

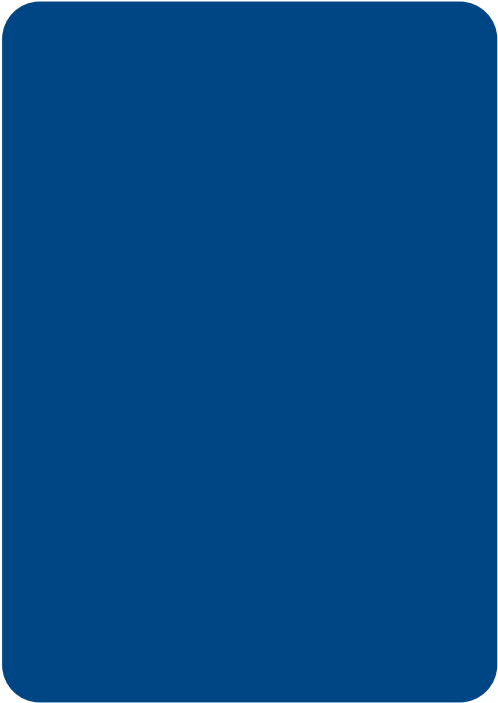
Welcome!

District Optimization Task Force



August 18, 2026 | Rezoning Task Force

Objectives



Build a shared understanding of the Rezoning Task Force's charge, roles, and decision-making process.

Uncover the complexity of rezoning decisions.

Analyze student, programmatic, facility, and demographic data that will guide the committee recommendations.

Decisions: What additional information will be needed to make an informed rezoning recommendation?

Agenda



01 Task Force Orientation

02 Purpose & Decision Needed

03 Core Working Session

04 Decision & Consensus Reached

05 Action Items & Owners

06 Next Meeting Focus

Orientation

Our Role, Process, and Responsibilities





Rezoning Task Force

The **Rezoning Task Force** is leading the process of redrawing attendance boundaries as students from Dessau, Parmer Lane, Pflugerville, and Windermere Elementary Schools transition to new campuses for 2027-28.

The Task Force will gather community input, study transportation and facility capacity, and bring a final boundary recommendation to the Board by November 2026.

Task Force Operating Norms



Purpose of Norms

These norms we will review apply to all optimization task forces to ensure consistent, efficient use of time and a clear, credible path for bringing recommendations to the District's Executive Cabinet and Board of Trustees.

Every task force is a recommending body. Final decision authority rests with the District's Executive Cabinet.

If a recommendation is not reached by the task force, decision-making authority will be deferred to Cabinet.

Task Force Norms



Start and end on time regardless of attendance; default length 60–120 minutes.



Discussions, materials, & draft recommendations are confidential until agenda & minutes are posted publicly. Do not share, discuss outside the group, or photograph/screenshot materials.



Participants must not discuss, post about, or reference deliberations or materials on social media at any time; questions about public sharing should be directed to the Task Force facilitator.



One conversation at a time — side conversation topics go to the “Parking Lot” to be addressed by the task force facilitator.



Rely on data/evidence over anecdotes when evaluating options.



Discourse on substance is expected and welcomed — it should remain civil; critique ideas, not people.

Our Purpose & Role



Our Purpose & Role



We Recommend

We provide data, options, and recommendations to inform Cabinet decisions. Final authority rests with Cabinet — not the Task Force.



We Operate Within Scope

Each Task Force has a specific written charge. We stay within it — and route out-of-scope issues to the right owner.



We Debate Ideas

Discourse on substance is expected. Critique ideas, not people. Rely on data and evidence over anecdotes.

Understanding Your Charge

Your Assignment

Each Task Force operates under a specific written charge defining scope, target decision dates, and the precise questions we are answering.

Managing Scope

When issues arise outside our charge, we log and route them to the appropriate owner — we do not absorb them.

Roles & Responsibilities



01

**Facilitator -
Rachel Naugle**

Enforces norms,
manages time-boxing,
and runs the "Parking
Lot." Non-voting role.



02

**Recorder -
Somer Niemann**

Captures decisions,
options, and action
items. Ensures Swivl
recording is uploaded.



03

**Time Keeper -
Abe Stone**

Tracks time per
agenda item and
signals transitions to
the Facilitator.



04

Members

Come prepared
having reviewed
pre-reads. Represent
stakeholder
perspectives.

Decision Making & Meeting Cadence



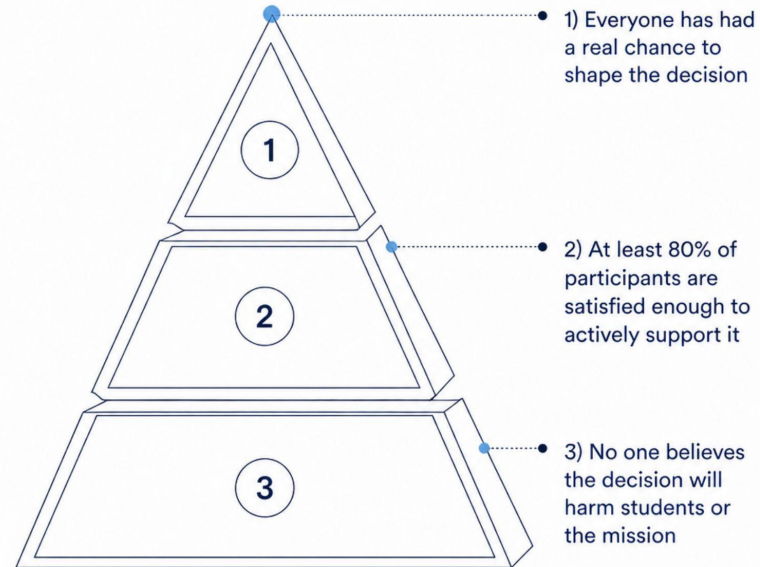
Decision Making Protocol

The Standard

- Everyone had a genuine chance to shape the decision
- At least 80% of participants actively support it
- No one believes it will harm students or the mission

We Seek Consensus

We work until everyone's voice is heard, concerns are addressed, and all members can support the outcome — even if it's not their first choice.



Handling Dissent

Dissent Is Not Failure

Documented dissent strengthens recommendations by surfacing risks Cabinet should weigh.

What We Record

The minority position, its rationale, and any conditions under which dissenters could support the decision.

If 80% consensus cannot be reached, we **document the dissenting view**. Cabinet must see where disagreement exists — not just the majority position.

Documentation & Transparency



Please refrain from
sharing out task
force meeting
information for 48
hours.

48

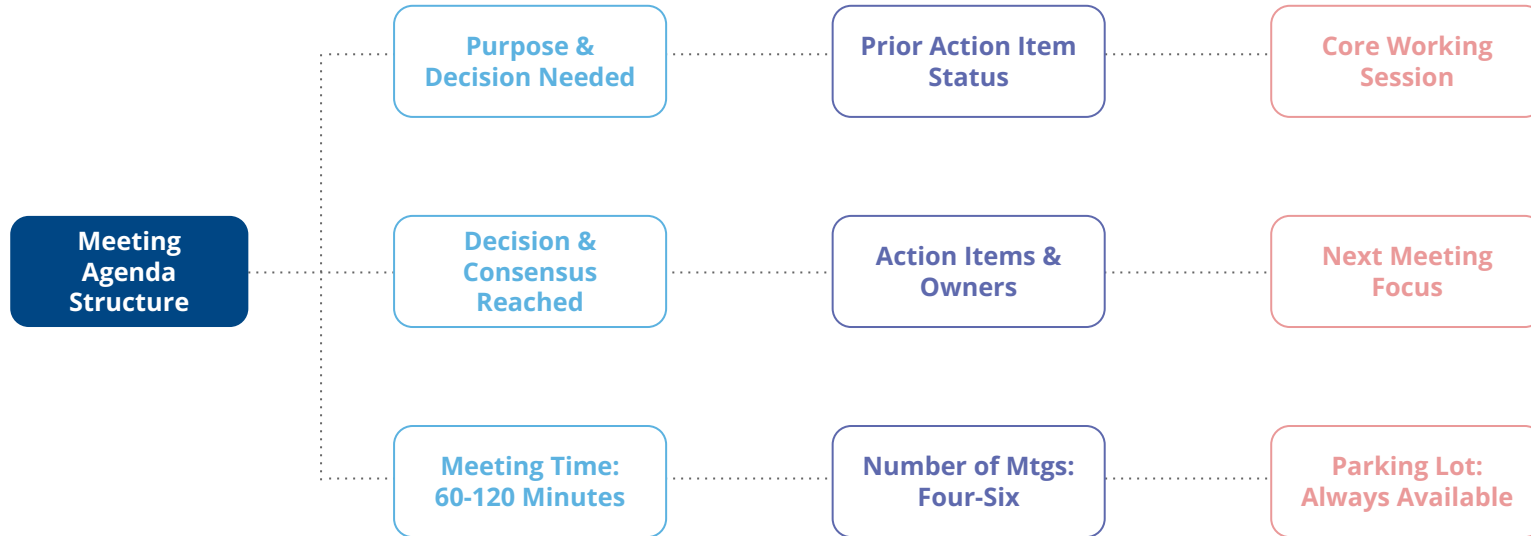
Confidentiality

All deliberations are confidential until minutes and agendas are posted publicly. Please, no social media discussion of Task Force work.

What We Produce

Minute meetings, deliberations, action items; video recording of meetings, written summary of outcomes.

Meeting Cadence



Rezoning Committee Timeline

COMMUNITY & BOARD ENGAGEMENT

Date	Time & Location
August 18, 2026	• 5:30-7:30pm • LTC - Lonestar Room
September 8, 2026	• 5:30-7:30pm • LTC - Lonestar Roome
September 22, 2026	• 5:30-7:30pm • LTC - Lonestar Room
September 29, 2026	• Public Hearing • 5:30-7:30pm • Board Room
October 20, 2026	• 5:30-7:30pm • LTC - Lonestar Room • Meeting summaries posted publicly per confidentiality timeline
October 27, 2026	• If Needed • 5:30-7:30pm • LTC - Lonestar Room



Welcome and Community Builder

Welcome: One Hope, One Worry

Take two sticky notes in two different colors — **Green** for a hope, **Yellow** for a worry about this work.

Share your name, role, and (30–45 sec) one hope and one worry for how we do this work.

We'll return to these notes as the committee's work unfolds.

Case Study

Dessau Elementary



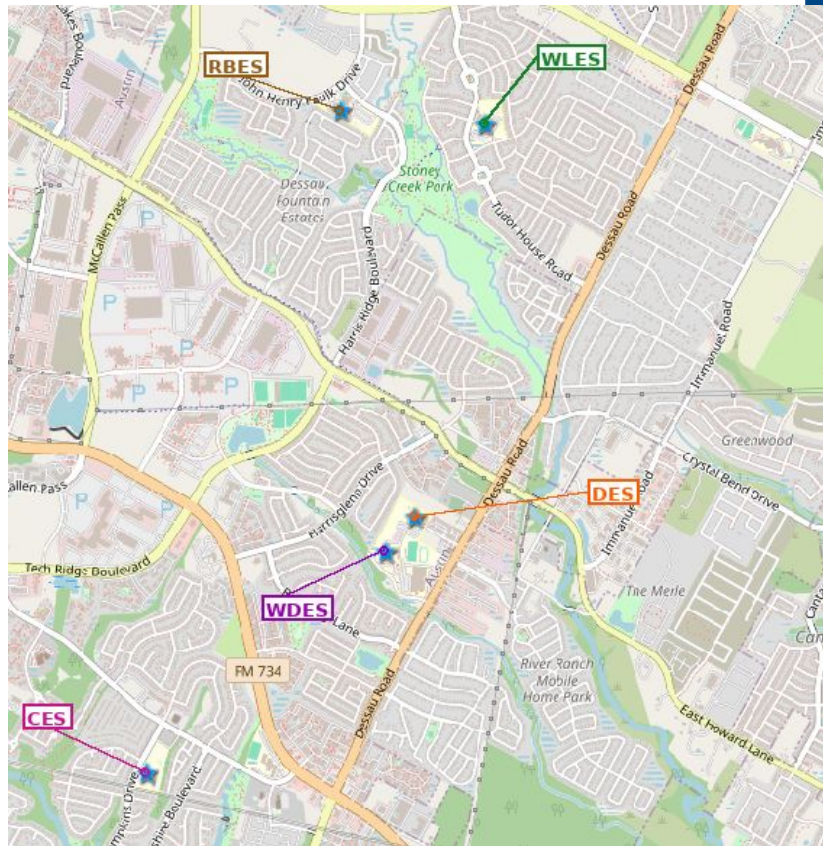
Case Study: Dessau Elementary

Dessau Elementary closes at the end of this school year.

Looking only at geography — what's the most straightforward solution?

Discuss with your table (2–3 min)

What else might we need to know?



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Current Enrollment

Campus	2026-27 Enrollment
Dessau	451
Delco	415
TOTAL	896

Building Capacity



Campus	Established Building Capacity	Established Functional Capacity	Maximum Instructional Capacity	Adjusted Max Instructional Capacity
Delco	800	760	1,046	916

What do we mean by capacity?

- Established Capacity
- Established Functional Capacity
- Maximum Instructional Capacity
- Adjusted Max Instructional Capacity

Understanding Capacity

01

Building Capacity

Total seats the building was designed to hold.

02

Functional Capacity

A realistic seat count based on how spaces are actually used.

03

Instructional Capacity

Functional capacity adjusted for programs like special education.

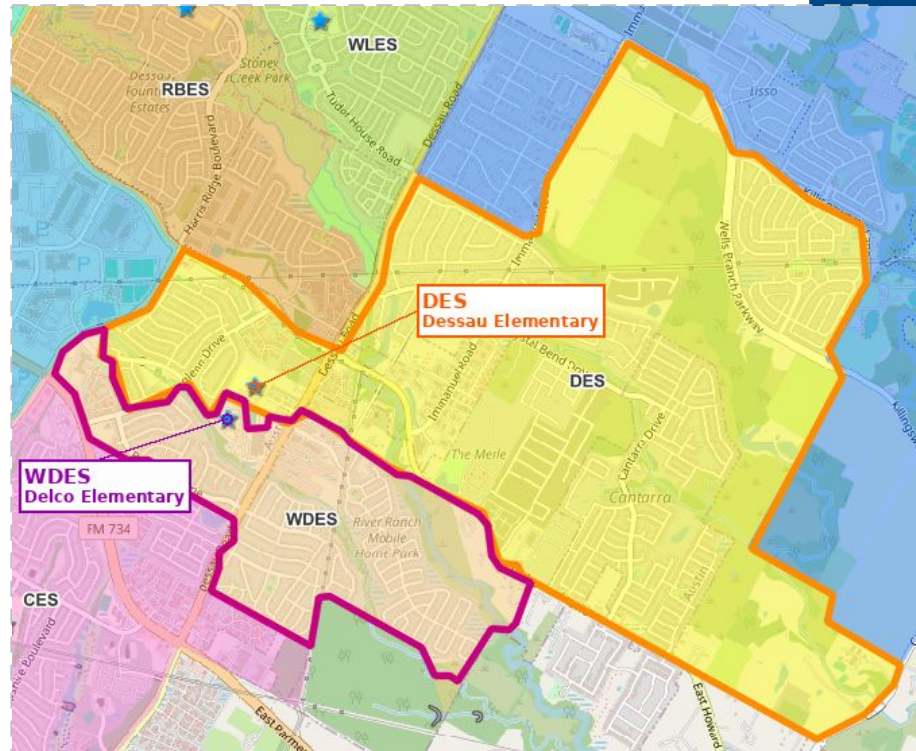
Case Study: Dessau Elementary

Dessau Elementary closes at the end of this school year.

Looking at current boundaries — what questions now arise?

Discuss with your table (2–3 min)

What else might we need to know?



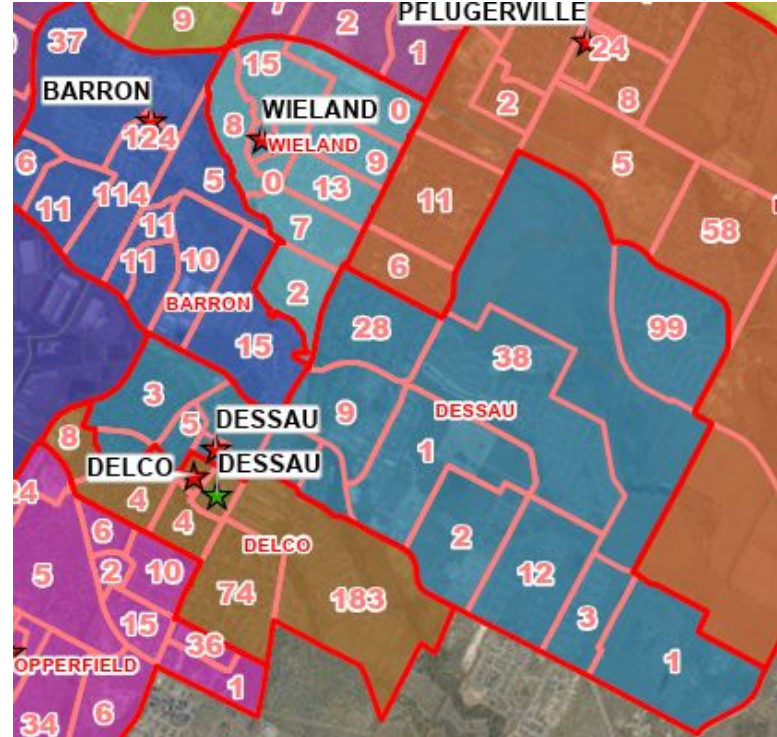
Case Study: Dessau Elementary

Dessau Elementary closes at the end of this school year.

Looking at bilingual enrollment — what questions now arise?

Discuss with your table (2–3 min)

What else might we need to know?



Layers of Complexity

Enrollment patterns: where DES and WDES students actually live doesn't map neatly onto the boundary lines.

Specialized programming: Bilingual education isn't offered at every campus, so program enrollment has to be protected.

This activity showed the complexity of just two schools that, on the surface, look easy.

Rezoning Guiding Principles

Thinking back to our charge and today's case study:

- What is important for us to consider?
- What should we protect?
- What should we optimize?

Discuss with your table (10 minutes)

Additional Data Needs

What other data would help you make a recommendation?

Captured below and added to the committee's data log.

**Enrollment &
Demographics**

Facilities & Capacity

Transportation

Thank you!

Next Meeting: September 8, 2026

Reminders:

- Deliberations stay confidential until minutes and agendas are posted publicly.
- Parking Lot items will be addressed by the facilitator between meetings.

