

Stage One: Planning
Months 1-5
August – December

Month 1
• School Administrator/ Master Schedule Coordinator assembles scheduling team • Team reviews last year’s master schedule development process and maps out tasks • Team establishes a time line (with roles, activities, and deadlines)
• Team establishes/revisits a set of guiding principles. For example: • A student-centered, learning-focused approach • An equitable schedule which supports achievement and personalization • An inclusive process that incorporates input from all stakeholders
• Team reviews opportunities and constraints which may impact the master schedule (see Chapter IV) • Team reviews existing and emerging SLCs/ Academies and identifies their scheduling needs • Team determines questions which need to be answered and a process for gathering the information needed to make fair decisions
Months 2-3
• Team makes a presentation to faculty and engages them in a dialogue to agree on guiding principles • Team listens to scheduling suggestions and concerns and develops a process for resolving conflicts and sharing master scheduling decisions
• Team meets with SLC/ Academy leads and Department Chairs to review the master schedule development plan and proposed course offerings for the coming year • SLC/Academy leads meet with their teams and Department Chairs meet with department faculty to discuss course offerings and teaching assignments • SLCs/ Academies/ Departments propose possible course changes
• Team involves students (and possibly parents) in providing input to proposed course offerings, especially for new SLCs/Academies and/or proposed courses • Team discusses these with district office, including data managers • Team discusses these with teacher union representatives
Months 4-5
• Team follows prescribed process to obtain official approval for any new or revised courses from site and district • Team follows prescribed process to update official list of college preparatory and career-technical courses
• Team develops course selection list/ guide/ registration packet for students. These include descriptions of SLC/Academy course offerings/ sequences.

Stage Two
Student Course Selection
Months 6-8
January - March

• Team distributes course selection guide and registration packet to current students • Course selection guidance provided by SLCs/ Academies/ Departments/ counselors • Any new SLC/ Academy/ Department courses explained • These materials are disseminated variously, including the high school website
• SLC/ Academy/ Department leads make presentations to new students/parents • Informational fair for incoming students and parents • Possible visits to SLCs/ Academies of interest
• Students fill out a registration form or complete an online registration • Students indicate SLC/ Academy preference (if appropriate) • Students indicate 1st, 2nd, and 3rd choices for SLCs/ elective courses
• Students return completed SLC/ Academy and course registration forms with parent signatures • Students meet one-on-one or in small groups with counselor/ advisor/ SLC/ Academy lead to review and confirm course selections
• Team and SLC/Academy leads work collaboratively to finalize student lists • Team uses students' backup choices for SLC/ Academy/ courses as needed • Team checks that each SLC/ Academy reflects the diversity of the school
• Data manager/technician tags each new student with an indicator of his/her SLC/Academy • She/he adjusts 'tags' for continuing students who change SLCs/ Academies • She/he inputs SLC/Academy and course requests, produces initial course tallies
• Team cleans up course tally based on a variety of constraints (see Chapter IV) • Team works with administration to drop courses or consolidate sections with insufficient enrollment, and add sections for overenrolled courses, using agreed upon guidelines for minimum/ maximum section sizes in each course
• Administration and Team determine needed FTE staffing allotment • They incorporate recent years' enrollment patterns, allowing for early fall semester additions and losses, and summer school course completions • Administration/ Team provide staffing needs/ justification to district

Stage Three: Master Schedule Construction

Months 8-10

March - May

• Team provides course tallies and section allocations to SLCs/ Academies • Team determines when global courses will be offered (e.g., band, chorus, AP/IB)
• SLC/ Academy faculty meet to review their course tallies and section allocations • Each develops a schedule proposal for its own courses (submitted to Team)
• Master Schedule Coordinator runs conflict matrix • This shows how many students are signed up for courses at conflicting times • Best time to schedule singletons and doubletons is determined accordingly
• Team establishes rules for order in which courses are scheduled, usually as follows: • Singletons and doubletons with specific time and space constraints • Other singletons and doubletons (e.g., AP/IB, ELL, spec. ed. classes; those with largest #s of students are scheduled first) • Common SLC/Academy planning periods • Physical education and other non-SLC electives during common planning times • Linked SLC/Academy classes scheduled as a block • Courses with many available sections (e.g., core academic subjects not in SLC, foreign languages, other electives)
• Team adds teacher and room assignments to course listings, using SLC/ Dep't. input • Team keeps running tally, checks for class size/period, prep periods/period • Team convenes meeting of SLC/ Academy Leads and Department Chairs to review tentative master schedule and explain its decisions • Team incorporates feedback, makes adjustments as needed
• Data technician inputs sections (and codes), including teacher and room assignments • Data technician begins computer master scheduling runs: • "Epic" report shows how many students have been successfully scheduled without conflicts (goal is 90-95% success) • Data technician makes adjustments and reruns as needed • Master Schedule Coordinator makes final adjustments by hand
• Team double-checks everything, schoolwide and by SLC/Academy • Course sections, teachers, classrooms, needs of traveling teachers
• Team invites SLC/Academy Leads/ Department Chairs to view master schedule, explains its decisions, listens to feedback, makes adjustments as needed • Team invites other interested stakeholders to view master schedule • Team disseminates schedule to all interested parties

Stage Four
Analysis, Adjustment,
and Distribution of Schedules
Months 10-12
May - July

• Once the full master schedule is available, it is checked as to whether: • It follows the principles and priorities established (e.g., it is student centered, equitable, and arrived at through an open process) • SLCs/Academies are balanced in terms of size and diversity • Key student needs have been met (e.g., graduation requirements) • Teacher and room assignments are fair and feasible • All potential conflicts have been considered and to the degree possible eliminated (see next chapter)
• Team provides draft copies of the Master Schedule, class rosters and individual teacher schedules to SLC/Academy/Department leads and teachers • Teams and leads examine each student schedule to identify any conflicts • Team gathers feedback and makes changes as needed
• Tentative schedule is provided to students and teachers before summer break • Students are advised re. summer school opportunities • Students enrolling in summer school complete a form indicating course choices • Team reviews possible impact of summer school course completion patterns on fall master schedule • Summer school grades are entered into student records upon course completion • Adjustments in student schedules and master schedule made as needed
• Final class schedules provided to all students and teachers one to two weeks prior to the start of the school year • These reflect summer school credits/ grades • System in place for registering and scheduling newly arrived students • System in place for adjusting student schedules where needed • Counselors and/or SLC/Academy leads provide orientation for new students
• Adjustments made as needed during first few weeks of school year • Students who were registered and don't appear are dropped from the schedule • New students not previously registered are added to the schedule • SLCs/Academies class enrollments and teacher loads adjusted as needed to ensure balance

Stage V
Fine Tuning and Readjustment
Months 13-14

August - September

• Internal Assessment: • Administrators, team, counselors, and SLC leads review master scheduling process and analyze what worked and what needs improvement
• External Assessment: Team surveys students, faculty, counselors, and parents to determine what worked well and what needs to be improved: • To what extent were students successfully scheduled into SLCs/Academies? • To what extent do SLC/Academy teachers share common planning time? • What percent of students were free from major conflicts? • How satisfied were stakeholders with the process and results?
• Using internal and external input, Team analyzes strengths and weaknesses of the process and recommends needed changes
• Re-entering the Cycle: • Administration and/or Master Schedule Coordinator reforms the Team, making changes as needed • Team reviews underlying principles and recommit to or reformulates them • Team incorporates analyses of previous year and maps out tasks for the year • The master schedule development process begins again

Scheduling Constraints and Conflicts

"The Dirty Dozen"

Requirements from the outside:

- Federal mandates
- State requirements
- District initiatives
- Middle school coordination

Staffing allocations:

- # teachers allocated by the district
- # teachers in each subject
- Teacher credentials

Collective bargaining agreement:

- Class size limit/ balance
- Number of teacher preps
- Innovative scheduling

Credit requirements:

- Course prerequisites
- High school graduation
- College entrance

Space constraints:

- Science labs
- Computer labs
- Athletic facilities
- Art/ music facilities
- # classrooms

Time Constraints:

- # periods/ day--traditional/ block schedules, variations
- Off campus classes

Singletons, doubletons:

- Specialized courses
- IB/ AP classes
- Junior/senior advanced courses

Special populations/ programs:

- Special education
- English language learners
- Double dosing--Eng./math
- Credit recovery programs
- AP/IB courses
- Career/ technical education

Teacher preferences/ needs:

- Teacher requests--prep time, classroom, #/nature of preps
- Professional development time
- Non-class assignments

Software capabilities:

- Field for SLC/Academy
- Ability to link classes
- Ability to give teachers common planning time
- Ease of use, training required
- Possible on-line registration

Making the deadlines:

- Course options to students
- Student sign-ups
- Data into the computer
- Master schedule runs
- Necessary adjustments
- Teaching assignments out
- Class schedules out

SLC/ Academy needs:

- **Shared leadership**
- **Linked classes**
- **Common teacher prep time**
- **Balance across SLCs**
- **Looping**
- **Advisories**

Appendix B Software Matrix

Software	Company	Links Classes	Groups Students	Schedules Multiple SLCs	Allows for Block Scheduling	Provides Common Planning Time	Builds the Master Schedule
ADM-2000 Student Information System	ACE Software	Yes	Yes	Yes	Yes	Yes	Yes
Aeries	Eagle Software	Yes	Yes	Yes	Yes	Conditional	No
CIMS Student	Pearson School Systems	Yes	Yes	Yes	Yes	Yes	Yes
eSIS	AAL	Yes	Yes	Yes	Yes	Yes	No
Facility CMIS	CCM Software	Yes	Yes	Yes	Yes	Yes	Yes
Infinite Campus	Custom Computer Specialists, Inc.	Yes	Yes	Yes	Yes	Manual	Yes
Modular Management Systems (MMS) for Schools	Computer Resources, LLC	Yes	Yes	Yes	Yes	Yes	No
Powerschool	Apple	Yes	Yes	Yes	Yes	Yes	Yes
SASI Scheduler Pro	Pearson School Systems	Yes	Yes	Yes	Yes	Yes	Yes
Scheduling Plus	Rediker Software	Yes	Yes	Yes	Yes	Yes	Yes
SchoolMAX	Maximus	Yes	Yes	Yes	Yes	Yes	Yes
SIS Software	SchoolMation	Yes	Yes	Yes	Yes	No	No
SIS Student Data Management	School Information Systems	Yes	Yes	Yes	Yes	Yes	Yes
Solstar Student Scheduling System	M & J Data, Inc.	Yes	Yes	Yes	Yes	No	Yes
WinSchool / MacSchool	Chancery Student Management Solutions	Yes	Yes	Yes	Yes	Yes	Yes

Software Matrix

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Software	Website	Phone Number	Training & Support	Service Area	Additional Notes
ADM-2000 Student Information System	www.acesoft.com	800-837-2692	District, Workshops at Corporate Offices	Primarily OH	
Aeries	www.aeries.com	888-487-7555	District, Regional, National Conferences	Any State; Primarily serves CA, CO & AZ	Common planning time must be incorporated into the building of the Master Schedule.
CIMS Student	www.pearsonschools.com	800-736-4357	District, Regional, National Conferences	Any State: Primarily	
eSIS	www.aalsolutions.com	866-852-3788	District and Web	Any State, system-wide in	
Facility CMIS	www.facility.ie/cmism.htm	514-598-5347	Within the US, primarily web-based	Primarily International,	
Infinite Campus	www.customonline.com/infinitecampus	800-850-2335	District & 19 States have Regional	Any State	Scheduling Wizard autobuilds Master Schedule. Algorithm method increases output speed of master schedule each run.
Modular Management Systems (MMS) for Schools	www.cri-mms.com	800-665-4046	District & Regional	Any State (also international)	Modular Approach: Software can grow with school; do not need to purchase all components at once.
Powerschool	www.apple.com/education/powerschool	877-873-1550	District, National Conference (University),	Any State	
SASI Scheduler Pro	www.pearsonschools.com	800-736-4357	District, Regional, National Conferences	Any State: Primarily	Student centered: schedules students first, then teachers
Scheduling Plus	www.rediker.com	800-213-9860	District, National Conference (in MA), Web	Every State (also international)	Modular Approach. Master Schedule Wizard, cannot be seen graphically in software.
SchoolMAX	www.schoolmax.net	480-467-4645	District, National Conference, Web	Any State	
SIS Software	www.schoolmation.com		Only via the web	Any State	
SIS Student Data Management	www.sisk12.com		District, Local Workshops	MO Only	
Solstar Student Scheduling System	http://mjdata.com/	800-752-2236	District, Phone, Web	Any State (Primarily TX,	
WinSchool / MacSchool	www.chancery.com	800-999-9931	District, Phone, Web		

