High School Scheduling Task Force Meeting Summary

District: Pflugerville ISD
Date: September 15, 2026
Location: LTC-Bat Cave
Facilitators: Hutch Hill and Dr. Laila Olivarez

Purpose and Charge

The High School Scheduling Task Force is a recommending body convened to explore options for high school scheduling across the district. The task force does not make final decisions; its recommendations are reviewed by the Executive Cabinet and the Board of Trustees, and where the task force does not reach consensus, the decision is deferred to the Executive Cabinet.

Four board-directed measurements guide the task force's work:

- Maximize learning time
- Ensure equitable access
- Support staff well-being
- Reduce spending

Membership and Operating Norms

The task force operates on a consensus model. Members agreed to a set of operating norms for the process:

- Meetings begin and end on time.
- Meeting materials and draft recommendations remain confidential to the group.
- Members refrain from posting about the meetings on social media for 48 hours afterward.
- Questions during meetings are directed to the facilitator, and discussion follows one conversation at a time.
- Discussion is grounded in data and evidence, and members are asked to critique ideas rather than individuals.
- Public-facing outputs of the process include meeting minutes, action items, video recordings, and written summaries such as this one.

Meeting Schedule and Public Engagement

The task force's current meeting and engagement schedule includes:

- **September 22, 2026:** Review of schedule models developed from this meeting's work.
- **October 20, 2026 (tentative):** An additional working meeting, proposed for 5:30 to 7:30 p.m., to finalize models ahead of the public hearing. The facilitator will confirm the date, time, and location by follow-up communication.
- **October 27, 2026:** A public hearing to gather community feedback on proposed scheduling approaches.

Meeting Overview

Vendor Presentation: Scheduling and Budget Modeling Tool

District staff and a scheduling technology vendor (Timely) presented a web-based scheduling optimization platform used to model potential staffing and budget scenarios. The platform integrates with the district's student information system and can generate a substantial majority of student schedules automatically once configured. The vendor's role is limited to providing data and modeling support; the vendor does not make decisions on behalf of the district.

Staff shared illustrative, non-binding examples of how changes to average class size or teacher course loads could affect staffing needs and costs at a hypothetical scale. These figures were presented as informal modeling illustrations only. No budget decision, formal savings target, or staffing reduction has been proposed or adopted.

Hendrickson High School was selected as the campus for initial modeling so that a range of potential outcomes can be estimated and later compared across high schools. Task force members and district staff noted that results will vary by campus because staffing ratios differ from campus to campus.

Schedule Attributes Prioritization Activity

The task force's primary activity was identifying and prioritizing the characteristics a future high school schedule should have. Members worked in breakout groups organized by high school campus, with campus principals providing context and a facilitated brainstorming and rotation process across the four measurement areas.

Using a group voting exercise, members prioritized attributes within each of the four measurement categories. The top-ranked attributes identified include:

Equitable Access

- Ensuring students have access to enrollment and employment opportunities in high-interest program areas.
- Aligning district service offerings with those of surrounding districts.
- Improving equity in access to programs and facilities, such as early college high school or dual language offerings.

Staff Well-Being

- Reducing the number of course preparations required of teachers.
- Making fuller use of non-teaching staff, such as instructional coaches, in appropriately certified teaching roles.
- Considering an earlier high school start time to support staff and create time for student activities at day's end.

Maximizing Learning Time

- Protecting instructional minute requirements specific to each academic department.
- Establishing a minimum class length of 55 minutes, inclusive of advisory time.
- Considering a rotating schedule structure to help protect instructional time.

Reduced Spending

- Adjusting teaching allocations while expanding Career and Technical Education participation as a revenue opportunity.
- Reviewing double-block courses, such as physical education or band, for potential consolidation, provided state requirements and student certification pathways are not affected.
- Considering a seven-period day with class periods of approximately 75 minutes.

These prioritized attributes will be used as evaluation criteria for candidate schedule models going forward.

Instructional and Logistical Considerations

Members and staff discussed several factors relevant to any future schedule model:

- **Instruction and assessment:** Shorter class periods would likely require adjustments to unit planning and more frequent, shorter assessments, which aligns with trends in some standardized testing formats but raises questions about preparing students for longer-duration exams.

- **Teacher planning time:** Members discussed protecting dedicated planning time, including a proposal to structure planning time at the start of the contract day without changing total contracted hours.
- **Start and end times:** Adjusting class start times within the existing staff contract day could affect instructional minutes, but any change has downstream effects on transportation and bus routing, which can already affect student attendance.
- **Specialized programs:** Career and Technical Education and athletics scheduling needs, including shared facilities and travel time between campuses, were identified as constraints that any model must accommodate.
- **Equity and access:** Members emphasized that any schedule model must account for students who rely solely on school-provided resources, without access to outside academic support, and must continue to protect special education accommodations.

Strategy and Considerations

No final scheduling model has been selected. The task force continues to consider multiple approaches, including traditional, block, hybrid, and rotating (A/B/C) schedules. Any model must meet the state-required minimum of 75,600 instructional minutes per year.

District staff noted informally that the quality of instruction, rather than the specific schedule model chosen, is a key factor in maximizing student learning, and reiterated the district's commitment to provide training and transition support to staff regardless of which model is ultimately adopted.

The group identified several guiding principles intended to anchor the process regardless of which model is eventually considered, including protecting core instructional time, equitable access, and diverse academic pathways, and evaluating options against the goal of maximizing learning time rather than a preference for any particular schedule format. Members also noted that shorter, more frequent assessments associated with some schedule formats could affect students' readiness for longer-duration, high-stakes exams, an area the group flagged for further consideration.

Governance and Process

Members discussed how the task force should approach its decision-making process going forward:

- Establishing shared guiding principles and non-negotiables before evaluating specific schedule models, so that model comparisons are anchored to agreed priorities.
- Structuring how stakeholder groups participate in decisions to support broad buy-in and a fair process.
- Narrowing the range of schedule options under consideration as the process continues, to keep the group's focus on its core priorities.

Next Steps

- District staff will develop initial schedule models at Hendrickson High School based on the top prioritized attributes, for review at the September 22, 2026 meeting.
- High school principals will work with district staff to apply the prioritized attributes to model development.
- The scheduling vendor is expected to attend the next meeting in person to walk through scheduling calculations.
- Draft schedule prototypes reflecting the group's prioritized attributes will be developed for comparison.
- District staff will work to define elements that should be protected across all model options, such as instructional minutes and planning time.
- The district will begin preparing training and transition support plans for staff.
- Staff will assess potential transportation and bus routing impacts, as well as effects on Career and Technical Education scheduling and teacher workload, for each prototype model considered.
- The task force and district staff will prepare materials for the October 27, 2026 public hearing and plan for incorporating community feedback into the process.
- District staff will work to codify the group's guiding principles, map out operational and logistical constraints (such as transportation and facilities), and begin planning for teacher support and training in anticipation for a new model to be recommended.