# School Closure Task Force Public Hearing Summary

## Meeting Information

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| **Meeting** | School Closure Task Force Public Hearing |
| **Initiative** | Pflugerville ISD District Optimization |
| **Date** | Wednesday, September 30, 2026 |
| **Location** | PfISD Central Administration Building |
| **Facilitator** | Chrysta Carlin, Assistant Superintendent |
| **Public speakers** | One |

## Purpose and Charge

The School Closure Task Force supports the four elementary campuses that were voted in May to close at the end of the 2026-2027 school year: Dessau Elementary, Parmer Lane Elementary, Pflugerville Elementary, and Windermere Elementary. All four campuses remain open this school year.

The task force's charge is to help make the transition as smooth as possible. That work includes listening to families, staff, and students at the closing campuses, honoring each school's legacy, and supporting the transition throughout the school year.

This public hearing gave the community an overview of the task force's work to date, shared its recommendations and current status, and gathered public feedback for the task force's next working meeting.

## Membership and Operating Norms

The task force makes recommendations; it does not make final decisions. Recommendations go to the district's Executive Cabinet through a task force representative, who brings Cabinet's feedback back to the group for any adjustments.

The task force works within a defined scope: the closure transition, legacy events, and related supports. Some topics overlap with other District Optimization task forces, such as the Rezoning Task Force. The School Closure Task Force follows that work to stay informed but does not make recommendations outside its own scope.

Members agree to debate ideas, not people, with the goal of reaching the best solution for the Pflugerville ISD community and for each closing campus.

## Meeting Schedule and Public Engagement

The task force has held three working meetings, each running about two hours, followed by this public hearing.

| Meeting | Date | Focus |
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| Meeting 1 | September 2026 | Reviewed the charge and norms; members listed questions they and their communities have about the closures |
| Meeting 2 | September 2026 | Brainstormed a spring legacy event; received an update from Human Resources on staff transition |
| Meeting 3 | Wednesday, September 23, 2026 | Brainstormed community engagement themes |
| Public Hearing | Wednesday, September 30, 2026 | Overview of work to date and public comment |

Questions raised at Meeting 1 were grouped by topic and sent to the responsible district departments. Some have been answered or are being answered now. Others depend on the rezoning decision and will be answered after it is made. The documented list is posted on the district's District Optimization website.
Feedback from this hearing will go to the task force's next working meeting, scheduled for the week of October 5, 2026.

# Staff Transition Support

Human Resources began meeting with staff at the closing campuses the week of September 28, 2026, to explain the placement process for the 2027-2028 school year. The district is starting early so staff have information sooner and can begin considering where they would like to work, and so placement steps can move forward promptly once the rezoning decision is made.

- About three staff meetings are scheduled the week of September 28 and two to three more the week of October 5.
- Staff preference forms are due Friday, October 30, 2026.
- Human Resources will not begin the formal placement process until after October 30.
- Human Resources expects to begin notifying staff of possible placements in December 2026 and January 2027. Notifications may take some time because the district intends to hold individual conversations with each staff member.

Human Resources also shared information with the task force at Meeting 2 and gathered task force feedback to inform this process.

# Spring Legacy Events

Executive Cabinet approved funding of $10,000 per closing campus for a spring legacy event, a student keepsake, and optional digitized yearbooks. This follows the task force's recommendation from Meeting 2.

- **Legacy event.** Each closing campus will host a community carnival-style event honoring

its history. The events are intended to bring together current students, former students, former staff, and alumni, with performances, food, and district support.
- **Student keepsake.** Each current student will receive a keepsake. Ideas discussed included a commemorative cord. Each campus will choose its own keepsake.
- **Digitized yearbooks.** Campuses may preserve their yearbooks digitally so they remain available at other campuses after the buildings close. Each campus will decide how to approach this.
- **Staff keepsake.** The task force also recommended that each staff member at the closing campuses receive a commemorative keepsake. The district is working on this item.

Event dates have not been finalized. The task force proposed spring dates based on the current district calendar, chosen in part so that former students and staff who need to travel can attend. The dates still need to be cross-referenced with other calendars. The district will share final dates with the community once they are set.

# Community Engagement Themes

The task force has brainstormed community engagement ideas but has not yet made a recommendation. At Meeting 3, members rotated through four discussion stations, each built around one question:

1. What questions and concerns are members hearing?
2. What information do families need, and when?
3. How can communication be made accessible?
4. What opportunities should families have to give feedback?

The top themes from these discussions were shared at the hearing so the community could respond before the task force finalizes any recommendation to Executive Cabinet.

# Public Comment

Each speaker was allotted three minutes, with shorter limits reserved for larger speaker counts. Task force members listened without responding, as is the practice for the listening portion of a public hearing.

One member of the public spoke: a parent of students in a dual language program at one of the closing campuses who also teaches in that program. The speaker raised concerns about the transition for dual language students:

- Established dual language programs depend on trained teachers, intentional curriculum, consistent systems, and ongoing support, and take years to build.
- The speaker understood that some dual language students may attend receiving campuses that do not currently have established dual language programs.
- The speaker asked the district to share a plan showing who will staff those programs, what training teachers will receive, what curriculum and resources will be provided, who will oversee implementation, and what safeguards will maintain instructional quality and consistency.

The speaker asked that families and teachers be shown the plan rather than told the transition will succeed. Campus assignments depend on the rezoning decision, which had not been made at the time of the hearing.