

# PITTSBURGH PUBLIC SCHOOLS

## COMMUNITY REPORT ON THE FUTURE READY PLAN MAY 2026

COMPILED FROM LISTENING SESSIONS  
HELD BY 412 JUSTICE



**COUNCILPERSON  
DEB GROSS**

**PITTSBURGH**  
Local Task Force  
THE RIGHT TO EDUCATION



Pittsburgh  
Federation  
of Teachers

**412 ADVANCEMENT  
Justice PROJECT**



**BACK  
VOTERS  
MATTER**



LAWRENCEVILLE  
 UNITED

FULTON  
PTA

BETHEL  
A.M.E.  
CHURCH



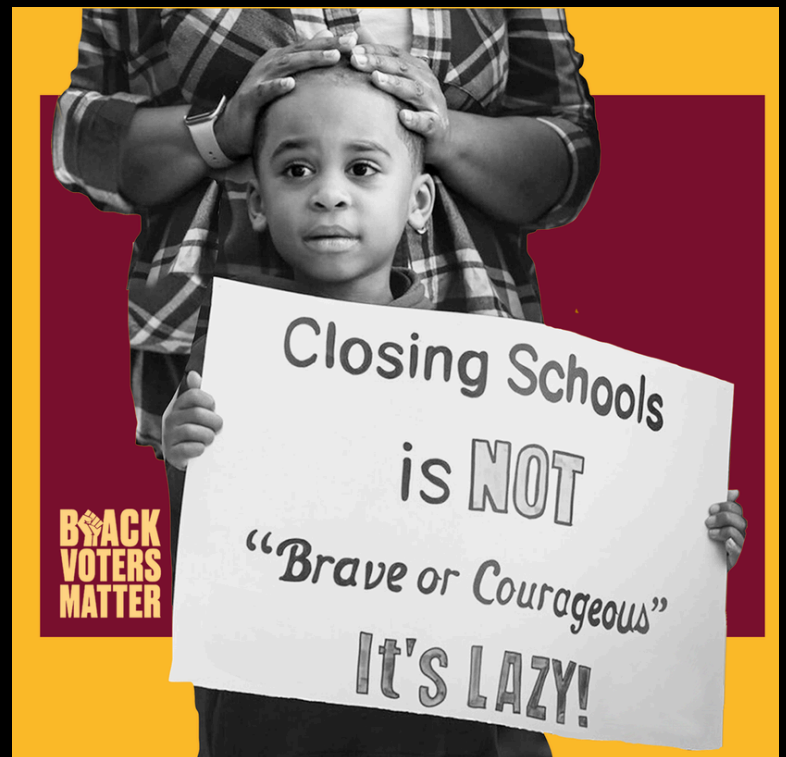
**COUNCILPERSON  
DANIEL LAVELLE**

HILL CDC

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# INTRODUCTION



During March and April 2026, **412 Justice** and leaders from the **Education Rights Network**, held five virtual community listening sessions focused on Pittsburgh Public Schools’ “Future Ready Facilities Plan,” a proposal that could result in significant school closures and consolidation across the district. These sessions were rooted in a simple but powerful belief: **the people most impacted by these decisions must be heard, respected, and centered in the process.** Since March 2024, 412 Justice has been a vocal critic of PPS’s “Facilities Utilization Plan” (now called the “Future Ready Facilities Plan”) and the lack of sufficient community engagement at schools slated for closure. Parents asked 412 Justice to create spaces where their voices could be heard as the plan is reconsidered by the PPS Board.

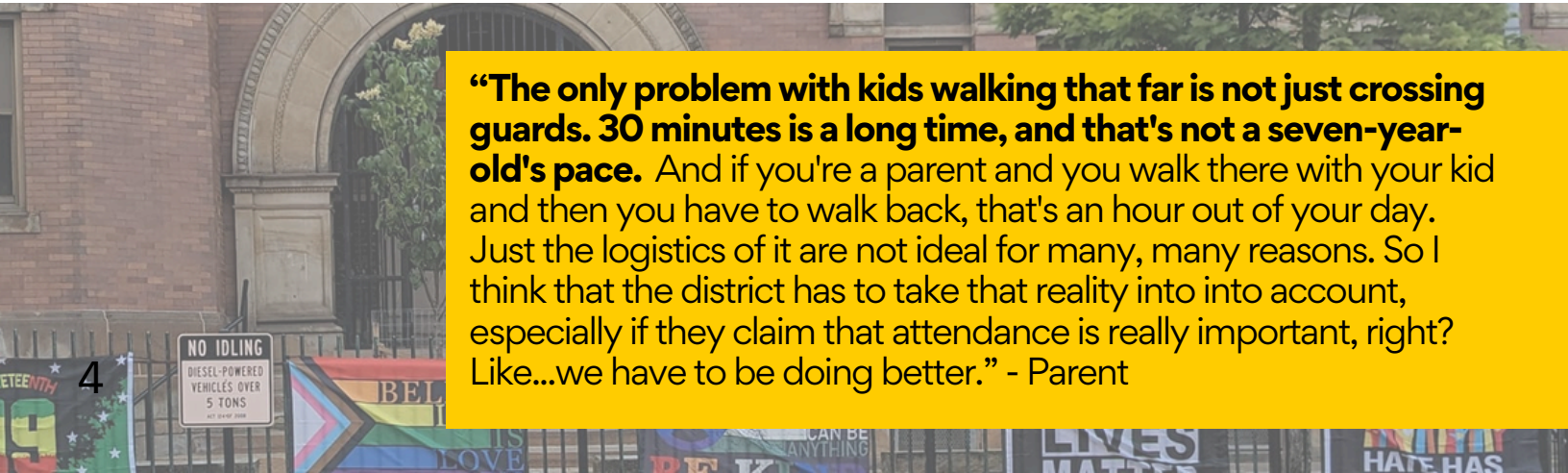
The aims of the listening sessions were twofold: to provide a space for the PPS community to learn about the school closure plan, and to document its impact on those with the most to lose: students, families, and educators. The insights surfaced in these listening sessions have the potential to become the foundation for an alternative vision for PPS schools rooted in community wisdom and experience. Sessions were focused on five majority-Black schools impacted by the plan: **Arsenal PreK-5, Fulton PreK-5, Miller PreK-5, Woolslair PreK-5, and Manchester PreK-8.** Participants for these sessions represented a variety of stakeholders from the Pittsburgh community, including current and prospective PPS parents and caretakers, community leaders, educators, PPS and city leaders, residents, and PPS alumni. The Pittsburgh Federation of Teachers as well as school-specific community based organizations co-sponsored and attended these listening sessions. Between these five sessions and a survey distributed to the broader PPS community, **nearly 150 PPS community members participated.**

Participants shared their hopes, concerns, questions, and ideas about topics including the plan’s **logistics, programs and resources, equity and support for vulnerable and underserved students, school community and culture, family communication and engagement, and innovative community solutions.** Sessions were recorded and transcribed to document what members of the community shared. Staff from the **Center for Youth and Community Leadership in Education (CYCLE) at Roger Williams University** then analyzed these transcripts. CYCLE staff coded the session transcripts and developed themes, or insights, from these codes. They also analyzed data from the survey. The following sections will detail the findings based on data collected from the five listening sessions and the survey, as well as questions that community members have about the plan.

# TRANSPORTATION & SAFETY

## COMMUNITY MEMBERS EXPRESSED SERIOUS CONCERNS ABOUT TRANSPORTATION TO SCHOOL AND RISKS TO STUDENT SAFETY IF THE PLAN GOES THROUGH.

- \* There was significant concern for fewer buses and additional **walkers**, who not only have to travel farther but also in many cases **cross major roadways**, making for “**long and impractical**” walks. The City of Pittsburgh already has had **cuts as well as low staffing levels for crossing guards**, and PPS had not (at the time of the listening sessions) reached out to the city about increasing the number of crossing guards. The possibility of snow and unshoveled sidewalks adds additional safety concerns.
- \* Parents are concerned about their **young children being farther away**, which significantly impacts **parents with barriers to transportation** or whose work schedules won't accommodate a longer commute. These changes combined with the PRT funding deficit create a “very shaky system for commuting.” Some parents additionally expressed concerns about **young children being bussed** across town.
- \* The **topography of Pittsburgh does not seem to have been considered** in some of the recommendations. “You have to live in Pittsburgh to understand Pittsburgh.” Consultant recommendations do not include this local geographic expertise in planning for closures. Additionally, a parent who is a professional demographer said that the shapefiles (which show geographic boundaries) look very haphazard, and are drawn across roads and houses.
- \* Having students travel farther to school may **contribute to chronic absenteeism**, which contradicts and undermines the goals of the district's attendance initiative.



**“The only problem with kids walking that far is not just crossing guards. 30 minutes is a long time, and that's not a seven-year-old's pace.** And if you're a parent and you walk there with your kid and then you have to walk back, that's an hour out of your day. Just the logistics of it are not ideal for many, many reasons. So I think that the district has to take that reality into into account, especially if they claim that attendance is really important, right? Like...we have to be doing better.” - Parent

# BUILDING CAPACITY & CLASS SIZE

## INCREASED CLASS SIZES AND OVERCROWDED SCHOOLS WILL HAVE A NEGATIVE IMPACT ON TEACHING AND LEARNING, EDUCATORS, VULNERABLE STUDENTS, AND STUDENT BEHAVIOR.

\* The collective bargaining agreement states that class sizes can't go above 28 students. Even at this limit, parents are concerned about **negative impacts for students accustomed to (and doing well in) small classes**, or who are behind academically. Small class sizes were consistently listed as an asset at schools slated for closure.

\* Per union leadership, **any building above 70-80% capacity is overcrowded** and leads to poor teaching and learning environments. Expectations are that PPS wants each school to be at least at 80% capacity, and the current plan indicates some buildings will be at over 90% capacity. For example, **building enrollment at King will increase from 354 to 809 students**, placing students from 4 small schools (such as Manchester with an enrollment of 129) into an overcrowded school.

Allegheny @ King Elementary School is projected to be a "larger-than-ideal elementary school" and have the District's 4th largest student enrollment.  
Source: [Future Ready RTK Response](#)

Rank	Configuration	School	Projected Student Enrollment
1	High School	Allderdice HS	1,155
2	High School	Brashear HS	966
3	High School	CAPA 6-12	860
4	Elementary School	Allegheny @ King ES	809
5	High School	Obama HS	576

\* Participants **doubt that the programmatic, curricular, and resource promises of the report can be implemented**. Buildings over 80% capacity will not have physical space for things like regional classrooms, STEAM rooms, art classrooms, and language classrooms, particularly given the plan's "aggressive" timeline.


\* **There is no detail in the plan about staffing**. There is no clarity about what will happen to educators if the school closes, and if they will be able to follow students. There is no clarity about what support will be available to school leaders who are receiving students from closed schools. Even experienced and skilled leaders will be challenged, and there is also a concern that counselor loads will increase even more.

"Just being in a class that's over packed, are they taking all the teachers over there? How are we doing this? Are we just going from a 17 size class to a 28? **How does this work?**" - Parent

# PROGRAMS & RESOURCES

## PPS HAS NOT MADE THE EFFORT TO ASK OR UNDERSTAND WHAT PROGRAMS IN SCHOOLS SLATED FOR CLOSURE ARE WORKING.

- \* At **Fulton**, participants worry about losing **strong support for students with disabilities**, including regional classrooms, as well as the French magnet program.
- \* At **Woolslair**, parents have concerns about the **STEAM focus being lost** and STEAM not being implemented well (if at all) in other PPS schools. Other vulnerable programs include Fluency Friends with Children's Hospital and the 3Rs School-Wide Positive Behavior Plan.
- \* **Arsenal** has been an English Language Development (ELD) Center for 19 years, and has the resources, experience, and expertise to **serve English as a Second Language students**. This is not something that can be easily replicated. Additionally, Arsenal currently has intervention every day, and there were concerns about having interventions (WIN time) scheduled for one out of every 6 days in the plan.
- \* There are concerns that **Miller's African-Centered curriculum** will be lost if the school closes, and parents question whether the cultural component of Miller will be considered in the placement of its students. One parent noted that PPS has already disinvested in staff development and support for African-Centered education.
- \* **Manchester's** strong **inclusion for students with disabilities** is also a wonderful learning opportunity for students without disabilities, and could be a model for the district.



“I hate the idea that **they don't care that these programs are working.**” - Parent

# PROGRAMS & RESOURCES (CONT.)

## OPINIONS ON CERTAIN PROGRAMMATIC CHANGES WERE MIXED, AND PARENTS QUESTIONED THE VIABILITY OF PROMISED RESOURCES.

- \* There were different **opinions on eliminating elementary magnets**. Some felt that this was a move toward equity, while others saw it as a loss for the district that would “flatten” rewarding and varied curriculum and resources for students from different neighborhoods.
- \* Some parents felt that **making gifted services school-based** would be a positive, however there was concern whether individual schools could replicate the services available at the Gifted Center.
- \* Participants wondered when the resources promised in the Future Ready Plan are going to be in the schools. Many shared that it’s difficult to trust that PPS will follow through on these promises. There are **doubts whether PPS has enough staff to deliver the promised curriculum** and resources in each school in areas such as music, arts, world languages, and electives.

## ACCESS TO COMMUNITY SCHOOLS SERVICES IS AT RISK.

- \* Over 1300 students have to leave a building that has community schools (see chart). Parents showed concern that **students who are leaving community schools will not be moving to schools with community school services**. Will the services that they are getting through community schools be tracked and provided at their new school?

9 Designated Community Schools	Grade bands that remain at Community School	Grade bands of students moving to a different school	Number of students moving (PPS data dashboard 4/15/26)	Schools where students would attend that are NOT Community Schools
Milliones 6-12	6-8	9-12	164	Sci Tech HS
Westinghouse 6-12	9-12	6-8	186	Sterrett MS
Arsenal K-5	n/a	All	273	Liberty ES, Sunnyside ES
King K-8	K-5	6-8	354	Schiller MS
Langley K-8	K-5	6-8	125	Classical MS
Arlington K-8	6-8	K-5	229	Concord ES, Philips ES, Roosevelt ES
Faison K-5	K-5	n/a	0	
Arsenal 6-8	6-8	n/a	0	
Lincoln K-5	K-5	n/a	0	
<b>TOTAL</b>			<b>1,331 students</b>	<b>9 schools</b>

Note: There are no available projections for K or 5th grade enrollment; to be consistent the current enrollment numbers were used.

“...Kids that have community school services now will not have community school services, which is really important, and **I would like to know what services those kids are getting, and what they're gonna do instead.**” - Parent

# VULNERABLE & UNDERSERVED STUDENTS

## COMMUNITY MEMBERS ARE CONCERNED THAT VULNERABLE AND UNDERSERVED STUDENTS ARE NOT BEING PRIORITIZED IN THIS PLAN.

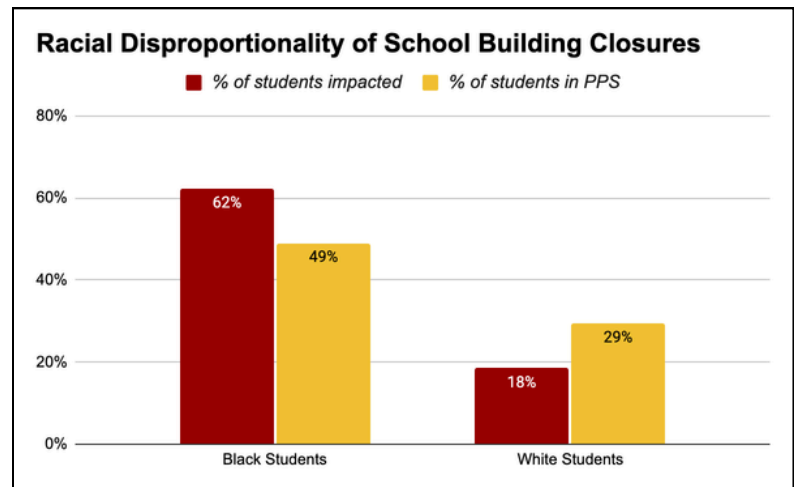
\* If, as PPS has stated, this current plan is about increasing equity, **PPS must consider and have clear plans for supporting vulnerable and underserved students.** Parents want more clarity and transparency about equity impacts, and for childrens' well-being to be a clear priority.

\* Compared to the percentage of district student enrollment, **Black students are over-represented** in students impacted by proposed school building closures (see chart\*). This contributes to already significant disinvestment in Black communities.

\* Arsenal has been an ELD Center for 19 years, and has the resources, experience, and expertise to **serve English learners.** This can't be replicated easily.

\* **Transient students and students with unstable housing** will experience disruption in their continuity of care and the stability provided by home schools with trusted adults and friends.

\* There are concerns that many more children will fall through the cracks. Historically, PPS has failed to deliver special education services to many students. How will new schools be able to provide the **services and support needed to access their education?** How will the district be accountable?



**“It's like the students are chess pieces and they're just moving them around a board. I can't get past that.” - Parent**

\*Note: There are no available projections for K or 5th grade enrollment; to be consistent, the current (PPS Data Dashboard) enrollment numbers were used. Montessori is not included in this analysis because the Montessori school magnet program would move to Linden, as is, maintaining the program and student enrollment.

# STUDENTS WITH DISABILITIES

## PARENTS ARE CONCERNED ABOUT LOSING IDENTIFICATION, PROGRAMMING, AND SUPPORT FOR STUDENTS WITH DISABILITIES, AND THE IMPACT OF TRANSITION.

- \* With schools at 80-90% capacity, large class sizes, space at a premium, and not enough teaching staff or support, it becomes more **difficult to ensure that students with disabilities will get the services they need and deserve.**
- \* Many parents expressed that their children's 504 Plans or IEPs are being successfully met at their current schools, and particularly appreciated the personalized supports of small schools. There is a **lack of clarity about services and supports** provided at future schools, and what support parents will get to ensure that effective IEP services transfer to new schools.
- \* Changes in schedule and routine, and **transitions generally, may have more impact on students with disabilities and other vulnerable students,** and there does not seem to be intentional transition planning to support these students who may have greater challenges.
- \* There is concern that students with disabilities in autism support, life skills support, and emotional support regional classrooms, will not be moving with their peers. There is additional frustration that there is **no transparency about where the regional classrooms will be located** and what feeder patterns parents should expect. Manchester has three different regional classrooms for autistic students, and Fulton has one. Will these students be moved to schools with their regular ed peers?
- \* Several participants noted that, "A school system that supports [vulnerable and underserved] students and creates safe and supportive learning environments for them will be **better at supporting all students.**"

"Are you taking into consideration the kids need, **they need that consistency, that routine, that predictability,** particularly dealing with, children with special needs, So that's my biggest concern."  
- Parent

# TRANSITION SUPPORTS

**PARTICIPANTS WERE CONCERNED ABOUT THE LACK OF A CLEAR TRANSITION SUPPORT PLAN, AND FORESEE POTENTIAL IMPACTS ON STUDENT & FAMILY WELL-BEING.**

\* **Robust and intentional transition support** for students and families will be needed to help address:

- Impacts of school closure, transition, and consolidation broadly
- Impacts on students facing **multiple years of transition in short succession** (particularly for older elementary students or those impacted by the reopening of Northview)
- Impact on students in magnet schools of **dividing the student body**
- Impact on **student behavior** and plans for supports
- Impact of **merging student bodies** without thoughtful and intentional culture-building
- Whether there will be **extra staff for transition years** to help students and families make these changes effectively and safely.

\* The families who are most affected by changes may be **marginalized in their new schools**, particularly when parents have barriers to transportation that may hinder engagement with the school, or when groups like the PTO are dominated by families who are not in underserved communities and don't understand their needs.

\* The plan does not seem to take into account **existing neighborhood-based conflict**. For example, merging students from the Manchester community and other communities that would attend Allegheny @ King ES "puts existing problems together," leading to safety concerns for both students and parents.



“And I know the plan they have in place, **some of our kindergarten and first grade students**, especially if they're from Northview Heights, could be in **three different elementary schools** by the time they leave elementary school.” - Parent

# COMMUNITY IMPACT

## THE TARGETING OF SCHOOLS FOR CLOSURE IS CONTRIBUTING TO DECLINING ENROLLMENT AND DISINVESTMENT.

- \* Just the possibility of closure has led to **further declining enrollment** in targeted schools, and contributes to the feeling of a “self-fulfilling prophecy.” Parents who fear their children will slip through the cracks will look for **other schooling options** (private, charter, suburban).
- \* Prospective families also expressed **hesitancy to register students in PPS**, given the lack of clarity.
- \* **Children currently in schools slated for closure**, which face increasing disinvestment, are being negatively impacted while PPS tries to sort out the closing plan.

## RESIDENTS ARE CONCERNED ABOUT IMPACTS OF SCHOOL CLOSURE ON NEIGHBORHOODS AND COMMUNITIES.

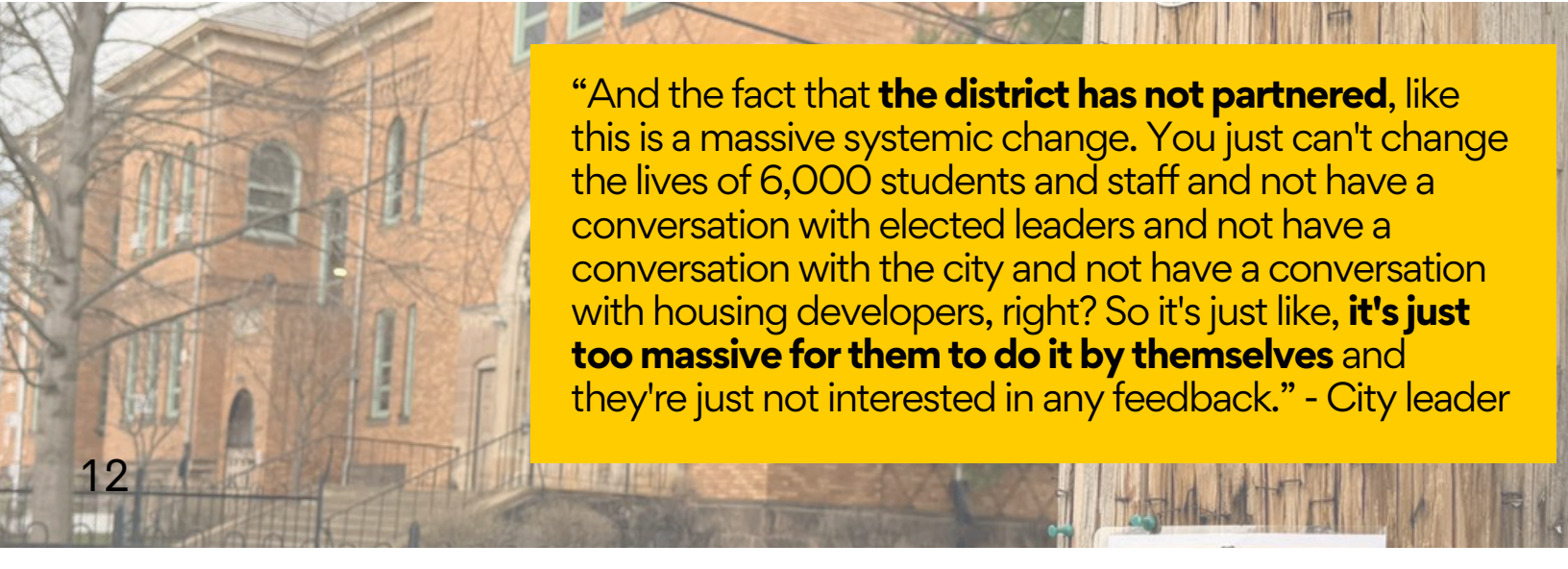
- \* Residents see neighborhood schools as community assets. Closing neighborhood schools will have a **negative effect on the broader community**, including the impact that empty school buildings have on the community.
- \* **In historically Black communities, schools are community cultural institutions.** School closures are part of a pattern of continued disinvestment, displacement, and erasure of Black residents.
- \* The plan does not take into account **housing development** that’s happening near Arsenal and Miller, and additional prospective families living there. Miller’s neighborhood will be getting 800 plus housing units in the newly constructed Bedford Dwellings via HUD’s Choice Neighborhoods Initiative, which will accompany plans for broader community development and growth in the Hill District. Keeping neighborhood schools is an **important part of community growth** and a safeguard against gentrification.

“I can't find anywhere in this plan where it addresses that **we are getting 800-plus units right up the street from Miller.** And a lot of these are gonna be new residents.” - Community Partner

# FAMILY COMMUNICATION AND ENGAGEMENT

## THERE HAS BEEN POOR COMMUNICATION WITH, ENGAGEMENT OF, AND CLARITY FOR FAMILIES IMPACTED BY THE PLAN. THIS HAS INCREASED FAMILY MISTRUST OF PPS.

- \* There has been a **lack of true opportunity for and, some felt, interest** in getting family input. PPS community sessions were limited, held at inconvenient times and locations, and focused on presentation. No additional PPS listening sessions were held as this plan was being reconsidered.
- \* Parents expressed frustration at **changing narratives around WHY this plan is being proposed** (from cost savings, to building utilization, to greater equity).
- \* Parents are frustrated by a **lack of transparency and clarity** on the part of the district, and an inability to get straight answers. “All we see is sacrifices and vague promises of vague good things to come.”
- \* Parents and community members **want to be contributors** to a better, more thoughtful plan.
- \* Parents acknowledged the challenges of declining enrollment, but find not only the plan itself but the process for pushing it to be problematic and lacking in input from both families and city leaders. Some parents expressed a tension in wanting some things to change and being open to elements of the plan, but **not believing that PPS will deliver on what they’re promising**.
- \* The plan claims greater equity for students and families, but **does not include metrics to measure and evaluate its impact or build in a system of accountability** for the district. Specifically, the superintendent must be held accountable for student outcomes and the implementation of the plan.

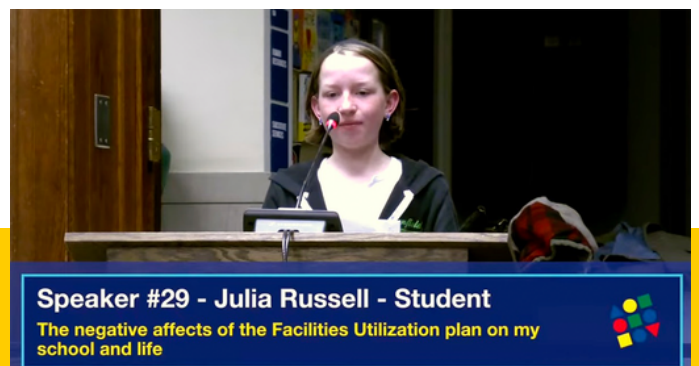


“And the fact that **the district has not partnered**, like this is a massive systemic change. You just can't change the lives of 6,000 students and staff and not have a conversation with elected leaders and not have a conversation with the city and not have a conversation with housing developers, right? So it's just like, **it's just too massive for them to do it by themselves** and they're just not interested in any feedback.” - City leader

# INNOVATIVE COMMUNITY SOLUTIONS

## COMMUNITY MEMBERS OFFERED THOUGHTS ABOUT ACTIONS PPS COULD TAKE TO GENERATE REVENUE, REDUCE COSTS, AND IMPROVE PROGRAMMING WITHOUT CLOSURES.

- \* **Sell or rent out the central office building in Oakland** and move admin into school-based spaces.
- \* The tax structure in Pittsburgh needs to be adjusted to provide PPS with appropriate funding. Work with the city to start **recouping the earned income tax** that has been diverted to the city. While it may be unreasonable to expect to recoup funds immediately, a multi-year plan for redirecting money back to the school district seems feasible.
- \* Re-evaluate procurement practices and **set up central procurement more efficiently** to save money. The City Controller's office provided recommendations to this end, and universities who do this well could serve as a resource.
- \* Look for opportunities to fill excess building space with **resources and community partnerships** that can be used by the greater community and bring in revenue. This could include community schools, city government and other service outreach, family resource spaces. The City of Pittsburgh could support this type of building use.
- \* **Invest in infrastructure.** "You can't just wait for your schools to crumble due to deferred maintenance and then close them and throw up your hands."
- \* Miller could be an **African-centered magnet** for the district and serve more of the majority-Black students in the district. The solution is to reinvest, not disinvest. Support this expansion with experts in Black-centered curriculum.
- \* Focus on **outreach and awareness to recruit more students and families** and delivering the educational programming that will attract them (back) to the district rather than charters.
- \* The mistakes and harms to students, families, and communities from **past closures should provide lessons for this plan. Engage the community meaningfully** in developing a better plan.



Speaker #29 - Julia Russell - Student

The negative affects of the Facilities Utilization plan on my school and life



# VALUING OUR SCHOOLS

Families, educators, and community members in the five listening session schools spoke about the culture, assets, resources, programs, staff, and personalization that they value about their schools and don't want to lose. The following pages summarize what they named.

The schools are:

- Fulton PreK-5
- Woolslair PreK-5
- Arsenal PreK-5
- Miller PreK-5
- Manchester PreK-8





# FULTON

## A SENSE OF COMMUNITY

- \* At Fulton, parents and staff spoke of the sense of community and energy across students, families, educators, and broader community that they don't want to lose.
- \* This includes a culture of acceptance, inclusion, and support.
- \* Parents spoke of wonderful, experienced teachers and a low educator turnover rate.

## PERSONALIZED SUPPORTS

- \* Parents and educators at Fulton also value the small class sizes and personalized supports.
- \* Fulton serves underserved populations well, and has shown impressive standardized test scores.
- \* There is a low rate of suspension and disciplinary action compared to peer schools.
- \* Fulton has the ability to meet the needs of students with disabilities, including a regional classroom.
- \* The French magnet program is valued and may be lost with closure.

“I know I keep saying community, but there's so many facets to the community. It's not just the teachers, it's not just the students, **it's the neighborhood, the teachers, the students, all of it together.**” - Parent

“And I just will share what I love about Fulton is it took us a really long time to find a school for [our child], and we went through quite a few of them. So my favorite thing about Fulton is the energy, **the culture of acceptance and inclusion**, and just the kids. I cannot say enough good things about the children there. They are welcoming, they are kind, and I think it trickles down from the teachers. That's exactly the environment that they've set up.” - Parent

“I think that **the class size is something that's really special.** And a part of that is that we have seen some declining enrollment, but the fact that whenever my kid walks into the building, the principal knows every single kid in the building, all the teachers know them. And I think that there are kids coming from really diverse backgrounds and who are coming from all different situations, and it is such a warm and safe place.” - Parent



# WOOLSLAIR

## STEAM PROGRAM

- \* The STEAM program is a highlight of Woolslair and part of its Renaissance. Every teacher is certified in STEAM and teaching through the lens of STEAM, which lends cohesion to the school.
- \* With the implementation of STEAM, Woolslair was one of the few PPS schools to reverse attendance losses.
- \* Parents have concerns about this focus being lost and STEAM not being implemented well (if at all) in other PPS schools.



“The staff at Woolslair is able to really know the students because of the small class sizes, and because **they...work so hard to get to know each student.**” - Parent

“We're not in the neighborhood of Lawrenceville. However, **I chose Woolslair on the magnet list, because it's small.**” - Parent

“**The school was so helpful, hands-on, they said [my autistic child] still could come here even though there was no regional classroom.** And I know he can, but... we've been navigating through so many hoops to see where he fits in. It was them working with the school psychologist, working with the special ed department, and then bringing in a life skills specialist, implementing things into his IEP. Just for him to make it work. And here we are now.” - Parent

## PERSONALIZED SUPPORTS

- \* Small class sizes that allow for teacher-student relationships, parent involvement, and personalized support.
- \* School leaders and staff working with families to support and meet the needs of students with disabilities, despite the absence of a regional classroom.
- \* Parents and staff listed a high number of Black teachers as something they and students value.



“I am a parent of 4 children...3 whom attend Arsenal throughout all trials and tribulation I've had with my children whom have their own Individual Education Plans. **Arsenal has been the only school that has worked well with us as a family.** I am so scared to start all over.” - Parent



Speaker #27 - Kristen MacKenzie  
Parent  
If They Can't Explain It, You Can't Approve It

“There's what, 20 different languages, 20 different nationalities represented by the student body...And that is not something that Pittsburgh has a lot of...**there are not many places where you can go inside of a building and meet kids from 20 different cultures.** And I think there is value to that.” - Community Partner

“I mean, I love it at Arsenal. I won't leave until I retire. **The school is now as good as it's ever been.**” - Educator

# ARSENAL

## ELD CENTER

- \* The English Language Development (ELD) Center at Arsenal is an asset and operates with a 19-year history and deep knowledge that is hard to replicate, and dedicated space for ELD classrooms.
- \* Arsenal has phenomenal student diversity, with 20 different nationalities and languages spoken.

## EDUCATORS AND LEADERS

- \* Parents and school staff value the experienced educators who have long tenure at the school, including a consistent principal for 16 years.
- \* Parents value the educator diversity at Arsenal, and particularly the high number of Black teachers.
- \* Parents value staff working with them to meet the needs of their children with disabilities and provide highly personalized support.

## ELEMENTARY AND MIDDLE

- \* The presence of two schools and elements of the facility are assets. Participants valued the partnership and cohesion between the elementary and middle schools at Arsenal, the positive impact on students transitioning to middle, and the opportunity for siblings of different ages to be in the same school, particularly for multilingual learners.
- \* Arsenal has a pool, a field, and an adjacent recently renovated city park. These are community assets and could generate additional revenue.



# MILLER

## HISTORY AND LEGACY

- \* Miller has historic beginnings, serving generations of Black families.
- \* Miller and other schools in the Hill District have turned out wonderful leaders, seen in the school's strong alumni. The community needs further investment, not to be stripped of resources.

## AFRICAN-CENTERED CURRICULUM

- \* Miller's African-Centered curriculum is a major asset that is in danger of elimination if the school closes.
- \* The African-centered curriculum honors and helps students understand African and African-American history, contributes to identity building, and builds self-pride and self-determination for Black students.
- \* "The problem is the solution" for vulnerable children of African descent. The students in Miller are strong, powerful African-American children.

## RELATIONSHIPS & SUPPORT

- \* Participants cited strong student-teacher relationships and student supports, including for students with disabilities.



"[It's] about preserving the history and trying to instill in children self-esteem and **letting them know that they come from a rich history, that they have not been thrown away.**" - Community Partner

"My son is 7 years old. He's been going to Miller since pre-K. He has a 504 plan. The teachers have been working with him for a very long time. He is now a straight A student. His behavior has turned around and **Miller is like a second home to him. His teachers are like second parents to him.**" - Parent

"...When my youngest daughter decided to enroll my grandchildren in Miller, and she told me, Mom, [it's] African Centered. **I said, Oh my God, they finally did it. So it's really heartbreaking now** ... they're going to miss out..is the curriculum going to follow them over?...I love Miller and I'm I'm very sad about it. My daughter is talking about a charter school. "

- Grandparent



# MANCHESTER

## COMMUNITY PARTNERSHIPS

- \* Manchester has historically had rich and varied community partnerships from local organizations. These partnerships have brought resources and support to the school, its leadership, and its students.

## EDUCATORS

- \* Parents valued the educators at Manchester and particularly appreciated the consistency of the teachers, many of whom have had long tenure at the school.
- \* Parents noted that it's clear that staff care deeply about the children.

## INCLUSION AND PROGRAMS

- \* One parent noted that Manchester has amazing inclusion of students with disabilities, which could be a model for the district.
- \* The chess club and free afterschool programming from Project Destiny are examples of programs that parents fear will be lost if the school closes.

**“The [community] partnerships within Manchester were very rich...The neighborhood would...support the resources for any programs we [needed].” - Educator**

**“My students who are not receiving special education services are getting an amazing experience of inclusion at Manchester. While [some] students [with disabilities] have their own classrooms, they are included with all students. They go on field trips together. It has been such a wonderful learning experience for my students that we have not experienced at other schools they have attended. And so I just can't say enough for how Manchester could be a model... instead of a school that the district is constantly undermining.” - Parent**

# IN CONCLUSION...



In November 2025, the Pittsburgh Public Schools Board of Directors voted to reject the “Future Ready Plan.” The administration brought back the **SAME PLAN** for reconsideration, with a vote expected on May 27, 2026.

Pittsburgh Public School Board May 2026 Agenda item 17.01 proposes to permanently close 9 school buildings, close 12 schools, and reconfigure 10 schools, which will force over 6,000 students to move to a different school.

For two years, **community voices have demanded thoughtful, equity-centered change in Pittsburgh Public Schools.** Through these listening sessions, families, students, educators, and community members shared serious concerns about the “Future Ready Plan,” including a lack of transparency and accountability for student outcomes, the impact on Black students and historically marginalized communities, uncertainty around transportation and student supports, and the loss of trusted neighborhood schools. Many participants also expressed frustration that their feedback and alternatives have not been meaningfully considered.

These conversations made clear that communities are not opposed to change. They are asking for a process that is transparent, collaborative, and centered on students and neighborhoods.

Therefore, we ask the PPS Board of Directors to stand strong with the community and **vote NO on the “Future Ready Plan”** and direct the Superintendent to develop a better plan that is transparent, community-informed, and equitably focused on the needs of all students.

**SAY NO TO THE HALF-BAKED FUTURE-READY FACILITIES PLAN!**

# OUR KIDS

## DESERVE BETTER

### PITTSBURGH PUBLIC SCHOOL BOARD MUST

# VOTE **NO** ON SCHOOL CLOSURES



# APPENDIX: COMMUNITY QUESTIONS

This appendix summarizes the unanswered questions gathered from participants at the listening sessions, in the focus areas detailed earlier in this report.

## FINANCIAL

- Where does PPS plan on investing the money they're saving with this plan?
- Will there be investment in the communities impacted by school closure who are losing resources?
- What is the capital expenditure needed to reopen Northview? How does this impact savings from school closures?
- Why is the board voting on the same plan that has been voted down? Is this plan at all different?
- What happens to the empty buildings?

## PROGRAMS & RESOURCES

- Who decides the focus of schools being consolidated? Is it school leaders? The district? Will the school community be involved?

## BUILDING CAPACITY

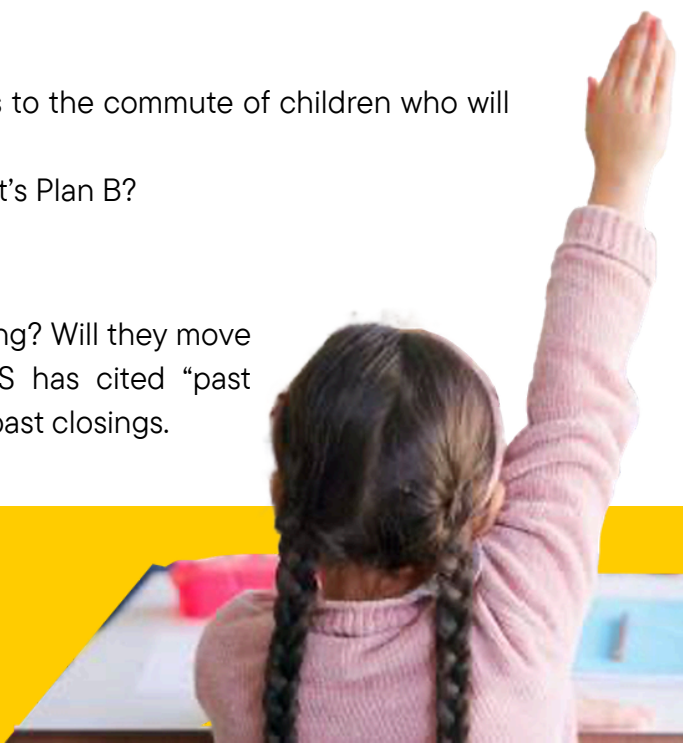
- What % capacity is PPS aiming for in school buildings? What is informing this goal?
- Will there be space for needed (and promised) resources in house when enrollment increases?
- What are the projected enrollment numbers for each school? What are the projected class sizes?

## TRANSPORTATION AND SAFETY

- What safety measures has PPS discussed when it comes to the commute of children who will become walkers of a further distance?
- If the city cannot provide additional crossing guards, what's Plan B?

## STAFFING

- What will happen to teachers from schools that are closing? Will they move with students, or have to interview for positions? PPS has cited "past practice," but both of these options have occurred with past closings.



# APPENDIX (CONT.): COMMUNITY QUESTIONS

**Speaker #7 - Renee Wilson**  
Parent  
We need all of our school's left on the Hill



This appendix summarizes the unanswered questions gathered from participants at the listening sessions, in the focus areas detailed earlier in this report.

## STUDENT SERVICES AND SUPPORT

- What supports will be available to families of students with disabilities to ensure that services provided in closing schools (and that are included in IEPs) or new services needed will continue to be provided in new schools?
- Will students with disabilities have transition plans and actions written into their IEP?
- What efforts are being made to document what's working at a school that's closing so that it's not lost in transitioning to a new school?
- Will student services and supports provided to students in their current school transfer with them?

## SCHOOL-SPECIFIC

- What does the closure of Arsenal Elementary mean for Arsenal Middle, particularly given the large size of the building?
- Will Miller's African-centered curriculum follow its students? Will the cultural component of Miller African-Centered School be considered in the placement of its students?
- Woolslair parents and educators are concerned about losing the school's STEAM focus. How will this be implemented in other schools?

**Speaker #44 - Bella Ballin**  
Parent  
I wish I could trust the process but I don't.

**Speaker #8 - Martha Riecks - Parent**  
Say no to the half-baked future-ready facilities plan. Our students deserve a REAL, carefully-thought out plan.

**Speaker #32 - Megan Palomo - Parent,**  
Friendship Community Group  
Your constituents have spoken loud and clear- VOTE NO

**Speaker #13 - Lucy Thompson**  
Student  
Please don't move my school

**Speaker #31 - Felipe Palomo - Parent**  
The community values the existing relationships between parents, teachers and students, vote no to school closures

**Speaker #40 - Sarah Zangle**  
Parent  
A better plan is needed

**Speaker #26 - Kent Jackson**  
Parent  
No confidence in proposed application of future ready plan

**Speaker #29 - Julia Russell - Student**  
The negative affects of the Facilities Utilization plan on my school and life

**Speaker #11 - Charlie Britanik**  
Student  
Vote No!



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