LISTS, LISTS, LISTS and "QUASI-LISTS"

Note; This resource is also included under Stage 1: Planning, Design, and Preliminary Tasks AND Stage 3: Building the Master Schedule.

The most common LISTS maintained by the Master Scheduling Team include:

• COURSE OFFERINGS by title and number
• Courses that need to be offered in particular periods/time slots (i.e., a course that is co-taught by a college or industry partner)
• Courses that have a pre-requisite or co-requisite requirement and the exact title/s of pre-requisite course/s involved (i.e., Algebra II might require successful completion of Algebra I)
• Singleton Courses (courses with only one section offered) (When appropriate, list singleton course offerings by grade level as well. Typically, singletons for 12th graders and then 11th graders are often placed earlier in the master schedule building process than singletons for 9th or 10th graders.)
• Doubleton Courses (courses with only two sections offered) (When appropriate, list doubleton course offerings by grade level as well.)   o *NOTE: Many large comprehensive schools also maintain lists of tripleton courses.*
• Dovetailed/Linked Courses (interlocked and/or team taught classes)
• Double Period Courses
• Regional Occupational Program Courses (in which teachers are paid for out of ROP funding and are not counted as part of the school's allocated general program FTE)
OTHER WAYS/VARIABLES/OPPORTUNITIES FOR STUDENTS TO EARN CREDITS AND THE NAMES/NUMBERS OF STUDENTS AND THE COURSES INVOLVED IN EACH OPTION
• Maintain a tally and/or list of the number of students enrolled in

classes in off site or after-school programs (concurrent enrollment at a nearby community college or nearby Career-Technical Center OR in an after-school Adult Education program, etc.) Master scheduling teams will need a list with names, grade levels, and likely the periods/ hours involved that students will be enrolled in off-site or after-school courses)
• Maintain a list of students who are enrolled in on line courses, or independent study courses or other forms of credit recovery and/or credit acceleration programs. You should list students by name along with the course/s involved.
• Opportunities for students to earn some credits by examination or other demonstrations of mastery rather than by Carnegie units (seat time.) Maintain a list of the students involved and the specific course/s for which he/she will earn credit/s.
• TEACHERS & THEIR CREDENTIALS Teacher names and credentials and/or authorizations (including special waivers, etc.)
• TEACHER LISTS – lists of names (overall, by Pathway/Academy/ SLC/s, by Department/s)
• The teacher who has a doctor's note that says that he/she cannot teach first or last period because of medical reasons. (It is recommended discouraging this practice unless the medical need is real. Keep the focus on students and student learning.)
• The teacher-coach who needs a prep period at the end of day due to coaching responsibilities which begin before school ends. (Again, it is recommended discouraging this practice unless the need is real. Keep the focus on students and student learning.)
• TIME and SPACE CONSTRAINTS: Often the master schedule team keeps a posted list of any time and/or space constraints. This can be both a tool to use during the master schedule building process and a list that must be double-checked before the master schedule is finalized.

- ROOM LISTS
  - Keep a list of classrooms with special size limitations, equipment needs, or other constraints
  - Especially in schools which are community schools and where community organizations/groups may use certain rooms/ facilities at certain times of the day, maintain a list of the exact class periods for which each of these "multi-use" rooms is available for class scheduling purposes.

- BELL SCHEDULES UTILIZED. Most schools have a variety of bell schedules that are utilized during the school year. These might include regular bell schedule, advisory bell schedule, teacher collaboration day bell schedule, rally schedule, state testing schedule, student exhibition day schedule, open house schedule, etc. (In some instances, there may be some time, space, personnel, etc. conflicts with a particular bell schedule.)

- PATHWAY/ACADEMY/SLC MUST HAVES. This includes courses, by specific Pathway/Academy/SLC, that are team taught and must be scheduled in dovetail/linked fashion, back to back and/or during the same class period/s as well as courses which must be offered at a SPECIFIC TIME or in a SPECIFIC ROOM because they are co-taught with an industry or postsecondary partner and/or require daily or frequent access to specialized technology/equipment) *(NOTE: A similar must-have list might also be developed for departments.)*

- PATHWAY/ACADEMY/SLC NICE TO HAVES Courses, by specific Pathway/Academy/SLC that, in so far as is possible, should be blocked together so that they are offered consecutively during the school day. Blocking Pathway/Academy/SLC classes together in a sequence makes Pathway/Academy/SLC flexible use of instructional time possible. In addition, Pathway/Academy/SLC field trips and/or on site special Pathway/Academy/SLC extended learning activities and/or community-building experiences much easier to schedule. *(NOTE: A similar nice-to-have list might be developed for departments.)*

- ANY ADDITIONAL SCHEDULING VARIABLES specific to your

school/district/community context.

LISTS THAT DEVELOP AND/OR EVOLVE DURING THE MASTER SCHEDULING PROCESS
• STUDENTS WITH DROPPED CLASSES In most cases, student choice sheets that include alternative course choices are utilized to substitute an appropriate class. However, in some cases, Pathway/Academy/SLC leads and/or counselors contact students prior to finalizing their schedules and/or to provide advance notice that a particular class will not be offered so students have an opportunity to take the 'dropped' class elsewhere (another school or community college), through on-line credit baring options, or through independent study arrangements. Master scheduling teams maintain a list of student names with the dropped class/es and the substituted class/classes as part of their records.
• STUDENTS WITH SCHEDULING CONFLICTS   In most cases, students have prioritized the classes they wish to take and the master scheduling team knows what course/s to substitute for a first choice that is not available. However, in some cases, Pathway/ Academy/SLC leads and/or counselors contact students prior to finalizing their schedules and/or to provide advance notice of the conflict so students might have an opportunity to make a choice between two courses and also possibly take one of the courses through other means. Master scheduling teams maintain a list of student names with the student names with the scheduling conflict/s and the record of how each conflict was resolved as part of a year-to-year record.
• PARKING LOT/ISSUES BIN: Often, master scheduling teams keep a list of parking lot Issues/Concerns that arise during the master schedule process. This list informs the cycle of continuous improvement and is important data for the Master Scheduling Team to use in an internal assessment of the master schedule. Again, the master schedule team keep track of how issues and concerns are addressed. (See Parking Lot/Issues Bin document in Resources, Effective Teaming)