

Rezoning Task Force Meeting 2 Minutes

September 8, 2026

Meeting Purpose

The Rezoning Task Force convened for its second meeting to:

- Build a shared understanding of updated enrollment, demographic, capacity, and programmatic information.
- Review preliminary rezoning scenarios.
- Identify strengths, concerns, and questions associated with each scenario.
- Provide feedback to guide revisions for the next meeting.

The facilitator emphasized that the committee would **not make decisions or formal recommendations during this meeting**. The preliminary maps were presented as starting points for discussion and refinement.

Review of Committee Charge and Process

The committee reviewed its charge to lead the process of redrawing elementary attendance zones for students affected by the closure of Dessau, Parmer Lane, Pflugerville, and Windermere elementary schools.

The task force will consider community input, transportation, facility capacity, programming, and other relevant data before making a recommendation to district leadership. The committee was reminded that it serves as a recommending body; its recommendation will be provided to Cabinet, which will make a final recommendation to the Board of Trustees.

The committee also reviewed:

- Meeting norms and confidentiality expectations.
- The expectation that discussions remain grounded in data and evidence.
- The committee's 80% consensus threshold for making a final recommendation.
- The timeline for completing the rezoning work in advance of a recommendation to the Board.

Community Builder

Members introduced themselves at their tables and discussed the question:

What is one thing that helps make a place feel like a community to you?

The activity was intended to ground the evening's work in the understanding that attendance-zone lines represent actual neighborhoods, families, and communities. Members were encouraged to keep that perspective in mind as they evaluated potential boundary changes.

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Review of Meeting 1

The committee briefly revisited the Dessau Elementary case study from the first meeting.

Members were reminded that while geography initially suggested that moving Dessau students to nearby Delco Elementary might be a simple solution, enrollment, capacity, bilingual programming, and other considerations made the decision significantly more complex.

The case study reinforced the importance of considering multiple variables simultaneously when evaluating potential attendance-zone changes.

Data Provided in Response to Committee Requests

Staff reviewed information requested by committee members following Meeting 1. Materials included:

- Campus profiles for potentially impacted schools.
- Current campus enrollment.
- Current attendance-zone maps.
- Maps showing where students reside, regardless of the campus they currently attend.
- Bilingual student enrollment and program information.
- Recent campus accountability data.

The committee was reminded that **reside data** is particularly important in developing attendance zones because it reflects where students live rather than where they currently attend. Current attendance may be affected by transfers, specialized programs, bilingual programming, or other circumstances.

Understanding Campus Capacity

Staff provided an overview of the different measures used to describe elementary school capacity.

The discussion distinguished among established building capacity, established functional capacity, instructional capacity, and adjusted instructional capacity. Members learned that capacity is not simply the architectural maximum number of students a building can hold.

Actual usable capacity is affected by how classrooms are used for:

- Special education
- Intervention
- Art and music
- Computer labs
- Specialized programs
- Other instructional and student-support needs

The district generally seeks to maintain campuses at approximately **85% of instructional capacity**, allowing schools to retain appropriate space for programs and services.

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Members noted that special education and other specialized programs can further affect functional capacity. Staff explained that program placement will therefore need to be considered alongside attendance boundaries and that capacity figures may change depending on how individual campuses are ultimately programmed.

Demographic and Enrollment Trends

The district's demographer presented updated information about housing, development, and enrollment trends affecting Pflugerville ISD.

Key themes included:

- Housing construction continues within the district, but at a slower pace than during previous periods of rapid growth.
- Home prices and interest rates have affected housing affordability.
- New housing is generating fewer public-school students than in previous years.
- Development is not occurring uniformly throughout the district.
- The district continues to have active and planned residential development, including single-family and multifamily projects.
- Enrollment has continued to decline despite ongoing residential development.
- Recent graduating classes have been substantially larger than incoming kindergarten classes, contributing to overall enrollment decline.
- Current enrollment projections will need to be updated using the district's new September student

data.

The demographer emphasized that enrollment projections and development patterns should be considered when drawing boundaries intended to remain viable over time.

Preliminary Rezoning Scenarios

The committee reviewed **Plan 5, Plan 6A, Plan 6B, and Plan 7.**

The scenarios were presented as preliminary concepts rather than final proposals. Members received maps, campus summaries, and note catchers and were asked to identify:

- What they liked about each scenario.
- What they would change.
- Questions raised by the scenario.
- Potential combinations or revisions that staff should explore.

Plan 5

Plan 5 redistributed students from the four closing campuses among receiving schools while also making adjustments to some surrounding attendance zones to accommodate enrollment changes.

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Discussion included the potential benefit of keeping a larger portion of the Windermere community together at Timmerman. Members also discussed the implications this approach could have for bilingual programming and the need to transport some bilingual students to another campus.

Committee feedback included:

- Concern about whether Northwest would have sufficient bilingual programming for students assigned to that area.
- Interest in keeping students from closing campuses together when feasible.
- Interest in assigning students to schools that feel geographically connected to their neighborhoods.
- Questions about whether elements of Plan 5 could be combined with the east-side adjustments shown in Plan 7 to avoid another rezoning process in the near future.

Plans 6A and 6B

Plans 6A and 6B were largely similar, with a key difference involving a group of students and the placement

of bilingual programming.

The committee discussed whether establishing bilingual programming at Timmerman could create a more centralized option for students and reduce some transportation challenges.

Members requested additional information regarding:

- The number of bilingual students affected by the area that differs between Plans 6A and 6B.
- How the placement of bilingual programs would affect campus capacity.
- Whether program placement would require students to travel past a closer campus to receive services.
- The implications of moving an established bilingual program versus creating a new program at another campus.

No preference between Plans 6A and 6B was established.

Plan 7

Plan 7 incorporated the west-side changes included in Plan 6A while also proposing attendance-zone adjustments on the east side of the district.

The scenario was presented to allow the committee to consider whether it would be beneficial to address additional boundary issues now rather than potentially rezoning students again in the near future.

Discussion reflected differing perspectives.

Some members saw potential benefits to making broader adjustments at one time, particularly where:

- Students are already requesting transfers to closer schools.
- Boundary changes could allow students currently transported by bus to become walkers.
- Existing enrollment imbalances could be addressed.

- Making changes now might reduce the likelihood of another rezoning process shortly afterward.

Other members expressed concern about expanding the scope beyond the four school closures. Concerns included:

- Creating disruption for families who otherwise would not be affected by the current closures.
- The perception that additional communities were being rezoned because of closures elsewhere in

the district.

- Making broader boundary changes before updated enrollment and development data are fully analyzed.
- Splitting established neighborhoods or using boundary lines that do not follow logical geographic divisions.

Members specifically noted places where proposed boundaries appeared to divide neighborhoods or streets and asked staff to reconsider whether major roads or other natural community boundaries could be used instead.

Emerging Themes from Scenario Feedback

Although the committee did not select a preferred scenario, several themes emerged from the discussion:

Community continuity. Members continued to place value on keeping neighborhoods and students from closing campuses together when feasible.

Bilingual programming. The location and sustainability of bilingual programs emerged as a significant factor in evaluating scenarios.

Capacity and program placement. Members recognized that available seats cannot be considered independently from the classrooms needed for specialized programs and student services.

Transportation and proximity. Members questioned scenarios in which students might travel past a closer school and expressed interest in opportunities to reduce transportation when students could reasonably walk to a nearby campus.

Logical boundaries. Members expressed concern about attendance lines that divide established neighborhoods or individual streets and encouraged the use of major roadways or other recognizable boundaries when possible.

Minimizing repeated disruption. Some members expressed interest in addressing known or anticipated boundary issues now to reduce the possibility that students could be rezoned again within a short period.

Scope of the work. Other members emphasized the importance of remaining focused on the four school closures and being cautious about creating additional disruption beyond what is necessary.

Long-term sustainability. Members requested greater clarity about how long proposed changes are expected to remain viable given enrollment trends, development, transfers, and future growth.

Additional Questions and Information Requested Based on the

scenario discussions, staff will gather or further analyze information related to:

- Updated September enrollment data.
- Updated enrollment projections.
- Bilingual student counts associated with specific planning areas. •

Implications of alternative bilingual-program locations.

- Capacity implications associated with specialized-program placement.
- The long-term impact of the additional boundary adjustments included in Plan 7. •
- Whether proposed changes could reduce the likelihood of additional rezoning in the next several years.
- Opportunities to use major roads, neighborhood boundaries, or other logical geographic features when revising attendance lines.

Next Steps

District staff and the demographer will review the committee's written and verbal feedback and use it to revise the preliminary scenarios.

Updated September student data will also be incorporated into the analysis. Because the scenarios reviewed during this meeting were developed using earlier enrollment data, updated numbers may affect projected campus enrollments and ultimately influence the committee's recommendations.

At the next meeting, the committee will spend the majority of its time examining revised maps in greater depth, discussing tradeoffs, and moving toward a clearer direction for the proposal or proposals that will eventually be shared for public feedback.

No attendance-zone recommendation or formal decision was made during Meeting 2. 6