

## **Stage II: Student Pathway/Academy/SLC -Program of Study Selection, Student Course Selection, AND Tallies Months 6-8**

Typically, January – March

(NOTE: Increasingly schools are beginning student pathway selection and course selection process earlier with the goal of having the master schedule and student class schedules ready by early May)

<ul style="list-style-type: none"><li>• Team works with stakeholders to develop and distribute pathway/academy/SLC program of study selection/application packet AND course selection sheet/guide/packet to current 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> graders and rising ninth grade students (current 8<sup>th</sup> grade students), including students enrolled in feeder public and private schools (<i>see examples</i>)<ul style="list-style-type: none"><li>• Guidance provided by pathways/ academies/SLCs/ departments/ counselors</li><li>• Attention paid to explaining and marketing any new or emerging pathways/academies/SLCs and pathway or other elective courses</li><li>• As possible academy/pathway marketing materials are also disseminated via the high school website, district website, and at feeder middle schools</li></ul></li></ul>
<ul style="list-style-type: none"><li>• Pathway/academy/SLC department leads make presentations to new students/parents (and continuing students as appropriate)<ul style="list-style-type: none"><li>• Informational pathways/special programs fair or showcase for incoming students and parents</li><li>• Possible visits to pathways/ academies/SLCs of interest</li></ul></li></ul>
<ul style="list-style-type: none"><li>• Students complete a pathway request/application form OR complete an online pathway request/application form<ul style="list-style-type: none"><li>• Pathway application form includes an indication of Pathway/Academy/SLC preference</li><li>• Students may be asked to include 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choices</li></ul></li></ul>
<ul style="list-style-type: none"><li>• Students return completed Pathway/Academy/SLC and course request form/s with student signatures AND parent/supporting adult signature/s</li><li>• Students meet one-on-one or in small groups with adult advocates, counselors, Pathway/Academy/SLC grade level leads to review and confirm pathway (as appropriate) and course selections</li><li>• Site implements a strategy to check that all students (as appropriate with wall-to-wall Pathways/Academies) have indicated their pathway preferences and elective course preferences</li><li>• Site verifies that all students have registered by running course request reports</li></ul>

(identifies students with no requests, reviews student request verification report, checks alignment of requests with pre-assignment classes lists, etc.)

- Site implements a process to follow-up with any students who have not yet completed pathway and/or course choices in order to obtain as accurate as possible pathway and course request data and tallies.
- Site completes scheduling of previously unscheduled students

- Scheduling Team and pathway/academy/SLC leads work collaboratively to finalize pathway student rosters
  - Team uses students' backup choices for Pathway/Academy/SLC and/or courses as needed
  - \* Team conducts lottery for over-subscribed pathways
  - To the extent possible, the site balances student choice and equity so that each Pathway/Academy/SLC enrollment reflects the diversity of the school/district as a whole

- Data manager tags each new student with an indicator of their Pathway/Academy/SLC
  - She/he adjusts this indicator for continuing students who change Pathways/Academies/SLCs
  - She/he inputs Pathway/Academy/SLC program of study and course requests, produces initial pathway tallies and course tallies

*\*\*\* NOTE: Care is taken to log in to the new, upcoming year prior to tagging students, inputting course requests, etc.*

- Scheduling Team cleans up course tallies based on:
  - Course availability/ enrollment limits
  - Teacher qualifications/ availability
  - Other parameters and constraints
- Scheduling Team works with administration to identify section needs; eliminate or combine “small” courses with insufficient enrollment and add sections for overenrolled courses; and estimate teacher and room needs
- Site shares pathway rosters and course tallies with pathway leads and department heads (as appropriate)

- Administration and Scheduling Team determine needed high school staffing allotment
  - Administration negotiates staffing with the District

**Some additional tasks that typically occur in OR overlap with Stage 2 as part of the preparation for Stage 3 (Building the Master Schedule) are related to setting parameters for the master schedule AND the roll-over of students who will be enrolled in the coming year and faculty who will be available to teach the resulting course sections.**

Typically, the site/s and district work together to determine sessions and terms for the new, future year master schedule.

- To select a session, for example, staff would:
  - Select a School Site from the drop-down menu,
  - Select the Academic Year in which the “new,” upcoming school year will terminate. For example, select 2020 if you are preparing for the 2019-2020 school year.
  - Select the Session Type (normal school year, semester, trimester, inter-session, summer school, etc.)
  - Select an Attendance Program to assign to the session
  - Click Save and Add More and repeat the steps above for all sites that students will be attending for the coming school year.
  - When you are finished inputting any information related to sessions that will be included in the roll-over, click Save.

*Staff would follow similar step-by-step processes to select terms, add timeblocks, add occurrences, etc.*

Typically, the district create/recreates the calendar (calendars do not typically carry over/roll over)

Typically, the site/s and district work together to create time-blocks and occurrences (these do not typically carry over/ roll over)

*Query: Are you changing your periods/time-blocks? If not, you may consider rolling over/inputting your schedule from the “old”/current school year to use as a basis for the “new”/coming school year.*

Determine how your schedule builder handles houses/pathways/academies as well as linked sections and follow any appropriate procedures related to “tagging” pathway students and pathway courses during the preparation/pre-building phases. (Depending on the master schedule builder software you are using, you may or may not be able to “mass move” previously tagged pathway students from the “old”/current school year to the “new”/future/coming school year. Similarly, linked sections typically do not carry over/roll over and may need to be “manually linked” using a Linked Sections tool.)

Create Sections – Determine how your schedule builder allows you to create sections for the different courses. Typically, there are several ways to create sections:

- Roll over an old schedule. Typically, this only works if you do not change time-blocks.
- Run the Master Scheduler using the Course Tally and The Board

- Manually create sections using the Edit Draft Schedule Sections tool. (note: names of tools, sections, and web pages vary based on the master schedule software utilized.)

Typically, the District completes “Rollover” from the “old” current year to the “new”/coming year. In some cases, depending on the software utilized and district “permissions,” each site might complete its own site-specific “rollover.”

NOTE: Typically, the site needs to provide information to the District related to any changes in bell schedules, session, terms, and time-blocks prior to the rollover. Typically, this is when the site would also provide information on any changes in number of pathways offered, linked courses, etc.

NOTE: Typically, current 12<sup>th</sup> graders are treated as “graduating” and are not included in the roll-over to the “new,” coming school year. Typically, current 8<sup>th</sup> graders who will be enrolling in the high school are treated as “rising” ninth graders and are included in the roll-over to the new school year. However, almost all scheduling software allows you to also indicate which students are retained and to generate retention reports for individual students for the “new,” coming school year.

Rollover sets up the essential components of the new school year such as session, terms, and time-blocks. Rollover mass creates enrollment records and staff affiliations for the new year.

Rollover must occur before enrolling students and inputting course requests for the new year.

Re-rollovers are common. Most districts will perform a re-rollover one or more times because of enrollment changes.

**Caution:** Several schools and information technology departments in high mobility districts talked about the challenge of “losing” students during rollover or re-rollover. Typically, if a student checks out of her/his “original” high school and enrolls in a different school, her/his course requests are NOT automatically transferred. Typically, the master schedule builder software keeps the requests in the old school’s system as a “ghost record” to use if he/she re-enrolls. Depending on the student information system software utilized, it should be possible --- within the same district – to use the Edit Student Course Requests function and import previously made course requests for that student.

**Caution:** Several schools in large districts with magnet programs and/or open enrollment in a portfolio of pathways described the challenge of knowing exact enrollment predictions during the planning and tally phases as some “feeder” students

may have applied to pathways at other sites while other “non-feeder pattern” students may have applied to be part of a pathway at the school. This typically is a period when enrollment transfers have not yet occurred in the student information system. Most schedulers/scheduling teams recommended doing the recruitment for pathways early in the year (January/February) so that there was time to tag newly “accepted” students for their respective pathways and to develop accurate student rosters and pathway and course tallies prior to actually building the master schedule.

**Caution:** Master Schedules and district information technology departments caution against initiating a rollover during high traffic times. The intensive nature of a rollover suggests performing this operation during “off traffic” times.

**Tip:** If a student exits the school after rollover has occurred, he/she is already enrolled in the “new,” coming, next school year. Scheduling staff will need to first delete the student from the “new,” next school year enrollment and then staff can exit the student from the current/“old” school year.

**Caution:** The Master Schedule is not a true linear process. Many steps occur simultaneously; stages in the process tend to overlap.

**Caution: Remember the Year.** Several of the master schedule teams interviewed talked about the importance of remembering to login for the appropriate year when you are working on the master schedule. If you are entering course requests, etc. are for the coming school year, you must take care to login for the coming year each time you are working on the “in development”/future master schedule. Again, depending on the student information system software utilized, the “year” may typically be designated by the last two digits of the year the particular master schedule session will end. (For example, if a district/site was building a master schedule for the coming year 2018-2019, it would typically be important to log in to the year “19” or “2019.”)