Task Force:

Final Vote



Nov. 10, 2026 | LTC Building | Planning for the 2027–28 School Year

Agenda

01 Welcome & Purpose · 5 min

02 What We Heard · 15 min

03 Models 1 & 4 Review · 15 min

04 Final Vote & Tally · 15 min

05 What Comes Next · 3 min

06 Reflection & Thank You · 7 min

Four Goals for Tonight



01

Listen

Review what parents, students, staff and community told us in the survey and hearing.



02

Revisit

Take a final look at Models 1 and 4 in light of that feedback.



03

Vote

Each voting member casts a final vote, and we tally it together.



04

Recommend

Send the Task Force's recommendation to the Executive Cabinet.

Where We Are in the Process

Task Force refined the top two models

Oct. 20

Public Hearing: 24 community speakers

Oct. 27

ThoughtExchange survey open to the public

Oct. 23 – Nov. 9

Tonight: final vote and recommendation

Nov. 10

Tonight the Task Force completes its charge · Cabinet holds final decision authority

Our Role Tonight

Tonight the Task Force completes its charge: weigh community feedback, take a final look at Models 1 and 4, and issue a recommendation to the District's Executive Cabinet.

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.

Our norms still apply: critique ideas, not people, and rely on data and evidence over anecdotes.

What We Heard:

Survey & Public Hearing



Nov. 10, 2026 | Community feedback on Models 1 & 4 · 15 min

Public Hearing · At a Glance

24

People registered to speak on Oct. 27

Speakers overwhelmingly favored keeping the A/B block for students.

No speaker spoke in favor of Model 1.

Many students and parents backed Model 4 as the better of the two options.

Several teachers asked the Task Force to reject both models, citing lost planning time.

About 1,100 survey responses had been received by the night of the hearing.

What We Heard · Six Themes

Instructional time: longer blocks protect labs, writing workshops and full-length AP, OnRamps and ECHS tests.

Specialized programs: ECHS college classes, CTE clinicals and dual credit need extended blocks.

Fine Arts & Athletics: keep double-blocked classes; UIL limits rehearsal time outside the school day.

Student well-being: eight classes a night plus late activities; fewer transitions help many learners.

Teacher planning: both models cut planning from about 900 to 450 minutes every two weeks.

Retention & budget: risk of losing staff to nearby districts; where will remaining savings come from?

ThoughtExchange Survey · Results

2,329 Participants shared thoughts Oct. 23 – Nov. 9 (parents, students, staff, community).

1,805

(Completed)

Top Themes · Model 4

Student benefits, Teacher concerns, Extra support, Familiarity/Stability, Academic rigor.

Top Themes · Model 1

Time constraints, Stress & workload, Academic impact, Extracurricular challenges, Teacher concerns.

Models 1 & 4:

Final Review



Nov. 10, 2026 | Strengths, challenges and table talk · 15 min

Model 4 · A/B Block, Teach 7 of 8

Strengths

Students keep today's 90-minute blocks: time for labs, ECHS, CTE and deep instruction.

Top-rated on the rubric; favored by most students and parents who spoke.

Challenges

Teachers plan every other day: planning drops from about 900 to 450 minutes every two weeks.

Most teacher speakers asked the Task Force to keep the current schedule.

Rubric: 12 of 15 scorers ranked it first · **Savings:** same as Model 1, about $1.7M districtwide

Model 1 · Traditional 8-Period Day

Strengths

Students see every teacher daily. Load and planning spread evenly. Top rubric score of all four models on staff well-being.

Challenges

Passing time likely limits periods to about 50 minutes, with 40–45 minutes of daily planning. ECHS college classes would not fit; no hearing speaker supported it.

Same savings as Model 4. The real difference is class length, planning rhythm and daily contact.

Final Table Talk · Models 1 & 4

<u>Discuss at your tables (10 min)</u>:

- **What did the survey and hearing confirm or change for you?**
- **Which challenges must Cabinet address with either model?**
  ***(*_What considerations should travel with our recommendation?)_**

<u>Share outs</u>:

- **One takeaway per table, recorded with our recommendation**

Final Vote & Tally

Nov. 10, 2026 | Ballot, tally and recommendation · 15 min



How We Will Vote



01

Who votes

Voting members only: principals, teachers, students and parents. Task Force Facilitator and District Experts do not vote.



02

The ballot

One vote per member: Model 4 or Model 1.



03

The tally

Votes are counted in the room and recorded in the meeting minutes.We need 80% consensus to move recommendation forward.



04

Recommendation

The result goes to the Executive Cabinet with tonight's table takeaways.

Final Tally · Task Force Vote

Ballot option	Students	Parents	Staff	Extracurricular Dept.	Total
Model 4 · A/B Block					
Model 1 · 8-Period Day					
Abstain					
Total votes cast					
Voting members present					

Recommendation to the Executive Cabinet:
Model ___ · Final vote: ___ of ___ voting members

What Comes Next

Tonight · Nov. 10	Board Meeting · Nov. 12	Executive Cabinet	Public posting	2027–28
Task Force issues its final recommendation	Mr. Hill, Task Force Facilitator, presents to the Board of Trustees at the Regular Board Meeting	Recommendation and table takeaways go to the Executive Cabinet	Minutes and meeting materials posted publicly	Cabinet decides; new schedule begins

The Task Force recommends · The Executive Cabinet holds final decision authority

A Special Reflection



Nov. 10, 2026 | Thank you, High School Schedule Task Force

Reflection

“As I reflect upon my time with this Task Force, I am humbled by this group's commitment and passion to listen openly and think broadly about how our decisions impact the people we represent.

Thank you for being courageous and curious. Thank you for showing up respectfully and being open to seeking resolution with conscientious effort.

The recommendations we make truly reflect your thoughtful approach to this process, and I am grateful to have supported that work with you.”

— Hutch Hill, Assistant Superintendent of Schools

Thank you!

