Guide to
Next Year Scheduling

Student Information Systems Team
Rev. December 2018
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A School’s Master Schedule

Drives Instruction  Focuses on Learning  Roadmap for Success

Quickest Way to Create Change in Your Building  Holds Everyone Accountable

Ensuring Equity and Access for All Students

The goal of any effective Master Schedule is to help create a supportive learning environment. The goal is to enhance student learning and to improve student achievement as we present our curriculum.
Overview – Beginning the Conversations & Planning Strategies

The master schedule is one of the building administrator’s most important tools. It’s a reflection of the school’s vision and a blueprint for its resource allocation. In today’s personalized learning environment, constructing an effective master schedule requires decisions driven by student needs. Class sizes, providing increased course opportunities, interventions, moving students safely thru the building between classes, etc. The Master Schedule is the backbone of it all.

The Requirements of ESSA
Particularly relevant to this discussion are several requirements in the ESSA legislation that will require districts to engage in a variety of best practices.

Specifically, districts must:
  1. Provide: “for a multi-tier system of supports for literacy services.” As well as for specific groups of students such as at-risk, disengaged, unmotivated, unresponsive, underperforming, or consistently unsuccessful students”
  2. Provide: “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision-making”
  3. Institute: “Positive behavioral support systems”
  4. Provide: “Services, programs, strategies, and interventions to ensure that students with disabilities, with developmental delays, who are English learners, and who are struggling with literacy can meet the challenging State academic standards”

Answering questions such as these connects to larger conversations about the quality and responsiveness of your school’s educational program.

1. Are students placed in courses that appropriately address their individual needs (based on data)?
2. Are teachers using data to teach courses that increase the level of learning for students?
3. What structures are in place to ensure total commitment to the teaching and learning process during the instructional day?

As principals and school leaders collect data on student achievement, they need to be objective about deciding which teachers will teach which courses.

1. Which teachers have content expertise as evidenced thru data?
2. Which instructional strategies are best employed by highly successful teachers as evidenced thru data?
3. Which classroom behavioral management approaches are most successfully deployed in different types of courses as evidenced thru data?

School Leaders – Fostering these crucial conversations with your key stakeholders will play a pivotal role in helping you design your master schedule and assign classroom space in the most effective way.
Overview Continued

As you plan your Next Year Scheduling strategies, what are the important considerations for your school?

- Special Programs
- Singletons/Doubletons
- Team Teaching – Providing a common planning period for your team teachers
- Parallel Classes – Scheduling related courses such as the honors and merit level of the same course during the same time slot should students need to switch their instructional level without disrupting their entire schedule
- Maximizing Transitions between classes
- Teacher Course Loads
- Teacher Requests/Preferences
- # of Students in Building Beginning and End of the Day; Entering & Exiting Building
- Cafeteria, Hallway and Restroom Procedures
- Other

Working thru the Phases of the Next Year Scheduling Project

Identifying your Scheduling Team

Next year scheduling is a massive undertaking, a ‘project’ that needs a comprehensive project plan and management from start to finish; from January thru July. The most successful model for any school is identifying a scheduling team that includes: administration, guidance and support staff – all key stakeholders. Then defining a project plan and working that plan throughout the scheduling season with regular monitoring, adjustments as needed and project briefings/meetings throughout. The administration with the vision for the schedule and how it should play out must be in constant communication with those inputting the information and setting the groundwork within the software; disconnects will lead to delays and unnecessary frustrations.

The best approach is a team approach bringing all stakeholders together

- Administration responsible for building the master schedule
- Guidance staff evaluating recommendations & student schedules
- Support staff responsible for data entry & reporting

The software is only a part of the equation. Everyone on the team should understand your building administration’s specific goals & timeline. Have regular project meetings and discussions to keep everyone on the same page.

Curriculum and Course Review

- Evaluating course offerings
- Revisiting current and past master schedule information
- Possible staffing changes
- Potential program changes
- Discussing any projected changes in school population/redistricting if applicable
Articulation/Recommendations

Entering Course Requests

Evaluating Course Requests & Making Staff Decisions

Table 1: Additional issues you may encounter

<table>
<thead>
<tr>
<th>Issue</th>
<th>Anticipated Problem/Resolution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Be prepared for:
- ☑ EOY Surprises
- ☑ Summer grades
- ☑ New Student Enrollments

Scheduling Students from Start to Finish

1. Evaluate student requests vs. master schedule
2. **Run the Error Scan and correct any issues**
   a. Students with requests for courses you are not offering
   b. Courses in your master schedule and no student requests
   b. Students with no requests
3. Run the Student Scheduler
   a. Processing the initial Scheduler run with no cap on class size to see how courses schedule and what class sizes look like - evaluating the Master Schedule List Report after the initial Scheduler run
   b. Decide on your optimum max class size
4. Evaluate/Tweak/Re-run until you are satisfied the Scheduler software has produced the best results possible for your school
5. Remove staff access to run the Scheduler
6. Staff begin to make manual adjustments to schedules until all students are fully scheduled with ‘good’ schedules
7. Deploy student schedules via HAC according to your official schedule delivery date
Project Planning Tools

Remember to utilize the tools available within the software to assist the Student Scheduler in building the best possible schedules for your students. These tools include:

- Course Weighting to balance courses across semesters (High Schools)
- Course Priority
- Course Blocking
- Course Sequencing
- Hand Scheduling individual students with specific needs and locking their courses PRIOR to running the Scheduler
- High Schools – CTC and FCVS Placeholders
- Scheduling Parameters
- Error Scan

Have You Considered

Have you considered running the Student Scheduler in successive runs to have greater control over every step?

- **For Middle Schools**, run the Scheduler first for all Grade 06, then on the second pass Grade 07 and finish up with Grade 08. OR if 8th grade is the most difficult to schedule, begin with Grade 08, then Grade 07 and finish up with Grade 06. Completing your student schedules in three (3) successive runs.

- **For High Schools**, have you considered running the Scheduler for all seniors first? OR to schedule all English classes along with your Singletons and Doubletons (highest priority and most difficult to schedule) in the initial run and then each successive run based on any other challenges you typically face when running the Scheduler wide open for all students?

just a thought 00
Managing the Project

The project to schedule students is one that spans over several months. The process can be completed & tracked most efficiently by breaking it down into smaller tasks...

- Course Request Related
- Master Schedule Related
- Scheduler Related

Project planning & management are key; not only having a good plan down on paper but working that plan and monitoring progress thru out.

Project Management

Projected Timeline...

- Student Requests in by
- Simple Tally available by
- Master Schedule Completed by
- Error Scan run by
- Corrections made by
- Run Student Scheduler by
- Accept scheduler run and begin to make manual adjustments to schedules by
- Project Completed by
eSchoolPlus+ Scheduling Season Project Planning

School: Completed by:

Use the check boxes to track your progress through all phases.

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<th>Date</th>
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<td>☐ Enter Student Requests</td>
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<td>☐ Analyze Request Data</td>
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<tr>
<td>☐ Enter Master Schedule</td>
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<td>☐ Run Error Scan</td>
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<td>☐ Error Scan Corrections</td>
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<tr>
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</table>

**Phase I Requests**

- Student Requests in by ________________________________
- Master Schedule Completed by __________________________
- Error Scan Run & Errors corrected by __________________
- Begin running the Student Scheduler by ________________
- Begin manually scheduling students who remain not fully scheduled by ________________________________
- Print Student Schedules by ____________________________

**Phase II Master Schedule**

- Deploy Student Schedules thru HAC on __________________
Next Year Scheduling
Training & Support at a Glance

December
- December 17, 2018 - Next Year Scheduling Kick Off

January
- January 4, 2019 - Open Lab
- January 18, 2019 - Open Lab
- January 24, 2019 - NY Scheduling: Course Requests

February
- February 5, 2019 - NY Scheduling: Master Schedule
- February 8, 2019 - Open Lab
- February 22, 2019 - Open Lab

March
- March 11, 2019 - Open Lab
- March 18, 2019 - NY Scheduling: Running the Scheduler
- March 22, 2019 - Open Lab

April
- April 4, 2019 - Open Lab
- April 26, 2019 - Open Lab

May
- May 3, 2019 - Open Lab
- May 24, 2019 - Open Lab

What is Open Lab?... Open Lab is OPTIONAL. It provides a computer lab environment at the SDC with a member of the SIS Team on hand to provide assistance as needed and/or scheduled. Staff can take advantage of Open Lab in one of the following ways: (1) Work space away from the office, (2) Pre-Scheduled One-on-One Assistance from SIS Team, (3) Pre-Scheduled small group sessions.

Weather Policy

- If school is canceled, class and Open Lab are canceled
- If school is delayed, AM classes are canceled. PM classes will be held as scheduled.

GoSignMeIn

An email with registration information will be sent prior to each offering.
Important Note:
As you prepare to begin scheduling students for next year, the key to accessing students not currently enrolled in your school is having the Next Year Building field set to your building. Make sure your feeder schools have set all incoming students to your building appropriately.
Getting Started with Course Catalog & Course Sequencing Maintenance

NOTE:
Course Catalog and Course Sequence Maintenance are done in the CURRENT YEAR within eSchoolPLUS. This maintenance can be started PRIOR to the Next Year Database opening in January 2019.
Course Catalog Maintenance

Course Catalog Maintenance is optional for schools. There are several reasons a school may want to perform Course Catalog Maintenance:

- Maintain Course Information
  - Add grade or gender restrictions to a course
  - Add a weight or priority to a course
  - Include or exclude a course from the Conflict Matrix or Simple Tally report
- Set up Course Sequences
- Define Block Courses

Maintaining Course Information

Step 1 – Navigate to Scheduling

- Click on the Menu dropdown | Scheduling | Courses | Building Courses | Building Course Catalog
  OR
  Type “Catalog” in the quick search bar and select Building Course Catalog
- Search for the course to update
  Example 1: To Search for English 9H at Frederick High School
  - Click on Advanced
  - Enter the following search criteria
    
    ![Search Criteria](image)
    
    - Click on the Load Records icon
  
  Example 2: To search for ALL English courses at Frederick High, search by Department
  - Enter the following search criteria
    
    ![Search Criteria](image)
    
    - Click on the Load Records icon
  - Select Course and make desired changes
  - Click on the Save icon after changes are made
Notes:

- **DO NOT** change **Course Descriptions**. Course descriptions are set by the Curriculum Department and approved by the FCPS BOE for official use.
- Any information after the Scheduler Options panel is for use by the database administrator only. **DO NOT** change any of the lower panels unless you need to create block courses in your Master Schedule (generally done by Middle Schools only).

Notes:

The **Conflict Matrix** Report provides a count of how many students have requested any two (2) courses in the Course Catalog. It can be run for all courses, singletons or doubletons. If **S – Singletons** is selected here, then this course will be included when the Conflict Matrix report is run for singletons. (See instructions for the **Conflict Matrix Report** for more information).

The **Simple Tally** report provides a count of student requests for each course. Courses that are unchecked here will not appear on the Simple Tally Report. However, unchecking generally is not necessary. (See the instructions for the **Simple Tally Report** for more information).

If selected as an optional Scheduling Parameter, the Student Scheduler uses **Weight** to balance major and minor courses in students’ schedules within a semester in an attempt to balance student schedules across semesters. The optimum schedule including two core and two elective courses in each semester. Use higher weights for major courses, lower weights for electives. For example Core Courses Weight ‘60’ and Elective Courses Weight ‘40’.

If selected as an option, the Student Scheduler considers course **Priority** when placing courses into students’ schedules.
Set up Course Sequences

Course sequences are used to ensure students get courses scheduled in the appropriate order; for example, Spanish 1, before Spanish 2.

Step 1 – Navigate to Scheduling

- Click on the Menu dropdown | Scheduling | Courses | Building Courses | **Building Course Sequencing** OR
  - Type “Sequencing” in the quick search bar and select **Building Course Sequencing**
- Click the Advanced Button
- Search for your School

- Click on the Load Records icon
- Click on School Name to open
- Update an existing sequence, or add a new sequence at the bottom of the list

Note:
- Sequence Type can be **Prerequisite For**, **Not Scheduled With** or **Scheduled With**
- Mark Type feature currently not in use
Set up Blocked/Blockette Courses

A blocked course is a ‘pseudo’ course number that represents two individual courses or blockettes. The blockette courses are the courses actually scheduled. Blocked courses enable all students in one section of a course to be scheduled into in the same section of another course. For example Block ‘HEFI’ could represent Blockettes of Health and Fitness. All students scheduled into Health will then also be scheduled together into a Fitness class.

**Step 1 – Navigate to Scheduling**

- Click on the Menu dropdown | Scheduling | Courses | Building Courses | Building Course Catalog OR
  - Type “Catalog” in the quick search bar and select Building Course Catalog
- Click on the Add icon
- Enter a course number **Course** field
- Enter a **Course Name**
- Enter a **Department**
- Click on the dropdown in the **Block Type** field and change to a **B – Blocked Course**

**Step 2 – Select Courses that Make up the Block**

- Scroll down to the Blockette Course Information Panel
- Enter the courses that make up the Block course
- Check the **Same Section** and **Mandatory** checkboxes
- Click the **Save** icon

For ‘Blocking’ to work, students must have a request for the BLOCK not the individual courses.
Phase I

Course Recommendations | Course Requests
Loading Course Recommendations (Optional)
Teachers will enter two (2) course recommendations per student in TAC in the current school year database. After thorough review and approval, Administrative Staff will login to eSchoolPlus in the next school year database and run the Load Course Recommendation to Request to convert the approved recommendations to actual course requests.

To Load Recommendations for a Group of Students

Step 1 – Change Database to Next School Year
- Click on dropdown on Current Year tab
- Click on dropdown next to School Year
  - Change School Year to Next Year’s School Year
- Click on OK

Suggested Option: Prior to running the Load Course Recommendation Report, run the Course Recommendations Report to review the recommendations prior to loading.

Step 2 – Navigate to Course Recommendations Report
- Click on Menu | Scheduling | Student Schedules | Pre-Scheduler Reports | Course Recommendations OR
- Type ‘Recommendations’ in the Quick Search bar and select Course Recommendations
- Enter the following Prompts and filter

- Click on the run icon

Step 3 – Open Report
- Click on the Tasks/Report dropdown to retrieve your report
- Click report title to open report
- Review Course Recommendations
Sample Report:

Step 4 – Navigate to Load Course Recommendations to Requests

- Click on Menu | Scheduling | Student Schedules | Student Scheduler | Load Recommended to Requests OR
- Type ‘Load’ in the Quick Search bar and select Load Recommended to Requests
- Enter Criteria
  - Enter Building
  - Enter Interval – Yearly
  - Enter Mass Lass Load Request Type
    - R - Regular (Recommendations will be loaded as Regular requests)
    - S - Student Alternate (Recommendations will be loaded as Alternate requests)
- Enter Filter as needed
  - Building, Grade, Subgroup, etc.
- Click on the Load Records icon
Step 5 – Select Recommendations

- In the Course Recommendation Panel, check the Select box for each recommendation you want to load or click the box in the header to Select All
- Click on the Run icon
- Review the Recommendations to Requests report verification
  - Click on the Tasks/Reports dropdown
  - Select Recommendations to Requests report

To Load Recommendations for One Student

Step 1 – Change Database to Next School Year

- Click on dropdown on Current Year tab
- Click on dropdown next to School Year
  - Change School Year to Next Year’s School Year
- Click on OK

Step 2 – Search for Student

- Enter Student ID in Quick Search OR Open Simple Search by clicking on search icon and enter Student Name
• Click on the load records icon
• Select student

Step 3 – Navigate to Course Requests Page

• Click on Menu | Scheduling | Student Schedules | Student | Requests or Type ‘Requests’ in the Quick Search bar and select Requests
• Courses entered by teachers are listed for your selection on the Course Recommendation Panel
• Check Save to Request box for those courses you wish to load into a request
• Click on Save
Accessing Course Recommendations

The functionality exists to allow your teachers to enter course recommendations for students for next year. Through TAC, your teachers can easily enter and save course recommendations. Once entered, administrative staff working to schedule students will have immediate access to the information.

To Access Course Recommendations

**Step 1 – Change Database to Next School Year**

- Click on dropdown on **Current Year** tab
- Click on dropdown next to **School Year**
  - Change School Year to **Next Year’s School Year**
- Click on **OK**

**Step 2 – Navigate to Course Recommendations Report**

- Click on Menu | Scheduling | Student Schedules | Pre-Scheduler Reports | **Course Recommendations** OR
- Type ‘Recommendations’ in the Quick Search bar and select **Course Recommendations**
- Enter the following Prompts and filter
  - Note: Check box for Page Break for one (1) page per student
- Click on the run icon

**Step 3 – Open Report**

- Click on the Tasks/Report dropdown to retrieve your report
- Click report title to open report
- Review Course Recommendations
Sample Report:

### Tuscarora High School

#### Course Recommendation Report 2019

<table>
<thead>
<tr>
<th>Student</th>
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</table>
Entering Course Requests from eSchool

Be sure to set the Environment correctly before working on Next Year Scheduling.

Entering Requests for Individual Students

Step 1 – Change Database to Next School Year
- Click on dropdown on Current Year tab
- Click on dropdown next to School Year
  - Change School Year to Next Year’s School Year
- Click on OK

Step 2 – Search for Student
- Click on Search icon to open Student Search
- Click on Simple Search
- Enter search criteria
  - Search for a single student
  - Search for a grade level
- Click on the Load Records icon
  - Select Student

Note: To ensure you are in the correct database, verify the registration banner includes the labels “Next Grade”, “Next Building”, etc.

Step 3 – Navigate to Scheduling
- Click on the Menu dropdown | Scheduling | Student Schedules | Student | Requests OR
  - Type “Requests” in the Quick Search bar and select Requests
- Enter all course requests, followed by alternate course request.
  - To search for a course number, click on the Search icon
For each alternate course request, tab to the Request Type Column and hit the drop down to select type
  - **S – Student Alternate** for an alternate course that can replace any regular course request
  - **C - Student/Course Alternate** for an alternate course that can replace only a specific course. Select the course it can replace

After entering all Course Requests, click the **Save** icon

To return to your list of students click on the **Search** icon
To navigate to the next student on the list, click on the arrow next to the student’s name in the banner

**Mass Loading Course Requests for Groups of Students**

**Step 1 – Navigate to Scheduling**
- Click on the Menu dropdown | **Scheduling** | **Student Schedules** | **Student Utilities** | **Request Load/Unload/Erase** OR
  - Type “Request” in the Quick Search Bar, select **Request Load/Unload/Erase**

**Step 2 – Enter Criteria on Filter Panel**
- Search for students
  - Note: Use Next Year Criteria

Click on the Load Records icon
Step 3 – Enter Criteria on Prompts Panel
- Enter Building
- Select Action
  - Mass Load
- Select Scheduling Interval
  - Y
- Request Type
  - Regular

Step 4 – Enter Course Request
- Enter Course Request
  - Type the Course Number in or click on the drop down and select a course

Note:
A Report log is located under Tasks and Reports. Open the log to verify the mass load completed successfully.
Running the Simple Tally Report
This report provides a count of student requests for each course. Administration will rely heavily upon this report for building master schedule and making staffing decisions.

Step 1 – Navigate to Simple Tally
- Click on Menu | Scheduling | Student Schedules | Pre-Scheduler Reports | Simple Tally
- OR
  - Type “Simple” in the Quick Search bar and select Simple Tally

Step 2 – Enter Criteria
- The following prompt and filter selects are commonly used
  - To count students by grade, change the Group By field to Grade
  - To select or deselect grades in Grades field, click on ‘x’ to deselect grade and place cursor in field and highlight grade to select
  - The filter shown includes only Active (A), and Pre-Registered (P) students. By using this filter, the report will only show courses with requests. Without this filter, all courses in the Course Catalog would show, including those without requests. Because of this, there is no need to check the Simple Tally box when working on courses in the Course Catalog. (See Course Catalog instructions for more detail)
- Click on the run icon

Step 3 – Open Report
- Click on the Tasks/Reports dropdown to retrieve your report
- The report will be titled Simple Tally
Running Pre-Assignment Class Lists
This report shows requested courses, listing the students who requested each course. It is normally used in one of two ways:

1. If a teacher wants to see which students requested a course he/she teaches, this report can be run for that course.
2. If a course is not going to be offered due to not enough requests, this report can be run to obtain a list of the students who requested the course (so that those students’ requests can be updated).

Step 1 – Navigate to Class Lists
- Click on Menu | Scheduling | Student Schedules | Pre-Scheduler Reports | Pre-Assignment Class Lists OR
Type “Pre” in the Quick Search bar and select Pre-Assignment Class Lists

Step 2 - Enter Criteria
- The following prompt, filter and sort selections are commonly used:
In the Request Type field, it is generally better to use ALL instead of Regular Requests Only so that Alternate requests are included.

In the Filter area, use the condition “is in” for more than one course number. Use equals or “ = “ for one course number.

- Click on the run icon

**Step 3 – Open Report**

- Click on the Tasks/Reports dropdown to retrieve your report
- The report will be titled **Pre-Assignment Class Lists**

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<thead>
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<th>Student ID</th>
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</tbody>
</table>

- To Print, click on Printer icon
- To Save, click on Save icon
Phase 2

Master Schedule

Note:
An email will be sent from the SIS Team to all middle and high schools to survey whether or not you will be opting to retype your Master Schedule in the Next Year database or if you would like to have the SIS Team copy your current Master Schedule into the Next Year database.
Entering Courses in the Master Schedule

During the Next Year Scheduling Season, schools can opt to have their Master Schedule copied from the prior year, or they can manually enter their schedule from scratch. An email will be sent annually surveying if schools want to copy or to enter their Next Year master schedule.

To Manually Enter Master Schedule

Step 1 – Navigate to the Master Schedule
- Type ‘Master’ in the Quick Search Bar
- Select Master Schedule OR
- Click on the Mega Menu dropdown | Scheduling | Courses | Course Sections | Master Schedule

Step 2 – Add Course
- Click on the Add icon ➕
  - Enter Course Number or click on the Search Icon to search for course

Note: Section will auto – populate with next available section
- Section: Change Section Number if needed
- Course – Section Panel
  - Description: DO NOT CHANGE
  - Department: Accept Default
  - Block Type: N – Regular / B – Block
  - Gender: B – Both / F – Female Only / M – Male Only
  - House Team: Optional
  - Maximum Seats: Set as Needed
  - Duration Type: Accept Default
  - Marking Reporting Panel: Accept Default
• Session Information Panel
  o Description: DO NOT CHANGE
  o Periods: Enter Start and End
  o Marking Periods: Click on the Marking Periods that do NOT apply to this class
    Example: Class meets MP 1, 2
  o Cycles: Click on Cycles that do NOT apply to this course if needed
  o Primary Staff: Select Staff from dropdown
  o Secondary Staff: Select 1 or more staff if needed
  o Room: Select Room from dropdown

• Mark Reporting and Attendance Information
  Note: Most default selections are accurate and should be accepted
  o Marks Are: Session 1 courses should be set to T – Retained for transcripts.
    Additional Sessions Marks Are set to N – Not Issued
  o Building Types: Accept Default
  o Course Level: Accept Default
  o Credit: Accept Default
  o Mark Types: Accept Default. Schools may delete Mark Type where grades are not issued. (ex. Student Assistants)
  o Take Attendance: Accept Default

• Honor Rolls, GPAs, Graduation Requirement Areas
  o Accept Default

• Click on the Save icon
Adding Blocked Courses

Follow the preceding procedures under Entering the Master Schedule to add all blockette sections for the blocked course. The blockettes must have the same section number as the block and you must have already identified the block in your Course Catalog.

Note: Course requests should be entered as the Blocked course, not the individual courses for the student scheduler to work properly.

Step 1 – Navigate to the Master Schedule

- Type ‘Master’ in the Quick Search Bar
- Select Master Schedule OR
- Click on the Mega Menu dropdown | Scheduling | Courses | Course Sections | Master Schedule

Step 2 – Add Blockette Information

- Click on the Add icon
- Enter blocked Course number

Note: Section will auto-populate with next available section
  - Section: Change Section Number if needed. It must match the blockettes
- Course – Section Information
  - Accept Defaults

- Blocked Course Information
  - Enter the Courses and Sections that make up the blocked course

- Click on the Save Icon
Next Year Scheduling Reports – Master Schedule
The following reports can be generated to assist after you have entered your Master Schedule. These reports are utilized prior to running the Student Scheduler.

Printing a Master Schedule
To print a list of course-sections in the master schedule:

Step 1 – Navigate to Master Schedule
- Click on Menu | Scheduling | Courses | Course Sections | Master Schedule OR Type “Master” in the Quick Search bar and select Master Schedule

Step 2 - Enter Search Criteria
- Click on Advanced
  - Enter the following criteria to search for all courses in your building
  - Enter the following search criteria to Search by Department
    - Place cursor in Value box for list of Departments
    - Click on the Load Records icon
    - Click on the Load Records icon
    - After records are loaded click on the Additional Options icon
    - Select Master Schedule List Report
    - Click Run on Pop Up Master Schedule List Report Box

Step 3 – Open Report
- Click on the Tasks/Reports dropdown to retrieve your report
- Click on Report Title to open
Identifying Students with NO Requests

The Error Scan report is used to produce a list of students who have no requests entered.

**Step 1 – Navigate to Scheduler Error Scan**

- Click on Menu | Scheduling | Student Schedules | Student Scheduler | **Scheduler Error Scan** OR
- Type “Scheduler” in the Quick Search bar and select **Scheduler Error Scan**

**Step 2 – Enter Criteria**

- Only check the **Scan Registration** box

- Click on the Run icon
Step 3 – Open Report

- Click on the Tasks/Reports dropdown to retrieve your report
- The report will be titled **Student Scheduler Error Scan**

- The report lists the students who have no requests

```
<table>
<thead>
<tr>
<th>Student ID</th>
<th>Student Name</th>
<th>Error Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Student does not have any course requests.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student does not have any course requests.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student does not have any course requests.</td>
</tr>
</tbody>
</table>
```

Running the Conflict Matrix Book (and Conflict Matrix Grid)

This report provides a count of how many students have requested any two courses in the Course Catalog. It is used to determine which courses should not have section scheduled to meet at the same time due to scheduling conflicts.

The **Conflict Matrix Book** shows each course as a heading, with all courses that have conflicts and the number of conflicts per course listed below.

The **Conflict Matrix Grid** shows every course along the horizontal and vertical axes of a grid, with the number of conflicts at the intersections in the grid.

**Step 1 – Navigate to Conflict Matrix (book/grid)**

- Click on Menu | Scheduling | Student Schedules | Pre-Scheduler Reports | Conflict Matrix (book/grid) OR
- Type “Conflict” in the Quick Search bar and select **Conflict Matrix (book/grid)**

**Step 2 – Enter Criteria**

- The report is generally run for Singletons and/or Doubletons. The following prompt and filter selections are commonly used
Matrix Type – Select Book or Grid
Singletons or Doubletons - Select ALL, Doubletons Only, Singletons and Doubletons or Singletons Only
Conflict Threshold – Select conflict of your choosing. In the example above, if at least 2 students taking Course A are also taking Course B, then this will show as a conflict for these two courses. When running the report for ALL courses, a higher threshold is normally used (perhaps 5 to 10)

Note: The Conflict Matrix Grid report is run in the same way, although there is no Conflict threshold option, so this report should never be run for ALL courses, or the grid report would be enormous. Run the report for Singletons and/or Doubletons only.

Step 3 – Open Reports
- Click on the Tasks/Reports dropdown to retrieve your report
- The report will be titled Conflict Matrix Book or Conflict Matrix Grid
Running the Student Request Summary

This report lists students and their requests. This report includes many students per page.

**Step 1 – Navigate to Student Request Summary**
- Click on Menu | Scheduling | Student Schedules | Pre-Scheduler Reports | **Student Request Summary**
  OR
  Type “Request” in the Quick Search bar and select **Student Request Summary**

**Step 2 – Enter Criteria**
- The following criteria is commonly used

  - Click on the run icon 🔗
Step 3 – Open Report

- Click on the Tasks/Reports dropdown to retrieve your report
- The report will be titled **Student Request Summary**

![Student Request Summary](image)

- To Print, click on Printer icon

- To Save, click on Save icon

Running the Student Request Detail

This report lists students and their requests. This report includes one student per page.

**Step 1 – Navigate to Student Request Summary**

- Click on Menu | Scheduling | Student Schedules | Pre-Scheduler Reports | **Student Request Detail** OR
  Type “Request” in the Quick Search bar and select **Student Request Detail**

**Step 2 – Enter Criteria**

- The following criteria is commonly used
Click on the run icon

Step 3 – Open Report

- Click on the Tasks/Reports dropdown to retrieve your report
- The report will be titled **Student Request Detail**

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Name</th>
<th>Grade</th>
<th>Homeroom</th>
<th>House/Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>12345</td>
<td>Smith</td>
<td>10th</td>
<td>A1</td>
<td>301</td>
</tr>
</tbody>
</table>

**Regular Course Requests**

<table>
<thead>
<tr>
<th>Course</th>
<th>Department</th>
<th>Credit</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>12345</td>
<td>Social</td>
<td>1.00</td>
<td>50.00</td>
</tr>
<tr>
<td>56789</td>
<td>Math</td>
<td>2.00</td>
<td>100.00</td>
</tr>
<tr>
<td>01234</td>
<td>Science</td>
<td>3.00</td>
<td>150.00</td>
</tr>
</tbody>
</table>

- To Print, click on Printer icon
- To Save, click on Save icon
Running the Student Request Verification Report

This report provides student requests in a format that can be sent home for parent verification and approval.

Step 1 – Navigate to Student Request Summary
- Click on Menu | Scheduling | Student Schedules | Pre-Scheduler Reports | Student Request Verification OR
- Type “Request” in the Quick Search bar and select Student Request Verification

Step 2 – Enter Criteria
- The following criteria is commonly used

- Click on the run icon

Step 3 – Open Report
- Click on the Tasks/Reports dropdown to retrieve your report
- The report will be titled Student Request Verification
Student Request Verification

3077 - Tucson High School

Regular Course Requests

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Department</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>195110</td>
<td>FORENSIC SCIENCE</td>
<td>SCIENCE</td>
<td>1.000</td>
</tr>
<tr>
<td>134101</td>
<td>ENGLISH 12</td>
<td>ENGLISH</td>
<td>1.000</td>
</tr>
<tr>
<td>194030</td>
<td>PSYCHOLOGY</td>
<td>SOCIAL STUDIES</td>
<td>1.000</td>
</tr>
<tr>
<td>233260</td>
<td>COMMON CORE ALG 2</td>
<td>MATH</td>
<td>1.000</td>
</tr>
<tr>
<td>164020</td>
<td>SOCIOLOGY</td>
<td>SOCIAL STUDIES</td>
<td>1.000</td>
</tr>
<tr>
<td>292000</td>
<td>DIGITAL PHOTOGRAPHY 1</td>
<td>ART</td>
<td>1.000</td>
</tr>
<tr>
<td>556000</td>
<td>FLEX</td>
<td>SPECIAL PROGRAMS</td>
<td>0.000</td>
</tr>
<tr>
<td>103211</td>
<td>FUND OF CHEMISTRY</td>
<td>SCIENCE</td>
<td>1.000</td>
</tr>
<tr>
<td>103211</td>
<td>AM STUDIES 2 M</td>
<td>SOCIAL STUDIES</td>
<td>1.000</td>
</tr>
</tbody>
</table>

8.0000

Student Alternate Requests

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Department</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>133310</td>
<td>FILM STUDY</td>
<td>ENGLISH</td>
<td>1.000</td>
</tr>
</tbody>
</table>

1.0000

Sample Text: Please review the course requests for your student for next school year. If you agree with these requests, sign and date the bottom and send back with your student.

Parent/Guardian Name (Please Print) _____________________________
Signature _____________________________ Date ____________

To the Parents/Guardians of:

______________________________
______________________________

• To Print, click on Printer icon

• To Save, click on Save icon
Phase 3
Student Scheduler

Important Notes:
- Before running the Student Scheduler, you will want to make sure you have hand scheduled any of your special situation students/courses and saved those records with a Course Status of ‘L’ or Locked. This will ensure the Scheduler does not move or touch those courses.

- If you are a high school, you will want to make sure you have entered your CTC placeholder courses. The Scheduler does not recognize courses already scheduled in another building. It will ‘over book’ students accepted to a CTC program and already scheduled into courses by CTC staff.

Add the following courses to your Master Schedule (dummy, placeholder courses):
- 490011 CTC Semester 1 AM
- 490012 CTC Semester 1 PM
- 490021 CTC Semester 2 AM
- 490022 CTC Semester 2 PM

- High Schools, you will also want to make sure you have also entered FCVS course placeholders as appropriate.
Date Active in Courses – The Day of TODAY, the date you run the Scheduler. (No postdating required)

Override Seat Counts: If this box is checked when you run the Student Scheduler, the system will schedule students into course-sections that are full based on the Maximum Seats you have set on your Master Schedule. *(Recommended on initial run; Master Schedule Report used as an evaluation tool.)*

Override House Teams: If this box is checked, the Student Scheduler may schedule students into courses without considering House/Teams. Check this box if you do NOT want to restrict courses based on House/Teams.

Course Priorities to Ignore: If you opt to list a course priority in this area, when the Student Scheduler runs, it will ignore or not schedule these priorities.

For instance, if you are a high school and you want to schedule your English or Dept. 13 classes first, you could give your critical English classes the highest priority in your Course Catalog (5 to 10); giving them a priority that is set apart from all other classes. *A lower number gets a higher priority.*

Then, when you run the Scheduler, you can use the ‘Course Priorities to Ignore’ parameter and enter 15 – 100. You would be instructing the scheduler to ignore all classes with a priority of 15 – 100, leaving only priority 10 or less to schedule.

Schedule Course Alternates: Check this box if you want the Student Scheduler to schedule the course alternates as defined in the Course Catalog if the student cannot be scheduled into any regular request.

Building Course Catalog
**Student Alternates:** Check this box if you want the Student Scheduler to schedule student alternate requests if the student cannot be scheduled into any regular request.

**Student Course Alternates:** Check this box if you want the Scheduler to schedule student course alternate requests if the student cannot be scheduled into the corresponding regular request.

**Scheduling Interval:** ‘Y’ for yearly

**Preserve Student Schedules:** If you are running the Scheduler in progressive runs, for example scheduling all of the English classes first and then moving on from there. **On each subsequent run, you will want to Preserve Student Schedules.** This will leave the classes you have placed in your first run in place and then add upon that run.

**Balance Courses:** You may elect to have the Student Scheduler attempt to balance the students scheduled into courses by

- C - Classification – Not Used by FCPS
- D – Discipline – Not Used by FCPS
- S – Gender
- G – Grade
- X – None
- E – Race

**Maximum Tries:** **This number must be a number between 1 – 100.** Select a number from 1 - 100 to indicate how many times the Student Scheduler should try to schedule a student. Recommendation is to leave this at 100. (Software multiplies times 10,000.)

**Student Timeout in Seconds:** If you want the Student Scheduler to time out for a student after a specified number of seconds, enter the number of seconds. **SIS Recommendation leave this field blank.**

**Use Marking Period Balancing:** Check this box if you want the Student Scheduler to balance the total course weight for marking periods. This requires Course Catalog Maintenance of Semester Weight.

For example you can set your core classes to a higher value and your elective courses to a lower value. The Student Scheduler would attempt to balance courses so the student would not be scheduled into all major, core courses in one semester.

**Maximum Marking Period Imbalance:** The largest acceptable imbalance allowed if you are using balancing. The Student Scheduler uses this value to determine whether or not a student’s schedule is within acceptable imbalance for this run.

**Shuffle Attempts:** The shuffling process moves students who are partially scheduled in an attempt to schedule another student; it does not touch students who have been successfully scheduled. The recommendation is that you use 5 or fewer attempts if you are going to use shuffle attempts. **If you do not want to shuffle students enter zero (0).**
**Reschedule Attempts:** This number represents the number of students the Student Scheduler can try to completely reschedule to fit the student currently being scheduled into a closed course-section. The recommendation is that you use 5 or fewer attempts if you are going to use reschedule attempts. **If you do not want to reschedule students enter zero (0).**

Using Shuffle & Reschedule attempts can dramatically increase the amount of time the algorithm processes each student. You should start with a small number of attempts and increase them as needed. You should never use a number over 5.

**Same Period for Same Teacher:** Checked if the Student Scheduler should schedule blockettes in the same period if the Master Schedule record for the block has the Same Teacher field set to R – Linking Required.

You might use this option if you have a block that has blockette courses that meet for one marking period each and you want to schedule the blockettes in the same period in order to schedule a student with the same teacher in the same period for all marking periods.

**If your building has no blocks defined to link blockettes to the same teacher, leave this field unchecked.**

**Request Sort -**

```
<table>
<thead>
<tr>
<th>Sort By</th>
<th>Then By</th>
</tr>
</thead>
<tbody>
<tr>
<td>P - Priority</td>
<td>F - Fewest Sections</td>
</tr>
</tbody>
</table>
```
Next Year Scheduling - Student Scheduler

Once the master schedule is complete, student requests entered and all Error Scan errors corrected, you are ready to schedule students into classes.

To run the Scheduler for the First Time

1. Run the Error Scan to detect problems with the course catalog, student requests, master schedule and student registration information.

2. Update the Parameters to set the defaults for the scheduler.

3. Run Schedule Students to schedule students into course-sections.

4. Run Post Scheduler reports to analyze the results of the scheduler.

To Run the Student Scheduler After it has Already Been Run

1. **OPTIONAL** - Run the Backup/Restore to save results of a scheduler run if you want to make changes to your master schedule or course requests, but do not want to lose your current scheduling information. Backing up a copy of a scheduling run will allow you to restore that run at a later juncture if desired.

2. Run the Load/Unlock/Lock/Erase Scheduled Courses to erase any scheduled courses that are not locked into a student’s schedule. This must be done before making changes to the master schedule.

3. After you have made changes to the master schedule and/or student requests, rerun the Error Scan.

4. Re-run Schedule Students.

5. Run Post-Scheduler reports to analyze the results of the scheduler.

**Important Note:** Once the Scheduler has run and student schedules reviewed, schools may opt to revise their Master Schedule or change Scheduling Parameters and re-run the Scheduler. **It is important to remember when making changes, MAKE ONE CHANGE AT A TIME** so you can monitor which change had a positive impact and conversely, which change may have had a negative impact.
Next Year Scheduling – Backup/Restore Scheduling Runs

Use this option to save and restore scheduling runs while you are attempting to improve the percentage of students fully scheduled. When you backup a scheduling run, the current Course Catalog, Master Schedule, Room Catalog, Staff Catalog, student requests, student schedules and mark reporting information are saved. You can restore any saved schedule run if you are not satisfied with a subsequent scheduling run.

For example, if you want to modify the Master Schedule to see if more students will be fully scheduled, you can save the current scheduling run and then make changes. If the changes decrease your % fully scheduled and have a negative impact on your success, you can restore any saved, more successful scheduling run.

To Backup or Restore a Scheduling Run

Step 1 – Navigate Backup/Restore

- Click on the dropdown Menu | Scheduling | Student Schedules | Student Scheduler | Backup/Restore
  OR type “Backup” into the quick search bar and select Backup/Restore

Step 2 – Enter Prompts

- Select Building
- Select Backup Existing Data from the Action Dropdown
  - To restore a run, select Restore Saved Data from the Action Dropdown
- Name the run in the Scheduling Run Label Dropdown

![Prompts](image)

Click the Run icon

Important Note: When the Scheduling Team has determined the Student Scheduler has produced the best results possible, it is time to begin manually adjusting student schedules. It is also imperative you contact the SIS Team and have security to run the Student Scheduler removed from all staff in your building. This will ensure all of your hard work will not be lost be an inadvertent run of the Student Scheduler.
Evaluating a Scheduling Run

After reviewing the Master Schedule List Report and scrolling thru the student schedules the scheduling run produced, there are several Post-Scheduler Reports available to assist in evaluating your scheduling run.

- Student Conflict Analysis
- Unscheduled Request Detail
- Unscheduled Request Summary
- Free Period Analysis
- Free Time Detail

To Access Post-Scheduler Reports
1. Log into eSchoolPLUS
2. Navigate to Scheduling | Student Schedules | Post-Scheduler Reports
Resources
All documentation to include presentations and/or newsletters are stored online within eSchoolPLUS.

To access documentation:
1. Log into eSchoolPLUS
2. Navigate to My eSchoolPLUS | Documentation | Next Year Scheduling

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<tr>
<td>Training &amp; Support</td>
</tr>
<tr>
<td>Flowchart for Next Year Scheduling</td>
</tr>
<tr>
<td>4.0 PowerPoint for Next Year Scheduling - Overview</td>
</tr>
<tr>
<td>4.0 PowerPoint for Next Year Scheduling - Course Requests</td>
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<tr>
<td>4.0 Next Year Scheduling Checklist 2019</td>
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<td><strong>Student Requests &amp; Course Catalog</strong></td>
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<td>4.0 Entering Student Course Requests</td>
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<td>4.0 Loading Course Recommendations to Course Requests</td>
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<tr>
<td><strong>Master Schedule</strong></td>
</tr>
<tr>
<td>4.0 Entering Master Schedule</td>
</tr>
<tr>
<td>4.0 Reports related to Master Schedule</td>
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<td><strong>Student Scheduler</strong></td>
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<td>4.0 Backup/Restore Scheduling Run</td>
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<td>CTC Course Placeholders</td>
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<td>4.0 Mass Load in Next Year Based on Scheduled Courses in Current Year</td>
</tr>
<tr>
<td>4.0 Running the Student Scheduler</td>
</tr>
</tbody>
</table>

For assistance with any scheduling related questions or with any phase of the Next Year Scheduling Project, contact the eSchoolPLUS Help Desk at eschoolplus@fcps.org or by calling ext. 45433.