

1. Page 5 first paragraph: Can you give an example of a "responsive adjustment?"

In situations where enrollment exceeds a building's intended capacity due to facility limitations, geographic considerations, programmatic needs, or family choice, the District may implement a range of targeted operational and programmatic strategies to better align enrollment and optimize available space. These may include:

- Adjusting program placement or enrollment practices to better align with feeder patterns and building capacity, while maintaining continuity for current students
- Reconfiguring existing spaces to expand instructional capacity, including converting underutilized areas into classrooms or specialized learning spaces
- Repurposing and relocating shared spaces (e.g., libraries or labs) to more efficiently support both core instruction and enrichment
- Creating additional small group or support spaces through internal modifications
- Providing interim or flexible programming solutions to ensure continued access to enrichment during transitions
- Making targeted facility enhancements to improve functionality for students and staff

A past example of a responsive adjustment was at Pittsburgh Colfax. A building addition completed in 2007–2008 was designed to accommodate projected enrollment growth. However, subsequent changes in feeder patterns following school closures led to enrollment increasing to approximately 920 students by the 2019–2020 school year, exceeding the building's intended capacity.

In response, the District implemented a series of targeted operational and programmatic adjustments as those listed above to alleviate enrollment pressures.

2. Page 5 second paragraph: This paragraph reads like we are already planning on future closures. Am I reading this correctly? Is there not a reality in which we can stabilize our district?

This approach is not about anticipating additional closures, but about ensuring the District is equipped to make thoughtful, data-informed decisions over time.

The goal is to establish a clear, consistent, and transparent framework to monitor enrollment, program quality, and facility use. That transparency is important, as it helps all stakeholders understand how decisions are made and when conditions may require action.

This framework will ensure District leaders are prepared to respond thoughtfully if conditions change. In that sense, it reflects responsible planning, so that any future decisions, if needed, are measured, data-informed, and minimize disruption rather than being reactive.

3. Page 5 Temporary Enrollment Pressures: up to how many schools might operate above ideal capacity for a temporary period?

One school - Allegheny at King - will experience temporary enrollment pressures prior to the opening of Northview Elementary. The school is projected to enroll approximately 809 students, with 115–150 students per grade, requiring five to seven sections per grade level. While the building has sufficient overall capacity (72% utilization), enrollment at this level will result in a larger-than-ideal elementary school during this period.

Once Northview opens, enrollment will decrease, reducing sections to approximately four to five sections per grade and bringing the building more in line with its intended use.

At Morrow, short-term enrollment pressures will be managed by utilizing the larger primary building. This approach also creates an opportunity to complete necessary renovations at the intermediate building in preparation for the transition.

Spring Hill will remain open during this period to minimize disruption and ensure that students are not required to transition more than once before Northview is completed.

4. Page 6 Limitations third paragraph: who is responsible for "ongoing monitoring and flexibility?"

Ongoing monitoring and flexibility will be essential to ensure the District can respond effectively and maintain alignment between enrollment, capacity, and student experience over time. This work will be carried out in close partnership with the ELD Office, Operations, and the Office of Data, Research, Evaluation, and Assessment (DREA), ensuring that adjustments are informed by real-time data, program needs, and operational considerations.

5. Page 7 Item 3 third bullet: can you give an example of how the plan reduces unnecessary school changes? The plan creates some new school changes; are they reduced overall?

A: Spring Hill will remain open so those students will not need to transition two times.

B. While the plan introduces some new school changes in the short term, the overall goal is to reduce the number of transitions students experience over time.

By moving to a more consistent K–5, 6–8, and 9–12 grade configuration, the District is creating a clearer and more stable pathway for students. Under the new model, most students will transition only twice—once from elementary to middle school, and once from middle to high school.

This more predictable structure reduces disruption, supports stronger continuity in learning and relationships, and allows schools to better align academic programming and student supports by grade band.

In the short term, some students may experience a transition as the system is realigned. However, once implemented, the model is designed to minimize future transitions and provide a more consistent and stable educational experience for students and families.

6. Page 8: what are the biggest drivers of the projected average reductions in ride times? What data do we have now that we didn't have before that made this calculation possible?

The projected reductions in average ride times are primarily driven by a system-wide redesign that aligns transportation more closely with neighborhood-based attendance zones and streamlined feeder patterns.

Key drivers include:

- Significant reduction in total daily bus trips (from 986 to 402), driven by more efficient system design and reduced need for multiple, overlapping routes serving the same geographic areas
- Improved alignment of students to geographically closer schools, reducing travel distance

- More efficient routing design, allowing for fewer, more direct runs rather than complex, multi-stop or cross-city routes
- A shift away from transporting students across the city to a variety of programs, allowing students to attend schools closer to home where capacity already exists

A reduction in trips is possible because many neighborhood schools currently have available capacity. When students in the same neighborhoods are no longer traveling to multiple program locations across the city, they can instead attend closer schools or be within walking distance, which reduces the overall need for transportation.

This information was published in the [Implementation Plan](#) on pages 74-75 in October of 2025.

In terms of data, what enabled this level of analysis?:

- A comprehensive, student-level routing model was created, where every current PPS student was mapped to proposed schools under the new plan
- Integrated data across enrollment, program placement (e.g., ELD, special education), and facility capacity, allowing for an accurate system-wide simulation
- Advanced routing technology and scenario modeling, which allowed us to test full-system impacts rather than making incremental or site-based adjustments

7. Page 9 Restorative Practices: how are the challenges connected to the Future Ready Plan? How will implementing the plan create opportunities to better invest in this initiative? Based on the information provided here, I am unclear on why we cannot implement the "expanded professional development and ongoing support for staff" now.

The challenges related to restorative practices are closely connected to the current structure of the District, where resources, staffing, and supports are spread across a large number of underutilized buildings. This can make it more difficult to provide consistent training, coaching, and implementation support at the depth required for restorative practices to be effective.

The Future-Ready Plan creates the conditions to strengthen this work by consolidating resources into fewer, more stable school communities. With a more

aligned building portfolio and clearer grade configurations, the District can better focus staffing, professional development, and student supports in a way that is consistent and sustained across schools.

While professional development and support can and do occur now, the plan allows for a more coordinated and scalable approach. For example, with fewer transitions and more stable school communities, staff can build stronger relationships with students over time, which is foundational to restorative practices. In addition, more concentrated resources make it possible to provide deeper, ongoing coaching and implementation support rather than one-time training.

Ultimately, the plan is not a prerequisite for this work, but it strengthens the District's ability to implement restorative practices with greater consistency, fidelity, and long-term impact across all schools.

8. Page 15 Modernizing Facilities and Equipment: how did we determine the path forward was to mitigate our existing buildings versus knocking some down and building new schools, particularly schools without air conditioning?

The District is not pursuing a strategy of renovating all buildings instead of rebuilding; rather, it is taking a targeted approach to where investments are made. At its core, this is an education-first plan, not a building-first plan. Facility decisions are guided by the goal of improving student experiences, strengthening academic programming, and ensuring equitable access to high-quality opportunities across the District.

When identifying buildings for closure the District begins the process using Facility Condition Index (FCI), Educational Adequacy Index (EAI), and utilization data, with a focus on those that are not viable for long-term investment. This ensures school communities are consolidated into buildings with available capacity that are better suited for modernization.

Instead of committing significant capital to buildings that are not sustainable, the District is recommending their closure and redirecting resources into a smaller number of stronger, more viable schools.

Constructing new facilities on the sites of existing schools would also require maintaining swing space to house students during construction. This would result in multiple transitions for students, delay the establishment of reconfigured schools, and create additional disruption for students and families.

This approach allows the District to avoid costly and time-intensive full rebuilds, improve more schools more quickly, and make deeper, more meaningful investments, such as air conditioning, in buildings that will remain in use long term.

In short, the District is focusing its investments on the buildings best positioned to support students now and in the future.

9. Page 18 Coordinating Systemwide Implementation Across Multiple Workstreams: who will lead this?

Two Project Managers will support the execution of this work, coordinating a cross-functional team composed of District leads. Overall leadership will remain with District leadership, with designated leads responsible for each workstream.

10. Page 18 Managing Transition and Change for Students, Staff, and Families: Both members of the public and the board have previously flagged this challenge. What will we do differently moving forward?

The District recognizes that transitions can be challenging for students, staff, and families, and we have taken that feedback seriously. At the same time, the District has a track record of successfully managing complex transitions, with the most recent being the Westinghouse–Wilkinsburg partnership, which was widely recognized for a strong first year of implementation.

Building on those experiences, the District will take a structured and proactive approach moving forward. This includes consistent communication with families and staff, clear transition timelines, and strong coordination across academic, operational, and student support teams.

In addition, the District will prioritize continuity for students by aligning programming, staffing, and supports to ensure a stable and welcoming environment from day one. We will also create intentional opportunities for students to engage in and help lead transition efforts, ensuring their voices and experiences help shape the process.

By applying lessons learned and strengthening our approach, we aim to build on what we have achieved and learned to make future transitions more seamless and supportive for all stakeholders.

11. Page 19 first paragraph: can you give an example of "transitioning from centralized program models to more school-embedded approaches?"

For example, rather than concentrating Program for Students with Exceptionalities (PSE) in a limited number of designated sites, the District is increasing the number of regional classrooms within neighborhood schools. This allows students to remain

in their home school communities, preserving continuity of services, relationships, and routines that support both academic and social-emotional growth.

These school-embedded models are supported by purposeful facility design, such as sensory spaces, in-class bathrooms for K–2 programs, and flexible spaces, and by strengthening inclusive school culture. Principals and staff are equipped through professional development in co-teaching, culturally responsive practices, and positive behavior supports to ensure all students are seen as part of one unified school community.

This approach expands access, strengthens inclusion, and maintains high-quality, compliant programming while better aligning services to student needs.

12. Page 21 Item 3: what additional communication expertise and resources are needed to do this well?

To implement this work effectively, the District must ensure the appropriate level of capacity and coordination to match the scale and pace of the transition.

This effort will require sustained, high-frequency communication across multiple audiences, platforms, and phases of implementation. With a relatively small communications team supporting a large and complex system, expanding capacity - through additional staffing support, project-based resources, or dedicated coordination roles - will help ensure communications remain proactive, consistent, and responsive throughout the process.

Given the volume and complexity of information, dedicated copywriting capacity can help ensure messages are accessible, aligned, and tailored to different audiences while maintaining a unified voice.

There is also a need for additional resources to support expanded direct outreach to families. This includes increased mailings, the development and production of school welcome kits, and materials that help families navigate transitions with clarity and confidence. Strengthening parent and family engagement efforts will be critical, including the use of parent ambassador to support peer-to-peer communication and ensure information is shared in trusted, community-based ways.

It will also be important to enhance tools and systems that support accessibility and transparency, including centralized information hubs, clear transition timelines, and multilingual resources that meet the needs of all families.

Finally, strengthening structured opportunities for two-way engagement will be key. Creating consistent feedback loops with students, families, and staff will ensure communication is not only informative, but also responsive and reflective of stakeholder input.

Overall, this work requires scaling communication efforts to meet the demands of a complex, multi-year transition, ensuring clarity, consistency, and trust at every step.

13. Page 23: what does it mean to "suspend the general limited open enrollment process?"

Each year, the District holds a General Limited Open Enrollment period during which families of students in grades K–8 may apply for transfers to schools within the same geographic region as their residence. Transportation is not provided for Limited Open Enrollment transfers; it is the responsibility of the parent or guardian.

For the first year of the transition, the District will not hold General Limited Open Enrollment. However, an exception will be made for students in transition grades (5 and 8), allowing families the option to remain at their current school if their assigned school changes due to magnet transitions or attendance zone adjustments.

14. Page 29 fifth paragraph: "one will transition to align with where the majority of its student population will attend?"

We are in the process of determining if the selection of a specific school aligns with the Board policy

15. Page 30 second paragraph: I do not see elected officials listed among the list of partners. Where do they fit in?

Elected officials play an important but distinct role in the Future-Ready Facilities Plan, focused on governance, oversight, and community alignment rather than day-to-day implementation.

At the local level, the Board of Directors is responsible for reviewing, guiding, and ultimately approving the plan. Board members represent community interests, ensure transparency in the decision-making process, and hold the administration accountable for implementation. They also help communicate key decisions and rationale to constituents.

Elected officials beyond the Board, such as city, state, and federal representatives, serve as partners in supporting the broader conditions for success. This can include advocating for funding, aligning city services and planning efforts, and helping

connect the District with community resources. They may also play a role in amplifying information and ensuring constituents understand how changes may affect them.