BUILDING A STRONGER FUTURE TOGETHER

The benefits of restructuring West Mifflin Area School District

Parent & Community Presentation

Educational • Financial • Operational

PRELIMINARY PLAN • COMMUNITY INPUT WELCOMED

The proposed final structure

A more coordinated use of current facilities and grade spans

K–6

Current Middle School

K–3 on first floor
Grades 4–6 on second floor
Age-appropriate learning zones

7–12

Current High School

Grades 7–8 in a distinct zone
Shared secondary resources
A smoother pathway to grade 9

Community

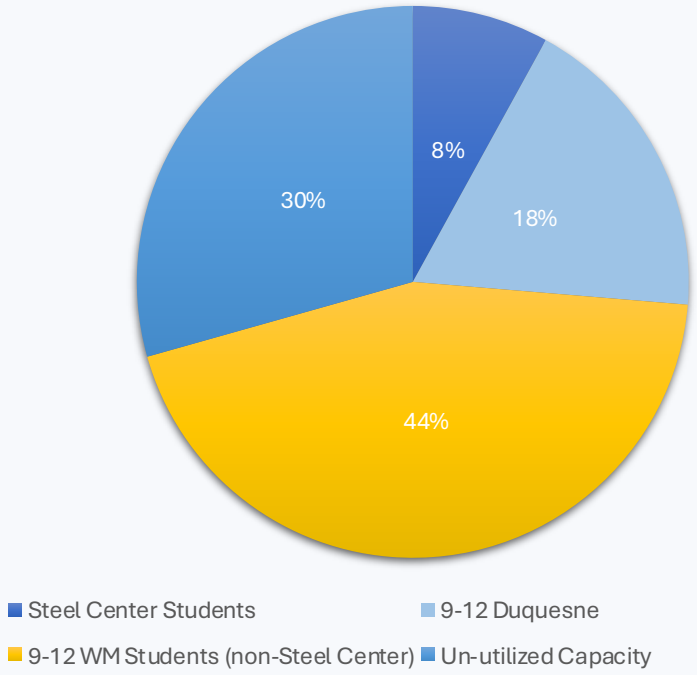
Clara Barton repurposed for central administration and civic/community use
Slide 14

Building use changes. The district community remains one Titan family.

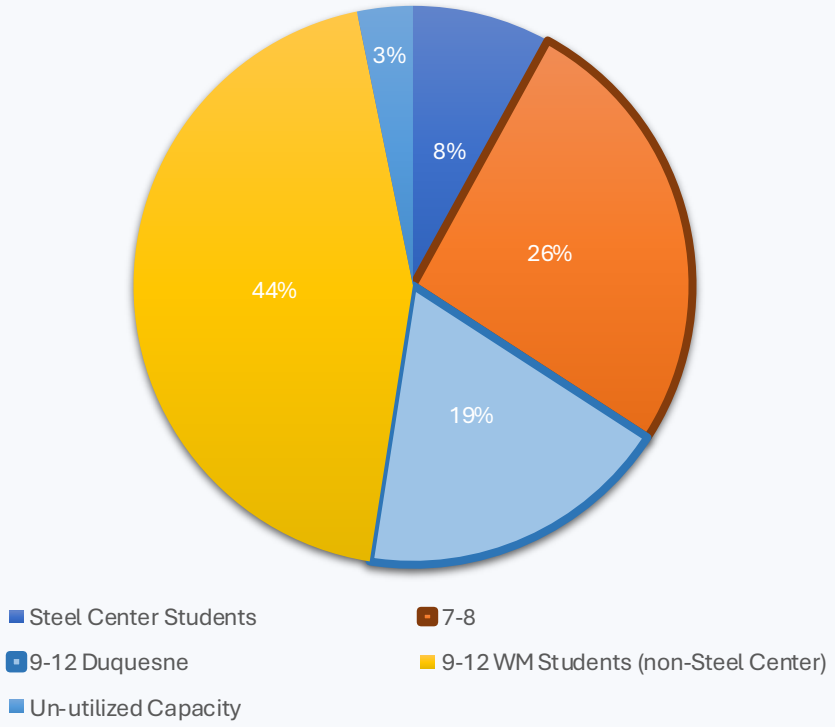
The proposed structure

Current facilities and Future facility use HIGH SCHOOL

Building Capacity: High School - Current



Building Capacity: Restructured 7-12

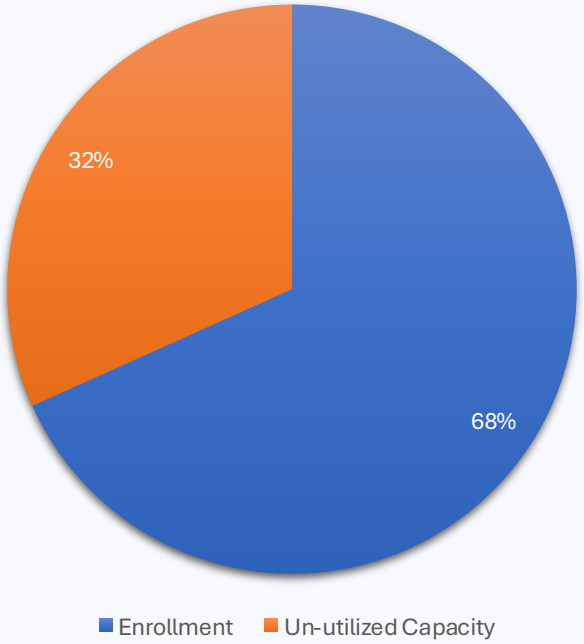


Building capacity of the High School: 1,212 students

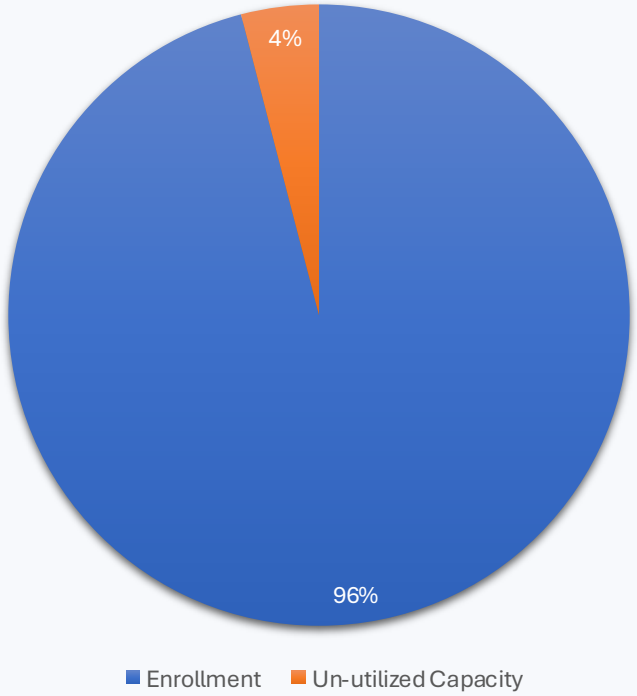
The proposed structure

Current facilities and Future facility use MIDDLE SCHOOL

Building Capacity: Middle School - Current



Building Capacity: Restructured K-6

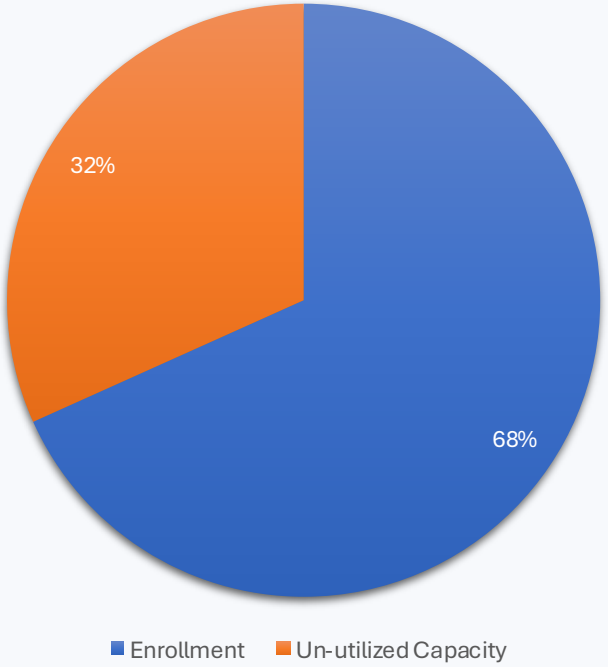


Building Capacity of the Middle School 1138

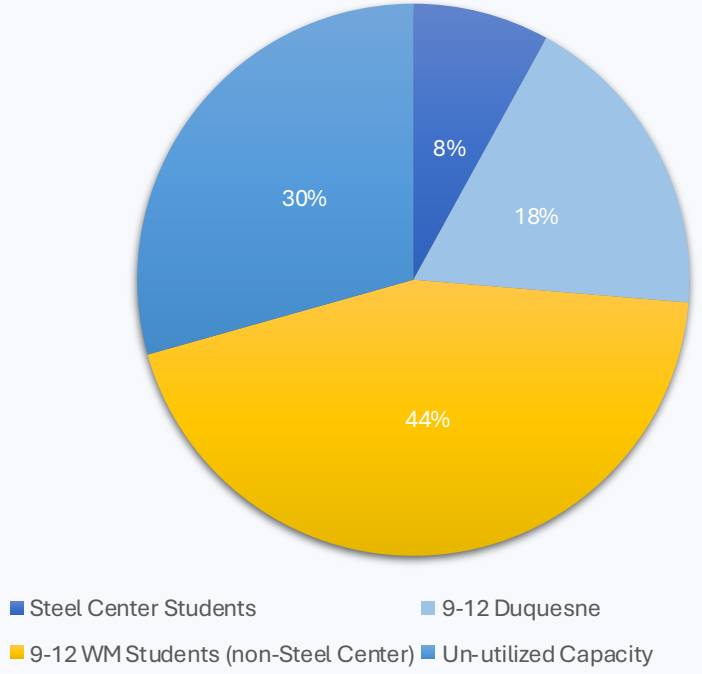
Campus Capacity

Current campus facilities: MIDDLE SCHOOL and HIGH SCHOOL

Building Capacity: Middle School - Current



Building Capacity: High School - Current



Building capacity Middle School: 1,138 students

Building capacity High School: 1,212 students

The proposed structure

Enrollment West Mifflin Ara School District including 199 Duquesne Students

10.6.26									
	CB	**HV**	**MS 4/5**	**MS**	**HS**	**District**			**CYBER**
K	51	99				150		K-5	10
1	52	89				141		6-8	10
2	56	99				155		9-12	48
3	58	96				154		ADEL PTL	8
Total	**217**	**383**				**600**		TA	11
4			135					TCAH	2
5			167						
Total			**302**						
6				129				TOTAL	89
7				155					
8				141					
Total			**727**	**425**					
9					190				
10					199				
11					193				
12					186				
Total					**768**				
						2095		***TOTAL 2095***	

Tonight's conversation

Three lenses, one goal: a stronger student experience

1. Educational benefits

- Fewer transitions
- Consistent curriculum and supports
- Stronger staff collaboration
- Age-appropriate learning environments

2. Financial benefits

- Address the structural budget deficit
- Reduce redundant operating costs
- Avoid major new construction
- Protect programming and taxpayers

3. Operational benefits

- Simplify transportation
- Use buildings more effectively
- Centralize student services
- Expand community access

01

Educational Benefits

More continuity, collaboration, access to support programs and belonging.

Fewer transitions. More continuity.

Students would transition between schools twice instead of four times



Why it matters: fewer mandated moves can reduce disruption to learning, relationships and routines.

Redesigning Learning Environments

Reorganizing by grade band can strengthen instruction, equity, and age-appropriate programming.

1. **Stronger collaboration**
   Larger grade-level teams align standards, pacing, assessments, and interventions.

2. **Greater instructional consistency**
   Students receive more comparable curriculum, expectations, and supports.

3. **Developmentally focused schools**
   K–3 can emphasize early literacy; grades 4–6 can deepen content, STEAM, and independence.

4. **More equitable programming**
   Specialists, enrichment, student supports, and resources can be coordinated across each grade band.

5. **Strategic use of staff and resources**
   Professional learning, intervention systems, and schedules can target a narrower age range.



The goal is not simply moving grades. It is creating coherent, age-responsive learning systems.

One K–6 team, aligned around every learner

Restructuring schools strengthens consistency of instruction, increases student access to support programs, and improves staff collaboration and learning.

Curriculum & instruction

- Vertical alignment from kindergarten through grade 6
- Common assessments and data-informed instruction
- Consistent expectations and instructional practices

Student supports

- Mental health and counseling
- Title I, SAP, PBIS and MTSS
- ESL, enrichment, academic coaches and TAP

Staff collaboration

- Whole-grade collaboration
- Aligned professional learning and coaching
- Less variation across multiple elementary sites

Age-appropriate spaces within shared campuses

The “school within a school” approach preserves developmental identity

K–6 BUILDING

Grades 4–6 • Second floor

Grades K–3 • First floor

Dedicated zones, restrooms, learning spaces and playground planning

7–12 BUILDING

Grades 7–8 • Distinct second-floor zone

Shared access to secondary facilities and programs

Seventh and eighth graders would eat lunch together

West Mifflin Area is becoming part of a modernized Regional Shift

School districts across Allegheny County are reassessing how facilities, enrollment and educational programming align.

- Creating a centralized learning environment intends to better align facilities and educational resources

Some examples – Bethel Park, Brentwood, South Allegheny, South Park, Steel Valley

- A unified 7-12 campus does not mean eliminating the middle school experience.
- A school within a school (SWAS) is a smaller educational unit operating inside a larger school, offering personalized programs while sharing some facilities and resources.

Some examples: Avonworth, Carlynton, East Allegheny, Elizabeth Forward (2027), Riverview, South Allegheny, Steel Valley

Centralization does not mean eliminating smaller, age-appropriate learning communities. A larger consolidated building can preserve distinct grade-level identities while expanding access to shared programs, staff and specialized spaces.

Before, During, & After School Programs

Keeping high quality programs and adding additional ones

Keeping

- Champions Before & After School Program @ New Elementary
- Kindness Club
- Intramurals & Holiday Events

Adding

- New Age Appropriate Clubs
- After school activity bussing for elementary
- STEAM, Swim, & other activities

02

Financial Benefits

Protecting educational quality through responsible stewardship.

A sustainable path forward

The plan addresses recurring costs, not just a one-time budget gap

$1.0M

Current deficit identified in the 26-27 Budget

$2.7M

Projected annual savings through this plan, which includes the restructuring of schools and Early Retirement Incentives

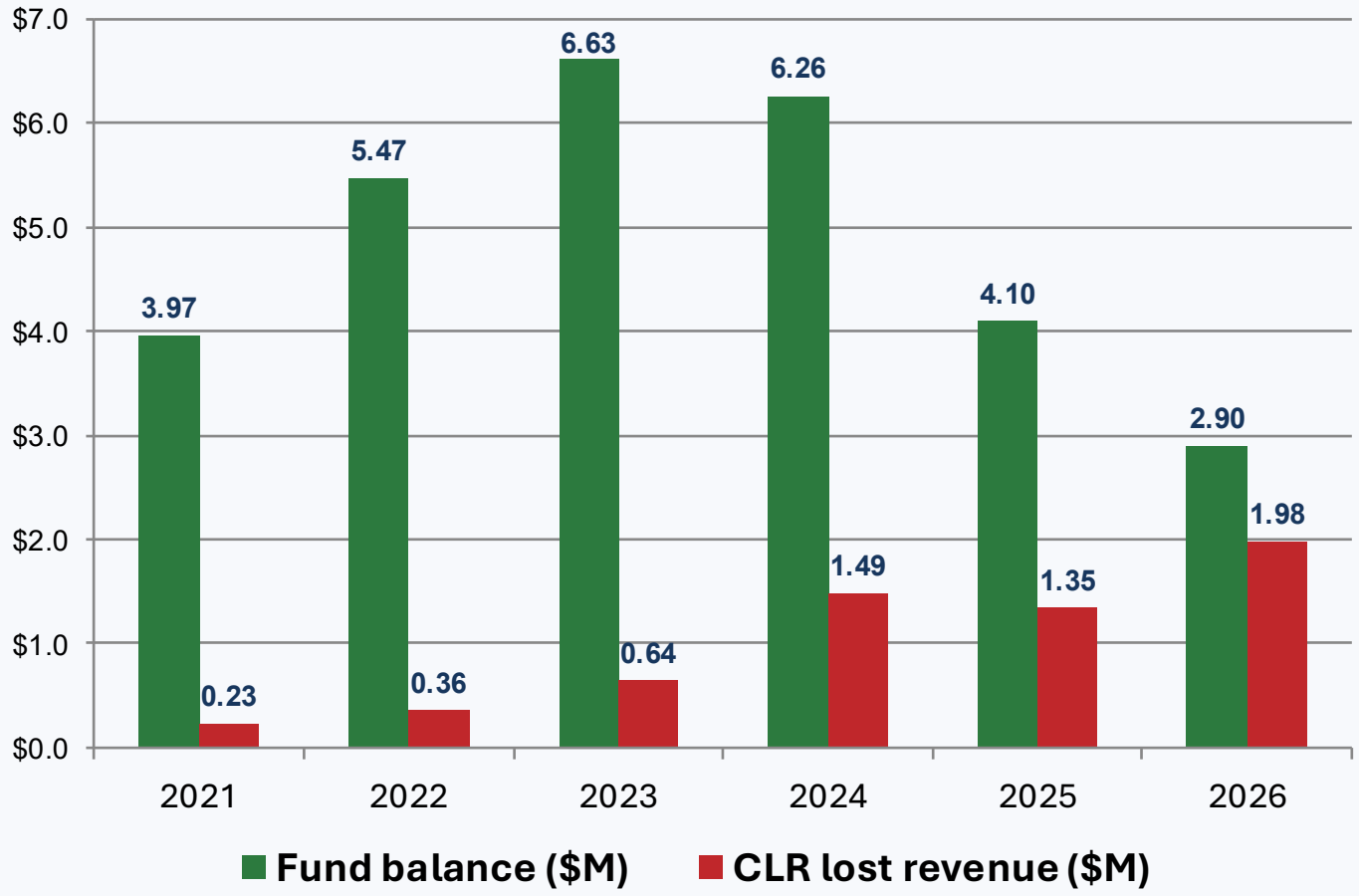
2036

Annual Debt Payments of $7M until 2036

Key takeaway: This plan restructures our recurring operations so more of the district's budget can support stable, high-quality programming.

WMASD fund balance in comparison to CLR revenue losses

Fund balance is declining as Common Level Ratio revenue losses grow



Key takeaways

- The lack of a real estate reassessment in Allegheny County has cost WMASD over $6 million since 2021.
- Fund balance has fallen from a $6.6M peak in 2023 to a projected $2.9M in 2026.
- Annual CLR lost revenue has grown more than eightfold, from $233,000 in 2021 to $1.98M in 2026.
- Losses compound each year, drawing down reserves that cannot be rebuilt without new revenues or significant cuts to expenditures.

Figures reflect county Common Level Ratio real estate tax appeals and district fund balance projections.

Recent fiscal decisions

Since 2023-2024, the Administration and the Board of School Directors have chosen not to fill certain positions

	ADMINISTRATORS	TEACHERS	SECRETARIES	STUDENT SUPPORT	OPERATIONAL SUPPORT
# of Positions not Filled	**3**	**2**	**1**	**1**	**1**

Key takeaway: WMASD has cut over $800,000 in personnel costs before putting this plan together.

The 2026–2027 WMASD budget picture

How the district closed the 26-27 budget gap: reductions in expenditures, additional revenues, tax increase and a draw on the fund balance

Initial revenues
$ 68.7 million
Projected 2026–27 revenue before adjustments

Initial expenditures
$ 71.5 million
Projected 2026–27 spending before adjustments

Initial deficit
$ 2.8 million
Gap between initial revenues and expenditures

Expenditure cuts
$ 887,000
Recurring reductions across operations and staffing

Revenue increases
$ 48,000
New and expanded revenue sources

Real estate tax increase
1.0 mills = $864,000
Millage adjustment applied to the 2026–27 budget

Fund balance draw
$ 1.0 million
One-time reserves used to balance the budget

Key takeaway: a structural budget deficit of $1.0 million will carry over into future budgets

Future revenue impact of DCSD students leaving WMASD

Revenue the district loses when Duquesne City School District students transfer to the McKeesport Area School District

DCSD tuition
–$3.8 million
Tuition revenue currently budgeted for DCSD students

Title I funding
–$300,000
Federal Title I allocation tied to those students

Special education
–$175,000
Special education funding tied to those students

WMASD will request that PDE maintain some level of this revenue for the four years immediately following the departure of DCSD students, with the result that the revenue loss will not happen all at once.

Key takeaway: The district will eventually lose $4,275,000 in revenue after Duquesne City School District students go to the McKeesport Area School District.

WMASD financial planning

WMASD presented financial plans, including possible economic development, to Moody's rating agency in July 2026

Restructuring of schools

Restructuring of debt

Early Retirement Incentive for SEIU support staff

Early Retirement Incentive for WMFT teaching staff

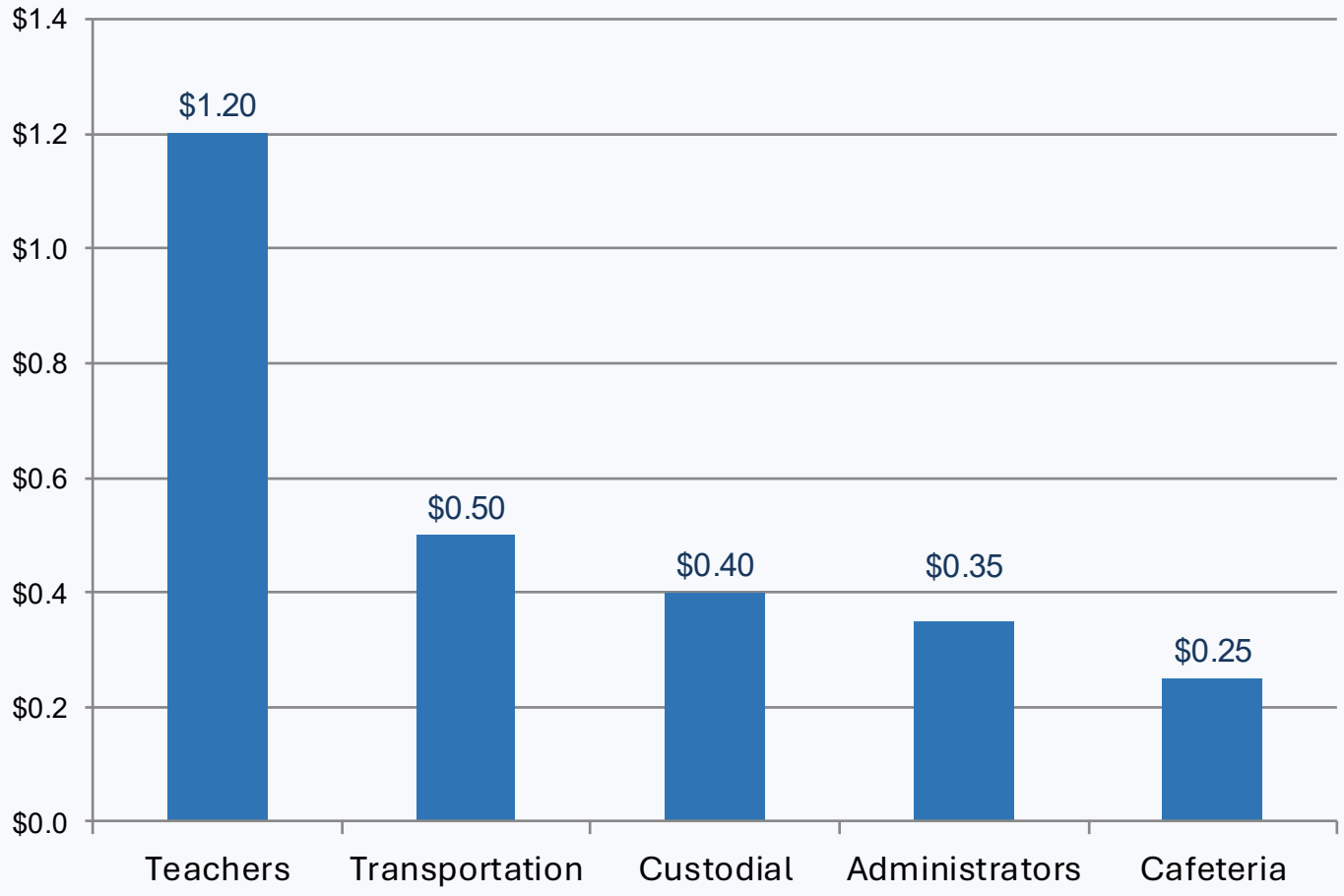
Redevelopment of the Century III Mall property

New housing at Westwood Golf Club

Key takeaway: WMASD presented these strategies in order to maintain an investment-grade rating, which results in lower interest rates for any future borrowing.

District Restructuring and Early Retirement Incentives

Projected annual savings of $2.7 million once the restructuring is complete



Figures are in millions of dollars.

How savings are produced

- Fewer buildings to maintain
- Restructuring
- Retirement Incentives
- Streamlined food service
- Optimized staffing ratios
- Reduced professional employees through retirement and attrition
- Class size goals being maintained
  - K – 2 22 students
  - 3 – 6 25 students
  - 7 – 12 Determined by course demand
- Bus runs reduced from four to two

Estimates remain subject to further study, revision and Board approval.

Better use of what the community already owns

The proposed model uses existing space and avoids major new construction

Facilities

- Maximize capacity in the middle and high school buildings
- Move K–6 into the district's newest building
- Prioritize instruction in fully utilized school buildings

People

- Minimize staffing impacts through retirement and attrition where possible
- Reduce duplication while maintaining core programming
- Align staff with student need

Future investment

- Preserve capacity for paving, lighting, roofing, security and other facility needs
- Support revenue-generating programs
- Stretch taxpayer dollars further

03

Operational Benefits

Simpler systems for families, staff and the wider community.

Transportation designed around two grade bands

A K–6 run and a 7–12 run create a simpler operating model

K–6 RUN

- Siblings in grades K–6 can ride together
- One elementary destination
- Age-appropriate supervision expectations
- More direct neighborhood routing opportunities

7–12 RUN

- One secondary destination in the final model
- Fewer bus runs overall
- More predictable family routines
- Potential reduction in fuel use and vehicle wear

Transportation details, ride times and traffic flow require continued route modeling before implementation.

Benefits for students, staff and community

Operational changes are intended to strengthen the entire Titan community

Students

- Consistent support services in one K–6 facility
- Expanded access to clubs and after-school activities
- Modern learning spaces and technology
- Safer, more coordinated supervision

Staff

- More opportunities for team planning
- Aligned coaching and professional learning
- Better utilization of staff's expertise
- Clearer building-based collaboration

Community

- Clara Barton civic center concept
- Library, gym, workout and meeting spaces
- Unified PTA support
- Reduced traffic and environmental impact from fewer runs

A supported transition, not an overnight change

The materials outline opportunities to help students and families become familiar with new settings



Fall

Campus visits and STEAM-focused events

Winter

Student performances and family activities

Spring

Concerts, field days and orientation

May 2027

Parent/student open house and PTA-led event

Additional supports proposed: transition coordinator, orientation days, student ambassadors and parent liaisons.

What a K–6 student day could look like

A continued instructional core with staggered rotations and shared-space planning

Core learning	Daily time	Scheduling feature
English Language Arts	120 minutes	Protected literacy block
Mathematics	90 minutes	Protected mathematics block
WIN / Tier Time / intervention	30 minutes	Targeted support or enrichment
Lunch and recess	30 minutes each	Grade-level times coordinated across the building
Daily rotation	45 minutes	One course per day; periods staggered by grade

Staggered rotation times

Grade K	9:00–9:45
Grade 1	9:45–10:30
Grade 2	10:30–11:15
Grade 3	11:15–12:00
Grade 4	12:00–12:45
Grade 5	1:00–1:45
Grade 6	1:45–2:30

Planning takeaway: the mock schedule provides 345 daily minutes, including one 45-minute rotation course per student each day.

Illustrative schedule only. Final schedules remain subject to staffing, building use and Board-approved implementation planning.

What remains to be finalized

Transparency means separating the proposed benefits from the decisions still ahead

Further study

- Detailed transportation routes and ride times
- Arrival and dismissal traffic flow
- Final facility modification needs
- Updated cost projections

Board decisions

- Final grade configurations
- Implementation timeline
- Staffing considerations
- Program and building assignments

Community voice

- Public meetings
- Surveys and focus groups
- Family and staff feedback
- Questions and clarification

No final decision has been made. Proposed elements remain subject to further study, revision and Board approval.

04

Student Services

More coordinated access to academic, behavioral, mental health and family supports.

What consolidation can improve for student services

A coordinated model can make supports easier to align across grade levels and teams

1

CONSISTENCY

Common support structures and expectations across the K–6 and Secondary programs

2

ACCESS

More consistent access to support services in one K–6 and secondary facility

3

COLLABORATION

More opportunities for staff planning, coaching and coordinated problem-solving

Parent takeaway: students remain connected to a coordinated network of supports as buildings and grade configurations change.

Student services available in the proposed K–6 and Secondary model

The restructuring materials identify a broad continuum of academic, behavioral and wellness supports

Academic supports

- Title I
- Academic coaches
- TAP
- Enrichment

Behavior & belonging

- SAP
- PBIS
- MTSS

Wellness & access

- Mental health
- Counseling
- TAP

How a more coordinated support model benefits students

One K–6 team creates more opportunities to connect data, interventions and staff expertise

1

NOTICE

A need is identified through instruction, data or family/staff concern

2

CONNECT

The student is connected to the appropriate school-based support

3

COORDINATE

Teachers and support staff plan together around the learner

4

MONITOR

Teams review progress and adjust support or enrichment

Benefits across the student experience

Consolidation is intended to improve continuity while preserving age-appropriate learning environments

GRADE BAND	LEARNING ENVIRONMENT	STUDENT SERVICES BENEFIT
K–3	Dedicated first-floor zone	Consistent access to K–6 support teams
Grades 4–6	Dedicated second-floor zone	Stronger vertical alignment and transition planning
Grades 7–8	Distinct secondary zone	Shared access to secondary facilities and programs
Grades 9–12	One secondary pathway	More continuity in relationships and supports

Specific building assignments and grade configurations remain subject to Board approval.

What families can expect, and what is still being finalized

Clear commitments now, with transparent planning for the details that remain ahead

STUDENT SERVICES COMMITMENTS

- ✓ A coordinated K–6 and Secondary support model
- ✓ Access to identified academic, behavioral and wellness programs
- ✓ Age-appropriate learning zones
- ✓ Transition activities and family communication

04

Special Education

Continuity of Services • Student Success

Special Education Snapshot

551
Current # of Students with IEPs District Wide

24.5 % of District Enrollment

Service Profile

- Related Services OT, PT, S/L, Vision, Hearing, Orientation, and Mobility
- Paraprofessionals
- ESY
- Specialized Transportation & Assistive Technology
- Transitions services & Nursing

Takeaways

Restructuring may change where services are delivered

- Restructuring provides opportunity redesign how services will be provided
- Clear Commitment to FAPE, LRE, individual needs, and continuity of services
- All facilities will have programming, staffing, related services, and transportation

Special Education Program Distribution

Building	# of Students	# of Teachers	Program/Services	Grade Levels
Clara Barton	40	2 Teachers 1 S/L 1 OT	Special Education / Related Services	K, 1, 2, 3
Homeville	90	6 Teachers 2 S/L 1 OT	Special Education / Related Services	K, 1, 2, 3
Middle School	180	11 Teachers 1 3/4 S/L 3/4 OT	Special Education / Related Services	4, 5, 6, 7, 8
High School	145	8 Teachers 1/4 S/L 1/4 OT	Special Education / Related Services	9, 10, 11, 12
TCA	23	1 Teachers	Special Education / Related Services	K - 12

The information is based on the current school year and enrollment data dated 9-28-2026 .
Projections may change based on student enrollment and student needs

LRE & IEP Implementation

District's Vision for Restructuring

- FAPE
- Access to LRE
- IEP service minutes and accommodations
- Participation with nondisabled peers
- Appropriate supplementary aids/services
- Access to extracurricular and nonacademic activities

What Will be Monitored

- Changes in LRE distribution
- IEP implementation during transition
- Caseloads and service minutes
- Special Education data trends
- Parent concerns and requests
- Students requiring individualized transition support

Assurances

The District will use the restructuring plan as a facilities/program framework while preserving individualized IEP decision making and parent participation.

Special Education Accessibility and Facilities

Accessibility

- Accessible entrances
- Elevators/Lifts
- Accessible restrooms
- Emergency Evacuation Plans
- Mobility equipment access

Specialized Spaces

- Sensory / regulation
- Therapy rooms
- Nursing
- Life Skills
- De-escalation
- Quiet Instructional

Facilities are ADA Compliant

Special Education Recommendations

Final Site Decisions

- LRE and program capacity analysis
- Facility review
- Validate staffing and related services

Before Opening

- Finalize program location
- Assign staff and caseloads
- Communicate with families

Assurances

Special Education Dept will monitor:

- FAPE & IEP implementation
- LRE & Accessibility
- Staffing
- Transportation
- Related Services
- Parent Feedback
- Student outcomes

Benefits of Restructuring

Stronger Programs

Concentrate specialized programs and expertise to create more robust supports for students with diverse needs.

Greater Access to Expertise

Increase collaboration among special education teachers, psychologists, therapist, behavior specialist, and counselors.

Increased Inclusion and Peer Opportunities

Expand opportunities for students with disabilities to participate in academics, extracurriculars, athletics, and school-wide activities.

Purposeful Learning Environments

Better utilize resources to develop sensory spaces, therapy areas, life skills environment, and transition space.

Consistency and Continuity

Strengthen consistency in IEP implementation, progress monitoring, behavioral supports, and transitions between grade levels.

Strategic Use of Resources

Reduce duplication and concentrate staffing, equipment, and specialized resources where they have the greatest impact.

Takeaway

Thoughtful restructuring can build stronger, more coordinated special education programs while maintaining individualized services, FAPE, LRE, and student-centered decision making.

Special Education Terms & Definitions

OT- Occupational Therapy
PT - Physical Therapy
S/L - Speech and Language

FAPE - Free Appropriate Public Education
LRE - Least Restrictive Environment
IEP - Individualized Education Program

Special Education Terminology

Safety Benefits of School District Restructuring

Consolidation and modernization can strengthen student and staff safety



Enhanced Physical Security

- Fewer buildings to secure and monitor
- Centralized access control, cameras, and visitor management
- Improved lighting, locking systems, and building design
- Comprehensive safety assessments

Stronger Emergency Readiness

- Standardized emergency plans and drills
- Improved coordination with police, fire, and EMS
- Faster communication and incident management
- Emergency operations will be revised to reflect-(enrollment, grade configurations, building occupancy)

Transportation Safety

- Assess/Adjust bus routes
- Traffic/Crossing locations
- Arrival-Dismissal procedures
- Pedestrian safety

Operational Safety Advantages

- Modern facilities create safer learning environments
- Reduced risks associated with aging facilities
- More effective deployment of Officers/Security-Evaluated and adjusted to meet district needs
- Partnerships with first responders become more effective and efficient
- Budgeted safety items –concentrated-Improve Baseline Criteria
- Fewer buildings to secure
- Commitment to providing a safe, secure, and welcoming learning environment remains unchanged

THE GOAL

Stronger learning.
Smarter stewardship.
A more connected community.

Questions and community feedback are welcomed

inquiries@wmasd.org

West Mifflin Area School District