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For Immediate Release

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Pittsburgh Public Schools Presents Response to Board Requests on Future-Ready Facilities Plan

District Provides Overview of Proposed Special Education Plan

PITTSBURGH, PA, April 14, 2026– Pittsburgh Public Schools (PPS) today presented its formal response to Board requests related to the District’s Future-Ready Facilities Plan during the Board’s public Education Committee Meeting, supporting ongoing Board discussion and providing deeper insight into the rationale outlined in the Future-Ready Implementation Plan.

“This work is about ensuring every student in Pittsburgh Public Schools has access to a high-quality, consistent educational experience,” said Superintendent Wayne N. Walters. “The additional detail provided to the Board reflects both the complexity of this work and our commitment to making thoughtful, student-centered decisions that strengthen our system for the long term.”

The response document, developed at the request of the Board of Directors, clearly identifies the challenges, risks, and limitations that inform the District’s strategic actions across four key chapters. It also includes the Superintendent’s responses to two Board questions and a side-by-side budget forecast analysis.

The presentation, delivered by Ebony Pugh, Director of Public Relations and Media Content, outlined how the District has expanded upon key components of the Implementation Plan, including attendance zones and feeder patterns, transportation, student experience, and the implementation timeline.

The Future-Ready Plan is grounded in data, community engagement, and alignment with the District’s *Students First, Always in All Ways* Strategic Plan. Together, the Feasibility Report Update and Implementation Plan serve as both the vision and operational roadmap for ensuring all students have access to consistent, high-quality educational experiences.

The response highlights several key priorities, including:

- Creating clearer and more consistent K–12 pathways for students
- Improving alignment between enrollment, building capacity, and programming
- Reducing student travel times and increasing transportation efficiency
- Strengthening school culture, safety, and student supports



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- Implementing a phased timeline that balances urgency with readiness

The District emphasized that the plan is designed to be implemented over time, with ongoing monitoring and flexibility to respond to changing conditions, including enrollment trends and student needs.

“We recognize that a plan of this scale requires clear, consistent, and ongoing communication,” said Ebony Pugh, Director of Public Relations and Media Content. “Our goal is to ensure families, staff, and the broader community understand not only what is changing, but why and how these decisions are connected to improving outcomes for students.”

The full [Response to Board Requests: Future-Ready Facilities Plan \(Spring 2026\)](#) is available on the District’s website.

Special Education Plan (2026-2029)

In addition, Patti Camper, Assistant Superintendent of the Program for Students with Exceptionalities, presented the District’s 2026–2029 Special Education Plan, a three-year action plan outlining how PPS will continue to strengthen services and supports for students with disabilities.

The plan is designed to ensure that every student eligible for special education receives a high-quality, equitable education, while also addressing areas identified through state monitoring, performance data, and stakeholder feedback.

Key focus areas of the plan include:

- **Improving academic outcomes** through stronger use of data, standardized assessment practices, and data-driven Individualized Education Programs (IEPs) goals
- **Reducing disparities in discipline** by expanding behavioral supports, strengthening alternatives to suspension, and increasing consistency in implementation
- **Expanding inclusive practices** to increase access to general education settings and ensure students are served in the least restrictive environment
- **Strengthening staff capacity** through targeted professional learning, including training on inclusive practices, de-escalation strategies, and IEP development
- **Enhancing coordinated systems of support** by aligning curriculum, assessment, and student services across departments

The plan was developed through a comprehensive process that included data analysis and stakeholder engagement with final submission to the state anticipated this May.

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