

BUILDING A MASTER SCHEDULE

PURPOSE OF A MASTER SCHEDULE

- A cornerstone that connects with our school's mission
- Shows what we value about teaching and learning in our school
- Ensures that students and teachers have what they need to be successful and fulfilled
- Brings teachers, students, facilities, equipment, supplies, materials, and resources together for the greatest possible academic relevancy
- Team approach keeps everyone accountable and shares ownership
- Builds community awareness of how and why the instructional day is organized (teachers, parents, students, support staff, itinerant staff, etc.)

OPERATIONAL CONSIDERATIONS (examples)

- Entering and exiting the building
- Transportation
- Class time changes
- Meals access
- Use of common areas or special instructional spaces
- Time for teacher collaboration
- Documented workplace accommodations
- Shared positions

COURSE SELECTIONS

- Provide accurate Course Description and/or Program of Study information
- Dialogue and validation between student and parent
- Consider balanced and reasonable academic load
- Emphasize student interest and choice
- Ensure all graduation requirements can be met
- Communicate exceptions (e.g. online courses are off campus)
- Errors or shopping can lead to ineffective use of time, repeated attempts to reschedule students, class size variations, swings in staffing
- Impact on student livelihood and staff livelihood (employment, preferred areas of expertise, etc.)

INITIAL COURSE TALLIES

- Master Schedule Team reviews how many students have requested specific courses
- Indicate which courses to run or not run
- Drive how many sections of a course to offer
- Tally outcome may provide opportunities to combine courses (e.g. levels 3 and 4)
- If courses need to be cancelled due to undersubscription, load alternate choices and rerun tallies
- Correct student course selections that are in error
- Have students verify their course selections with understanding of why alternatives appear
- Inform staffing decisions and allocations aligned with core mission
- Rerun when errors, gaps and conflicts corrected

FINALIZE COURSE TALLIES

- The more accurate the tally data, the greater potential to build a successful master schedule that meets student interests and needs while providing clear direction for staffing decisions
- Make final decisions on course offerings
- Finalize number of sections for each course
- Sections may be impacted by seat caps, district guidelines, Governor's School standards, teacher certification, safety considerations, equipment availability, etc.

RUN CONFLICT MATRIX

- Single most important tool to minimize student schedule conflict
- Indicates number of students selecting pairs of courses
- Shows potential conflict of offering certain classes back to back, particularly singletons and doubletons
- Identifies potential flow of quarters and semesters
- Identifies where courses can be dovetailed/blocked

BUILD SCHEDULE

- Have clear understanding of course name, number, sections, seat cap, overall enrollment
- Place singletons, doubletons, paired sections, triples
- Keep eye on reducing conflict and creating balance
- Go back to notes from initial meetings with DMs to verify "must do's"

LOAD AND RUN SCHEDULE

- Analyze results and adjust
- Typically avoid moving singletons, doubletons, paired sections
- Keep track of each version and percentage of success
- Single moves can impact entire schedule, so make incremental small moves and test each time

SCHEDULE VERIFICATION

- Print/publish student schedules with course names
- Students and counselors again verify schedule
- Confirm teaching schedule with teachers

MASTER SCHEDULE 2018-2019**Draft Planning Calendar**

TASK	BENCHMARK DATE
Prepare Course Offerings	November 15-December 15
DMs work on and submit class size limits	December 1-December 15
Prepare Academic Advising	December 1-December 15
Collect scheduling requirements, requests, priorities	December 15-January 15
DMs prepare department overviews	December 15-January 15
Curriculum Night (parents)	January 17 6:00PM
Curriculum Fair (8 th period for students)	February 2
Admin meets with DMs to discuss priorities	Mid February
Rising 12th grade Academic Advising	Jan 30 - Feb 9
Rising 11th grade Academic Advising	Feb 13 - Feb 23
Rising 10th grade Academic Advising	Feb 26 - March 9
Rising 9th grade Academic Advising	April 16-20
Enter Course Requests	January 30-March 9
SIS Master Schedule Training	March TBD
Course Request Verification Deadline (Parent)	Send March 12
Course Request Verification Deadline (Parent)	Receive by March 19
Finalize Course Tallies	March 21

SPRING BREAK	March 26-30
Finalize Course Offerings	April 4
Staffing Day	TBD First Week of April
DMs submit DRAFT schedules and priorities	April 18
Determine Singletons and Draft Placement	April 18-30
Determine Paired Sections and Draft Placement	April 18-30
Determine Doubletons and Draft Placement	April 18-30
Place all other sections	April 18-30
Rising 9th Preview Night	April 11 or 12
Rising 9th Registration Night	April 16 (Teacher Work Day) & 18
Placement Testing (timing, continuation, purpose)	TBD with Leadership Team
Initial Master Schedule Run	May 1
Work with DMs to resolve conflicts	May 2-May 25
Plan to publish student schedules	May 29-June 1
Publish Master Schedule and schedules to teachers and students	June 11
Adjust teacher assignments as needed due to turnover	June 15-August 15
Balance class sizes	June 15-August 15
Add summer round freshmen and sophomores	July 15