? Projections of how many walkers and bus riders there will be with new feeder patterns.

B) **Transportation** - Costs of transportation (yellow bus and PRT). Offer clear analysis of impact of restructuring for students travel to and from school.

C) **Implementation Plan Timeline** - Phased timeline of school closures with full program and educational implementation. The timeline is not feasible for completion in only one year.

D) **Community Schools Program** - Transparency on continuity and expansion of Community Schools programming, this program is an important asset of resources offered to communities and students.

E) **Staff Support** - Adequate plan and timeline for educators and staff transitions. Including but not limited to details of additional training requirements for teachers, recruitment of staff for coverage, strategy of how staff will be briefed on plan, strategy of how staff will communicate plans to families, ensuring staff has all materials and resources needed, and ideas to incentivize teacher stability for PPS.

F) **Comprehensive Financial Planning** - Updated multi-year financial projections, including but not limited to breakdowns by students, expenditures, budget cost savings from each school being closed and costs of renovations for each building (air conditioning and ADA accessible).

G) **Grade Bands** - Proposed schedule for each grade band, resolution language for reconfiguration, explain rationale with historical context and why previous grade bands will no longer be a part of our district. Provide research explaining the reasons behind why these grade bands were chosen for PPS. Ensure each school has equitable access to academic programs such as gifted, enrichment services, advanced coursework offerings (AP and CTE), the Arts, Language courses and extracurricular activities. Detailed support plan for ELL population and students with IEP and 504 plans. Define protocols for IEP and 504 transitions due process for families contesting reassignments. A new site-based budget is imperative for this transition to be successful. What positive changes will this new reconfiguration generate for our students educational experience? How will this restructuring allow for research-based start time changes that are beneficial for students? For the staff, provide clarity of what the workday schedules will look like while merging one school into an already existing school. Provide detailed staffing plans that support leadership retention, merge staff collaboration and empower the district to implement critical initiatives, such as restorative practices. For students, create focused support for students who would transition to two different schools in two consecutive years as a result of the new plan. A way to minimize disruptions for these students would be to grandfather them in.

H) **Community Engagement** - Provide a community engagement and outreach plan for this process including an outline of additional resources which are needed and how these resources will be accessed. What improvements can be implemented into the 2026-2027 school year that families will immediately benefit from to help earn goodwill and support for these significant reconfigurations? What strategies will be in place to ease families' anxiety, especially for the students? Create a clear vision for how we want people to feel during the implementation process – secure, sure, confident. Provide a communication plan that identifies the cadence of updates, what toolkit will be implemented for administrators to communicate with our families? Require each school leader to develop and execute a community engagement plan with clear outreach benchmarks, including a forum for the ways that people can provide input as the plan proceeds. Identify ways that the community input will be reported back to the public. Collect community perspective with what is working in each school as well as what is not working, implement best practices that are shared by parents, school leaders and students.

Director's Comments:

Transportation

1. Updated phasing plan for each building that includes transportation.
2. Updated costs of transportation based on new attendance zones.
3. New attendance zones mapped at the elementary, middle, and high school level.
4. Include yellow bus and PRT costs
5. Transparent Boundary and Feeder Pattern Changes: All proposed boundary and feeder pattern changes must be released for public review prior to Board decisions, with rationale and data support. Reduce the number of feeder splits that fragment student cohorts unnecessarily. When these splits do occur, offer a clear rationale as to why this is the best option for PPS students.
6. Staff Transition and Retention Strategy: Provide detailed staffing plans that support leadership retention, merged staff collaboration, and incentivize teacher stability. How are we leveraging our staff in new ways to better serve our students? How will these changes empower us to fully implement critical initiatives, such as restorative practices?
7. Comprehensive Transportation Planning: Offer clear analysis of the impact of the restructuring on the transportation reality for students.
8. How many of our students are identified as walkers and bus riders in the current reality? How many will be walkers versus riders with the new feeder patterns and attendance zones?
9. What is the current min, max, and mean travel time for current walkers and riders versus for future walkers and riders?
10. What is the complete financial picture of these changes? So far, we have only seen projections for removing most of the elementary school magnets, which is only one piece of the puzzle.
11. Set maximum travel time standards for students and transportation mitigations for students who exceed the limit.

12. Neighborhood Continuity and Walkability: Maintain logical, walkable attendance zones to reduce transportation burdens and preserve neighborhood cohesion, but not at the expense of creating concentrated poverty in school buildings. We need to establish a maximum threshold to prevent this – e.g., no more than 70% of students can come from a low-income household per building – along with review and adjustment protocols if goals are not met.
13. The more maps that can be provided, the better – attendance zone information.
14. Transportation logistics – we must be clear that the 1.5 mile route between the students' homes and their schools is walkable.

Facilities

1. Updated renovation and construction timeline for each building
2. Building disposition plan/schedule
3. Costs of renovations for each building.
4. Building disposition plans for all buildings that are being closed or repurposed
5. Buildings that are what we are going with moving forward all will have adequate AC? All are ADA accessible? What is the plan when it comes to temporary placement of students and staff while their school is being modified?
6. Facility Readiness for Grade Configurations: Ensure buildings are suited for the age groups they will serve, including room size, restrooms, furniture, and instructional spaces. Confirm building readiness for new uses, including AC, libraries, gyms, and specialty rooms; account for true conversion costs with contingencies.

Budget & Finance

1. Updated financial projections
2. Budget cost savings each year a school is closed
3. Clarification on how much the upgrades will cost as well as the plan on how we will make the building modifications as well as making sure the staff have everything they need to deliver exceptional education to our amazing students?
4. Comprehensive Financial Planning: Include multi-year financial projections (historical, status quo, and restructured) with breakdowns by student, building, and expenditure type.
5. Financial analysis that helps us understand the current and future implications of reconfiguration.

Programs

1. Educational Equity and Access: Ensure every school has equitable access to academic programs, gifted/enrichment services, and advanced coursework offerings. Clarify how we are designing for this from the start versus hoping for this, including revisiting the current site-based budget formula. A new site-based budget formula is imperative for this plan to move forward. Include clear plans for strong high school programs across the board; the status quo is not acceptable. A standardized high school curriculum is especially helpful for students who are more transient, due to foster care, custody disputes, housing insecurity, being unhoused, etc.
2. Legal and Special Education Compliance: Define protocols for IEP and 504 transitions and due process handling for families contesting reassignments.
3. Clarification on Early Childhood
   -Early Childhood has not had a significant amount of details attached to any plan. We all know that EC has a couple of centers, as well as classrooms inside of schools across the district. We will need to know more about how many classrooms/centers will be closed or moved moving forward.
4. Clarification on our Community Schools
   -Community Schools hasn't had a significant amount of details surrounding the Reconfiguration Plan/ Implementation Plan. We all know some of our schools desperately need the resources a community school has the potential of offering.
5. Detailed plan for supports for our students who may be most negatively impacted by the plan, including but not limited to: ELL students, students with IEPs/504s.
6. Plans for continuity and expansion of community schools programming
7. Course offerings- including AP and CTE offerings

Reconfiguration and Implementation Logistics

1. Proposed schedule for each grade band
2. Middle school creation and marketing plan - especially for the northside
3. Resolution language for the grade band reconfiguration
4. Proposed timeline for full program and educational implementation
5. phased schedule of closures. This cannot be done in a year
6. Clarification of how it's going to work in regards to closing schools like ATA PreK-5 and moving that school into Pgh King.
7. -School reconfiguration/renaming is good, great or disrespectful, depending on who you talk to? How will this actually work? How do you take one school and place it into an already existing school? How would the staff work?
8. Continue to Communicate the Rationale: Administration has done this already and this is a big change that requires ongoing communication until a critical mass of our community is on board. Clearly explain the rationale for ending the K–8/6-12 model, especially in schools that folks see as successful. Explain the historical context of how the K-8/6-12 schools came to be and why they no longer serve our district. What are the environmental factors and context for these big changes?
9. Scheduling changes: Friday half day PDs have poor attendance; plan should talk about how the teaching academies will get rid of them and how coverage will happen when teachers are at the academies. We also need to explain the schedule model that's in the plan and how that will play out consistently school by school. Finally, how will this restructuring allow for research-based start time changes that are best for students (e.g., later start times for high school students and earlier start times for elementary school students)?
10. Identify the Low Hanging Fruit: What changes can we implement in 2026-2027 that families will benefit from immediately to help earn goodwill and support for these big changes? What changes can we implement prior to closing any schools?
11. Phased and Realistic Timeline: Develop a multi-year rollout to allow for reconfiguration, facilities work, communications, and student/staff transitions. I do

not consider the current plan to be phased as nearly all the changes occur in Year 1. I strongly disagree with this approach.

12. An explanation of the rationale for the grade bands – research that will help to explain why these grade bans were chosen. What needs does this reconfiguration address.
13. Rationale for why elementary schools will be split between multiple middle schools
14. Academic planning for the grade bands. What will be different? How do we ensure that students are getting high quality education/ extracurricular activities.

Students, Families and Staff

1. Plans for teacher support through this transition, including but not limited to details of additional training required for teachers and timeline of when this will happen
2. Detailed plan for engaging parents, school leaders, and students around what is working in each of our schools from a community perspective so that we can take those best practices and begin to create community in each of our schools
3. Create a clear vision for how we want people to feel during the implementation – secure, sure, confident,
4. Have a forum for the ways that people can provide input as the plan proceeds and identify ways that that input will be reported back to the public.
5. Identify what resources will be needed to implement the transition and how the those resources will be accessed
6. Assist educators (including school administrators) in how best to communicate plans to families
7. How will staff be briefed about the plans?
8. Clear communication for the public to follow the implantation.
9. Communication plan that identifies the cadence of updates.
10. A plan for students who are "moving schools," with special attention to those who will have to transition to a new school for two years in a row (i.e. students who are moving from a k-8 and will have to go to middle school for one year and high school the next).
11. A toolkit for administrators to communicate with families.
12. What strategies will be in place to ease families' anxiety (especially students)?
13. Transition Supports for Families and Students: Plan for onboarding events, social-emotional supports, and dedicated outreach teams to manage family transitions. Include district-wide urban planning and wayfinding signage for schools that is universal in its design and informed by families to support wayfinding in a restructured district.
14. Dedicated Project Management Team: Assign a cross-functional team (HR, Facilities, Legal, Communications, Finance, IT, etc.) with delegated authority and clear responsibilities.

15. Case Making: Explain how each of the changes we plan to make will benefit students. How will our PPS community benefit from these changes in Year 1, Year 3, Year 5? It is important to give folks something to look forward to and paint a clear picture of what can be possible if we move forward together.
16. Community Engagement Framework: Require each school leader to develop and execute a community engagement plan with clear outreach benchmarks.
17. Minimizing Disruption Through Grandfathering: Include procedures that allow current students to remain in their existing schools through completion whenever possible including high school students and magnet school students. Create options and supports for students who would transition to two different schools in two consecutive years as a result of proposed changes.
18. Staffing plans for each school that is reconfiguring, and existing schools that currently do not have the offerings proposed in the plan
19. If not enough staff, plan for recruitment of staff (thinking especially of art, librarians, language courses, etc.
20. Outline of additional resources needed
21. Community engagement and outreach plan for 26/27
22. Updated phasing plan for each building that includes updated enrollment estimate
23. Updated phasing plan for each building that includes staffing