



**Board Workshop - Special Meeting Agenda
Tuesday, September 9, 2025
Cedar Park Middle School Cafeteria
2100 Sun Chase Blvd.
Cedar Park, TX 78613
6:15 PM**

Board meeting protocols are available at <https://bit.ly/3DHAR4v>.

Doors will open to the public at 5:30 PM.

Members of the public may access this meeting via live stream at <http://leanderisd.org/boardlivestream>. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

This is a Special Meeting of the Board of Trustees. At Special Meetings, citizen comments are limited to topics listed on the agenda.

Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at <https://www.leanderisd.org/citizencommentform> between noon the day prior to the meeting and noon the day of the meeting and be present when their number is called.

Citizens who need special accommodations or assistance with sign-up should contact the office of the Superintendent (512-570-0000) during regular business hours.

The notice of this meeting was posted in compliance with the Texas Open Meetings Act on September 3, 2025, at 12:28 PM.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **CITIZEN COMMENTS** (*Citizen comments will be limited to topics on the agenda. See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.*)
3. **DISCUSSION OF LONG-RANGE PLANNING AND BUDGET** 2
4. **BOARD MEETING DEBRIEF**
5. **ADJOURNMENT**

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LLEGAL)]

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Tuesday, September 9, 2025

Agenda Item:	Discussion of Long-Range Planning and Budget
Purpose:	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Bruce Gearing, Ed.D., Superintendent of Schools; Jeremy Trimble, M.Arch, Chief Operations Officer; Pete Pape, Ed.D., CPA, Chief Financial Officer; Sarah Grissom, Ed.D., Deputy Superintendent of Administrative Services and Strategic Planning; Casey O’Pry, Ed.D., Chief Human Resources Officer; Gina Mitschke, Executive Director of Business Administration - Financial Services; Dustin Binnicker, Ed.D., Assistant Superintendent of Advanced Academics and Pathway
Attachments:	Discussion of Long-Range Planning and Budget Presentation (<i>Uploaded to BoardBook 09-09-25</i>) Long-Range Planning Community Feedback (<i>Uploaded to BoardBook 09-09-25</i>)

Background Information:

Tonight’s workshop is designed to inform and support the Board’s discussion as the district prepares for key decisions affecting the 2026–27 school year and beyond. Administration will provide an overview of the district planning timeline, budget development, potential staffing guidelines under review, and long-range planning efforts. The presentation will also review the facility capacity process and how current utilization levels were developed. In addition, we will discuss potential budget implications related to facility use, program alignment, and projected growth, with awareness of key themes raised in recent staff and community conversations that continue to inform this work.

Administrative Recommendation:

N/A

Sample Motion:

N/A



September 09, 2025

Discussion of Long-Range Planning and Budget

PURPOSE

Provide an overview of Strategic Timeline
Milestones for Long-Range Planning &
Budget Milestones

Discussion of Long-Range Planning and Budget

Important Note

No decisions have been made at this time regarding the optimization of specific campuses



The Shared Journey

That Brings Us Here



Bridging The Gap of Current Realities



DECLINING ENROLLMENT

**ELEMENTARY CAMPUSES
OPERATING BELOW 60%
CAPACITY**

**CHRONIC UNDERFUNDING
OF PUBLIC EDUCATION**

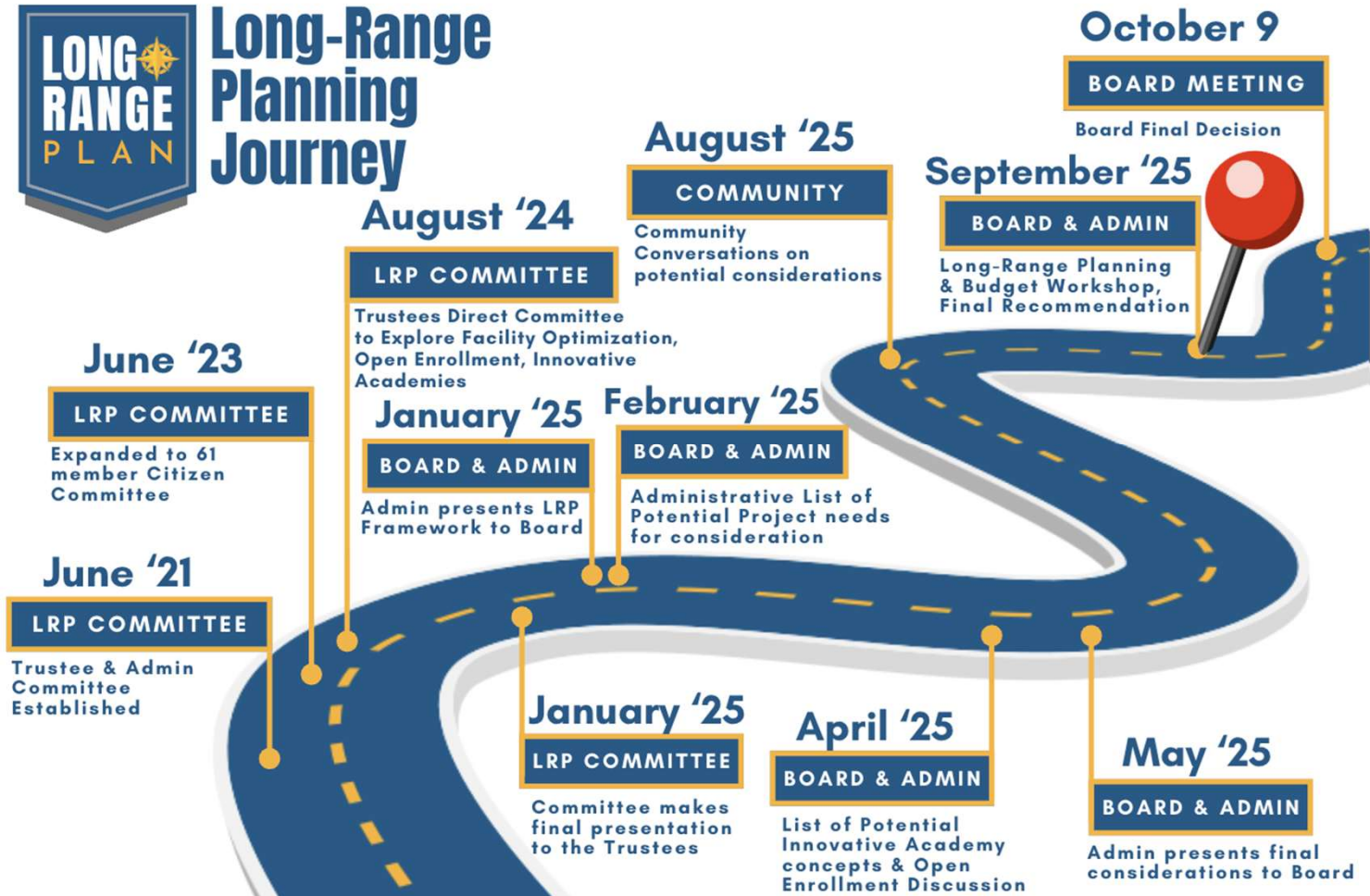
**DISTRICT PROGRAM SPACE
NEEDS**



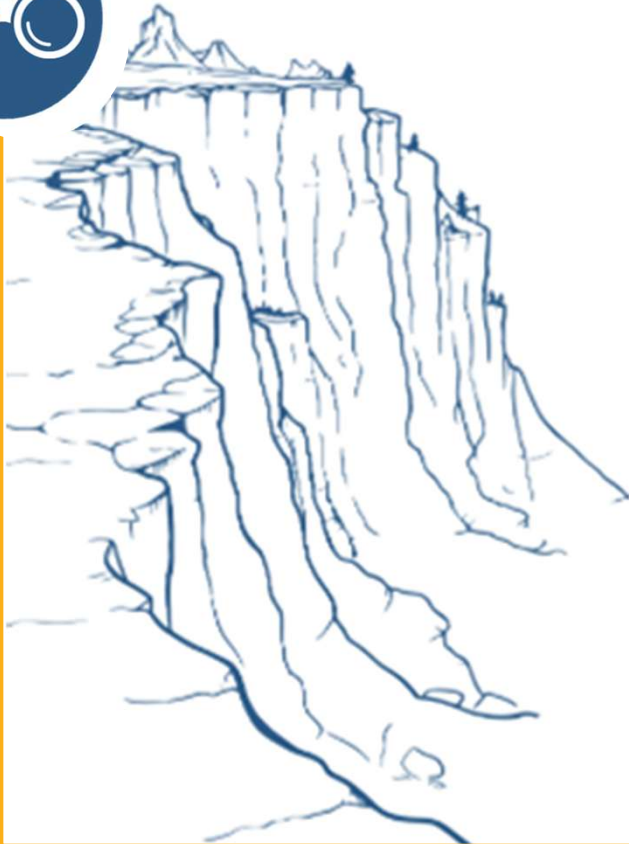
Timeline Overview



Long-Range Planning Journey



To The Edge



“I want to stand as close to the edge as I can...Out on the edge you see all kinds of things you can't see from the center”

— Kurt Vonnegut

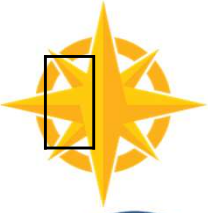


Staff & Community

Feedback

Community & Staff Engagement

- District leaders held Community Conversations & Staff Listening Sessions at campuses with hundreds of staff and families.
- Purpose: listen, answer questions, and gather input on potential school consolidations.
- Feedback was thoughtful, candid, and reflective of both *practical realities* and *emotional impact*.
- Insights are shaping staff recommendations and will guide planning.



Listening, Honoring, & Connecting



Scope of Engagement



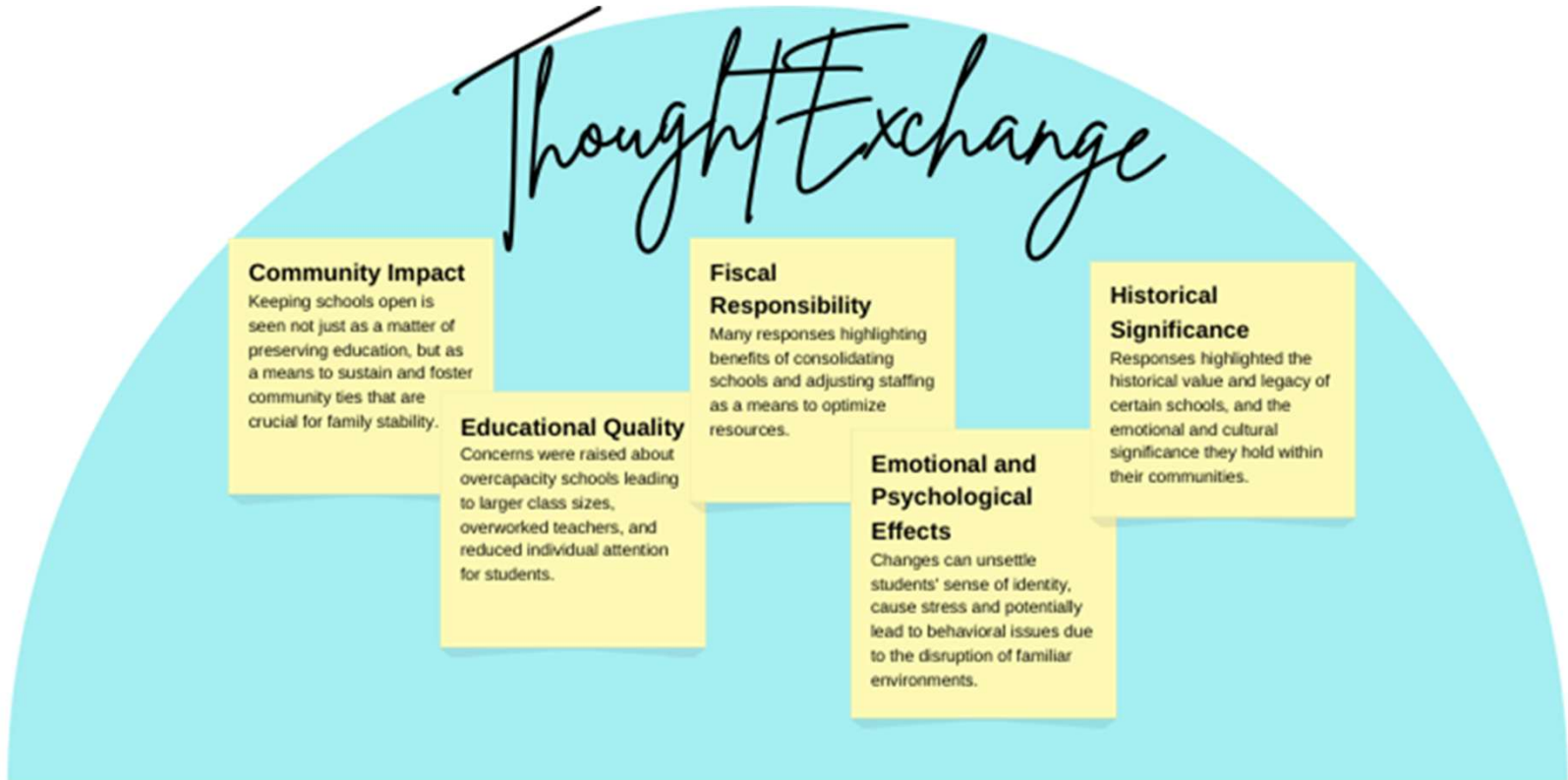


Thought Exchange: Common Ground and Differences

<p>Side A</p> <h3>Keep Schools Open for Community</h3> <p>A recurring sentiment is the importance of schools, like Cypress Elementary and Steiner Ranch, in serving as the cornerstone of community identity and cohesion. Many community members argue that closing these schools would disrupt neighborhoods, lower property values, and lead to a loss of trust in the district. There is also a concern about the negative impact on students' academic and social well-being due to the disruption caused by school closures.</p>	<p>Common ground</p> <h3>Maintain Community and Financial Health</h3> <p>While opinions differ, many agree on the need for both maintaining community connections and ensuring financial health. A potential common ground could be to involve community members in transparent decision-making, finding creative solutions like combining resources or using shared facilities. There is also a shared recognition of the importance of neighborhood schools to community identity and economic stability alongside the need to manage district finances responsibly.</p>	<p>Side B</p> <h3>Consolidation for Fiscal Responsibility</h3> <p>Proponents of consolidation argue that reducing the number of schools and adjusting staffing levels is necessary for fiscal viability. They suggest that maintaining under-enrolled schools is costly, and repurposing facilities can lead to significant savings. Supporters believe that a hybrid model can provide a scalable solution to these financial challenges, balancing community needs with economic realities.</p>
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Top Five Feedback Themes: Thought Exchange



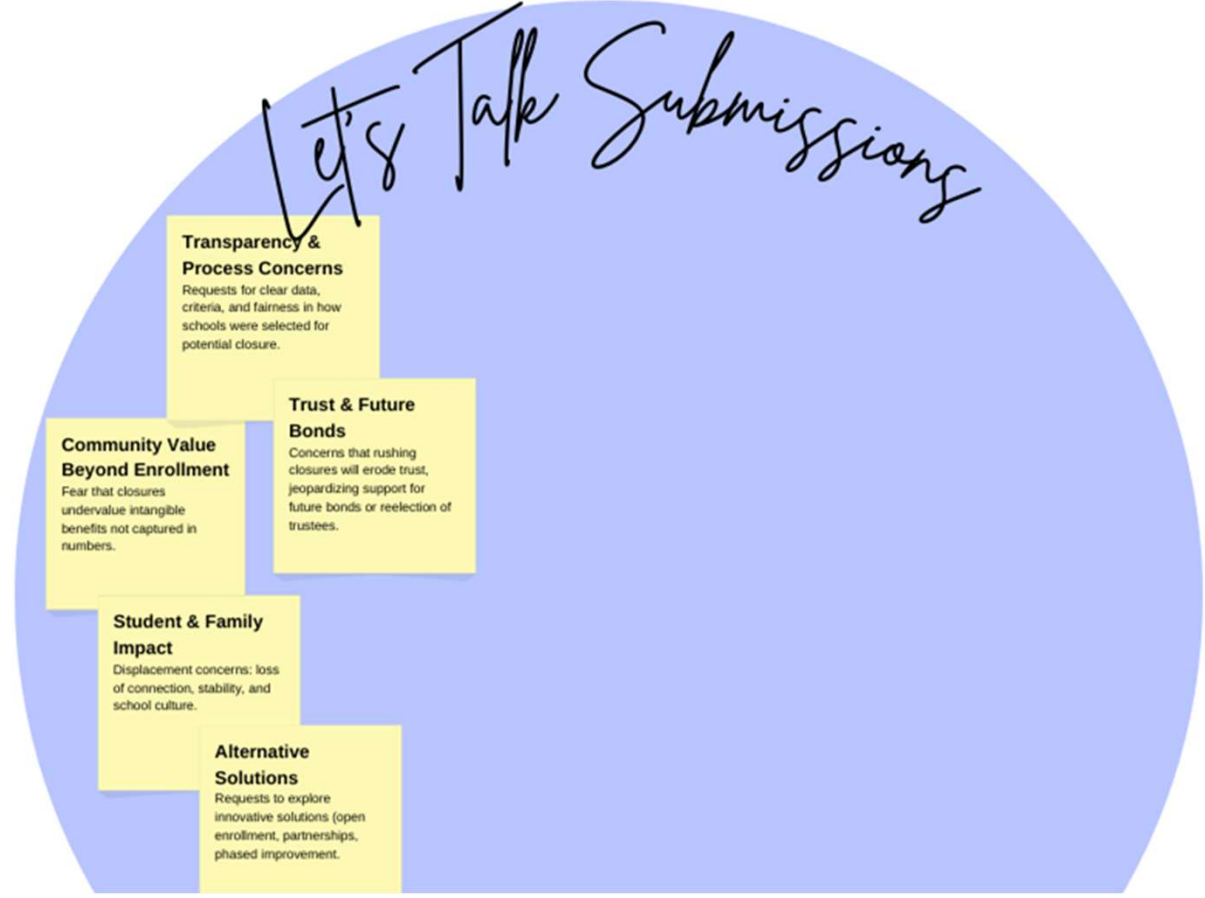


Top Five Feedback Themes: Citizen Comments



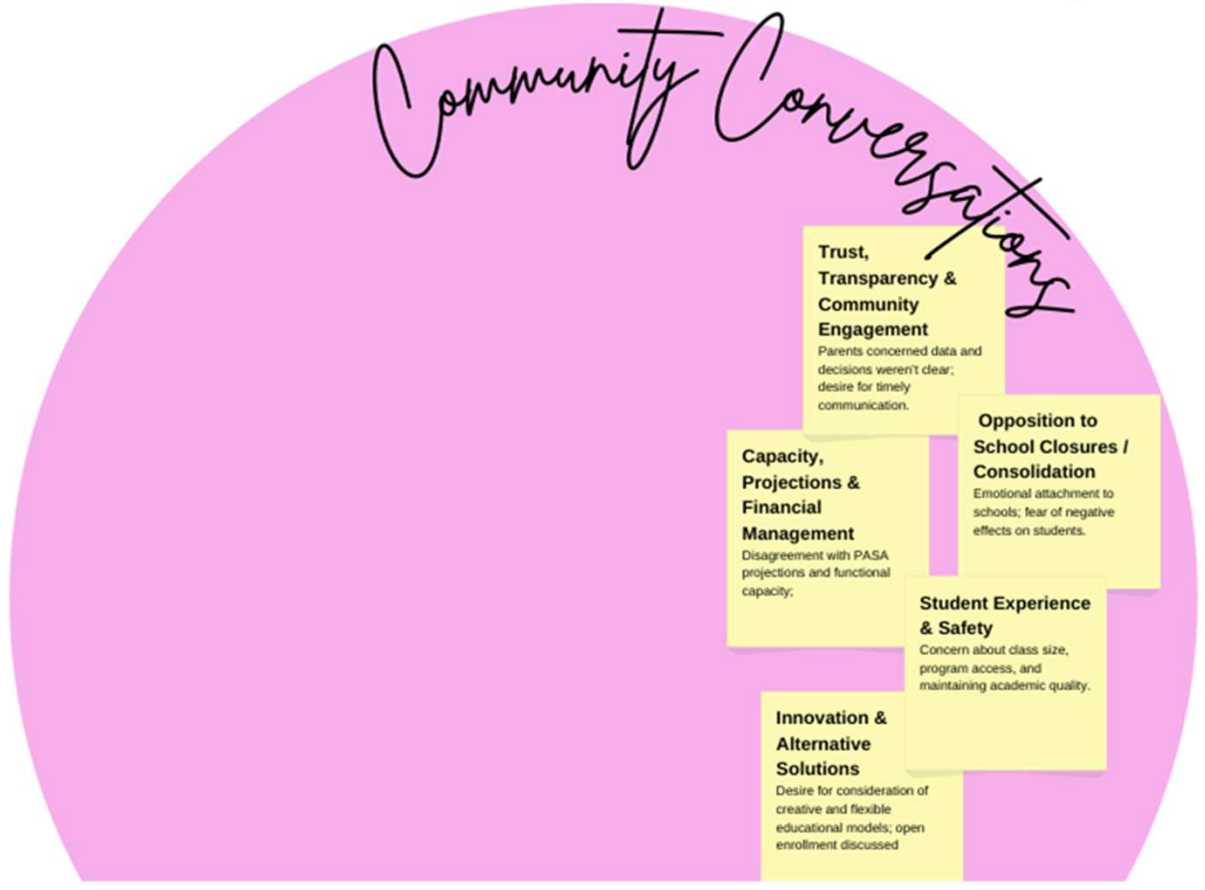


Top Five Feedback Themes: Let's Talk





Top Five Feedback Themes: Community Conversations



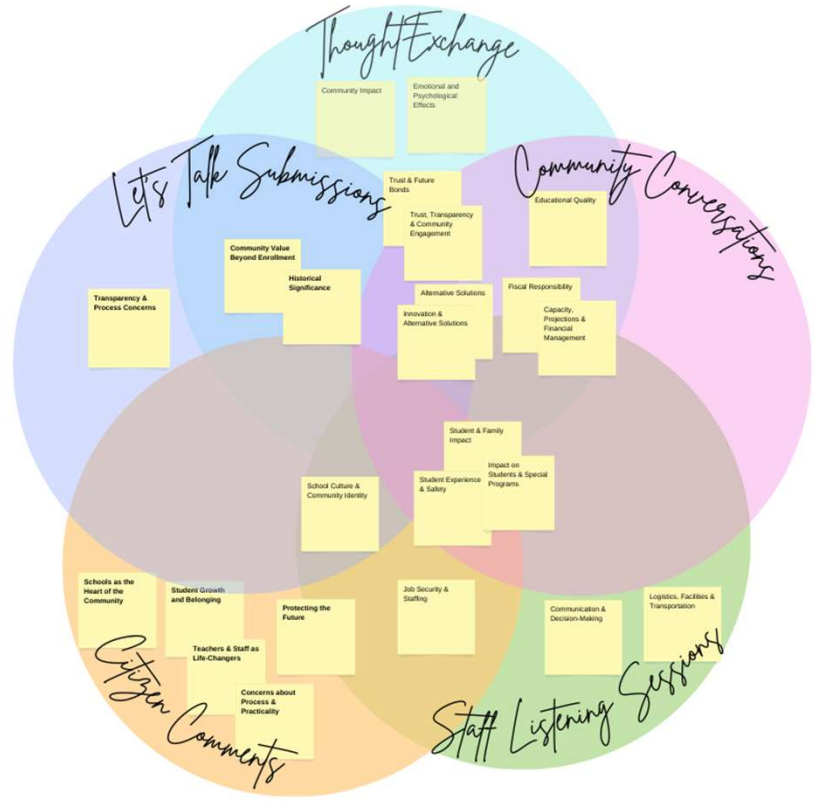


Top Five Feedback Themes: Staff Listening Sessions



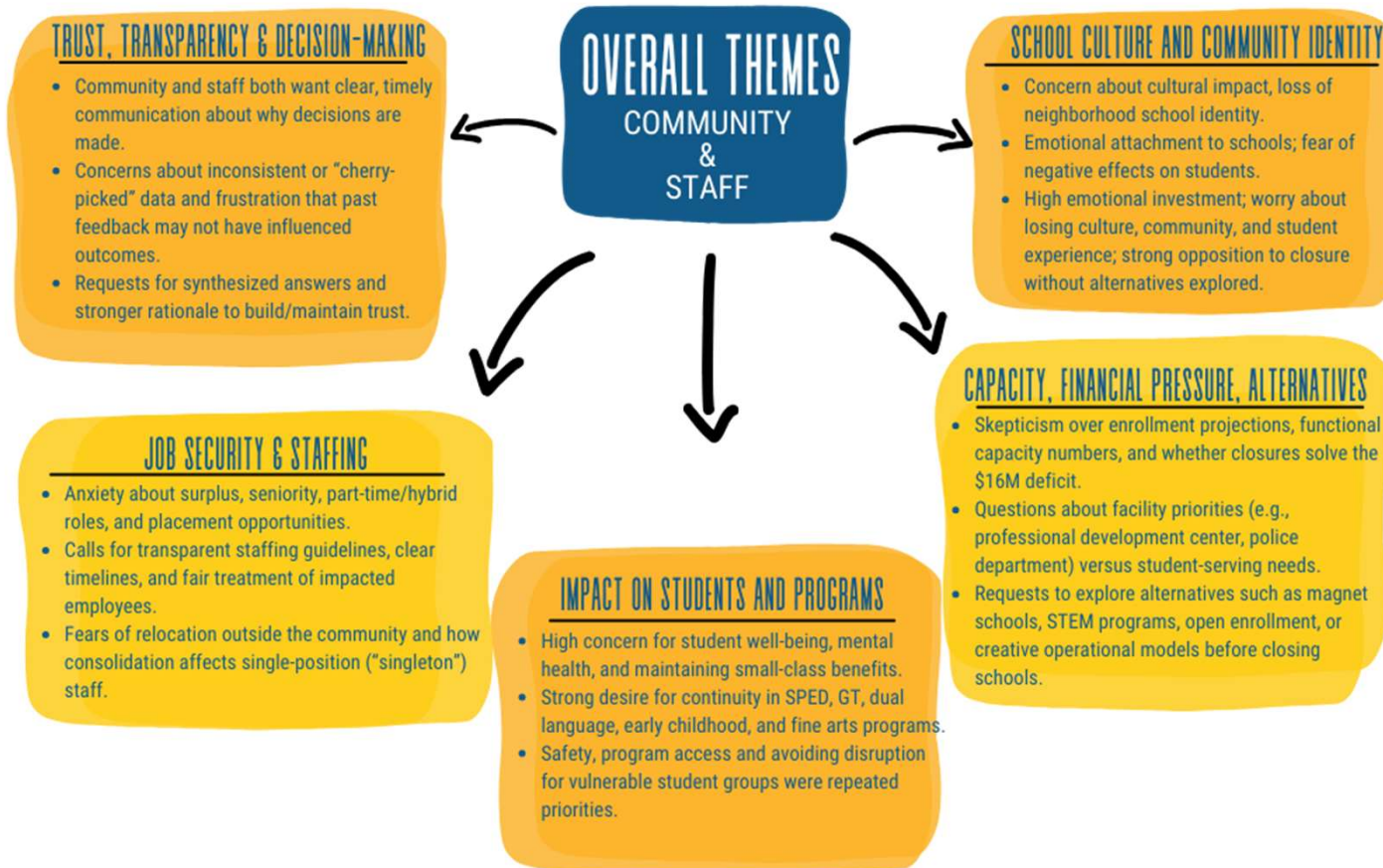


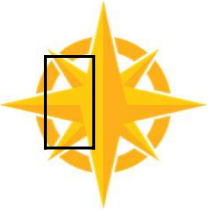
Top Five Feedback Themes: Collective





Top Five Feedback Themes: Collective





Feedback from Listening Sessions and Community Conversations



This isn't about numbers on a chart, it's about people, relationships and legacies we should be preserving.

This timeline is way too fast, and it's going to obliterate the trust that was built leading up to Bond.

Other districts are finding creative solutions - magnets, dual language, specialized programs. Why aren't we?

Have we had anyone come into our spaces to audit, see how we are using our spaces?

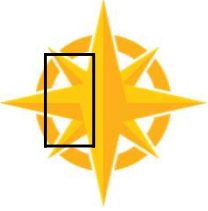
How do we continue to do the excellent things we do and take care of the students we care deeply about?

Obviously, Westside doesn't want this and Faubion doesn't want this, but we are willing and ready to support.

What will happen to the staff if small schools are consolidated or guidelines put in place?

You're asking families to support future bonds, but how can we support you when you're taking away our schools.

Shutting down schools solves a very small portion of the problem.



Resounding Feedback from our Staff and Community



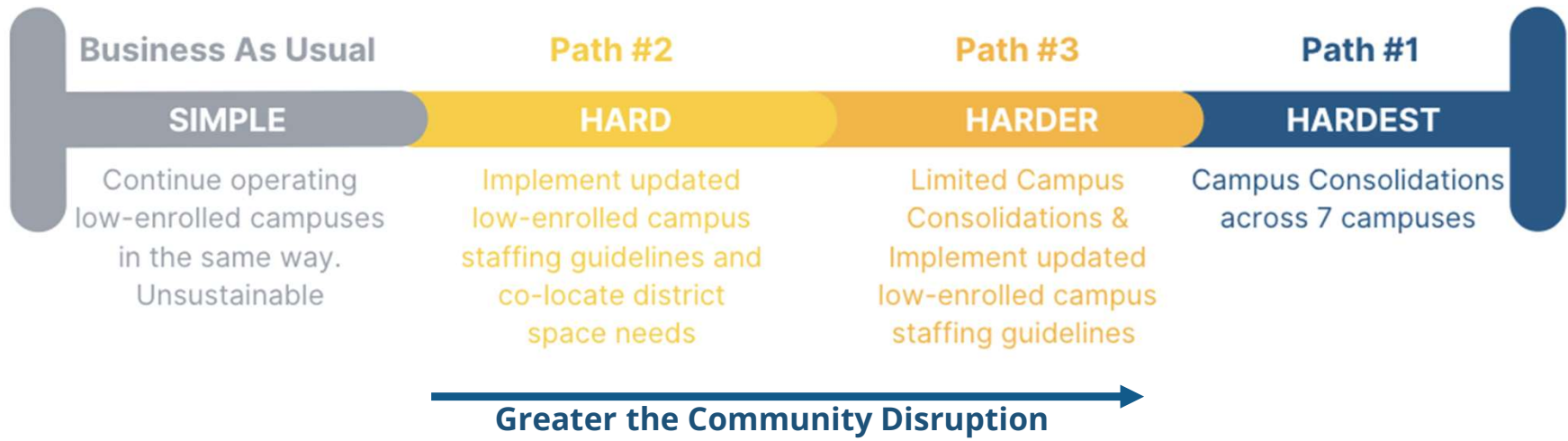
We do not want our campus to close!



Broadened Vision



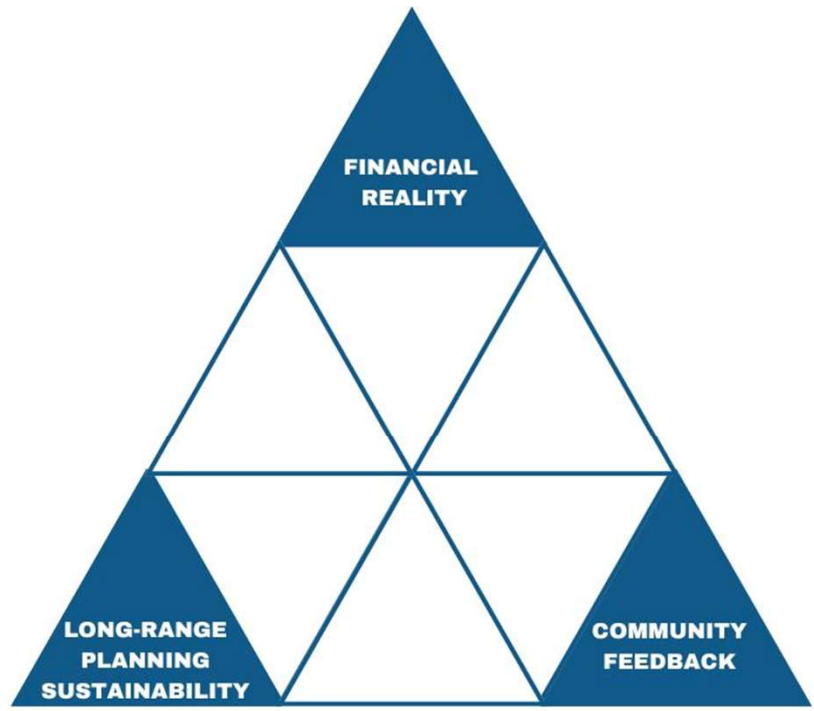
Our Vision is Broader Now



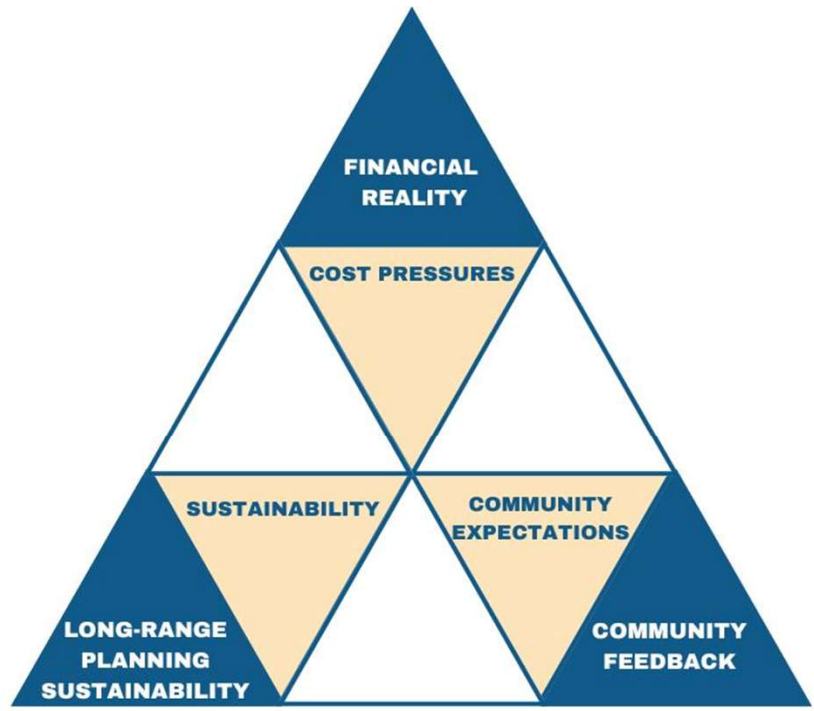
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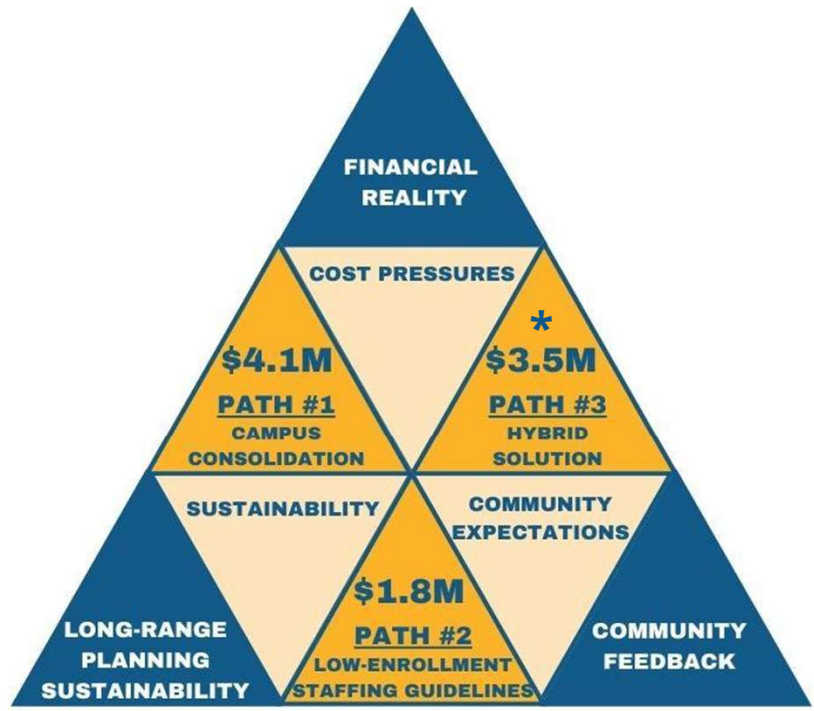
Triangle Trade-Off Diagram



Triangle Trade-Off Diagram



Triangle Trade-Off Diagram



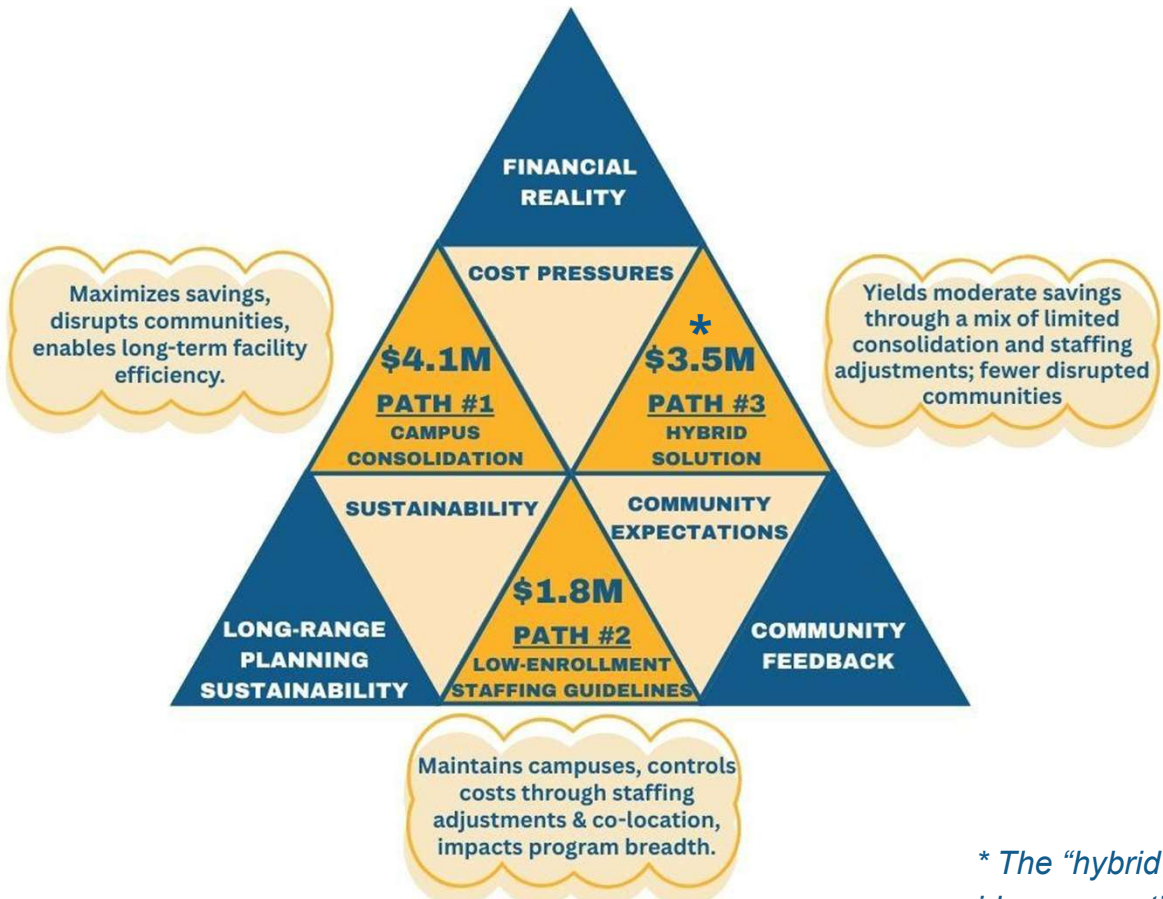
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** The "hybrid" concept is part of idea-generation, not a final direction*

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Triangle Trade-Off Diagram



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* The "hybrid" concept is part of idea-generation, not a final direction

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No decisions have been made at this time regarding any specific reductions

Budget

Projections



Three-Year Plan



Year 1

**2024-25
(Review/Revise)**

- Conduct reviews (SPED, Master Schedule, PEIMS)
- Ideas to increase revenue & efficiencies (CTE, PEIMS, Attendance)
- Decrease expenditures
- Discuss Choice Programs

Year 2

**2025-26
(Revise/Recalibrate)**

- Implement appropriate recommendations from program reviews
- Determine student programs of focus
- Review Staffing Guidelines

Year 3

**2026-27
(Recalibrate/Reinvent)**

- Implementation of student programs of focus, staffing guidelines, alignment initiatives, etc.

WE ARE HERE

* SPED (Special Education), PEIMS (Public Information Management System), CTE (Career & Technical education)

2026-2027 Budget Pre-Assumptions



Pre-Assumptions

- Based on 24-25 PASA “Reduced” growth projection = 42,278 (170 less students than 25-26 “Projection”)
- Budgeting payroll at 98%
- *No pay increase included*
- TASB pay study adjustments estimate of \$1 million (\$400,000 in recommended stipends not incorporated in 25-26)
- Funding to support staffing for the Police Department
- Funds to open the Early Childhood Development Center
- Budget parameter of 1.5%

Discussion of Long-Range Planning and Budget



	2026-2027 Projected	2027-2028 Projected	2028-2029 Projected
PROJECTED ENROLLMENT (Reduced growth)	42,278	42,370	42,391
REVENUE:			
State Revenue	\$ 115,492,629	\$ 112,800,644	\$ 118,125,128
Local Revenue	343,084,232	342,406,565	337,895,855
Federal Revenue	4,495,000	4,495,000	4,495,000
TOTAL ESTIMATED REVENUES:	\$ 463,071,861	\$ 459,702,209	\$ 460,515,983
EXPENDITURES:			
Payroll	\$ 420,365,955	\$ 422,178,152	\$ 424,408,285
Contracted Services	16,281,601	16,607,233	16,939,378
Utilities	10,572,371	10,783,819	10,999,495
Supplies	19,334,351	19,721,038	20,115,459
Travel/Misc.	7,604,389	7,756,477	7,911,606
Debt Service	500,000	500,000	500,000
Capital Outlay	100,000	100,000	100,000
Police Department one-time costs	-	-	-
New Campus Operating Costs	170,000	-	220,000
Recapture	11,365,027	11,726,113	12,011,084
TOTAL OPERATING AND PAYROLL EXPENDITURES:	\$ 486,293,694	\$ 489,372,832	\$ 493,205,307
RESULTS FROM OPERATIONS:	\$ (23,221,833)	\$ (29,670,623)	\$ (32,689,324)
TOTAL TRANSFERS IN/OUT:	\$ 350,000	\$ 350,000	\$ 350,000
TOTAL SURPLUS/DEFICIT FOR ADOPTION:	\$ (22,871,833)	\$ (29,320,623)	\$ (32,339,324)
BUDGET PARAMETER			
Budget Deficit Threshold -1.5%	6,775,603	6,719,641	6,727,573
Deficit (Exceeding)/Within Budget Parameter	\$ (16,096,230)	\$ (22,600,982)	\$ (25,611,751)
FUND BALANCE			
Beginning Fund Balance	\$ 144,911,846	\$ 122,040,013	\$ 92,719,390
Net Change in Fund Balance	\$ (22,871,833)	\$ (29,320,623)	\$ (32,339,324)
Ending Fund Balance	\$ 122,040,013	\$ 92,719,390	\$ 60,380,066

**Budget Projections
26-27 Thru 28-29**

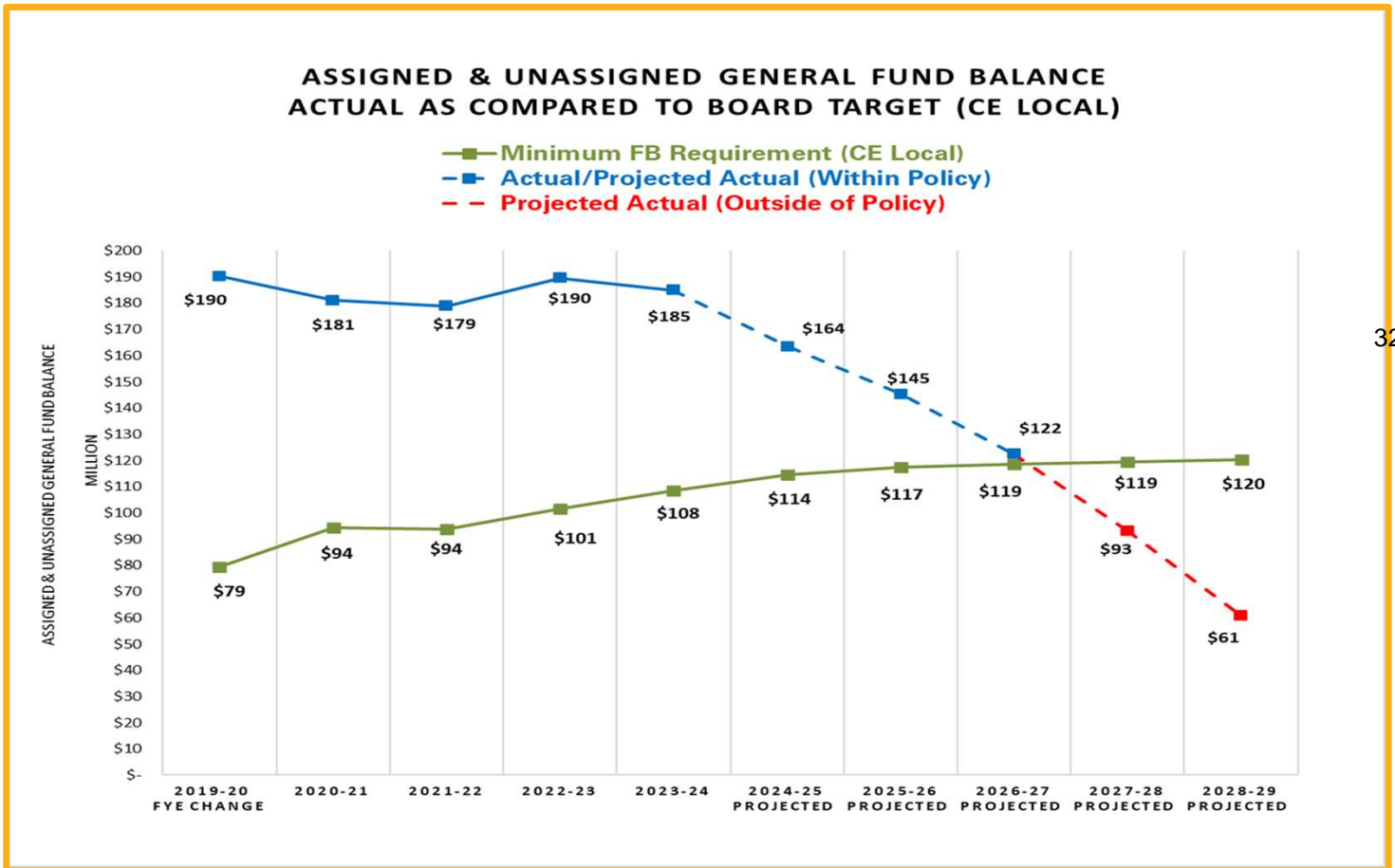
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Fund Balance Outlook

- Close to noncompliance in 2026–27
- Out of compliance in 2027–28 if reductions are not implemented



Fund Balance Projections





DISCUSSION

LONG-RANGE PLANNING

COMMUNITY FEEDBACK
FACILITY OPTIMIZATION

SEPTEMBER 9, 2025

INTRODUCTION

Why Community Input Matters

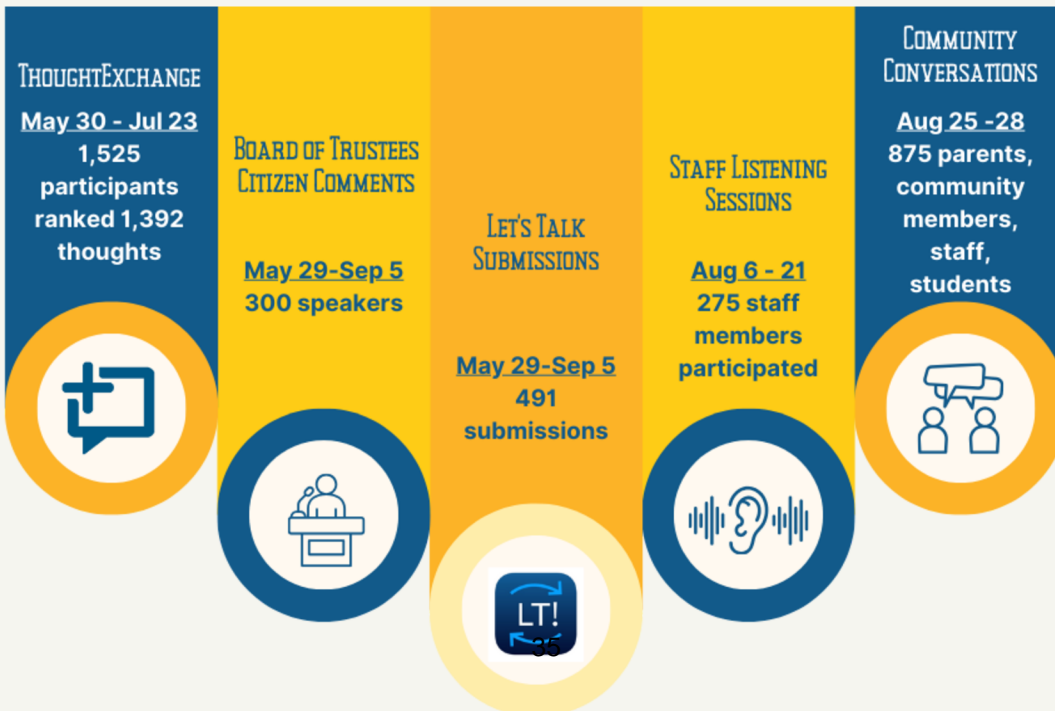
"Your most unhappy customers are your greatest source of learning."

Bill Gates

Over the past several weeks, district leaders engaged with staff and families from seven campuses to listen, answer questions and gather input related to potential school consolidations. These sessions drew hundreds of participants and generated thoughtful, candid feedback that reflects both the practical realities and the emotional weight of these decisions. District staff and the LISD Board of Trustees also provided other ways in which community members could communicate. This feedback is instrumental in shaping recommendations and will continue to guide planning for next steps.

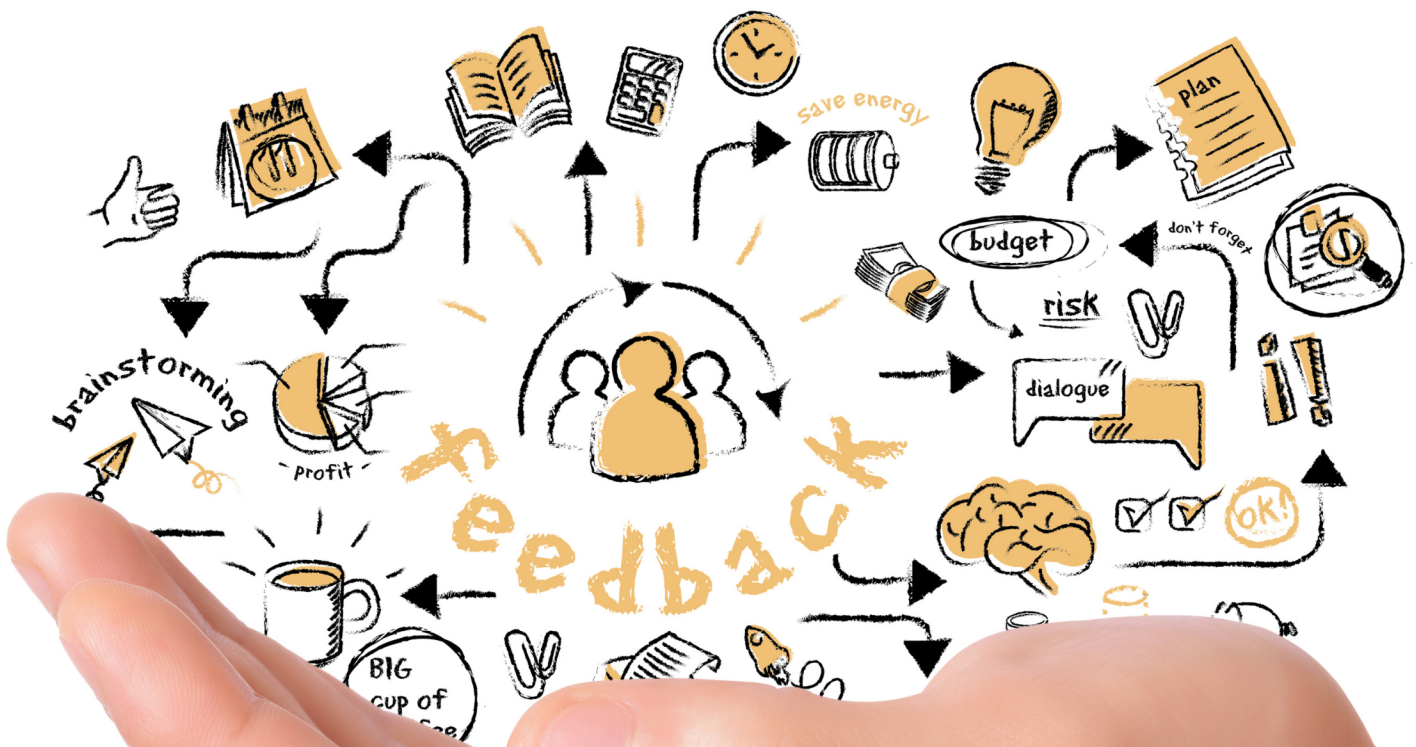


Scope of Engagement



COMMUNITY ENGAGEMENT

Themes



THOUGHT EXCHANGE

SUMMARY OF FEEDBACK

*ThoughtExchange is an online engagement platform that allows large groups of people to share ideas and weigh in on what matters most. Community members can submit their thoughts anonymously, then read and rate the ideas of others. This process surfaces the most widely supported perspectives, helping leaders see both the **breadth and depth of community input**.*

For school districts, ThoughtExchange creates a transparent and inclusive way to hear from thousands of voices at once, highlight common themes and guide decision-making with a clearer understanding of stakeholder priorities.

1525
PARTICIPANTS RATED
1392
THOUGHTS

MAY 30-JULY 23

KEY PERSPECTIVES

- **Neighborhood Preservation**
Keeping neighborhood schools open supports community identity, maintains property values, and preserves neighborhood ties. Schools considered for consolidation are viewed as crucial community anchors.
- **Efficiency in Resource Utilization**
The Path 3 approach is seen as a way to balance enrollment shifts, maximize space and staff and avoid large layoffs.
- **Community Involvement**
Schools considered for consolidation have strong community support and engagement, which drive educational success and positive culture.

CHALLENGES IDENTIFIED

- **Impact on Community and Culture**
Consolidating schools may disrupt communities, break established bonds, and reduce trust in the district. Families emphasize the importance of maintaining community schools and their integral role in neighborhood life.
- **Long-term Effects on Education Quality**
Concerns were raised about increased class sizes, reduced personalized attention and diminished support services for students.
- **Financial Implications**
Feedback highlighted inconsistencies in the projections used to justify closures, with many questioning the validity of data and the true financial benefits.

THEMES

RESOURCE

[ThoughtExchange: Long-Range Planning Facility Optimization](#)

Community Impact

The participants frequently expressed concerns regarding the profound impact of school closures on the community's identity and cohesion. Many voices highlighted that schools act as community hubs and that closing them could weaken local bonds and traditions, disrupt families and negatively affect neighborhood property values. Keeping schools open is seen not just as a matter of preserving education, but as a means to sustain and foster community ties that are crucial for family stability.

Educational Quality

Participants discussed the implications of school closures and reduced staffing on the quality of education provided. Concerns were raised about overcapacity schools leading to larger class sizes, overworked teachers and reduced individual attention for students. There is a fear that consolidation could diminish the ability to maintain high educational standards and affect student performance negatively. Some responses pointed out the importance of maintaining high-quality staffing.

Fiscal Responsibility

The aspect of financial management was a recurring theme, with many responses highlighting benefits of consolidating schools and adjusting staffing as a means to optimize resources. While some see financial savings as a necessary strategy to address budget constraints, others emphasize the potential downsides, such as loss of staff morale and increased workloads. Participants expressed skepticism about long-term savings and warned that short-term cost reductions could lead to deeper issues.

Historical Significance

Relationships between people and places are shaped by movement and migration. Responses highlighted the historical value and legacy of certain schools, and the emotional and cultural significance they hold within their communities. Schools were noted for their long-standing presence and contributions to local history. The idea of preserving historical schools is seen as important not only for educational continuity but also for respect to local heritage.

Emotional And Psychological Effects

The participants frequently expressed concerns regarding the profound impact of school closures on the community's identity and cohesion. Many voices highlighted that schools act as community hubs and that closing them could weaken local bonds and traditions, disrupt families and negatively affect neighborhood property values. Keeping schools open is seen not just as a matter of preserving education, but as a means to sustain and foster community ties that are crucial for family stability.

BOARD MEETING CITIZEN COMMENTS SUMMARY OF FEEDBACK

Citizen Comments provide an opportunity for community members to share feedback, concerns and perspectives directly with the Board of Trustees. This public forum ensures that stakeholders have a voice in district decision-making. However, state law and Board policy establish clear parameters that prevent Trustees and staff from engaging in dialogue or responding to speakers during this time. Comments must adhere to time limits and remain respectful and focused on district business. The Board may consider feedback in future discussions but no action is taken during Citizen Comments.

BOARD MEETING DATES	Page
MAY 29	35
JUN 5	67
JUN 19	50
JUL 17	5
JUL 31	21
AUG 21	90
SEP 5	32

THEMES	DETAILS	COMMENTS
Schools as the Heart of the Community	<ul style="list-style-type: none"> • Neighborhood schools are anchors of identity and tradition. “ • Walkability fosters safety, independence, and community connection. • Closing schools risks breaking apart established neighborhoods. 	<ul style="list-style-type: none"> • “To me this school is more than just a building – it’s a living organism that breathes the life of children.” • “Our children feel safe walking to and from school – that is essential.”
Student Growth & Belonging	<ul style="list-style-type: none"> • Schools nurture social-emotional growth as much as academics. • Extracurriculars and leadership opportunities help students discover passions. • Small schools give kids a place where they feel known and valued. 	<ul style="list-style-type: none"> • “My daughter was failing everything – now, she is excelling and moving into advanced classes.” • “My performing arts teacher helped me discover my passion for theater and acting.”
Teachers & Staff as Life-Changers	<ul style="list-style-type: none"> • Educators are mentors who inspire confidence and kindness. • Principals and staff create personal, daily connections with students. • Families emphasized the irreplaceable culture built by teachers. 	<ul style="list-style-type: none"> • “Every morning, my son gets fist bumps from his principal. That matters.” • “Staff know every student’s name and go the extra mile.”

DATA SYNTHESIS CONTINUED

BOARD MEETING CITIZEN COMMENTS

THEMES	DETAILS	COMMENTS
Concerns About Process & Practicality	<ul style="list-style-type: none"> • Questions about enrollment formulas and utilization fairness. • Fear of overcrowding and reliance on portable buildings. • Skepticism that closures will actually generate cost savings. 	<ul style="list-style-type: none"> • “How is it possible that Faubion and Reed have the same functional capacity when one is clearly much larger?” • “We’re closing schools only to add portables – how does that make sense?”
Protecting the Future	<ul style="list-style-type: none"> • Closures could reduce property values and future district revenue. • Families fear loss of trust and long-term damage to community stability. • Calls for creative, reversible solutions over permanent closures. 	<ul style="list-style-type: none"> • “This isn’t just about numbers on a chart – it’s about people, relationships, and legacies we should be preserving.” • “Path Three is the only reversible solution – it protects the future while adapting to enrollment cycles.”

RESOURCES

- Board Meeting Citizen Comments: [Sep 4](#)
- Board Meeting Citizen Comments: [Aug 21](#)
- Board Meeting Citizen Comments: [Jul 31](#)
- Board Meeting Citizen Comments: [Jun 19](#)
- Board Meeting Citizen Comments: [Jun 5](#)
- Board Meeting Citizen Comments: [May 29](#)

LET'S TALK

SUMMARY OF FEEDBACK

Let's Talk is Leander ISD's online customer service and communication platform that provides families, staff and community members with a direct way to share questions, concerns, feedback, or suggestions with district leaders. Each message is routed to the appropriate department or leader for response, ensuring accountability and timely follow-up. The tool also allows the district to track trends in community feedback, identify recurring themes, and use those insights to inform decision-making.

491
SUBMISSIONS

MAY 29-SEP 5

THEMES	DETAILS	COMMENTS
Transparency & Process Concerns	<ul style="list-style-type: none"> • Requests for clear data, criteria and fairness in how schools were selected for potential closure. • Comparisons to other districts (e.g., Austin ISD) that shared detailed processes. • Frustration over "pretend" engagement or decisions being perceived as predetermined. 	<ul style="list-style-type: none"> • "Austin ISD gave their community a year-long process with a third-party study. Why are we being asked to make sense of this in just weeks?" • "This feels like a decision has already been made and you're just checking the box of community input."
Community Value Beyond Enrollment	<ul style="list-style-type: none"> • Parents emphasize that small schools offer strong community, belonging, and programmatic success (broadcasting, arts, Destination Imagination [DI], PTA programs). • Fear that closures undervalue intangible benefits not captured in numbers. 	<ul style="list-style-type: none"> • "You can't measure the heart of a school with a spreadsheet." • "This isn't just a school, it's a family. We are more than enrollment numbers."

DATA SYNTHESIS CONTINUED

LET'S TALK SUBMISSIONS

THEMES	DETAILS	COMMENTS
Trust & Future Bonds	<ul style="list-style-type: none"> Concerns that rushing closures will erode trust, jeopardizing support for future bonds or reelection of trustees. Messages explicitly threaten withdrawal of financial and electoral support. 	<ul style="list-style-type: none"> "I voted for the last bond because I trusted LISD. If this goes through, I won't make that mistake again." "You're asking families to pass future bonds, but how can we support you when you're taking away our schools?"
Student & Family Impact	<ul style="list-style-type: none"> Displacement concerns: loss of connection, stability and school culture. Emphasis on well-being of students, particularly in smaller or close-knit campuses. 	<ul style="list-style-type: none"> "Classrooms are already overcrowded – how is putting more kids into fewer schools putting students first?" "My kids walk to school. Now they'll be on a bus for an hour each day."
Alternative Solutions	<ul style="list-style-type: none"> Requests to explore innovative solutions (open enrollment, partnerships, phased improvement). Suggestions to pause closures until other components of the long-range plan are fully vetted. 	<ul style="list-style-type: none"> "Other districts are finding creative solutions – magnets, dual language, specialized programs. Why aren't we?" "Slow down. Give us a real chance to problem-solve with you instead of rushing this through."

RESOURCE

[Let's Talk submissions May 27-Sep 5](#)

COMMUNITY CONVERSATION: CYPRESS - NAUMANN AT CEDAR PARK MIDDLE SCHOOL

SUMMARY OF FEEDBACK

Community Conversations are structured dialogue sessions designed to bring together families, staff, and community members to share feedback directly with district leaders. These meetings are not formal presentations, but interactive forums where participants can ask questions, raise concerns, and offer ideas in real time.

They are intended to:

- Build transparency and trust through open dialogue.
- Capture the perspectives and lived experiences of impacted communities.
- Ensure that Board members and district leadership hear how proposals may affect students, staff, and neighborhoods.

The goal is to create a two-way exchange that not only informs the community but also shapes district planning and Board decision-making.

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PARTICIPANTS

MONDAY, AUG 25

THEMES	DETAILS	COMMENTS
Trust & Transparency	<ul style="list-style-type: none"> • Community members feel misled because they recall assurances during the 2023 bond process that schools wouldn't close. • Repeated concerns that questions from June still haven't been answered and data being presented is inconsistent or misleading. • Skepticism over how capacity was calculated and why Cypress and Naumann are being singled out over other under-capacity schools. • Fear that the rapid timeline erodes trust that was carefully built during past bond processes. 	<ul style="list-style-type: none"> • "It feels like the numbers are being adjusted to make the result fit." • "It feels like decisions are being rushed and the details worked out after the fact." • "The timeline is way too fast, and it's going to obliterate the trust that was built leading up to the Bond."

DATA SYNTHESIS CONTINUED

CYPRESS - NAUMANN AT CEDAR PARK MIDDLE SCHOOL

THEMES	DETAILS	COMMENTS
Decision-Making Process	<ul style="list-style-type: none"> • Calls for greater clarity on how and why particular schools were selected for potential closure. • Requests for synthesized feedback, risk mitigation plans, and contingency strategies. • Questions about whether alternative community-generated ideas (magnet schools, open enrollment, revenue-making ideas) have been seriously considered. 	<ul style="list-style-type: none"> • “Why was Cypress selected for closure when they are ranked higher than Naumann?” • “When I was involved in PLCs [professional learning communities] I was expected to come with data in hand. Why are you not providing the data?”
Facilities & Space Priorities	<ul style="list-style-type: none"> • Pushback on plans to build/repurpose facilities (professional development center, police department, NNHS space). • Concerns that student-serving campuses are being closed while administrative needs are prioritized. • Questions about the cost and rationale of repurposing Cypress into a police department facility. 	<ul style="list-style-type: none"> • “It feels like this whole thing has been run like a business. LISD used to feel like a community.” • “Have we had anyone come into our spaces to (audit) see how we are using our spaces?”
Financial Context	<ul style="list-style-type: none"> • Recognition that the district is facing a \$16 million shortfall, staff reductions, and impacts of being overbuilt for current enrollment. • Frustration that decisions appear financially driven rather than educationally centered. • Concerns about fiscal responsibility given past growth projections, new vouchers and expanding charters. 	<ul style="list-style-type: none"> • “We know the district is in a \$16 million hole, but why do the students have to bear the brunt of it?” • “We now also have vouchers and more charter schools being built. These projections are things we never dealt with before.”
Student & Community Impact	<ul style="list-style-type: none"> • Strong emphasis on the mental health, stability, and family culture of neighborhood schools. • Parents and teachers stressed the emotional harm of closing beloved schools with deep community roots. • Students voiced fears about overcrowded classrooms and losing their school identity. • Desire to keep neighborhood schools walkable and central to community life. 	<ul style="list-style-type: none"> • “This is creating instability for families. Why can’t we hold the line for two years and see what happens?” • “I want my child to go to their school in our community. Worried about a decision being made that could really harm the district long term.”

COMMUNITY CONVERSATION: FAUBION – WESTSIDE AT CEDAR PARK MIDDLE SCHOOL

SUMMARY OF FEEDBACK

Community Conversations are structured dialogue sessions designed to bring together families, staff, and community members to share feedback directly with district leaders. These meetings are not formal presentations, but interactive forums where participants can ask questions, raise concerns, and offer ideas in real time.

They are intended to:

- Build transparency and trust through open dialogue.
- Capture the perspectives and lived experiences of impacted communities.
- Ensure that Board members and district leadership hear how proposals may affect students, staff, and neighborhoods.

The goal is to create a two-way exchange that not only informs the community but also shapes district planning and Board decision-making.

126
PARTICIPANTS

TUESDAY, AUG 26

THEMES	DETAILS	COMMENTS
Trust & Transparency	<ul style="list-style-type: none"> • Parents feel decisions appeared suddenly and pre-determined. • Requests for staged input and more time to digest data before the Board votes. • Concerns that feedback is “just for show” rather than influencing decisions. 	<ul style="list-style-type: none"> • “It feels like we don’t really matter as much as the New Hope High School project.”
Opposition to School Closures / Consolidations	<ul style="list-style-type: none"> • Strong resistance, yet willingness to show humility, in merging Westside and Faubion. • Desire to maintain small-school culture, neighborhood identity, and continuity for students. 	<ul style="list-style-type: none"> • “Obviously Westside doesn’t want this and Faubion doesn’t want this, but we are willing and ready to support.” • “This isn’t just a school, it’s a family. We are more than enrollment numbers.”

DATA SYNTHESIS CONTINUED

FAUBION - WESTSIDE AT CEDAR PARK MIDDLE SCHOOL

THEMES	DETAILS	COMMENTS
Capacity, Projections, & Fairness	<ul style="list-style-type: none"> • Questions about functional capacity, feeder patterns, and whether CPMS can absorb extra students. • Concerns about selecting Faubion/Westside versus other low-enrollment campuses. • Requests to factor in local housing growth (Bell District) and provide operating cost data. 	<ul style="list-style-type: none"> • “Have you considered that the real estate market is going to drop and student families will move in?” • “Naumann was the school identified for closure, now it’s Cypress. What’s the likelihood that that would change?”
Student & Staff Well-being	<ul style="list-style-type: none"> • Mental health, behavior, and class size concerns. • Special Education programs and staffing continuity are priorities. • Requests for extra counselors, APs, and staffing to support transitions and maintain small-school benefits. 	<ul style="list-style-type: none"> • “Our kids are little sponges...they can feel like this is a sort of abandonment.” • “If consolidation occurs, can a Transition team be established to help ensure it is done right?”
Financial Priorities & Tradeoffs	<ul style="list-style-type: none"> • Awareness of \$16M deficit and previous staff reductions (204 positions). • Concerns that NHHS expansion and fiscal pressures are driving decisions at the expense of elementary students. • Requests for transparency about alternative options explored, and whether the merger plan is short-term or part of a longer-term strategy. 	<ul style="list-style-type: none"> • “If all Faubion students move to Westside, what will the impact be on class sizes and student learning?” • “This whole thing has been like a business and LISD used to be a community.”

COMMUNITY CONVERSATION: BUSH-RIVER RIDGE-STEINER RANCH AT CANYON RIDGE MIDDLE SCHOOL

SUMMARY OF FEEDBACK

Community Conversations are structured dialogue sessions designed to bring together families, staff, and community members to share feedback directly with district leaders. These meetings are not formal presentations, but interactive forums where participants can ask questions, raise concerns, and offer ideas in real time.

They are intended to:

- Build transparency and trust through open dialogue.
- Capture the perspectives and lived experiences of impacted communities.
- Ensure that Board members and district leadership hear how proposals may affect students, staff, and neighborhoods.

The goal is to create a two-way exchange that not only informs the community but also shapes district planning and Board decision-making.

500
PARTICIPANTS

THURSDAY, AUG 28

THEMES	DETAILS	COMMENTS
Trust, Transparency & Community Engagement	<ul style="list-style-type: none"> • Parents repeatedly voiced distrust in the data and projections. • Requests for clearer, accessible, and campus-specific data before decisions. • Concerns about process and timing. • Desire for consistent engagement, meaningful feedback and follow-up on past community input. 	<ul style="list-style-type: none"> • "Bad data in, bad conclusions out." • "Talking about school closure will impact a community...more time should be spent to make an educated decision."

DATA SYNTHESIS CONTINUED

BUSH-RIVER RIDGE-STEINER RANCH AT CANYON RIDGE MIDDLE SCHOOL

THEMES	DETAILS	COMMENTS
<p>Opposition to School Closures / Consolidation</p>	<ul style="list-style-type: none"> • Strong emotional attachment to schools and neighborhoods. • Skepticism that small schools can be effectively run under district resource constraints. • Concerns about potential loss of quality, culture, and student experience. 	<ul style="list-style-type: none"> • "Closing a school doesn't change numbers on paper – we are family with feelings." • "I just want you to know you're gutting our community. And you're ripping it away from everyone here."
<p>Capacity, Projections & Financial Management</p>	<ul style="list-style-type: none"> • Disagreement with functional capacity calculations, utilization percentages, and PASA projections. • Questions about long-range planning methodology and whether projections account for local growth or regeneration trends. • Awareness of budget pressures (\$16M deficit) and skepticism that closures will meaningfully solve financial problems. 	<ul style="list-style-type: none"> • "Zero confidence in the numbers." • "Shutting down schools solves a very small portion of problem."
<p>Student Experience & Safety</p>	<ul style="list-style-type: none"> • Concerns about class size, program continuity, special needs services and campus culture. • Safety concerns around traffic, evacuation, and large-scale school operations. • Requests to preserve small-school benefits and student relationships. 	<ul style="list-style-type: none"> • Asking for 350 cars/buses to be pushed back further in Steiner Ranch. Why are you choosing to shut down SRE and endanger lives of students?" • "I feel like this is a bail out so you have chosen the easy way out to consolidate school... Top schools operate at 300 and below. Turn small schools into innovation."
<p>Innovation & Alternative Solutions</p>	<ul style="list-style-type: none"> • Community requested consideration of creative solutions to increase enrollment or revenue, such as open enrollment, STEM programs, or partnerships with pre-K providers. • Interest in exploring small-school operational models rather than immediately consolidating. • Desire for the district to demonstrate concrete plans and accountability for exploring innovative options. 	<ul style="list-style-type: none"> • "We are asking you to be innovative and bring ideas." • "Try everything we can before we make that decision; open enrollment and smaller school model."

TRUST, TRANSPARENCY & COMMUNITY ENGAGEMENT

- Parents concerned data and decisions weren't clear; desire for timely communication.
- Strong emphasis on clarity and transparency; skepticism about how data is used.
- Deep distrust of projections, demand for campus-specific data and frustration with past community feedback being overlooked.

OPPOSITION TO SCHOOL CLOSURES / CONSOLIDATION

- Concern about cultural impact, loss of neighborhood school identity.
- Emotional attachment to schools; fear of negative effects on students.
- High emotional investment; worry about losing culture, community, and student experience; strong opposition to closure without alternatives explored.

OVERALL THEMES

ALL THREE COMMUNITY CONVERSATIONS

CAPACITY, PROJECTIONS & FINANCIAL MANAGEMENT

- Questions on accuracy of enrollment numbers, utilization rates and long-term planning.
- Focus on how capacity calculations and projections affect closure decisions; desire for equity in methodology.
- Disagreement with PASA projections and functional capacity; skepticism that closures meaningfully address \$16M deficit; concern about method consistency.

STUDENT EXPERIENCE & SAFETY

- Concern about class size, program access and maintaining academic quality.
- Safety and programmatic quality were emphasized, especially for younger students.
- Emphasis on small-school benefits, special needs, traffic and evacuation safety, student experience, and classroom culture.

INNOVATION & ALTERNATIVE SOLUTIONS

- Requests to explore creative solutions before closing schools; interest in alternative program models.
- Desire for consideration of creative and flexible educational models.
- Requests for STEM programs, pre-K partnerships, open enrollment and small-school operational models; desire for district accountability and concrete implementation plans.

STAFF ENGAGEMENT *Themes*



STAFF LISTENING SESSIONS

RIVER RIDGE

THEMES

AUG 6

30

STAFF MEMBERS

Staffing & Surplus Concerns

- Questions about how **staff from multiple campuses will be combined**, including **surplus policies**, seniority, part-time options and hybrid positions.
- Concerns about **coverage for SPED students** and programs when staff are shared across campuses.
- Staff worry that **small schools limit opportunities for collaboration** and specialization, which may affect both teaching quality and morale.

Impact on Students & Programs

- Fear that consolidation or small campuses will reduce student access to specialized programs like arts, PE, GT, ESL, and SPED support.
- Concerns that students' social experience will be negatively impacted in smaller campuses (e.g., two sections per grade).
- Questions about how PK, dual language, or other innovative programs could fit into new configurations.

Communication, Transparency & Emotional Support

- Need guidance on how staff should communicate with students about emotions and changes.
- Emphasis on acknowledging emotion in all communications and supporting both students and staff through transitions.
- Staff want clarity on paths forward, including zoning, transfer windows and hybrid staffing models.

Operational & Logistical Challenges

- Concerns about scheduling, transportation and staff coverage when staff serve multiple campuses.
- Challenges in maintaining before/after school programs, counseling and program continuity when staffing is split.
- Need clear costs and logistics for repurposing schools or consolidating campuses.

Engagement with Community & Legacy Considerations

- Staff are aware of the **community identity tied to schools** and want to **consider parent and community voices**.
- Need for **board transparency and education** on funding savings and rationale for decisions.
- Staff want to ensure **longstanding traditions, legacy events and student experiences** are respected during transitions.

STAFF LISTENING SESSIONS

CYPRESS

THEMES

AUG 7

50

STAFF MEMBERS

Staffing, Roles & Support

- Concerns about how **staff will be impacted**, including admin selection, counselor assignments, surplus process, and position filling.
- Need for **support for staff trauma** and guidance on managing emotional impacts of consolidation.
- Questions about how **hybrid roles, portables, and logistics** will function if campuses are combined.

Data, Process & Transparency

- Skepticism about **capacity numbers, cost per student and matrix rankings**, with perception that data may be adjusted to fit a predetermined outcome.
- Desire for **clarity on decision-making pathways**, who decides them, and how community/staff input is considered.
- Requests for summaries of **past long-range planning (LRP) work** and detailed rationale for campus selection and capacity changes.

Impact on Students & Programs

- Concerns that closing Cypress could **disrupt students' programs**, including Prek3, magnets, and vulnerable populations.
- Safety and supervision issues if campuses combine, particularly **traffic, portables, and facility logistics**.
- Fear that **student experience and innovative programs** will be compromised by consolidation.

Community & Legacy Considerations

- Cypress is a **landmark school with strong community identity**; closure seen as removing the “heart of the community.”
- Staff emphasized the importance of **equity, student-first thinking, and the ripple effects** of closure on the broader neighborhood.

Concerns about **bond voter impact** and overall trust between district and community.

Engagement with Community & Legacy Considerations

- Questions about **financial implications**, cost savings, additional costs and why Cypress was chosen over other schools.
- Staff want **transparent discussion of budget trade-offs** for pathway options and consolidation decisions.
- Interest in exploring **creative solutions** to avoid closure and ensure programs can continue effectively.

STAFF LISTENING SESSIONS

FAUBION

THEMES

AUG 7

40
STAFF MEMBERS

Staffing & Surplus Concerns

- Questions about **priority placement** for staff during surplus and transfer windows.
- Concerns about **how SPED, support staff and administrative roles** will be affected.
- Uncertainty about **half-time roles, transitions and safety responsibilities** if staff are split or relocated.
- Interest in **transition committees** or structured support for staff during consolidation.

Impact on Students & Programs

- Worries about **class size increases** (from small to large), **Prek relocation**, and **Title I students**.
- Concerns about **SPED services, counselor availability and continuity** for students during transition.
- Questions about **traditions, campus culture and neighborhood identity**, including keeping the Faubion name.

Data, Process & Decision Transparency

- Desire for clarity on **why Faubion was selected**, and whether **culture, growth and alternative options** were considered.
- Questions about **capacity numbers, building use, and timing of decisions**, including alignment with new campuses opening.
- Staff want **clear communication on timelines, surplus guidelines, and planning** for transitions.

Community & Neighborhood Concerns

- Need to **communicate with community thoughtfully**, without framing decisions around New Hope High School.
- Questions about **transportation, safety crossing Lakeline Blvd., and neighborhood equity**.
- Staff emphasize **neighborhood connection and historical significance** of Faubion.

Engagement with Community & Legacy Considerations

- Concerns about **how consolidation affects the long-term utility of the campus**, early childhood programs and future enrollment trends.
- Interest in **aligning staff placement with new campus openings** to minimize disruption.
- Questions about **open enrollment, transition logistics and alignment with larger district planning goals**.

STAFF LISTENING SESSIONS

BUSH

THEMES

AUG 18

45
STAFF MEMBERS

Staffing, Surplus & Roles

- Questions about **how staff will be allocated** if campuses consolidate, including SPED and specials teachers.
- Concerns about **seniority vs. local staff considerations** and how surplus decisions will be made.
- Interest in **early collaboration for consolidated staff** and possible extra pay for additional workload.

Impact on Students & Programs

- Worries about **class sizes, balance across grade levels and program continuity**, including Pre-K growth, SLE, and ICAP/CAP programs.
- Concerns about **how SPED and GT programs** will be affected and whether staffing supports individual student needs.
- Questions about **how students will transition** from Steiner Ranch (SRE) or other campuses and support for trauma or adjustment.

Data, Process & Decision Transparency

- Desire for clarity on **how attendance zones and pathways are determined** and the long-term vision for enrollment trends.
- Questions about **projection data, long-range plans and how decisions align with district growth patterns**.
- Staff want **clear communication on what consolidation looks like**, including naming of campuses, transportation and repurposing funds.

Community, Neighborhood & Logistics

- Concerns about **transportation, traffic and safety**, including law enforcement support.
- Interest in **how students from different neighborhoods are balanced** and whether zoning changes will be equitable.
- Staff emphasize **maintaining local campus identity and continuity for families**.

Operational & Future Planning

- Questions about **long-term planning** for potential re-openings or future growth.
- Interest in **collaboration time, staffing guidelines and transition supports** to make consolidation work effectively.
- Desire to **consider both short-term impacts and 10-year planning horizons**.

STAFF LISTENING SESSIONS

NAUMANN

THEMES

AUG 19

30

STAFF MEMBERS

Staffing & Surplus Roles

- Concerns about **how surplus decisions will work**, including clerical, specials and admin staff.
- Desire for **seniority-based surplus** and clear **support for staff being reassigned**.
- Questions about how **combined campuses affect culture, staff collaboration and continuity**.

Early Childhood & Program Placement

- Questions about moving all Prek classes to Deer Creek and feasibility given space, bathrooms and safety.
- Consideration of Faubion vs. Naumann as the Prek hub.
- Concerns about shared spaces for special programs and whether vulnerable populations will be affected.

Capacity, Facilities, Logistics

- Questions about how capacity is determined, use of portables and space for small groups.
- Concerns about safety with combined campuses, classroom sharing and accommodating vulnerable students.
- Interest in revenue alternatives or operational efficiencies beyond consolidation.

Community & Culture

- Desire to **retain the school's "family feel" and culture** when merging with another campus.
- Questions about the **likelihood of closure changes** and what the transition would mean for students and staff.
- Staff emphasize **maintaining identity, continuity and a sense of community** for families.

Transition Planning & Support

- Need clarity on **what consolidation would look like operationally and how transitions will be managed**.
- Concerns about **safety, administration and student well-being** during and after the transition.
- Interest in **structured guidance and support for both staff and students** throughout the process.

STAFF LISTENING SESSIONS

STEINER RANCH

THEMES AUG 20 50
STAFF MEMBERS

Staffing, Surplus & Job Security

- Concerns about **who will be surplussed, how seniority will be considered** and whether staff will be moved outside their community.
- Anxiety over **timeline and clarity of staffing decisions** before Oct 9.
- Questions about **central office staffing** and whether reductions there will occur alongside campus cuts.
- Feeling of being “**pit against one another**” due to consolidation process.

Consolidation Decisions & Pathways

- Confusion and concern over **Pathway 3 details** and lack of clarity for next steps.
- Questions about **why SRE is being split** (zoning) instead of combining with a single campus.
- Staff want to **stay together** and see **replicable programs** maintained at other campuses.
- Desire for **partial building repurposing** rather than full closure.

Student Safety & Logistics

- Concerns about **transportation for students in apartments**, emergency access, and bus routes.
- Questions about how consolidation impacts **SPED support** and **underserved students**.
- Interest in potential **6th grade center** or other creative uses to reduce disruption.

Community & Culture

- Strong emphasis on **SRE as a “safe place”** and preserving the school’s culture and identity.
- Desire to **ensure voices of apartment-living families** are not lost in decision-making.
- Concerns that the **decision-making process feels rushed** and does not fully recognize the school’s excellence.

Financial Considerations & Planning

- Staff question **actual cost savings from consolidation** versus logistical expenses (transportation, repurposing).
- Interest in **how data and feedback are synthesized for the Board** to guide decisions.
- Questions about the **long-term impact of legislative changes** on programs like tuition-based Pre-K.

STAFF LISTENING SESSIONS

WESTSIDE

THEMES

AUG 21

30

STAFF MEMBERS

Staffing, Surplus & Job Security

- Questions about **how low-enrollment staffing models will work** and how “singletons” (roles with only one per campus) will be affected.
- Concerns over **priority for current staff if students transfer** or if projections change.
- Desire for **clarity and timeline** on staffing and surplus decisions.
- Anxiety about **support for teachers moving due to consolidation**.

Consolidation & Rezoning Logistics

- Questions about **rezoning opportunities** if Faubion or other campuses feed into Westside.
- Concerns about **merging school cultures** and absorbing programs from other campuses.
- Interest in **transition team support** from Central Office to make consolidation smoother.

Student Programs & Special Populations

- Concerns about **Special Programs being shifted** and how staffing supports these programs.
- Questions about how **state guidelines for lower-enrolled schools** factor into planning.
- Desire to **maintain continuity and quality of student support** despite consolidation.

Facilities & Logistics

- Questions about **need for additional portables** if enrollment increases.
- Concerns about **transportation logistics**, including buses and potential costs.
- Desire to ensure **community connectivity and minimal disruption** for families.

Culture & Continuity

- Staff want to **retain the culture and identity** of Westside while accommodating incoming students.
- Desire to **continue existing programs and excellence** while managing transitions.
- Focus on **maintaining strong relationships with students** and minimizing disruption to their learning experience.

JOB SECURITY & STAFFING

- Staff are anxious about surplus, seniority, part-time/hybrid positions, and “singleton” roles. They want clarity on timelines and placement opportunities.
- Priority placement at new campuses.
- Fear of relocation outside community.
- Concerns about low-enrollment staffing model.

IMPACT ON STUDENTS & SPECIAL PROGRAMS

- Staff want continuity for SPED, gifted, dual-language, early childhood, and fine arts programs. Emotional and academic support for students are a priority.
- Support for students and teachers.
- Early Childhood/SPED continuity.
- Transportation & access for apartment-dwelling students.

OVERALL THEMES

ALL SEVEN STAFF LISTENING SESSIONS

COMMUNICATION & DECISION-MAKING

- Staff want transparent, timely communication and to understand why decisions are made. Many feel rushed or data-focused, with culture overlooked.
- Data “cherry-picked” to justify closure.
- Early teacher collaboration before student transition.

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SCHOOL CULTURE & COMMUNITY IDENTITY

- Staff worry consolidation could erode school culture, reduce collaboration and affect morale. They want traditions preserved.
- How to maintain school identity.
- Guidance for discussing emotions with students.

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INNOVATION & ALTERNATIVE SOLUTIONS

- Staff want reassurance that space, portables, traffic, and transportation are managed so learning and safety aren't compromised.
- Early Childhood facilities and portables.
- Traffic flow, law enforcement support for schools increasing student populations.
- Emergency access and bus logistics.

DIRECT IMPACT OF COMMUNITY AND STAFF FEEDBACK ON THE DECISION PROCESS

Throughout these long-range planning conversations, the district actively considered the insights and concerns shared by families, staff, and community members. Feedback did not simply get collected—it is shaping next steps in meaningful ways. We are continuing to evaluate consolidation options, consider staffing models, planning support systems, and assessing impacts on student well-being. This approach ensures that when a recommendation is made, it reflects the concerns, priorities and practical considerations raised by those most affected. Here are a few examples:

AREA	FEEDBACK RECEIVED	HOW IT'S INFORMING PROCESS
Consolidation Pathways & Programs	Community emphasized concerns about SPED, GT, Early Childhood, and small-class benefits.	District leadership is reviewing pathways to ensure special programs are staffed appropriately and that dual-language/early childhood considerations are incorporated into capacity modeling.
Timeline & Transition Planning	Parents and staff asked for more preparation and phasing time to ease disruption.	Input is guiding plans for early collaboration weeks for teachers and staff before students move and the development of transition teams to support students and families.
Transportation & Access	Apartment communities and parents highlighted challenges with emergency access, bus routes and walkability.	Feedback is being used to explore adjustments to transportation planning, including potential bus route additions and safety improvements for new student routes.
Staffing & Surplus	Concerns about seniority, part-time options and placement priority for surplus staff were consistently raised.	Staff input is informing the development of clearer staffing guidelines, including seniority considerations and potential priority placement, with thoughtful communication timelines.
Process Reflection & Improvement	Families asked how their input is used and raised concerns about transparency, trust and the speed of decision-making.	Feedback is informing how engagement is structured – with more synthesized reporting, clearer explanations of data use and opportunities for ongoing dialogue before recommendations.