*PLANNING THE MASTER SCHEDULE*

**OPPORTUNITIES CHECKLIST**

During the planning process, the master schedule team needs to consider any existing, new, or emerging opportunities and/or constraints that impact the development, implementation, and ongoing improvement of the Master Schedule.

NOTE: So much depends on the local context. What some schools perceive of as a master schedule opportunity may be instead seen as a master schedule constraint by other schools. For example, if the State provides additional funding to reduce class sizes in 9th grade English and Math, this is primarily viewed as an opportunity. However, if your school already is overcrowded, is already short on math teachers, and your 9th grade Small Learning Communities (SLCs) or 9th grade pathways involve interdisciplinary teaching teams in four subjects, your site might view this “opportunity” as a scheduling constraint (or at least as a mix of both opportunity and constraint.)

What follows are some of the more common master schedule opportunities.

NOTE: This is only a partial list. Please feel free to add other opportunities and creative solutions specific to your pathway/site/ district/community.

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| **Opportunities**  | **Check (if applicable);** **Space for Notes**  |
| **Increase in Teacher FTE** **(full time equivalent) Allotment from District** (Some Districts may provide an increased FTE allotment to support some flexibility in scheduling multiple SLCs)  |  |
| **New Funding** (new grant/s from federal government, State government, private foundation/s, parent fundraising, industry sponsorship of an FTE or partial FTE position, and/or other sources that provide additional full or partial FTEs. For example, some states provide additional funding to reduce 9th grade class sizes in English and Math) |  |
| **Increase in Number of Regional Occupational Program (ROP) courses funded through ROP/Carl Perkins Funds** (Many ROP offerings involve courses for which the all or part of a CTE teacher’s FTE/salary does not count against the high school’s general FTE allocation) |  |
| **Dual Enrollment and/or Middle College Partnerships** which involve high school students being taught by community college or four year college faculty. In some instances, high school teachers, especially those with a master’s degree or Ph.D., may serve as adjunct community college faculty. Typically the cost of the teacher’s salary is covered by the college and does not count against the high school’s FTE allocation.)  |  |
| **Loaned Instructor from Industry Partnership** (Sometimes industry partners may provide a credentialed instructor on loan from industry for a year or two to teach one class or more in a career-themed Linked Learning pathway or College and Career Academy. The cost of the loaned instructor is typically covered by the industry partner. |  |
| **Industry/Advisory Board - Support for a release period** for a Linked Learning pathway lead or College and Career Academy lead to coordinate the work of the pathway/academy, including industry partnership work.  |  |
| **Teacher Interns** from a University School of Education Partnership and/or Teach for America Interns (In some teacher internship programs, an intern may teach multiple courses in a single term or year. The cost of the teacher-intern is typically free to the school site or at a much reduced personal cost rate.  |  |
| **On line high school courses** (Increasingly, students may take one or more of their required high school courses on line. In at least one state, students are required to successfully complete at least one of their high school courses on line. In another, a cornucopia of free virtual high school classes is available to all instate students. Student enrollment in online and distance learning classes can impact staffing needs and/or staffing flexibility. Students can also use approved online courses  |  |
| **Increase in Independent Study opportunities and/or other “non seat time” ways in which students may earn credits through demonstrations of mastery** (Increasingly, some seats are beginning to allow and encourage high school credits which do not necessarily involve Carnegie units/seat time.) |  |
| **“Classroom” Space Opportunities and the Creative Use of Space** (For example, a drama class might actually be taught in the school auditorium OR multipurpose room or an advisory section might meet in a certain area of the library or cafeteria, etc. OR a school might offer a class in a space in a nearby facility. (i.e., community center, Parks and Recreation Building, meeting room in a public library; classroom/meeting facilities at a neighborhood church, bank or hospital or industry/government/community/postsecondary partner) |  |
| **Flexible Scheduling and the Creative Use of Time** (Ability to offer before school, after school, Saturday, evening, and/or virtual courses to increase scheduling flexibility and innovative scheduling. For example, some schools offer an intercession in which students take an intensive one semester class in three to four weeks time.) |  |
| **Special Opportunities Related to Linked Learning Pathways, College and Career Academies, and Small Learning Communities**. (The fact that Pathways/Academies/SLCs are heterogeneous results in the elimination of many previously tracked classes that were often singletons or doubletons and SLC implementation can actually ease many of the scheduling challenges. It is also possible to code and schedule a block of SLC classes as if the “block” were a giant singleton (which happens to run three or four consecutive periods); this strategy, too, can make the master schedule building process easier. Increasingly, many schools with wall-to-wall pathways/academies/SLCs use a collaborative process to determine when certain global courses will be offered allow pathway/Academy SLC leads/teams to develop their own respective schedules and to schedule their own students.) |  |
| **Specialized Technology and Software Assets** (Master schedule software programs and/or web-based master schedule programs vary greatly in their abilities to support successful scheduling and implementation of Pathways/Academies/SLCs. Some schools offer online course registration, with special screens/entry fields related to Pathways/Academies/SLCs; schools in which technology is prevalent can easily communicate information about the master schedule process and master schedule decisions to faculty and other stakeholders on a regular basis. Many schools use their school websites to share information on the master schedule with students, parents, and other stakeholders; schools often use online surveys to garner input and/or feedback on the master schedule process and product.)  |  |
| **Easy Access to Public Transportation** (Easy public transportation access makes possible more before and after school courses and/or other programs/clubs/sports; transportation to nearby colleges/dual enrollment, etc.) |  |
| **Waivers** (Sometimes an individual teacher requests a contractual waiver and offers to teach more than the contracted number of course preparations; sometimes faculty at the site vote for, approve, and secure a waiver to certain aspects of the bargaining agreement between the teachers’ union and the District; OR the school/district may seek and secure a waiver regarding one or more State requirements, such as flexibility in class size reductions, required instructional minutes, etc.) |  |
| OTHER OPPORTUNITIES SPECIFIC TO OUR SITE: |  |
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