

## Samples of Master Schedule Timelines

Note: These Sample Timelines are recommended for use with the Task Template: “Develop a Master Schedule Time Line for Your Site/District”

Includes examples from:

- Sacramento City Unified School District (Phil Saroyan, Theresa McEwen, and several Site Administrators)
- District of Columbia School District, Washington, D.C.
- Vallejo High School (Phil Saroyan)
- Horizon High School, Virginia
- Chicago Public Schools

### Example From Sacramento City Unified School District Of A District Master Schedule Timeline

## The Master Scheduling Cycle Sacramento City Unified School District Sacramento, California

### Mid October

- Philosophy- revisit district and school vision and mission – engage school site personnel in conversations regarding plan/needs for next year – address Single Plan for Student Achievement (SPSA), Western Association of Schools & Colleges (WASC), pathway needs, special education, etc.
  - Construct master schedule to match the established priorities and agree to develop a master schedule based on these priorities

### November

- Provide Departments/ Teams with current year’s course catalog and student request forms and set deadline for revisions
  - Revision deadline will need to be in December to January
- Meet with counselors, teams/faculty/departments
  - Decide on new courses and courses to be offered

### November-December

- One Stop Staffing
  - Meeting with district to determine Full Time Equivalent (FTE) faculty allocation

### December

- Submit to district new courses/changes for approval – this should be completed prior to leaving for break
  - Identify new courses and determine who will be responsible for writing the course description - be sure to include text books and/or online resources in your thinking

### **January**

- Make arrangements to reproduce course offering catalog and student selection forms or post online
  - Depending on how this is done, lead time for completion may be extended
- Develop Student Pathway Request and Student Course Request Form/s
- Review Course Catalog and Student Request Forms with teams, departments and counselors (review with all involved with master scheduling)
  - Get the final drafts done as soon as possible after the first semester ends
- Complete Course Catalog and Student Request Forms – post online
  - Complete by the end of the 1<sup>st</sup> semester
- Contact feeder schools to set up schedule for student pathway selection and course selection
  - Try to get this schedule set so that it can be completed by the end of February or early March at the latest
- Student course selection process
  - Design a process that works for your site and try to finish by end of February or early March

### **February**

- After district approval, submit new courses for approval to University of California Office of the President (UCOP) AND National Collegiate Athletic Association/NCAA Clearinghouse
- Set up dates and times for parent meetings
  - Pre-scheduling information (only if you decide to do this)

### **February – March**

- Conduct Parent Meetings/school orientations
  - Pre-scheduling information and provide a calendar of events for master scheduling
- Conduct student meetings for course request surveys
  - This should be done before State Testing and AP Testing if possible

### **March 31**

- Conduct textbook inventory – order textbooks as needed
  - Make sure that there are enough textbooks for the sections planned

### **March-April**

- Solicit Teacher Schedule Preferences
- Input student course requests into district master scheduler – can do this in increments to help in team scheduling
  - District Data Processing department must have new year programs set up (Rollover)
- Get Open Enrollment student information and process students that are leaving and those who are entering school
  - Student Personnel Services must provide lists and the Data Processing Department must adjust rising school information for course request entry
- Gather data - student course request tally and potential course conflict matrix
  - Share course tally counts with department chairs, teams, Counselors and Media Tech- helps with section & book counts
- Correct entry errors (if any) in the course tally and make changes as necessary based on adjustments to course offerings
  - Begin the process of matching the number of sections offered with the Full Time Equivalent (FTE) faculty staffing allocation
- Determine the number of sections needed in the master schedule
  - Be sure to be in contact with counselors, team teachers and department chairs
- Revise the number of sections needed in the master schedule to meet Full Time Equivalent (FTE) faculty allocation
  - Be sure to be in contact with counselors, team teachers and department chairs

### **March - June**

- Identify Staffing Needs – match Full Time Equivalent (FTE) faculty and section count, verify teacher credentials to insure that current staffing matches student requests

### **April – May**

#### **MASTER SCHEDULING PROCESS**

- Determine “Path”/team classes and hold meeting w/teams, Department Chairs etc. to determine optimum placement of classes
  - Use course conflict matrix to place classes based on the established priorities of the school

- Meet with counselors, teams & departments to plan course/section offerings
  - Meet with teams/academies first, then departments in order of most singletons - (Remember AP/IB (honors, if applicable), Special Ed)
- Develop the Master Schedule using the potential course conflict matrix to develop and balance the master schedule
  - Be sure to be in contact with counselors, team teachers and department chairs during this process

### **May**

- Input master schedule into district master scheduler
- Assign schedules to students
- Check for degree of fit
  - Shoot for the 90% range
- Adjust master schedule to increase degree of fit to acceptable level
  - Be sure to be in contact with counselors, team teachers and department chairs during this process

### **May 30**

- Notify teachers of tentative assignment for the following school year.
  - Best practices provides this to teachers a week or two earlier

### **June**

- Distribute Student Course Request list to students
  - Zangle produces this form
- Call the Master Schedule a wrap
  - Prior to leaving for the summer

### **August**

- Adjust Master Schedule to accommodate staffing and student changes that happened over the summer
  - Be sure to be in contact with counselors, team teachers and department chairs during this process and notify teachers if any changes have been made in their tentative assignment
- Coordinate with staff for distribution of student schedules for the opening of school
  - Be sure to include these procedures in your opening staff meeting

### **August – October**

- Set up daily enrollment count procedure
  - Be sure to include these procedures in your opening staff meeting

## September

- Generate Williams compliance documents
- Verify teacher class counts and balance classes as necessary
  - Balance all classes by the fifth week of the school year
- Make adjustments to the Master Schedule to correct student schedules and balance classes as necessary
  - Be sure to be in contact with counselors, team teachers and department chairs during this process

*Last updated November 2013*

### **Example of a District's Major Milestones for the Master Schedule Timeline**

From District of Columbia – Washington, D.C.

Source: 2011-2012 High School Planning Guide

#### Timeline

Date	Action Item
January 223, 2012	Course lists for SY 2012-2013 due to Manager of Scheduling
February 6-7, 2012	Boot Camp Master Scheduler Training in DC STARS Lab February 6 (morning) for experienced schedulers, F February 7 (afternoon) first and second year scheduler
February 15, 2012	Scheduling Workbook due
March 9, 2012	Student course plans completed, reviewed, approved, and locked in the IGP for grades 9-11
March 12 – 30, 2012	Pre-scheduling completed in DC STARS Lab
March 30, 2012	Review, approval, and migration of student course plans from IGP to DCSTARS by the Office of College & Career Readiness' Academic Planning & Scheduling team completed
March 30, 2012	All 8 <sup>th</sup> grade students pre-transitioned by middle grades scheduler to a high school
April 23, 2012	IGP information provided for DCPS 8 <sup>th</sup> grade students by Academic Planning team
April 30, 2012	School's master timetables built in DC STARS Lab Open Workshop

June 21, 2012	High quality, complete course selections for SY 2012-2013 mailed with final report cards to students entering grades 9-12
June 29, 2012	High quality, complete student schedules for students in grades 9-12 <sup>th</sup> SY 2012-2013 available for viewing through the IGP
August 15, 2012	High quality, complete student schedules updated for summer school students
August 16, 2012	High-quality, complete student schedules mailed by the Academic Planning team for students in grades 9-12

For related metrics and details and deadlines by month, see [https://dcstars.k12.dc.gov/training/Scheduling/High\\_School\\_Planning\\_Guide\\_and\\_Scheduling\\_Workbook.pdf](https://dcstars.k12.dc.gov/training/Scheduling/High_School_Planning_Guide_and_Scheduling_Workbook.pdf)

### Example of a Site-Specific Master Schedule Timeline

#### The Master Scheduling Cycle Developed by Phil Saroyan for Vallejo High School, Vallejo, California

Step	Description	Timeline
Philosophy	Understand that the master schedule must be constructed to match the philosophy of the district	
Curriculum Products - State & Local, School Level Plan, WASC, II/USP, CPA, SLC, Linked Learning		
Provide Departments/ Teams with last year's course catalog and student request forms and set deadline for revisions	The deadline will need to be in December to January	September
Meet with counselors, teams/faculty/departments	Decide on new courses and courses to be offered	November
Submit new courses/changes for approval		December - January
Submit new courses for approval to UC and NCAA Clearinghouse	After district approval	January
Make appointment with print shop to reproduce course catalog and student request forms	Let the print shop know that the materials will be needed in February and ask for their timeline needs	January

Develop Course Catalog		January
Develop Student Course Request Form		January
Review Course Catalog and Request Forms with teams, departments and counselors	Get the final drafts done as soon as possible after the first semester ends	January
Contact feeder schools to set up schedule for student course selection	Try to get this schedule set so that it can be completed by the end of February or early March at the latest	January
Determine which department(s) and teams to use to complete student course requests for current students and set up a schedule	Pick a department that has a required class for the particular grade of students and set schedule to try to finish by end of February or early March at the latest. Pick all teams also	January
Faculty Survey	It is best to put this out just after first semester final exams are over	February
Set up date to meet with district office personnel to discuss projected student counts, staffing allocation and team configurations	It would be great to get the district's prediction in February, but the school site doesn't have all the data it needs to discuss the counts until the student course request tallies are completed	February
Take course catalog and student course request forms to printer		February
Set up dates and times for parent meetings	Pre-scheduling information (only if you decide to do this)	February
Pick up materials from printers		February
Conduct Parent Meetings	Pre-scheduling information and provide a calendar of events for master scheduling	February - March
Conduct student meetings for course request surveys	This should be done before STAR and AP Testing if possible	February - March
Input student course requests into district master scheduler – can do this in increments to help in team scheduling	District Data Processing department must have new year programs set up by March 1st	March - April
Get Open Enrollment student information and process students that are leaving and those who are entering school	Student Personnel Services must provide lists and the Data Processing Department must adjust rising school information for course request entry	March - April
Gather data - student course request tally and potential course conflict matrix	Share course tally counts with department chairs, teams, Counselors and Librarian-helps with section & book counts	March - April
Correct entry errors (if any) in the course tally and make changes as necessary based on adjustments to course offerings	Begin the process of matching the number of sections offered with the FTE allocation	March - April
Set dates for feeder school student visitations	Doing this when seniors are gone on the grad night trip in May works well	March - April

Determine the number of sections needed in the master schedule	Be sure to be in contact with counselors, team teachers and department chairs during this process	March - April
Give Section Counts to the Librarian	Make sure that there are enough textbooks for the sections planned	March - April
Meet with district personnel to determine projected student counts and staffing allocation	Finalize this process as soon as possible	March - April
Hire teachers as necessary	There needs to be a method to accomplish this before all the teachers are gone	March - June
Revise the number of sections needed in the master schedule to meet FTE allocation	Be sure to be in contact with counselors, team teachers and department chairs during this process	March - April
Plan for new student orientations	These are the back to school orientations - set up buddies if you do this	April
Determine "Path"/team classes and hold meeting w/teams, Dept. Chairs etc. to place classes	Use course conflict matrix to place "Path"/team classes	April - May
Meet with counselors, teams & departments to plan course/section offerings	Meet with teams./academies first, then departments in order of most singletons - (remember AP/HP, Special Ed)	April - May
Develop the Master Schedule using the potential course conflict matrix to develop and balance the master schedule	Be sure to be in contact with counselors, team teachers and department chairs during this process – dept meetings with the magnetic schedule board	April - May
Set dates for new parent orientation and back to school days for all grades	Need new school calendar and coordinate with photographer, cafeteria, finance office, coaches and custodians	May
Publish all date information including next year's school calendar in newsletter to parents	Be sure to include your new incoming parents in this mailing	May
Input master schedule into district master scheduler		May
Assign schedules to students		May
Check for degree of fit	Should be in the 90% range	May
Adjust master schedule to increase degree of fit to acceptable level	Be sure to be in contact with counselors, team teachers and department chairs during this process	May
Hold feeder school visitation days or don't do this. It takes a lot of coordination to do this and it is very difficult to do around the testing.	Be sure to get a commitment from feeder schools to send faculty members for supervision – otherwise, don't try the visitation days	May
Call the Master Schedule a rap	At least for the summer	June
Provide teachers with official notice relative to schedule for next year	An absolute must for teachers to know their schedule before the summer break	June
Adjust Master Schedule to accommodate staffing changes that	Be sure to be in contact with counselors, team teachers and department chairs during	August



happened over the summer	this process	
Print opening of school package	This is for orientations and the first day of school	August
Set up tag room packets for opening of school if you do this	Be sure to include these procedures in your opening staff meeting	August
Set up daily enrollment count procedure from first day of school to CBEDS Day	Be sure to include these procedures in your opening staff meeting	August - October
Verify teacher class counts and balance classes as necessary		September
Adjust Master Schedule to balance classes as necessary	Be sure to be in contact with counselors, team teachers and department chairs during this process	September

### An Example Of A Site-Specific Master Schedule Building Timeline

#### Horizon High School

(a public charter school in southwest Virginia; enrollment: 800 students)

#### 2011-2012 Master Schedule Building Tentative Timeline

	DATE	TASK	PARTICIPANTS
1.	October 2010	Re-evaluating current master schedule	Principal • Leadership Team
2.	Nov-Dec 2010	Review Program of Studies • Modify as necessary • Graduation requirement updates • Printed upon completion	Principal • Asst principal(s) • Guidance • Dept Chairs
3.	Jan 2011	Meet with guidance department to review process, course numbers and timelines	Principal • Guidance • Dept Chairs • Middle School Counselor(s)
4.	Jan 2011	Parent Night to distribute program of studies and elective fair (recruitment) • Distribute registration worksheets to parents	Horizon High School Staff
5.	Feb 2011 – April 2011	Student Registration • Meetings in each grade level English classes (9-11) • Student/counselor registration meetings • 1 week Counselor flex hours	Guidance • Teachers • Parents • Students
6.	March 2011	Rising 9 <sup>th</sup> grade Registration • Meetings with individual middle schools	Guidance • Middle School Staff

7.	April 29, 2011	Verify that all students have registered by running course request reports.	Principal Guidance
8.	May 11, 2011	Complete scheduling of unscheduled students.	Guidance
9.	May 13, 2011	Run Course Report Tally <ul style="list-style-type: none"> <li>Identify section needs</li> <li>Eliminate or combine small courses</li> <li>Estimate teacher and room needs</li> </ul>	Principal
10.	May 16, 2011	Share course tallies with department chairs	Principal <ul style="list-style-type: none"> <li>Department chairs</li> <li>Leadership Team</li> </ul>
11.	May 27, 2011	Department Chairs present master matrix for individual departments. <ul style="list-style-type: none"> <li>Team considers placements of courses and identifies strengths and concerns/conflicts</li> </ul>	Principal <ul style="list-style-type: none"> <li>Department Chairs</li> </ul>
12.	May 27, 2011	Set periods	Principal
13.	May 27, 2011	Run Simulation <ul style="list-style-type: none"> <li>Look for conflicts</li> <li>Balance sections (close as needed)</li> </ul>	Principal
14.	Last week of May 2011	Share Master Schedule with department chairs	Principal <ul style="list-style-type: none"> <li>Department Chairs</li> <li>Leadership Team</li> </ul>
15.	First week of June 2011	Run Student Scheduler	Principal
16.	First week of June 2011	Analyze Scheduling Results	Principal <ul style="list-style-type: none"> <li>Guidance Coordinator</li> </ul>
17.	Last week of June 2011	Final Master and Student Adjustment	Principal
18.	July 2011	Room Assignments	Principal
19.	July 2011	Verify Schedules	Principal
20.	July 22, 2011	Mail Teacher Schedules	Admin Secretary
21.	First week of August 2011	Mail Student Schedules	Admin Secretary
22.	Aug 8-19, 2011	Student schedule requests	Principal <ul style="list-style-type: none"> <li>Guidance</li> </ul>
23.	09-06-2011	First day of school	
24.	09-27-2011	Last day to withdrawal from class without penalty	Principal <ul style="list-style-type: none"> <li>Guidance</li> </ul>

**ANOTHER TAKE ON A COMBINED DISTRICT AND SITE MASTER SCHEDULE TIMELINE:**  
(adapted from an early draft of a timeline for Santa Barbara School Districts, California)

January – District provides enrollment projections and initial staffing allotments to each site. Schools negotiate based on data, including site-specific history of enrollment data. District holds district-wide training for all site personnel involved in master schedule development. Site fields a Master Scheduling Team and commits to an collaborative,

inclusive, and transparent process. Team, with input from stakeholders, determines guiding principles and priorities.

Late February – District and site/s finalize registration materials for students and parents. Conduct student registration and hold meetings with departments and pathways regarding teacher requests for the following school year.

March – Site works with District to issue the first draft of the schedule before March 15 so that teachers can be notified of their status for the next school year. The district needs to issue layoff notices to teachers if reductions in services are required.

April –Finalize schedules at the sites and provide them to the district for review.

May – Notify returning teachers of their tentative assignments for the next school year. Notify the district office of any teacher vacancies that need to be filled.

August – Adjust schedules for student enrollment changes, staffing changes, and any changes in funding (i.e., new grant) that impacts course offerings, class size, staffing, etc.

November – Review enrollment, staffing, student performance, and other factors to determine any master schedule adjustments for the 2<sup>nd</sup> semester.

***A different take on stages in the Master Scheduling Process...***

## **Chicago Public Schools Master Schedule Plan, Timelines, and Responsibilities**

“A successful high school Master Schedule represents the scheduler’s best efforts along with the school principal, teachers, and counselors at bringing the school curriculum design together in a framework for the greatest possible learning outcomes. A successful academic year is not possible without this foundation and without the collaboration of the entire school staff. It is not possible to approach scheduling in isolation. The school scheduling team composed of teachers, counselors, and administrators work together to provide the school scheduler the information needed to complete the technical requirements of the Master Schedule Builder software used in the preparation of the school schedule. The school scheduling team is an extension of the Instructional Leadership Team.”

Eight Phases of the Scheduling Process:

1. Preliminary Organization and Planning for Next Year's Schedule
2. Determine Scheduling Components (Configuration Settings)
  - Scheduling Groups
  - Scheduling Term Sets
  - Day Patterns
  - Bell Schedules
  - Meeting Patters
3. Enter Student Course Requests
4. Master Schedule Construction & Freshman Course Requests
5. Loading Students, Analysis, and Adjustment
6. Analyzing Results, Maintaining Student Schedules
7. Year End Processing – Moving to the New (Active) Calendar
8. Printing student schedules.

See <http://www.chooseyourfuture.org/system/files/2011-12-scheduling-plan.pdf?> for detailed descriptions of each phase of the master schedule process (for the 2011-2012 school year.)