**Worksheet: Potential Scheduling Constraints and Conflicts … and Opportunities**

*(Another take on Constraints and Opportunities)*

A constraint is any existing condition that limits or restricts the Master Schedule Team in placing course sections in the Master Schedule.

Early in the Planning Process, the Master Scheduling Team needs to consider the various potential scheduling Constraints and potential scheduling Conflicts. This is a partial list of common scheduling constraints and conflicts developed by the College and Career Academy Support Network as part of the development work related to the *CASN Guide to Scheduling Career Academies and other Small Learning Communities*. (2006). In this updated version, we have also added a sampling of opportunities.

NOTE: It is important as well to consider your scheduling Opportunities – proximity of community college for dual enrollment courses; credit-bearing courses that will be offered as part of an after-school program on campus; funding for online learning opportunities for students; State funding for class-size reduction in 9th grade English and math; industry partner support for release time for an Academy lead teacher, additional FTEs as part of a new grant, Saturday school for attendance and credit recovery, etc.

**TO DO:** Each site should make its own site-specific list of potential constraints and conflicts AND of potential scheduling opportunities. Listed below are some of the most common master schedule constraints, conflicts, and opportunities. Circle, check, or highlight constraints or opportunities that impact the master schedule at your school site. See also in Stage 1: Tools – Opportunities Checklist AND Parameters and Constraints)

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| **Requirements from the outside**:  • Federal mandates  • State requirements & initiatives  \* District requirements & initiatives  • Special Funding requirements  • Coordination with middle school   * Dual enrollment/college partnerships coordination * Industry and community partnerships coordination (work-based learning opportunities) * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Specific to our site: |
| **Site Learning and Teaching Priorities**  These might include, but are not limited, to:   * Student advisories (Adult advocates; personalization) * Time for Communities of Practice/Professional Learning Communities/ Teachers as Designers and Deeper Learners * Longer Blocks of Time for Deeper Learning * Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Specific to our Site: |
| **Curricular Constraints**   * Singletons, doubletons**:**   • Band, chorus, arts, drama  • IB/ AP classes  • Junior/senior advanced courses   * Double period lab classes, double period humanities classes, etc. * Work-based learning/ Internships at set times of day * Dovetailing courses * Blocks of courses in a pathway program of study * Blended learning (student access to computers) * Dual enrollment opportunities * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Specific to our Site: |
| **Teacher Constraints (Requests/needs)**  • Staffing allocations: # of FTE teachers provided by the district  • Number of teachers in each department/discipline  • Teacher credentials (highly qualified teachers), including credentials needed for CTE/ROP courses   * Part-time/shared-time teachers * Team teaching * Interdisciplinary teaming * Prep Period assignment needs/request; nature of preps * Teacher room preference/s (for instructional purposes) * Negotiated agreements   • Professional development time  • Non-class assignments/teachers on special assignment (part-time)  • Distributed leadership   * Common planning time for Pathway/Academy/SLC teams (also in Pathway needs) * Release period/Coordination period for Pathway/Academy lead (if applicable) (also included in pathway needs) * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Specific to our Site: |
| **Collective bargaining agreement:**  • Class size limit/ balance  \* Total number of student contacts per term  • Number/time duration of teacher preps  • Innovative scheduling  \*Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific to our Site: |
| **Credit requirements:**  • Course prerequisites  • High school graduation  • College entrance   * Number of students needing opportunities for credit recovery * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Specific to our site: |
| **Facility/Space constraints:**  • Science labs  • Computer labs  • Athletic facilities  • Art/ music facilities  • number of classrooms   * Specialty rooms used by several teachers * High room density * Rooms with unusual configurations (especially small rooms, etc.) * Shared rooms (including rooms shared with community groups, adult education, etc.) * Cafeteria size/capacity – need for two or more lunch periods * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Specific to our Site: |
| **Time Constraints:**  • number of periods in the day  \* limitations of bell schedule - traditional/ block schedules, variations  • off- campus classes   * Late arrival/early dismissal * Bus schedules (in districts/schools where bus transportation is provided or in districts/schools where public transit is limited * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Specific to our Site: |
| **Special populations/ programs:**  • Special education requirements  • English language learners requirements  • Double dosing--English/math   * Intervention programs * Acceleration programs   • Credit recovery programs  \* On line or blended learning programs/courses  • Career/ technical education (need for appropriate facilities, may involve co-op programs, internships)  \* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Specific to our site: |
| **Pathway/Academy/SLC needs:**  • Linked classes  • Common teacher prep time  • Balancing across SLCs  • Looping  • Advisories, tutorials   * Release period/coordination period for Pathway/Academy lead (if applicable) * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Specific to our site: |
| **Challenges with Information System Software/ISS Builder capabilities:**  • Ability to link classes (pathway courses)  • Ability to recognizing course conflicts and teacher conflicts  • Ease of use, training required  • On-line registration   * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Specific to our Site: |
| **Making the deadlines:**  • Information on Program of Study options and Course options to students (and parents) (Pathway Choice Fair or Showcase, Presentations, pathway tours, marketing materials, choice sheets (hard copy or online), etc.  • Student program of study selection & tallies  \* Student course selection/s & tallies  • Data into the computer  \* Constructing the Master Schedule Board  • Master schedule runs  • Necessary adjustments  • Teaching assignments   * Distribution of student schedules * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Specific to our site: |
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| Opportunities:   * Community College Partnership (dual enrollment) * University Partnership (dual enrollment) * Early college (dual enrollment opportunities on campus) * Additional funding that supports staffing * Industry partnerships/advisory boards that support release time for pathway/academy leads * Community partnership that supports part-time counselor * Online high school courses * Teacher Interns * Classroom Space Opportunities * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

This resource was developed by Charles Dayton and Patricia Clark, College and Career Academy Support Network, Graduate School of Education, University of California.

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