

## Master Schedule “Big Picture” Planning

After reviewing the Patrick Henry timeline, please take a moment to review the following questions with your master schedule planning team:

Does your site have a course catalog?

- If not, do you need to develop one?
- If so, when was it last updated?
- Have you audited the 4100 Course Code to insure that you’re offering the right courses?
- Have key groups (dept. chairs, etc.) met to discuss course offerings?

What’s your plan for articulation?

- Do you plan to meet with your “feeder” school(s)?
- What are the objectives of that meeting?
- Who are the key contacts? What are their respective roles?

How do teachers express an interest in their teaching assignment?

- Do you have a collection tool for teacher preference (prep, courses, etc.)?

How do you involve students and parents in the articulation process?

- Do you have a collection device for this process?
- How do you share it with your parents/students?

How/when does your articulation process take place?

- Online?
- On site?
- By grade level?
- Do SLC’s take precedence?
- Do you have a procedure for validating course requests?
- How do you assure IEP’s are being followed? How are Case Managers involved?

Who will enter the course requests?

- Have decisions been made about courses that may not be offered due to low enrollment?
- What is the timeline for completion?

How will you involve teachers/departments in the decisions about who teaches what?

- Do you have a procedure in place for resolving conflicts of who wants to teach what?

After tentative schedule has been created:

- Has time been set aside before the students leave, for counselors to discuss alternate course choices in case of singleton/doubleton conflicts?