



K-12 SIERRA SCHEDULING MANUAL

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Vision Statement

Each student in the Cleveland Municipal School District will be successful in a rigorous instructional program, and our teachers, principals and administrative staff will be valued, will hold themselves responsible and accountable, and will be rewarded for their professionalism.

The Cleveland Board of Education does not discriminate in educational programs, activities or employment on the basis of race, color, national origin, sex, sexual orientation, age, religion or disability.

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SECTION I

The Scheduling Process – An Overview

Developing a **good Master Schedule** that takes into account **student requests and needs, teacher requests and certification requirements, and facility and collective bargaining constraints** requires **proper planning, organization and dedicated time** to complete the task. Administrative training programs have little, if any, training in the area of school scheduling. Yet a **poorly developed master schedule can create numerous problems** and issues for a school administrator.

This manual has been developed to assist Cleveland Municipal School District administrators and school leaders in the preparation of a good, efficient master schedule that assists rather than hinders a school in meeting its academic goals.

Getting started: When is the **ideal time** to begin creating a master schedule for the next school year. Some would say, two weeks after the start of the current school year. Realistically, the **earlier** the process starts, the **better** the preparation and hopefully, the better the product.

Who needs to be involved? Remember the saying: “Two heads are better than one!” To build an effective master schedule requires the input and expertise of several building level persons. The principal certainly needs to be involved, but the **“master scheduler”** should be **someone who can be dedicated to this task** and make sure that it is complete and on time. Normally, this would be an assistant principal. However, some schools without an assistant have relied on a teacher, team leader, department chairperson or other reliable and dependable individual. Whoever the scheduler is, that person must **have the computer and detail skills** necessary to complete the task. In addition, several building level persons must assist the scheduler. Before a school’s master schedule is built, the following factors need to be addressed.

Factors to consider are:

- 1) The **academic needs** of the students
- 2) The **social and developmental needs** of students
- 3) The **number of students and teachers** in the school
- 4) The **priorities of the District and the school**
- 5) **Federal and State requirements**
- 6) **School’s Academic Achievement Plan**
- 7) Staffing **allocation and certification** of teachers
- 8) **Collective Bargaining Agreement** requirements
- 9) The **location, number and size of available classrooms**
- 10) The **number and type of elective/exploratory classes**
- 11) The **number and type of regular, special education, vocational and gifted and talented classes**
- 12) **Accurate and timely identification of non-promotes**
- 13) **Special school initiatives such as twilight and extended day programs**
- 14) **Special education issues – inclusion, mainstreaming and self-contained.**

Getting a scheduling team in place:

More than one person must be involved in the scheduling process. However, one master scheduler and one back-up must be identified to coordinate this process. These individuals would be responsible for developing a paper schedule and then entering the schedule into the **SIERRA** student information system. They would also make any adjustments to the schedule during the summer months and, if needed, during the school year. Workshops are held each Spring at Woodland Data Center to train a scheduler and an assistant scheduler in the Sierra system. Other persons who would be valuable in developing the master schedule on paper are a **counselor, special education representative, department chair, team leader or academic representative, UCC chair or representative and teachers** who are interested in becoming a school administrator. A school may want to involve District-level personnel who will be valuable in providing assistance in building a strong academic, exploratory or vocational program.

When should we start?

By the end of the first semester, a school has pretty much identified areas in their current schedule that need revision, as well as areas that are working well. **January/February** is an ideal time to begin the scheduling process. The principal should convene a team (usually 6-7 persons are sufficient and provide enough representation to make the process worthwhile.) **Begin by looking at pertinent school data.** Where are your students' strengths? Where are your students' weaknesses? What **special programs** have you implemented? Have they made a difference? Where do you want to **focus** your attention for the upcoming year? How large should your grade level teams be? Where should these teams be housed in the building? **The more information you have, the better the decisions you can make. The better the decisions, the better will be your master schedule.** Focus on the needs of your students! Continue to ask questions. Collect data that helps support your decisions. You may, for instance, decide to move homeroom to the first period in the morning to help reduce the number of first period failures due to tardiness. Using data to support the decision-making process helps garner the support of your staff in implementing the master schedule.

Establish a timeline for scheduling!

The scheduling process is dependent on many different components. Some of these are school-based and some are not. An ideal timeline at the District level is as follows:

<u>Component</u>	<u>Ideal Date</u>
1) Courses and course ID's are finalized for the next school year.	February 1
2) Student assignments are finalized.	March 1
3) School receive lists of projected student assignments.	March 1
4) Course requests are entered for all students.	Mid-May
5) Scheduling progress is monitored on a weekly basis	Mid-May
6) Promotes/non-promotes are finalized.	Mid-June
7) Staffing assignments are completed.	July 1
8) Final student assignments are made.	July 1
9) Master schedule is entered and first run completed.	Mid-July
10) Career and Tech. Ed. approves schedule (where appropriate)	Early August

11) **Master schedule is complete and approved for lock-in.**

Mid-August

12) **Class lists and student schedules are printed.**

Late August

A school should develop its own time-line based on the above scheduling components and dates. (A sample timeline is located on page 5 of this section). Identify those tasks to be completed and the date for completion. Keep track of important data that will be needed to complete the scheduling process. Some of these include the classrooms that will be used for regular, gifted, special, vocational and exploratory classes. Projected staffing lists should include social security numbers, areas of certification and teacher preferences. Class length and a tentative bell schedule should be discussed and finalized. The number of special education students for inclusion, mainstreaming and self-contained classes should be determined. You will need to check with a feeder school(s) to determine some of this information.

Develop a process to determine student interests and needs.

Will some students require additional time in reading and math? Will other students need to be identified for honors, advanced placement, or special exploratory classes such as choir or band? Who will collect this information? When will it be complete? What subjects will teachers be expected to teach? What teachers will be members of a grade level or core team? You will probably have to **develop student and teacher surveys** to obtain much of this information.

Test data and/or teacher recommendations may supply other valuable information when determining what courses students will take. Make sure that you have lists of students with their student ID number for special academic and/or elective/exploratory classes.

What kind of scheduling format will you use?

Some high schools use a **Block schedule format** that allows students to earn one credit in a semester of time. Other schools use the traditional **non-Block** yearlong schedule. Some middle schools use a modified block schedule. To determine what scheduling format best fits your school's needs, the **scheduling team needs to review information on all options** and determine what best fits the needs of the students and staff in your school. The difference between scheduling formats can best be described by the following chart:

Elementary vs. Middle vs. High School Scheduling

<u>Level</u>	<u>Type of Scheduling</u>
Elementary	Group scheduled, usually by homeroom
Middle	Group scheduled, usually by grade and section
High	Group for 9 th grade, individually by class at upper grades

Scheduling Format:

<u>Level</u>	<u>Format</u>
Elementary	Non-Block - annual course
Middle	Non-Block or modified Block - annual course
High	Block – semester credit; Non-Block - annual credit

What are the characteristics of a Block vs. a non-Block scheduled school? Refer to the attached chart to help distinguish the characteristics between these two types of scheduling.

Block vs. Non-Block Scheduled High Schools

<u>Type</u>	<u>Characteristics</u>
Block	80-90 minute blocks per school day Four (4) blocks scheduled in a typical school day Semester completed in one marking period. Course requirements completed at the end of each semester. Credits and GPA entered at end of each marking period. New courses started each semester. Can complete up to 7 credits in one year. Used exclusively for re-entry and twilight programs.
Non-Block	40-55 minute periods per school day Six to nine periods scheduled per school day. Course requirements completed in one year. Credits and GPA entered at end of each semester. Can complete up to 7 credits in one year.

Who needs to know how to schedule?

All CMSD principals and assistant principals must be trained in the scheduling process. Counselors, UCC chair, department chairs/core team leaders and secretaries must understand the scheduling process so that they can contribute to its development. It takes a team to complete a good school schedule. All on the scheduling team must work together to ensure that all students and teachers have an effective schedule.

To learn the scheduling process means to do it!

Schedulers should be rotated every two years so that several people in a school know and can effectively schedule.

When is a school's master schedule complete and ready for lock-in?

- 1) **Students** should have a **full schedule without any holes**.
- 2) There must be **no conflicts** in the courses that students have selected and the courses to which they are assigned.
- 3) The schedule must **follow state, District and CMSD/CTU agreement**.
- 4) **Teachers** should have a **complete schedule according to their certification/licensure and the Collective Bargaining Agreement**.

Next Steps: Develop a school building time-line

A sample time-line for a scheduling time is provided. Principals and scheduling teams should adjust to meet the needs of their school.

January	Principal assembles a scheduling team at the school.
January	Team schedules dates of meetings
January	Principal identifies head scheduler and back-up (Information sent to Claudia Mramor via e-mail by January 30)
Jan/Feb	Team develops survey instruments to collect information from students and staff on needs and preferences.
Jan/Feb	Scheduler reviews the CMSD/CTU agreement to determine scheduling implications.
Jan/Feb	Team schedules sharing sessions with other CMSD school personnel to discuss various scheduling formats.
Jan/March	Team collects data that will help guide the decision-making process.
Feb/March	Scheduler and Back-up register and attend scheduler training in-service sessions in the Spring.
Feb/May	Scheduler shares progress of the scheduling team with your entire faculty.
Feb/March	Team discusses key decisions and the rationale behind them.
March	Team determines any scheduling implications in the development of the school's AAP for the coming year.
March	Scheduler collects pertinent staff data needed for scheduling.
March/April	Team determines room availability and usage for regular, special, honors, vocational and exploratory classes for the next school year.
April/May	Counselor(s) enter student course requests pending guaranteed assignment download.
May/June	Scheduler/back-up begin/complete master schedule development (See Sierra Scheduling Flowchart)

Get started!

SECTION II

CMSD DISTRICT COURSE ID'S

Understanding the District's Unique Course ID's:

1. All District courses have been identified with a unique six character course ID. The **first three characters** of the course code identify the course.
2. The **first** character identifies the department or academic area of the course. There are eight (8) different areas or departments:

A = FINE ARTS
C = CAREER AND TECHNICAL EDUCATION
E = ENGLISH LANGUAGE ARTS
F = FOREIGN LANGUAGE
M = MATHEMATICS
P = PHYSICAL EDUCATION
S = SCIENCE
G = SOCIAL STUDIES

3. The **second and third characters** identify the specific course and grade level at the high school level. For example, **EEA** is English 1. The third character identifies the grade level at the K-8 level. For example, **ME5** is Mathematics, grade 5.
4. The **fourth character** of the course code indicates the type of course. Use the chart below to identify the various course identifiers and their meanings:

1 = SPECIAL ED. – MAINSTREAM/INCLUSION
2 = SPECIAL ED. – SELF-CONTAINED
3 = SPECIAL ED. – S.E.D. SELF CONTAINED
4 = SPECIAL ED. – O.H. SELF-CONTAINED
5 = SPECIAL ED. – VISUAL/HEAR IMPAIRED SELF-CONTAINED
R = "REGULAR"
P = POST SECONDARY
S = BILINGUAL/SPANISH
M = BILINGUAL/OTHER
H = HONORS
A = ADVANCED PLACEMENT
O = OUT-OF-DISTRICT
T = TWILIGHT COURSES (non-block only)
V = VOCATIONAL UNIQUE COURSES

The numeric characters) one (1) through five (5) are used as the fourth character in the course ID and are designate the type of special education class it is. For example , **1 = inclusion or mainstreamed; 2 = self-contained (this could be cross-categorical, developmentally handicapped, learning disabled, or multi-handicapped); 3 = severe emotionally disabled; 4 = orthopedically handicapped; and 5 = hearing/visually impaired.**

The alpha characters used as the fourth character in the course ID are used to designate the course type. For example, **R = REGULAR and H = HONORS**. The “weighting” of these differ based on the difficulty of the course and affect a student’s Grade Point Average (GPA). **H = HONORS and A = ADVANCED PLACEMENT** are used to designate courses in the gifted and high school programs. **S = BILINGUAL/SPANISH** and is used to designate a course for Bilingual/Spanish students. **M = BILINGUAL/OTHER** is used to designate a course for bilingual students other than Spanish. **P = POST-SECONDARY** is used to designate a course that a student takes for post-secondary options credit. **O = OUT-OF-DISTRICT** is used to designate a course that a student has taken and received credit outside of CMSD. This identifier (O) is used only in a student’s course history.

5. The **fifth character** of the course code identifies the scheduling format that is used. This is either **B = BLOCK** or **N = NON-BLOCK**. Some high schools currently use the **BLOCK (B)** scheduling format.
6. The **sixth character** is used to identify the course duration or length. At the elementary and middle school levels, this is always **A = ANNUAL**. At the high school level, it may be **A = ANNUAL** or **S = SEMESTER** or **Q = QUARTER**.
7. There are times when students enter the District with a course that does not match up with any listed in our curriculum. At the high school level, this could negatively impact a student’s ability to meet graduation requirements. As a result, a course ID was created in every academic area or department to handle such situations. The designation for these course ID’s are as follows:

DEPARTMENT CHARACTER+O+O+R+N+A

For example, **MOORNA = MATH-OTHER-OUT-OF-DISTRICT-REGULAR-NON-BLOCK-ANNUAL**

8. When scheduling **all six (6) characters must be used**.
For example, at the elementary level: **ER3RNA = ENGLISH – READING – GRADE 3 – REGULAR – NON-BLOCK – ANNUAL**. **ER33NA = ENGLISH – READING – GRADE 3 – S.E.D. SELF-CONTAINED – NON-BLOCK – ANNUAL**.

Examples at the high school level might be: **EEAHBS = ENGLISH 1 – HONORS – BLOCK – SEMESTER**. **EARNNA = ENGLISH – REGULAR – NON-BLOCK – ANNUAL**.

Student Course Requirements

Elementary: (Grades K-5)

Students at the elementary grades (K-5) are grouped into a core of academic courses that are consistent across the grades and from school to school.

Language Arts:

In order to align elementary language arts courses at the elementary level with our current state standards, three separate course id's were developed. These id's are:

ER1 = English, Reading, grade 1

EW1 = English, Writing, grade 1

ES1 = English, Speaking/Listening, grade 1

Course id's for these three language arts courses at other grade levels would be the same except the third (3rd) character would identify the grade (K,1,2,3,4,5).

Mathematics:

The mathematics course id's would follow the same format and structure as the language arts id's.

ME1 = Mathematics, Grade 1

Science:

The science course id's would follow the same format as the language arts and mathematics id's:

SC1 = Science, Grade 1

Social Studies:

The social studies course id's would follow the same format as the language arts, mathematics, and science id's:

GS1 = Social studies, Grade 1

Exploratory classes at the elementary grade level could include a variety of fine arts, physical education and foreign language options. A complete list of Course ID's can be found on the District's Website.

Middle Grades Course Requirements: Grades 6, 7 and 8

Students in the middle grade (grades 6, 7 and 8) are **required to take a language arts block that includes English and reading, mathematics, science and social studies.**

Speaking/listening and writing are incorporated in the language arts block but do not have a separate course id at the middle grades. These five courses often form the middle school academic core and are taught by a common core of teachers.

Examples of the three character course id's would be: **EE6, ER6, ME6, SC6, and GS6.**

Exploratory courses at the middle grades would include fine arts (music and art), foreign language, physical education including health, and possibly career and technical education courses.

Finally, students in the eighth grade level can take some high school level courses. These must be taught by high school certified teachers and must follow the curriculum and standards of the high school course. These courses include the following:

Foreign Language

<u>Course Title</u>	<u>Course ID</u>
French 1	FFARNA
German 1	FGARNA
Span/Span 1	FHARNA
Russian 1	FRARNA
Spanish 1	FSARNA

Math

<u>Course Title</u>	<u>Course ID</u>
Int Math 1	MIARNA

A complete listing of Master Scheduling Course ID's can be found on the District's Website.

High School Graduation Requirements

English	4 credits (English 1, 2, 3 and 4)
Fine Arts	1 credit
Foreign Language	Currently an elective credit. 1 credit will be required after 9/15/05
Health	0.5 credit
Mathematics	3 credits (Integrated Math 1, 2, and 3)
Physical Education	0.5 credit
Science	3 credits (must contain biological and physical lab sciences)
Social Studies	3 credits (American History, World History, American Government)
Electives	6 credits (Included in the electives must be the Senior Seminar course required for students graduating after 9/15/04)

21.0 credits are required to be eligible for graduation. 22.0 credits will be required to be eligible for graduation after 9/15/05.

Promotional Requirements:

A student in high school must earn the correct number of Carnegie credits in order to be promoted to the next grade:

- To Grade 10 – 5 credits
- To grade 11 – 11 credits
- To grade 12 – 16 credits

In addition, a student must maintain a certain Grade Point Average (GPA), must take and pass all required Ohio tests, and have no fewer than 5 unexcused absences per academic year. Specific requirements can be found on page 6 of the High School Course Catalog and Course of Study.

A complete list of all High School Course Offerings can be found on the District's Website.

SECTION III

CMSD/CTU Agreement – Scheduling Requirements

Article 9, Section 4 – Page 33

- “Each teacher is to have a duty-free uninterrupted lunch period of a minimum of 40 minutes. ...the 40 minute lunch period for teachers shall be scheduled during the regularly scheduled student lunch period of the regular day. No one teacher or teachers will exceed the lunchtime allocated for the majority of the faculty.
- “Teachers assigned to more than one building in a school day shall not have to travel during their lunch period nor during their unassigned periods.

Article 9, Section 5 – Page 33

- All special subject area periods in elementary schools shall be standardized at forty minutes. Special subjects are art, library, music and physical education.

Article 10, Section 1 – Page 35

- **A.** Cass size limit in elementary schools shall be 25, except by expressed written consent of the affected teacher(s).
- Class size for Elementary Special Subject teachers (ESP) shall be 196 students per day maximum.
- **B.** The class size for regular secondary classroom teachers shall be 1:150 District-wide average, and 1:170 maximum (or a proportionately adjusted limit for teachers with fewer than six assigned periods).
- Class size for Secondary Special Subject Teachers shall be:
Art = 170 students per day maximum
Music=170 students per day maximum, excluding choir, band, orchestra and similar activities
Physical Education=196 students per day maximum
- **E. Middle Schools/Middle Grades – Page 37** – Beginning with the 2001-02 school year, the operational definition of middle schools/middle grades shall include facilities which house grade six and/or seven and/or eight. Teachers are to be organized into interdisciplinary core teams, meet regularly in a common planning period during the school day, and instruct a common group of students.
- All teachers, excluding ESP/Exploratory teachers in K-8 schools, shall have five assignments or an equivalent thereof and a common planning period.
- The class size for regular middle school/middle grade teachers shall be 1:150 District-wide average and 1:170 maximum. For teachers with five class assignments and a common planning period, this figure would be 142 maximum.
- Class size for middle schools/middle grades special subject teachers shall follow the secondary guidelines above, proportionately adjusted if the teacher has only five class assignments.
- **F.** The principal of each school shall, when organization takes place, hold at least one faculty meeting to explain the faculty staffing procedures, including pupil-teacher ratio and class size.

- **G.** The Principal and the UCC shall meet prior to and during each semester to establish equitable class sizes based upon staff availability in the school. Teacher assignments, including subjects or grades assigned to teach, non-teaching duties, unassigned duties and room assignments are to be part of the discussion in the establishment of the master schedule of the school.

- **H. Elementary Teacher Work Day – Page 39**
 1. The teacher day at the elementary school level will be 390 minutes, including the following:
 - Teacher Report Time:** All bargaining unit members with the exception of paraprofessionals will arrive ten minutes before the start of the student day. Such bargaining unit members must be in the school building, but the Principal or other administrator may not assign this time.
 - Teacher Student Contact Time:** In addition to the Literacy Block and Instructional Time, each school will schedule twenty minutes of “Teacher Student Contact Time”. This time will be time which teachers and students prepare for open and/or close the instructional day. All teachers excluding nurses, social workers, speech language pathologists, guidance counselors and psychologists will be scheduled for Teacher Student Contact Time.
 - Literacy Block:** At least eighty minutes of each school day will be dedicated as literacy block.
 - Lunch:** Every day will include a forty-minute uninterrupted lunch period.
 - Planning Period:** Teachers will have at least an average of forty minutes per day or its weekly equivalent as planning/unassigned time.
 - Instructional Time:** At least 200 minutes of the school day will be dedicated to direct classroom instruction.
 2. **Scheduling:** The schedule must be aligned with the school’s Academic Achievement Plan.
 - L. Art Classes:** When any elementary class is scheduled for Art twice a week, it may be scheduled for two consecutive periods with the concurrence of the Principal, UCC and the teachers involved.

- **N. Middle Schools/Middle Grades Teacher Day – Page 40**
 1. The teacher day at the middle school/middle grades will be 400 minutes.
 - Teacher Report Time:** All bargaining unit members with the exception of paraprofessionals will arrive ten minutes before the start of the student day. Such bargaining unit members must be in the school building, but the Principal or other administrator may not assign this time.
 - Lunch:** Every day will include a forty-minute uninterrupted lunch period.
 - Planning Period:** Teachers will have at least an average of forty minutes per day or its equivalent as planning/unassigned time.
 - Instructional Time:** Schools will schedule no more than 290 minutes of Instruction Time. Instructional Time will include a homeroom period not to exceed fifteen minutes, one pass time and a forty minute Common Planning Period/Common Intervention for those teaches who are members of a Core Team.

Teacher Student Contact Time: The use of any Teacher Student Contact Time beyond the 20 minutes of Instructional Time shall be determined by mutual written agreement between the Principal and UCC and shall support the goals and objectives of the school’s Academic Achievement Plan.

- **O. High School Teacher Day – Page 42.**

The High School Teacher day will be 400 minutes.

Teacher Report Time: All bargaining unit members with the exception of paraprofessionals will arrive ten minutes before the start of the student day. Such bargaining unit members must be in the school building, but the Principal or other administrator may not assign this time.

Lunch: Every day will include a forty-minute uninterrupted lunch period.

Instructional/Student Contact Time: 290 minutes, including homeroom (not to exceed fifteen minutes) and passing time.

Unassigned Time: Balance of teacher workday

- **P. Homerooms and Advisory Activities in Secondary Schools – Page 42**

All certificated personnel in a secondary school, except the Principal, Assistant Principal(s), Building Chairperson (and Assistant Chairperson if over 70 bargaining unit members), the athletic director, and Department Heads, Core Team leaders and Special Education Liaisons shall have a homeroom.

Homerooms within the building shall be as equal as possible in enrollment.

Exceptions may be made for Special Education.

Advisory Period: All certificated staff who instruct students in grades 6, 7 and 8 shall have an advisory period. The principal and the UCC shall decide when advisory activities shall take place. Advisory activities shall not take place during the homeroom period. Homeroom period may not exceed 15 minutes.

Substitute Assignments: Teachers shall not be required to perform substitute duties for absent teachers during the period in which they have instructional duties, except in extreme emergency situations.

- **Section 3. Special Education Assignments – Page 44**

A. All Special Education class assignments shall maintain teacher/pupil ratios in compliance with State mandated standards as follows:

	<u>Enrollment Limit</u>	<u>Instructional Limit</u>
MH (K-12)	8	8
HH (K-12)	10	8
VH (K-12)	10	8
OH (K-12)	10	8
SED (K-12)	12	10
DH (K-8)	16	12
DH (9-12)	24	16
SLD (K-8)	16	12
SLD (9-12)	24	12

- **Assignment of Special Education Students into Regular Education Classes – Page 46**

Children with Disabilities shall be mainstreamed into regular education classes in accordance with their IEP. These students shall be scheduled in such a manner as to preclude more than twenty-five percent (25%) of their class being assigned to a given regular class during any single instructional period.

- **Inclusion:** The selection of a regular education teacher will be on a voluntary basis, unless insufficient volunteers are available to meet the needs of Special Education children as defined by law. In this case, the Principal and IEP team shall determine the fairest and most appropriate solution.

- **Section 4 – Use of unassigned time – Page 48**

Teachers' unassigned periods are to be used for pupil and/or parent conferences, lesson preparation, collegiality or any other relevant instructional effort and may not be assigned by an administrator.

- **Section 5 - Use of Common Planning Time – Page 48**

When common planning is in lieu of a class assignment, teachers shall use that common planning time for its intended purpose – to plan with other members of his/her team to provide better motivational and /or instructional services to students.

- **Section 6. Elementary Assignments – Page 48**

Elementary teachers shall not be required to change grade level or school after ADM-1 week adjustments, on the first day of the second marking period.

- **Section 7. Unassigned Periods for Elementary Teachers – Page 49**

- A. Unassigned period shall be equalized to the maximum extent possible.
- C. All elementary teachers shall receive five (5) unassigned period per week.
- E. Elementary art, music and physical education teachers shall have the option to schedule one (1) day before the official beginning of school, to prepare supplies and equipment for use and storage.
- H. Media specialist shall use the first and the last week of the school year to prepare supplies and equipment for use and storage.

- **Section 8. Secondary Department Schedules – Page 49**

- A. Department schedules for the following school year shall be completed as soon as possible in the preceding school year. All assignments shall be as equitable as possible in terms of honoring preferences and number of preparations. For any and all changes made after the end of the school year, all teachers affected shall be notified in writing as soon as possible.
- B. If drastic changes in the school population require significant changes in a department's scheduling, such changes shall be completed with ADM-1 adjustment, on the first day of the second marking period.
- C. Secondary teacher class schedules may be changed on a quarterly basis with permission of the affected teacher.

D. No secondary teacher shall have more than three (3) preparations unless he/she volunteers to take more than three (3).

- **Section 9. Grade Level/Subject Preference. – Page 50**
Teachers shall submit their grade level/subject preference for the following year to the Principal on or before April 15, and those preferences shall not be unreasonably refused.
- **Section 11. Teachers Assigned as Special Substitutes – Page 51**
A. Every effort shall be made to find a regular substitute for a teacher when a teacher is absent. Regular teachers may become “special substitute teachers” when a substitute is not available. Special substitute assignments shall be voluntary, except in emergencies as determined by the Principal consistent with the standards set by the UCC and Principal.
E.1. Elementary teachers of special subjects are not to be removed from their regular assignments to function as substitutes for absent teachers.
- **Section 21. Looping – Page 55**
Teachers may volunteer to loop, taking the same class of children two or more consecutive years.
- **Article 11 – Teacher Non-Instructional Duties – Page 56**
Section 1. Equitable distribution of Extra Duties
Assignment to extra duties shall be made equitable among all teaching personnel, including teachers in federally and state funded programs, and assignment in those programs, for those indicating interest, shall be rotated on a yearly basis.
Section 4. School Cafeterias – Page 56
All lunch duty by certified teachers shall be voluntary.
Section 9. Elementary Breakfast Program – Page 57
If sufficient staff or volunteers are not available, classroom teachers may supervise student breakfast.
- **Article 13 – Building Facilities, Supplies and Funds**
Section 1 – Staff Lunchrooms and Restrooms.
Each school should have adequate lunchrooms and lavatory facilities exclusively for use of the educational staff.
Section 6. Temperature.
A teacher shall have the right to change his/her room to an available room or area if the temperature in his/her room is beyond the 60 – 90 degree Fahrenheit limits.
- **Article 23 – Working Conditions for Special Groups – Certificated Personnel**
Section 1 – Student Council Advisor in Secondary Schools – Page 102
Teachers appointed as Student Council advisors will be given one (1) period per day to work with the Student Council.
Section 2 – Media Specialists – Page 102

Elementary media specialists are responsible for the same number of assignments as regular classroom teachers per day. These assignments shall include no more than six (6) periods of instruction per day unless library maintenance responsibilities are assigned to an aide.

Section 8 – Guidance Counselors – Page 107

Full time counselors will be on a 40-week assignment. Head counselor will be on a 42-week assignment. The distribution of the 40/42 week assignments shall be determined by written mutual agreement between the Principal and the guidance counselor(s).

Section 23 – Differential Positions – Page 113

A maximum of two (2) annual differential positions will be paid to a teacher. If there are no qualified applicants, a maximum of four (4) differentials (no more than two coaching differentials) may be paid to any one teacher.

B.1a. Department Heads, Core Team Leaders, Subject Area Specialists, Special Education Liaisons and Head Teachers will be selected every two (2) years by mutual agreement in writing between the UCC, Principal and individual department teachers.

B. 1d. Department Heads, Core Team Leaders, Subject Area Specialists, and Special Education Liaisons are to report to their schools all day Thursday and Friday of the week preceding the opening of school.

1e. Department Heads, Core Team Leaders, and Special Education Liaisons shall have no homeroom.

2. All middle schools/middle grades shall have Core Team Leaders, Subject Area Specialists and Special Education Liaisons. Subject Area Specialists shall be released for a minimum of five (5) periods per week.

3b. The senior high athletic director shall be relieved of homeroom duties.

CMSD SCHEDULING MANUAL

WHAT'S SO IMPORTANT ABOUT MASTER SCHEDULING?

A successful Master Schedule showcases each school's effort to provide their students with the most effective learning plan possible. A successful Master Schedule incorporates the teaching staff, current and projected student population, available rooms, approved curriculum, as well as available teaching materials to ensure maximum effectiveness. **The Master Schedule should be viewed as the foundation of the school's academic achievement plan.**

A product of the Master Scheduling process is the creation of Class List records. The Class List records are created when students are scheduled into classes. The Standards Based Report Card, Interim Progress Reporting, and Intervention Tracking systems use the Class List records.

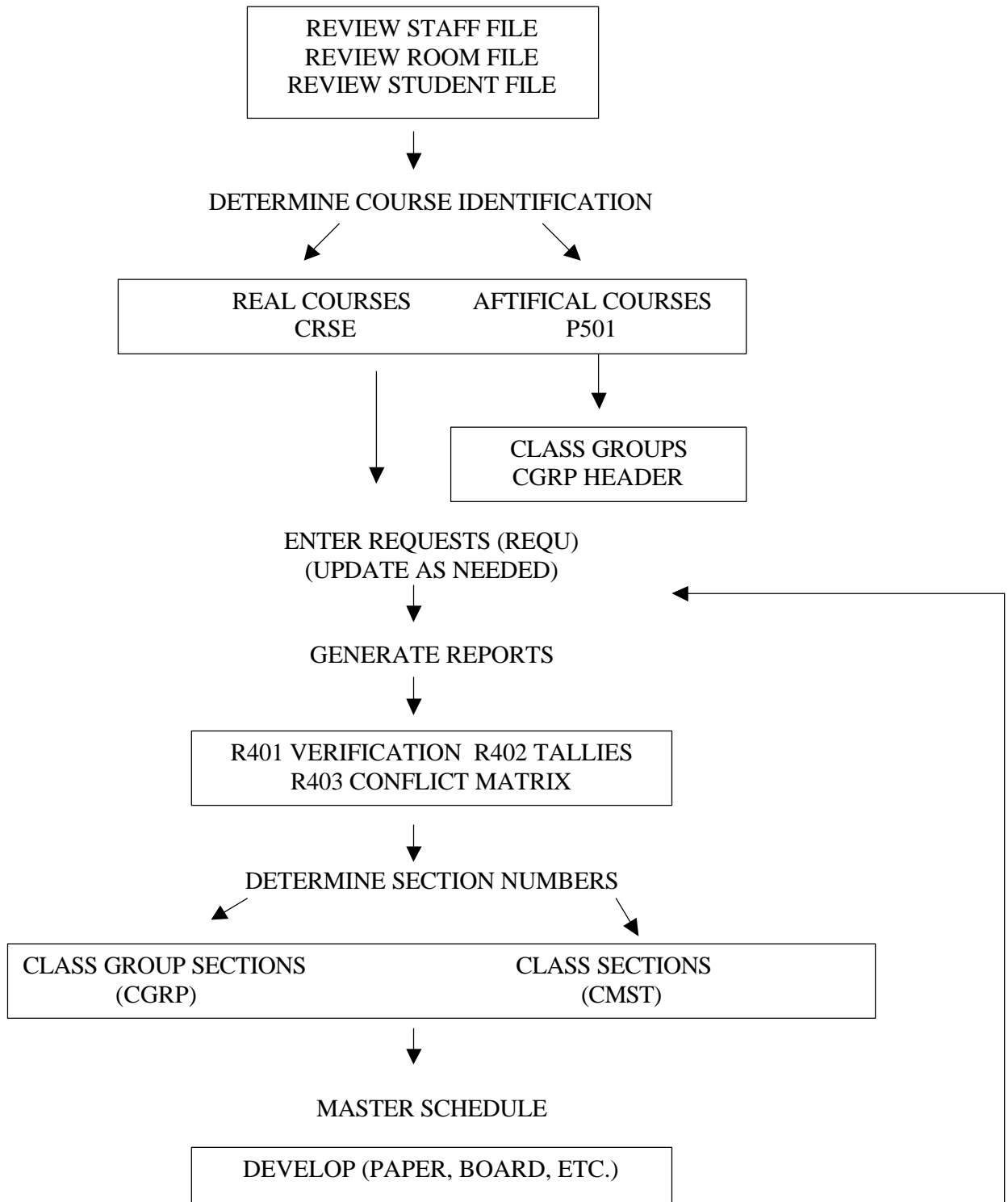
Without Class List records, teachers could not record and store electronically the marks (grades) that students earn in each course. Without Class List records teachers could not indicate and store electronically the progress, or problems, that students encounter in each course. Without Class List records, CMSD would lose state funding (EMIS) for courses taught during the school year.

If the Master Schedule is incorrect, the Class List records are incorrect. Students will not appear on Standards Based Report Card, Interim Progress Reporting, and Intervention Tracking programs. Students will not receive grades. CMSD submissions to the State of Ohio reflecting courses taught and class size will be incorrect. CMSD could lose significant state funding.

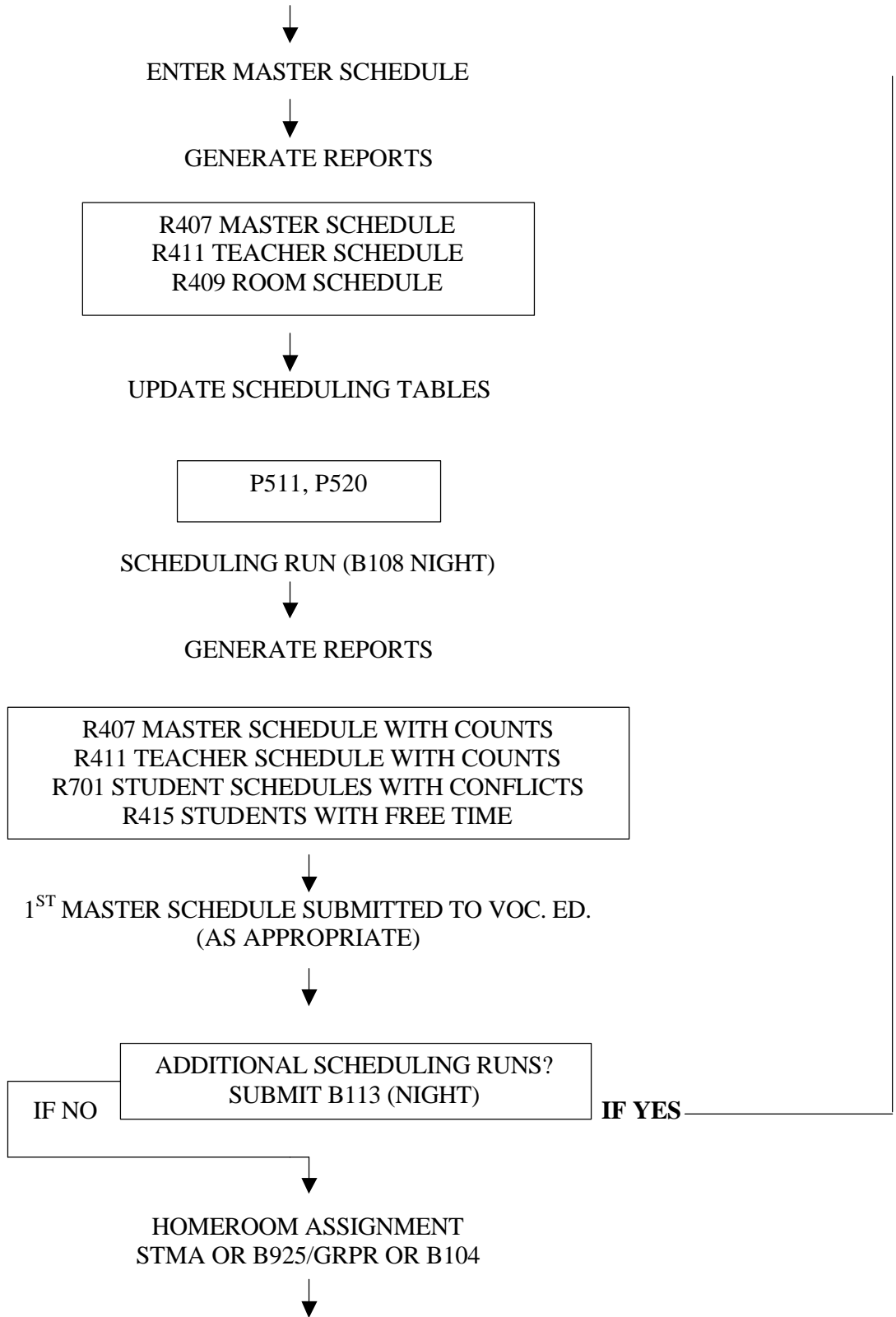
What's so important about Master Scheduling? **Everything.**

CMSD SCHEDULING MANUAL

SIERRA SCHEDULING FLOWCHART



CMSD SCHEDULING MANUAL



CMSD SCHEDULING MANUAL

PRINT SCHEDULES STUDENTS/TEACHERS

R701, R411



CREATE CLASS LISTS

B105-NIGHT

“LOCK-IN”



ON-LINE SCHEDULING

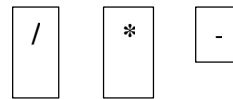
READY FOR WALK-INS

CMSD SCHEDULING MANUAL

PC KEYBOARD



?



Next page **Prev page** **PF4 key**

Next page key moves forward one screen when displaying data.

Prev page key moves back one screen when displaying data

PF4 key returns user to the Command line

CMSD SCHEDULING MANUAL

SIERRA COMMANDS

The Command line is found at the bottom of the Sierra screens. You tell Sierra what to do by entering commands on this line.

SIERRA COMMANDS:

Note: XXXX represents screen identifier

D XXXX<Enter> = Display

C XXXX<Enter> = Change

A XXXX<Enter> = Add

DE XXXX<Enter> = Delete

B<Enter> = Bye; exit out of Sierra

SIERRA COMMAND EXAMPLES:

Command: **D R910<Enter>** = Display R910 Screen

Command: **C R910<Enter>** = Change R910 Screen

Command: **D MGMT<Enter>** = Display MGMT Screen

Command: **C MGMT<Enter>** = Change MGMT Screen

Command: **D CGRP<Enter>** = Display CGRP screen

Command: **A CGRP<Enter>** = Add entries in CGRP screen

Command: **C CGRP<Enter>** = Change entries in CGRP screen

Command: **DE CGRP<Enter>** = Delete entries in CGRP screen

CMSD SCHEDULING MANUAL

Select the **Next School Year** option *instead* of the Current School Year option when you log into your DEC/VMS account. If you select the current school in error, exit out of the current school year (Command: B) and select the Next School Year option.

STEP 1:

Student Systems downloads Guaranteed Assignments.

We will download Guaranteed Assignments as soon as we receive the file from Student Assignments. Download dates will be found on the Scheduling Timeline posted on CMSD's website under ECC.desktop. Once Guaranteed Assignments are downloaded to the Next School Year, you can begin entering course requests.

STEP 2:

Identify your student database.

Submit any/all of the following student roster reports to determine your student population: **R101**, **R910**, **R911**, and/or **R912**.

R101 is the only report that will include the student's age on the report.

R910 will list students by age, previous school, etc.

R911 is the only report that will include the student's SE, LAU, and/or VOC-ED code.

General Assignment Reason (Program) Codes:

- 1000 Regular Education
- 2000 Thematic
- 3000 Vocational Education
- 4000 Special Education
- 5000 Gifted
- 6000 LAU
- 9000 Special Assignment

CMSD SCHEDULING MANUAL

EXAMPLE 2.1: R101 SUBMISSION SCREEN

SSS – R101 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Reporting Request	APR 29, 2004 11:31 AM
Report ID: R101	STUDENT ROSTER	
Version: 01	Default Version	
Version Date: FEB 28, 2004 < Ignore this date	Run Day or Night (D/N): <u>D</u>	
----- Selection Control -----		
From	To	Sequence Control -----
		What Order You Want Your Data Sorted
Grade:	Status: <u>A</u>	Student ID: 0 Prev School: 0
Age: <u>16</u> <u>18</u>	P115 Ext/Sys:E	Last Name: <u>2</u> Program: 0
	Stat (E/S):S	Status: 0 Zip Code: 0
School Year: <u>04/05</u>	<Same yr as top of screen	Age: <u>1</u> Birthdate: 0
Program:		Grade: 0 Ethnic Code: 0
Prev School:	Data Flags:	Sex: 0
Sex:	1 2 3 4 5	Homeroom: 0
----- Print Control -----		
Density: <u>H</u>	Include Demographic Data(Y/N): <u>N</u>	P149 Vers:
Spacing: <u>1</u>	Print Address Labels (Y/N): <u>N</u>	Clear P149(Y/N):
Copies: <u>1</u>	Use Student/Parent Address (S/P):	Build/Use P149(B/U):
Printer: P1	Print Student Roster (Y/N): <u>Y</u>	
Save (Y/N): <u>Y</u>	Print Unlisted Phone Numbers (Y/N): <u>Y</u>	
Submit for Processing (Y/N): <u>Y</u>		
Message:		

CMSD SCHEDULING MANUAL

EXAMPLE 2.2: R910 SUBMISSION SCREEN

SSS – R910 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Reporting Request	APR 29, 2004 11:31 AM
Report ID: R910	STUDENT ROSTER	
Version: 01	Default Version	
Version Date: FEB 28, 2004 < Ignore this date	Run Day or Night (D/N): D	
----- Selection Control -----		----- Sequence Control -----
From	To	What Order You Want Your Data Sorted
Grade:	Status: A	Student ID: 0 Prev School: 0
Age:	P115 Ext/Sys:E	Last Name: 2 Program: 0
	Stat (E/S):S	Status: 0 Zip Code: 0
School Year: <u>04/05</u> < Same as top of screen		Age: 0 Birthdate: 0
Program:		Grade: 1 Ethnic Code: 0
Prev School:	Data Flags:	Sex: 0
Sex:	1 2 3 4 5	(Sort by Grade, Last Name)
----- Print Control -----		
Density: H	Include Demographic Data(Y/N): N	P149 Vers:
Spacing: 1	Print Address Labels (Y/N): N	Clear P149(Y/N):
Copies: 1	Use Student/Parent Address (S/P):	Build/Use P149(B/U):
Printer: P1	Print Student Roster (Y/N): Y	
Save (Y/N): Y	PRINT ONLY STUDENTS WITHOUT ACTIVITIES(Y/N): N	
Submit for Processing (Y/N): Y		
Message:		

CMSD SCHEDULING MANUAL

EXAMPLE 2.3: R911 SUBMISSION SCREEN

SSS – R911 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Reporting Request	APR 29, 2004 11:31 AM
Report ID: R911	SLH/SPEC ED/VOC ED/LAU STUDENT ROSTER	
Version: 01	SLH/SPEC ED/VOC ED/LAU STUDENT ROSTER	
Version Date: FEB 28, 2004	< Ignore this date	Run Day or Night (D/N): <u>D</u>
----- Selection Control -----		----- Sequence Control -----
From	To	What Order You Want Your Data Sorted
Grade:	Status: <u>A</u>	STUDENT ID: 0 PREV SCHOOL: 0
Age:	P115 Ext/Sys: E	LAST NAME: <u>2</u> HOMEROOM: 0
	Stat (E/S): S	SLH: 0 ZIP CODE: 0
School Year: 04/05<	SLH:	AGE: 0 BIRTHDATE: 0
Program:	SPEC ED:	Grade: 0 ETHNIC CODE: 0
Prev School:	VOC ED:	SEX: 0 VOC ED: 0
Sex:	LAU:	SPEC ED: <u>1</u> LAU: 0
----- Print Control -----		
Density: H	Include Demographic Data(Y/N): <u>N</u>	P149 Vers:
Spacing: 1	Print Address Labels (Y/N): <u>N</u>	Clear P149(Y/N):
Copies: 1	Use Student/Parent Address(S/P): <u>S</u>	Build/Use P149(B/U):
Printer: P1	Print Student Roster (Y/N): <u>Y</u>	
Save (Y/N): <u>Y</u>		
Submit for Processing (Y/N): <u>Y</u>		
Message:		

CMSD SCHEDULING MANUAL

STEP 3:

If Student Systems did not copy your current Master Schedule into Next School Year, IGNORE this step and go to STEP 4.

If Student Systems has copied your current Master Schedule into Next School Year, SUBMIT B113 - Recalculate Class Filling Counts.

Command: D B113

Submit for Processing (Y/N): Y

STEP 4:

Make sure P108 (Bell Schedule) is accurate.

- Enter one (1) character for Period. Valid entries are 1 thru 9 and A-Z.
- Enter Start Time.
- Enter Cycle Days (MTWTF).
- Enter External Period

EXAMPLE 4.1: P108

SSS – P108	XYZ SCHOOL 2004/05 SCHOOL YEAR	MAY 06, 2004			
[DISPLAY]	School Control Parameters	8:16 AM			
Periods					
	Internal	Start	Length in		External
	Period:	Time	Minutes	Cycle Days:	Period:
1	1	08:00	10	MTWTF	01
2	2	08:10	50	MTWTF	02
3	3	09:00	50	MTWTF	03
4	4	09:50	50	MTWTF	04
5	5	10:10	50	MTWTF	05
6	6	11:00	20	MTWTF	06
7	7	11:50	50	MTWTF	07
8	8	12:00	50	MTWTF	08
9	9	12:50	50	MTWTF	09
10	A	02:00	20	MTWTF	10
(MORE) Press / to view next screen. Press * for previous screen.					
Command:					
Message:					

CMSD SCHEDULING MANUAL

STEP 5:

Make sure P118 (Daily Class Meeting Periods) is the same as number of periods defined in P108.

EXAMPLE 5.1: P118 (DAILY CLASS MEETING PERIODS)

SSS – P118	XYZ SCHOOL 2004/05 SCHOOL YEAR	MAY 06, 2004
[DISPLAY]	School Control Parameters	8:19 AM
	Daily Class Meeting Periods	
Number of Daily Class Meeting Periods: 10		
Command: DISPLAY		
Message:		

CMSD SCHEDULING MANUAL

STEP 6:

Update P143 (Period/Block Translation Table) if applicable.

P143 defines the manner in which periods/blocks will be displayed on various reports.
All the periods/blocks defined in P108 **MUST** be entered in P143.

EXAMPLE 6.1: P143 (PERIOD/BLOCK TRANSLATION TABLE)

SSS – P143	XYZ SCHOOL 2004/05 SCHOOL YEAR	MAY 06, 2004
[DISPLAY]	School Control Parameters	9:05 AM
	Period/Block Translation Table	
	Period:	Block:
1	1	01
2	2	02
3	3	03
4	4	04
5	5	05
6	6	06
7	7	07
8	8	08
9	9	09
10	A	10
11		
12		
13		
14		
Command: DISPLAY		
Message:		

CMSD SCHEDULING MANUAL

STEP 7:

Make sure STAF is accurate and up-to-date. This is *on-going!*

Note: STAF access is often limited to individuals identified by the principal.

Delete teachers who are no longer on your staff.

For active teachers, make sure "Valid To Date" is blank.

ALL teachers must be entered in STAF.

Submit REPO as often as required to obtain an **accurate** teacher listing.

This report will list Teacher ID and Teacher Name. SSN's are omitted.

EXAMPLE 7.1: REPO SCREEN FOR STAF LISTING

SSS – REPO [DISPLAY]	XYZ SCHOOL 04/05 SCHOOL YR REPORT REQUESTING	MAY 31, 2004 08:20 AM
REPORT ID: REPO	AD HOC REPORT(S) SUBMISSION	
VERSION: 01	DEFAULT VERSION	
VERSION DATE: NOV 08, 2004	RUN DAY OR NIGHT: <u>D</u>	
-----SELECTION CONTROL-----		-----SEQUENCE CONTROL-----
AD HOC REPORT ID: TEAC	NOTE:	
AD HOC VERSION NO:		
-----PRINT CONTROL-----		
DENSITY: H		
SPACING: 1		
COPIES: 1		
PRINTER: P1		
SAVE (Y/N): Y		
Submit For Processing (Y/N): <u>Y</u>		
Message:		

Verify each Teacher ID, Name, and Social Security Number. Make corrections on the STAF screen. You may run REPO as often as necessary. The following page contains an example of the STAF screen.

CMSD SCHEDULING MANUAL

EXAMPLE 7.2: STAF SCREEN

SSS – STAF [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Teachers	MAY 31, 2004 12:08 PM
TEACHER ID:	0022	
CMSD EMP(Y/N):	Y	
SSN:	123 45 6789	
FIRST NME & MI:	MARY	
LAST NAME:	SMITH	
ADDRESS LINE 1:	1234 MAIN ST	
ADDRESS LINE 2:		
CITY:	CLEVELAND	
STATE:	OH	
ZIP CODE:	44000	
AREA CODE:	(216)	
TELEPHONE:	111-1111	
FTE:	1.000	
VALID DATE FROM:	AUG 29, 2003	
VALID DATE TO:		< leave this blank if teacher is activ e
DEPTS:		
CRSES:		
ROOMS:		
PRDS:		MAXIMUM PERIODS PER TERM:
COMMAND: DISPLAY		
MESSAGE		

Note: Teacher data found on the STAF screen comes from Human Resources Staffing Data Base. Only Human Resources can add teachers to the staffing data base.

If SSN is correct, but address info is incorrect, contact Human Resources. Only Human Resources can make changes to staffing data.

If you are expecting to fill a staffing position, but do not know who the person is yet, enter the following:

CMSD EMP(Y/N): **Y**

SSN: **99999999** Do not enter dashes

The name of “Temporary Teacher” is automatically entered. Once you know the teacher name, **enter the correct SSN.**

If you enter the teacher’s SSN and the teacher name, address, etc. does not appear, contact Human Resources. It means that the teacher data has not been entered in the staffing data base.

CMSD SCHEDULING MANUAL

STEP 8:

Make sure ROOM file is accurate and up-to-date.

The ROOM file is used to designate the classrooms at your school in which classes are held. This file is used to validate the room number when adding your schedule in CGRP and CMST. It is also used to validate the room number in HRMS.

Command: **D ROOM** to display the ROOM file.

EXAMPLE 8.1: ROOM SCREEN

SSS – ROOM [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Rooms	MAY 31, 2004 11:54 AM
	Room: Cap: Description:	Type:
1	101 30 ENGLISH	
2	102 30 L. D. CLASSROOM	
3	103 25 HOME ECONOMICS	
4	104 25 INDUSTRIAL ARTS	
5	105 25 MATH	
6	116 30 ART	
7	117 30 SCIENCE	
8	120 30 MUSIC	
9	122 25 READING	
10	200 15 MEDIA CENTER	
11	201 40 ENGLISH	
12	202 40 ENGLISH	
13	203 40 ENGLISH	
14	204 40 ENGLISH	
15	205 25	
16	206 25	
17	208 90	

(MORE) Press / to move to next screen; * to go back one screen
Command: DISPLAY
Message:

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STEP 9:

Make sure HRMS file is accurate and up-to-date.

The HRMS file is used to designate homerooms at your school. **Make sure all your homerooms are included. If not, add them.** You cannot add students to homerooms unless the homeroom number is first defined in HRMS. You cannot run B104 (Batch update homerooms) unless the homeroom number is first defined in HRMS.

Command: **D HRMS** to display your HRMS file.

EXAMPLE 9.1: HRMS SCREEN

SSS – HRMS [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR					MAY 31, 2004
	Homerooms					12:00 PM
	Homeroom:	Teacher:	Room:	Grade:	Capacity:	Counselor:
1	013	0022	CAF	12	35	
2	014	0097	CAF	12	35	
3	201	0011	201	11	35	
4	202	0091	202	12	35	
5	203	0018	203	9	35	
6	204	0016	204	9	35	
7	211	0009	211	12	35	
8	212	0023	212		35	
9	213	0037	213	10	35	
10	214	0036	214	10	35	
11	215	0015	215	9	35	
12	217	0098	217		35	
13	218	0094	218	12	35	
14	301	0014	301	9	35	
15	303	0052	303		30	
16	305	0044	305	11	35	

(MORE)
Command: DISPLAY
Message:

If multiple grade levels, leave Grade column blank

STEP 10:

Meet with school personnel to discuss the upcoming Master Schedule requirements.

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STEP 11:

Standardized Artificial Course Id's should be identified and agreed upon with school personnel (counselors, backup scheduler). These Standardized Artificial Course Id's will be entered in P501.

An Artificial Course Id can be up to six characters in length. **The first three characters are standardized.** Characters one and two represent grade level. The third character represents the Core Type (Regular Education, Special Education, Bilingual, Honors). You can designate the last three characters as you deem appropriate.

Use one or more of the following Standardized Artificial Course Id's:

KINDERGARTEN P501 ID'S:

ID	Definition
0K0	Kindergarten, Regular Ed
0K1	Kindergarten, Special Ed, Mild/Moderate, Inclusion
0K2	Kindergarten, Special Ed, Mod/Int, Self Contained
0K3	Kindergarten, Special Ed, SED, Self Contained
0K4	Kindergarten, Special Ed, OH, Self Contained
0K5	Kindergarten, Special Ed, VI/HI, Self Contained
0KH	Kindergarten, Honors
0KM	Kindergarten, Bilingual - Other
0KS	Kindergarten, Other
09S	Kindergarten, Bilingual

1ST GRADE P501 ID'S:

ID	Definition
010	1st grade, Regular Ed
011	1st grade, Special Ed, Mild/Moderate, Inclusion
012	1st grade, Special Ed, Mod/Int, Self Contained
013	1st grade, Special Ed, SED, Self Contained
014	1st grade, Special Ed, OH, Self Contained
015	1st grade, Special Ed, VI/HI, Self Contained
01H	1st grade, Honors
01M	1st grade, Bilingual - Other
01S	1st grade, Bilingual - Spanish

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2nd GRADE P501 ID'S:

ID	Definition
020	2nd grade, Regular Ed
021	2nd grade, Special Ed, Mild/Moderate, Inclusion
022	2nd grade, Special Ed, Mod/Int, Self Contained
023	2nd grade, Special Ed, SED, Self Contained
024	2nd grade, Special Ed, OH, Self Contained
025	2nd grade, Special Ed, VI/HI, Self Contained
02H	2nd grade, Honors
02M	2nd grade, Bilingual - Other
02S	2nd grade, Bilingual - Spanish

3rd GRADE P501 ID'S:

ID	Definition
030	3rd grade, Regular Ed
031	3rd grade, Special Ed, Mild/Moderate, Inclusion
032	3rd grade, Special Ed, Mod/Int, Self Contained
033	3rd grade, Special Ed, SED, Self Contained
034	3rd grade, Special Ed, OH, Self Contained
035	3rd grade, Special Ed, VI/HI, Self Contained
03H	3rd grade, Honors
03M	3rd grade, Bilingual - Other
03S	3rd grade, Bilingual - Spanish

4th GRADE P501 ID'S:

ID	Definition
040	4th grade, Regular Ed
041	4th grade, Special Ed, Mild/Moderate, Inclusion
042	4th grade, Special Ed, Mod/Int, Self Contained
043	4th grade, Special Ed, SED, Self Contained
044	4th grade, Special Ed, OH, Self Contained
045	4th grade, Special Ed, VI/HI, Self Contained
04H	4th grade, Honors
04M	4th grade, Bilingual - Other
04S	4th grade, Bilingual - Spanish

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5th GRADE P501 ID'S:

ID	Definition
050	5th grade, Regular Ed
051	5th grade, Special Ed, Mild/Moderate, Inclusion
052	5th grade, Special Ed, Mod/Int, Self Contained
053	5th grade, Special Ed, SED, Self Contained
054	5th grade, Special Ed, OH, Self Contained
055	5th grade, Special Ed, VI/HI, Self Contained
05H	5th grade, Honors
05M	5th grade, Bilingual - Other
05S	5th grade, Bilingual - Spanish

6th GRADE P501 ID'S:

ID	Definition
060	6th grade, Regular Ed
061	6th grade, Special Ed, Mild/Moderate, Inclusion
062	6th grade, Special Ed, Mod/Int, Self Contained
063	6th grade, Special Ed, SED, Self Contained
064	6th grade, Special Ed, OH, Self Contained
065	6th grade, Special Ed, VI/HI, Self Contained
06H	6th grade, Honors
06M	6th grade, Bilingual - Other
06S	6th grade, Bilingual - Spanish

7th GRADE P501 ID'S:

ID	Definition
070	7th grade, Regular Ed
071	7th grade, Special Ed, Mild/Moderate, Inclusion
072	7th grade, Special Ed, Mod/Int, Self Contained
073	7th grade, Special Ed, SED, Self Contained
074	7th grade, Special Ed, OH, Self Contained
075	7th grade, Special Ed, VI/HI, Self Contained
07H	7th grade, Honors
07M	7th grade, Bilingual - Other
07S	7th grade, Bilingual - Spanish

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8th GRADE P501 ID'S:

ID	Definition
080	8th grade, Regular Ed
081	8th grade, Special Ed, Mild/Moderate, Inclusion
082	8th grade, Special Ed, Mod/Int, Self Contained
083	8th grade, Special Ed, SED, Self Contained
084	8th grade, Special Ed, OH, Self Contained
085	8th grade, Special Ed, VI/HI, Self Contained
08H	8th grade, Honors
08M	8th grade, Bilingual - Other
08S	8th grade, Bilingual - Spanish

9th GRADE P501 ID'S:

ID	Definition
090	9th grade, Regular Ed
091	9th grade, Special Ed, Mild/Moderate, Inclusion
092	9th grade, Special Ed, Mod/Int, Self Contained
093	9th grade, Special Ed, SED, Self Contained
094	9th grade, Special Ed, OH, Self Contained
095	9th grade, Special Ed, VI/HI, Self Contained
09H	9th grade, Honors
09M	9th grade, Bilingual - Other
09S	9th grade, Bilingual - Spanish

10th GRADE P501 ID'S:

ID	Definition
100	10th grade, Regular Ed
101	10th grade, Special Ed, Mild/Moderate, Inclusion
102	10th grade, Special Ed, Mod/Int, Self Contained
103	10th grade, Special Ed, SED, Self Contained
104	10th grade, Special Ed, OH, Self Contained
105	10th grade, Special Ed, VI/HI, Self Contained
10H	10th grade, Honors
10M	10th grade, Bilingual - Other
10S	10th grade, Bilingual - Spanish

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11th GRADE P501 ID'S:

ID	Definition
110	11th grade, Regular Ed
111	11th grade, Special Ed, Mild/Moderate, Inclusion
112	11th grade, Special Ed, Mod/Int, Self Contained
113	11th grade, Special Ed, SED, Self Contained
114	11th grade, Special Ed, OH, Self Contained
115	11th grade, Special Ed, VI/HI, Self Contained
11H	11th grade, Honors
11M	11th grade, Bilingual - Other
11S	11th grade, Bilingual - Spanish

12th GRADE P501 ID'S:

ID	Definition
120	12th grade, Regular Ed
121	12th grade, Special Ed, Mild/Moderate, Inclusion
122	12th grade, Special Ed, Mod/Int, Self Contained
123	12th grade, Special Ed, SED, Self Contained
124	12th grade, Special Ed, OH, Self Contained
125	12th grade, Special Ed, VI/HI, Self Contained
12H	12th grade, Honors
12M	12th grade, Bilingual - Other
12S	12th grade, Bilingual - Spanish

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STEP 12:

Enter Artificial Course Id's in P501 (A P501).

The artificial course ID text should describe the course ID. You create the text for the artificial course id. Enter **T** (Term) under the TYPE column.

Add LUNCH in P501. Enter **L** (Lunch) under the TYPE column.

EXAMPLE 12.1: P501 (ARTIFICIAL COURSE ID ENTRIES)

SSS – P501 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR School Control Parameters Artificial Course Codes	APR 02, 2004 7:37 AM
(L=Lunch, S=Spare Time, T=Term Allocation, B=Block Allocation, Z=Study Hall, X=Other		
Course ID:	Text:	Type: Room Type:
1 LUNCH	LUNCH	L
2 093	9-SED	T
3 060	CORE-6	T
4 12S	12SPAN	T
5 11H	11 HNR	T
6 MEDIA	MEDIA	X Several K-8 schools use this artificial course id. MEDIA must have a type of X (not T or L)
14 (MORE)	<i>LUNCH must have type of L</i> <i>Courses must have type of T</i> <u>CMSD NO LONGER HAS STUDY HALLS</u>	
Command:	DISPLAY	

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STEP 13: *** USE WITH CAUTION ***

Batch update student course requests using P502. Mass add artificial course id's using P502. You will later enter the CMSD course id for the artificial course id in the CGRP screen. P502 tells the system what course requests to drop and add.

EXAMPLE 13.1: P502 (RULES FOR BATCH UPDATING COURSE REQUESTS)

```

SSS – P502          XYZ SCHOOL 2004/05 SCHOOL YEAR      MAY 29, 2004
[DISPLAY]          School Control Parameters           9:10 AM
                  Rules for Batch Updating of Course Requests

Version No: 01 < You specify the Version Number to use

-----Conditions-----Actions-----
Upd ---Current  STUD-- For No   For And For   Add  Drop  Max No of
Seq Stat Year  Grd Sex of Requ  Crsel  Crse2   Crse Crse      Students
1  1   A   04/05  9                090
2  2   A   04/05 10                100
3  3   A   04/05 11                110
4  4   A   04/05 12                120

Line 1 = For all Active 9th graders, add artificial course id 090
Line 2 = For all Active 10th graders, add artificial course id 100
Line 3 = For all Active 11th graders, add artificial course id 110
Line 4 = For all Active 12th graders, add artificial course id 120

Command: DISPLAY
Message:
    
```

NOTE:

In the above example, **all** students will receive the artificial course id's listed above, including your Special Ed, Honors, and Voc. Ed. students when you submit B114 (Batch Updating of Course Requests).

Using the results from R402 (Tally of course requests), you will create another P501 entry and remove the “regular” course id from the Special Ed., Honors, and Voc. Ed. students after your B114 submission.

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Note: Contact Student Systems to review your P502 screen(s) if you have never batch added/removed course requests or if you have any questions on how to use P502.

STEP 14:

Submit B114 (Batch Updating of Course Requests)

EXAMPLE 14.1: B114 (Batch Updating of Course Requests)

SSS – B114 [DISPLAY]	XYZ SCHOOL 2004-05 SCHOOL YEAR Batch Job Requesting	May 29, 2004 10:15 AM
Batch Job ID: B114	BATCH UPDATING OF COURSE REQUESTS	
Version: 01	B114 – DEFAULT VERSION	
Version Date: APR 02, 2004	Run Day or Night (D/N): <u>D</u> or <u>N</u>	
Everyone must be out of school files		
-----Batch Job Control-----		
School Year for Course Requests: 04/05 < NEW School Year		
P502 Version Number: 1 < Make sure the correct P502 Version # is entered.		
-----Print Control-----		
Density:	H	
Spacing:	1	
Copies:	1	
Printer:	P1	
Save: (Y/N)	Y	
Submit for Processing Y/N:	Y	
Message:		

Contact Student Systems to unlock B114.

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STEP 15:

Counselor/Scheduler enter all course requests (A REQU) for students as necessary.

The request may consist of the Artificial Course Id, or a CMSD course id number, or a combination of both. CMSD course id's should end in A or S. Note for Block Schools: CMSD course id's may end in Q in some instances.

EXAMPLE 15.1: REQU (COURSE REQUEST ENTRY) SCREEN

SSS - REQU	XYZ SCHOOL 2004/05 SCHOOL YEAR	APR 10, 2004
[DISPLAY]	STUDENT COURSE REQUESTS	7:37 AM
STUDENT ID: 123456789	DOE, JOHN J	SCHOOL YR: <u>04/05</u> Upcoming Yr.
----- REQUEST -----ASSIGNED STATUS		
COURSE: COURSE TEXT:	PRIORITY: ALTERNATE:	CRSE: SEC:
1 090 CORE-9	H H = High; L = Low	
2 EEA1NA ENG 1 SE	H	
3 EEBRBS ENG 2 REG	8 8 = High; 1 = Low	
4 OKO GR-K REG	H	
5	If you want to use request priority, follow the rules above; otherwise, press <Enter> at priority.	
BLOCK HIGH SCHOOLS ONLY: Continue to enter course id's ending in A,S,Q. Prior to entering the Master Schedule, Student Systems will copy over the curriculum file with courses ending in 1,2,3,4.		
Command:ADD Message:		

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STEP 16:

After B114 completes processing, **all** students will receive the artificial course id's listed in P502, Version 01 **including** your Special Ed, Honors, and Voc. Ed. students.

Using the results from R402 (Tally of course requests), you are now going to create another P502 (Version 02) to remove the "regular" batch course id's from the Special Ed., Honors, and Voc. Ed. students. Once P502, Version 02 is complete, you will submit B114 again to remove the "Regular Ed" artificial course id's from the Non-Regular students.

EXAMPLE 16.1: P502 ENTRY

SSS – P502	XYZ SCHOOL 2004/05 SCHOOL YEAR	MAY 29, 2004
[ADD]	School Control Parameters	10:45 AM
Rules for Batch Updating of Course Requests		
Version No: 02 < You specify the Version Number to use		
-----Conditions-----Actions-----		
Upd	---Current	STUD--
Seq	Stat	Year
1	A	04/05
2	A	04/05
3	A	04/05
4	A	04/05
5	A	04/05
6	A	04/05
1	1	090
2	2	100
3	3	110
4	4	120
5	5	090
6	6	100
Line 1 = For all active students with requests of 090 and 09H, drop 090		
Line 2 = For all active students with requests of 100 and 10H, drop 100		
Line 3 = For all active students with requests of 110 and 11H, drop 110		
Line 4 = For all active students with requests of 120 and 12H, drop 120		
Line 5 = For all active students with requests of 090 and 09S, drop 090		
Line 6 = For all active students with requests of 100 and 10S, drop 100		
Command:		
Message:		

After you submit B114 for processing, the Regular Ed artificial course id's will be removed from the Non-Regular Ed students. Only the artificial course id's entered by the counselors will remain.

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STEP 17:

SUBMIT B114 TO REMOVE REGULAR ED ARTIFICIAL COURSE ID'S FROM IDENTIFIED STUDENTS.

EXAMPLE 17.1: BATCH UPDATING OF COURSE REQUESTS

SSS – B114 [DISPLAY]	XYZ SCHOOL 2004-05 SCHOOL YEAR Batch Job Requesting	May 29, 2004 11:00 AM
Batch Job ID: B114	BATCH UPDATING OF COURSE REQUESTS	
Version: 01	B114 – DEFAULT VERSION	
Version Date: APR 02, 2004	Run Day or Night (D/N): <u>N</u>	
Everyone must be out of school files		
-----Batch Job Control-----		
School Year for Course Requests: 04/05 < NEXT School Year		
P502 Version Number: 2 < Make sure the correct P502 Version # is entered		
-----Print Control-----		
Density:	H	
Spacing:	1	
Copies:	1	
Printer:	P1	
Save: (Y/N)	Y	
Submit for Processing Y/N:	Y	

After you submit B114 for processing, the Regular Ed artificial course id's will be removed from the Non Regular Ed students. Only the artificial course id's entered by the counselors will remain.

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STEP 18:

CONTINUE TO REVIEW STUDENT COURSE REQUESTS.

- Submit R401 (Student Course Requests Verification Report).
- Submit R402 (Tally of Student Course Requests).

EXAMPLE 18.1: R401 SUBMISSION SCREEN

SSS – R401 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Reporting Request	APR 29, 2004 4:00 PM
Report ID: R401	STUDENT COURSE REQUESTS VERIFICATION/EDIT REPORT	
Version: 01	R401 – STORED TEST PARAMETERS	
Version Date: AUG 25, 2003	< Ignore this date	Run Day or Night (D/N): <u>D</u>
----- Selection Control -----		
Grade: 9	To 12 <Enter	Order You Want Your Data Sorted
	K K	GRADE: <u>2</u>
	1 5	HOMEROOM: 0
Correct No. of Requests: 6 8		PREV SCHOOL: 0
	9 12	LAST NAME: <u>1</u>
		COUNSELOR: 0
School Year: 04/05	< NEXT School Yr	PROGRAM: 0
----- Print Control -----		
Density: H	Print ONLY STUDENTS WITH ERROR MESSAGES (Y/N): <u>N</u>	
Spacing: 1		
Copies: 1		
Printer: P1		
Save (Y/N): <u>Y</u>		
Submit for Processing (Y/N): <u>Y</u>		
Message:		

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EXAMPLE 18.2: R402 SUBMISSION SCREEN

SSS – R402 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Reporting Request	APR 29, 2004 4:00 PM
Report ID: R402	TALLY OF STUDENT COURSE REQUIREMENTS	
Version: 01	R402 – STORED TEST PARAMETERS	
Version Date: AUG 25, 2003 < Ignore this date Run Day or Night (D/N): <u>D</u>		
----- Selection Control ----- Sequence Control -----		
From To	What Order You Want Your Data Sorted	
Grade: 9 12 < Enter K K	Department:	0
	Course ID:	<u>1</u>
Correct No. 6 8	Course Seq Group:	0
of Requests: 9 12	Course Seq No:	0
	Course Grade Level:	0
School Year: 04/05 < NEXT School Yr	No of Requests:	0
----- Print Control -----		
Density: H	Print Totals by Grade (Y/N): Y	
Spacing: 1		
Copies: 1		
Printer: P1		
Save (Y/N): <u>Y</u>		
Submit for Processing (Y/N): <u>Y</u>		
Message:		

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STEP 19:

Make adjustments to P501, P502, and submit B114 as required. Results from R401 and R402 will be used to create your master schedule.

STEP 20:

Submit R403 – Conflict Matrix report.

R403 lists each Course ID against all other Course ID's in matrix form and prints the number of requests for the course pair at the intersection point on the matrix. **Use this report to determine the number of conflicts that would result if two (2) courses were offered only once and were both held on the same day and time.** Each Course ID and description on the vertical axis is applied against each Course ID and description on the horizontal axis. The number of course requests for the two (2) courses is printed at the intersection point in the matrix.

EXAMPLE 20.1: R403-POTENTIAL COURSE CONFLICTS MATRIX REPORT

SSS – R403	XYZ SCHOOL 2004/05 SCHOOL YEAR	JUN 07, 2004
	Report Requesting	07:48 AM
Report ID: R403 POTENTIAL COURSE CONFLICTS MATRIX		
Version: 01 VERSION 1 – STANDARD DEFAULTS CONFLICTS MATRIX		
Version Date: APR 15, 2004		Run Day or Night (D/N): D
----- Selection Control ----- Sequence Control -----		
From	To	
Grade Level:		No of Requests: 0
Course:		Department: 0
School Year: 04/05 <NEXT School Yr		Course ID: 1
Department:		Course Seq Group: 0
P414 Version Number: LEAVE BLANK		Course Seq No: 0
P414 Include/Exclude (I/E) LEAVE BLANK		Course Grade Level: 0
----- Print Control -----		
Density: H	Select Only Courses Requested	
Spacing: 1	by or Fewer Students	
Copies: 1		
Printer: P1		
Save: (Y/N): Y		
Command: DISPLAY		

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The example below indicates that 12 students have selected both English 2 and World History. This information is identified by locating the intersection of the two courses on the matrix. Since the enrollment of English 2 is 28 and that of World History is 17, both courses are likely to be singletons. Placing both of these sections during the same period in the school day would create 12 conflicts.

EXAMPLE 20.2: R403 REPORT

CSS – R403 POTENTIAL COURSE CONFLICTS MATRIX 07:48 APR 20, 2004 VERT 1 HORIZ 1

MIA	Int. Math 1	2	1	0	0	1	0	0	0
EEB	English 2		28	0	<u>12</u>	2	0	0	8
EEC	English 3			32	1	1	2	0	0
GHB	World History				17	1	0	0	6
AGB	Art 2					65	0	4	2
AGC	Art 3						23	12	0
EED	English 4							12	0
PHA	Health								19
ID	TITLE	Int. Math 1	English 2	English 3	World History	Art 2	Art 3	English 4	Health

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STEP 21:

Create your master schedule on paper.

Once student requests have been entered, start to build your master schedule on paper, scheduling board, spread sheet, etc. This will allow you and school staff to review the entire master schedule.

1. **Review R402** (Tally of Course Requests) and determine the number of sections needed for each group or course. Remember, the following factors may impact the size of the class/group and number of sections: Special Ed, AAP, CTU agreement, Vocational Ed., room size, room capacity, etc.
2. **Review R403** (Conflict Matrix Report) to determine if you have any singletons and/or doubletons. When will you offer these courses to provide the least conflicts?
3. Review District as well as Supervising Superintendent guidelines.
4. Start placing classes in your master. Spread the courses throughout the day. Do you have enough classes offered during the lunch periods and at the end of the day? How about classes for seniors and students in job programs? Having a good spread of classes throughout the day allows for more flexible scheduling of students.
5. Review room and teacher restrictions.
6. After you have entered your classes/groups on paper, seek input from the counselors, department heads, team leaders, UCC, etc. regarding placement of classes. You can group your master schedule by courses, grade groupings, teacher, etc.
7. On your paper, scheduling board, etc. master schedule, enter the date it was created. Whenever you make changes, be sure to include the date and time of revision.

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EXAMPLE 21.1: CORE GROUP SCHEDULE

COURSE ID	Section	Title	Term	Capacity	Days	Period	Teacher	Room
ER3RNA	31	READING GR – 3	12	30	MTWRF	01	0300	133
ES3RNA	31	SPK/LISTEN GR-3	12	30	MTWRF	02	0300	133
EW3RNA	31	WRITING GR-3	12	30	MTWRF	03	0300	133
GS3RNA	31	SOC STUDY GR-3	12	30	MTWRF	04	0300	133
ME3RNA	31	MATH GR-3	12	30	MTWRF	05	0300	133
LUNCH	31	LUNCH	12	30	MTWRF	06	0100	CAFÉ
PH3RNA	31	HEALTH GR-3	12	30	T R	07	0300	133
SC3RNA	31	SCIENCE GR-3	12	30	M W F	07	0300	133
AM3RNA	31	VISUAL ART GR-3	12	30	W	08 09	2043	133
PE3RNA	31	PHYS ED GR-3	12	30	T R	08 09	2033	GYM
AM3RNA	31	GE MUSIC GR-3	12	30	M F	08 09	2011	313

The above table represents what a master scheduler would create for a particular homeroom at the elementary (K-5) level. It shows the various classes a student in this homeroom (133) would take during the course of the school year. It identifies the teachers using a four-digit number system. Each teacher has a unique number. This unique number, the Teacher Id, is defined in the STAF file. This schedule represents a core schedule for all students in Homeroom 133. An Artificial Group Number, 030000, could be used to identify all students in the third grade. If a school had three (3) third grades, three separate section numbers (31, 32 and 33) could be used to represent the three rooms. Recommended K-8 section numbers are found on the next page.

The master Scheduler could use the MASTER SCHEDULE CORE BUILDING WORKSHEET to represent the information on the above grid.

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MASTER SCHEDULE CORE BUILDING WORKSHEET

CORE GROUP NUMBER: _____ **DESC:** _____
SECTION NUMBER: _____ **CAPACITY:** _____

Class Type: **Regular** **Honor** **Inclusion** **LD/DH/TDH/MH** **ED** **OH** **VH/HH**
(circle one) (R) (H) (1) (2) (3) (4) (5)

Course Description	Course ID	TERMS	DAYS M T W R F	PERIOD/TERM	Teacher #	Room#
LUNCH						
English (6-12)						
Reading (K-8)						
Speak/Listen (K-5)						
Writing (K-5)						
Soc. Studies (K-12)						
Math (K-12)						
Science (K-12)						
Foreign Lang. (K-12)						
Phys. Ed. (K-12)						
Health (K-12)						
Art (K-12)						
Music (K-12)						
Band (5-8)						
Chorus (4-12)						
Reading Prof. (6-12)						
Math Prof. (6-12)						
Voc. Ed. (7-12)						

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STEP 22: ASSIGN SECTION NUMBER TO COURSES.

Recommended section number for grades K-8:

Grade Level	Core Group(CGRP) Section Number
K	1 - 9
1	10 - 19
2	20 - 29
3	30 - 39
4	40 - 49
5	50 - 59
6	60 - 69
7	70 - 79
8	80 - 89

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STEP 23: DELETE ARTIFICIAL COURSE ID'S FROM P501

You **CANNOT** build your master schedule in CGRP or CMST until you have removed (deleted) your P501 entries (**DE P501**). Note: the only entries that remain on P501 are LUNCH and courses with type of X. DO NOT DELETE LUNCH OR ANY ARTIFICIAL COURSE THAT IS PART OF A CORE (EX. MEDIA). Remember, **artificial courses such as MEDIA will not be included in Standards Based Report Cards nor will artificial courses update student course history records.**

EXAMPLE 23.1: DELETING P501 ENTRIES

SSS – P501	XYZ SCHOOL	2004/05 SCHOOL YEAR	MAY 02, 2004
[DELETE]	School Control Parameters		07:37 AM
	Artificial Course Codes		
	(L=Lunch, S=Spare Time, T=Term Allocation, B=Block Allocations, Z=Study Hall, X=Other)		
Course ID:	Text:	Type:	Room Type:
1 090	CORE-9	T	
2 100	CORE-10	T	
3 LUNCH	LUNCH	L	
4 MEDIA	MEDIA	X	
5 OFFICE	OFFICE HELPER	X	
14			
Enter line number to delete: 1			
Message:			

EXAMPLE 23.2: P501 SCREEN

SSS – P501	XYZ SCHOOL	2004/05 SCHOOL YEAR	MAY 02, 2004
[DISPLAY]	School Control Parameters		07:37 AM
	Artificial Course Codes		
	(L=Lunch, S=Spare Time, T=Term Allocation, B=Block Allocations, Z=Study Hall, X=Other)		
Course ID:	Text:	Type:	Room Type:
1 LUNCH	LUNCH	L	
2 MEDIA	MEDIA	X	
3 OFFICE	OFFICE HELPER	X	
4			
5			
14			
Command: DISPLAY			
Message:			

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STEP 24:

ENTER MASTER SCHEDULE USING CGRP FOR CORE CLASSES.

Use CGRP to keep a group of students together by course, homeroom, or group designation.

Note: Schools that have one or more of the following grade levels are **NON-BLOCK SCHOOLS**: kindergarten through 8th grade.

Do not schedule semester courses as annual courses. Students will receive credit for one semester course only.

EXAMPLE 24.1: CGRP SCREEN FOR NON-BLOCK SCHOOLS

SSS – CGRP													ANY NON-BLOCK SCHOOL 2004-05 SCHOOL YEAR													JUN 10, 2004		
[DISPLAY]													Class Group Master Schedule													10:00 AM		
Year:			04/05																									
Group:			090RDG			Text:			ENG/RDG 9			Demand:																
Sec:			1			Seats Available:																						
-----Classes-----													TRMS			CAP			FILL-----			-----Class Meetings-----						
	CRSE	SEC	COURSE	TEXT																								
1	EEARNA	1	ENGLISH	1	12	30	0	0	0	1	MTWRF	2	11	205														
2										2	MTWRF	2	11	205														
3																												
4	ERARNA	1	READING	1	12	30	0	0	0	1	MTWRF	3	11	205														
5										2	MTWRF	3	11	205														
6										^																		
7	Non-Block Schools: One Year consists of two (2) Terms (Semesters)																											
8	Term 1 = Semester 1																											
9	Term 2 = Semester 2																											
10																												
11																												
12																												
Command: DISPLAY																												
Message:																												

- Year:** Upcoming school year
- Group:** Enter the artificial course id used in P501
- Text:** Enter text used in P501 for that course id
- Sec:** Enter valid section number

Block High School CGRP example found on next page.

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Only designated high schools are BLOCK schools.

EXAMPLE 24.2: CGRP SCREEN FOR BLOCK SCHOOLS

SSS – CGRP [DISPLAY]	BLOCK HIGH SCHOOL 2004-05 Class Group Master Schedule	SCHOOL YEAR JUN 10, 2004 10:00 AM											
Year: 04/05	Group: 090RDG	Text: ENG/RDG 9											
Sec: 1	Demand: Seats Available:												
-----Classes-----TRMS CAP FILL-----Class Meetings-													
	CRSE	SEC	COURSE	TEXT		TOT	M	F	TRM	DAYS	PRDS	TEAC	ROOM
1	EEARB1	1	ENGLISH	1	1	30	0	0	1	MTWRF	2	11	205
2	EEARB2	1	ENGLISH	1	2	30	0	0	2	MTWRF	2	11	205
3													
4	ERARB1	1	READING	1	3	30	0	0	3	MTWRF	3	11	205
5	ERARB2	1	READING	1	4	30	0	0	4	MTWRF	3	11	205
6													
7	Block Schools: A yearly course consists of two (2) Terms												
8	Term 1 = 1 Semester												
9	Term 2 = 1 Semester												
10	Term 3 = 1 Semester												
12	Term 4 = 1 Semester												
13													
Command: DISPLAY													
Message:													

- Year:** Enter upcoming school year
- Group:** Enter the artificial course id used in P501
- Text:** Enter text used in P501 for that course id
- Sec:** Enter valid section number

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STEP 25:

USE CMST TO SCHEDULE COURSES THAT ARE NOT PART OF A CORE GROUP (CGRP). This could include your Electives as well as LUNCH.

EXAMPLE 25.1: CMST SCREEN FOR NON-BLOCK SCHOOLS

SSS – CMST	ANY NON-BLOCK SCHOOL	2004-05	SCHOOL YEAR	JUN 10, 2004
[DISPLAY]	Class Master Schedule			02:46 PM
School Year:	04/05	Course:	AB5RNA	BAND GR-5 Demand:
Sec:	Terms:	Cap	---- Filling ----	----- Class Meetings -----
			Total Male Female	Term Days Prds Teac Room
1	10	12	35	1 MTWRF 11 12 100 100
2				2 MTWRF 11 12 100 100
3				
4	11	12	35	1 MTWRF 07 08 100 100
5				2 MTWRF 07 08 100 100
6				
7	USE A UNIQUE SECTION NUMBER IN CMST.			
	DO NOT TRY TO USE THE SAME SECTION NUMBERS ALREADY ENTERED IN CGRP.			
	THE SYSTEM WILL NOT LET YOU PROCEED.			
13	Term 1 = Semester 1			
	Term 2 = Semester 2			
	(MORE)			
	Command: DISPLAY			
	Message:			

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EXAMPLE 25.2: CMST SCREEN FOR BLOCK HIGH SCHOOLS

```
SSS - CMST      BLOCK HIGH SCHOOL 2004-05 SCHOOL YEAR JUN 10, 2004
[DISPLAY]                               Class Master Schedule           02:46 PM

School Year:  04/05  Course:  MPBRB1  PROF MATH PREP           Demand:

      Sec:      Terms:  Cap      --- Filling ---      ----- Class Meetings -----
                        Total Male Female  Term Days  Prds  Teac Room

1      30          2      15                                2  MTWRF  05      200  210
2
3
4
5
6
7      USE A UNIQUE SECTION NUMBER IN CMST.
      DO NOT TRY TO USE THE SAME SECTION NUMBERS ALREADY ENTERED IN CGRP.
      THE SYSTEM WILL NOT LET YOU PROCEED.

13     Term 1 = 1 Semester      Students will take 1 term (semester) of PROF.
      Term 2 = 1 Semester      MATH PREP. The course id is MPBRB1.
      Term 3 = 1 Semester
      Term 4 = 1 Semester

(MORE)
Command:  DISPLAY
Message:
```

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EXAMPLE-25.3: CMST LUNCH SCHEDULE FOR NON-BLOCK SCHOOLS

SSS – CMST [DISPLAY]	XYZ SCHOOL	2004-05 SCHOOL YEAR	JUN 24, 2004 04:31 PM
Class Master Schedule			
School Year:	04/05	Course: LUNCH	LUNCH Demand:
Sec:	Terms:	Cap	---- Filling ---- ----- Class Meetings ----- Total Male Female Term Days Prds Teac Room
1	1	12	150 1 MTWRF 05 1234 LR2
2			2 MTWRF 05 1234 LR2
3			
4	2	12	150 1 MTWRF 06 5678 LR2
5			2 MTWRF 06 5678 LR2
6			
7			
8			
9			
10			
11			
12			
13			
(MORE)			
Command: DISPLAY			
Message:			

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EXAMPLE-25.4: CMST LUNCH SCHEDULE FOR BLOCK HIGH SCHOOLS

SSS – CMST	BLOCK HIGH SCHOOL	2004-05 SCHOOL YEAR	JUN 24, 2004
[DISPLAY]	Class Master Schedule		04:31 PM
School Year:	04/05	Course: LUNCH LUNCH	Demand:
	Sec:	Terms: Cap	----- Class Meetings -----
			Term Days Prds Teac Room
		--- Filling ---	
		Total Male Female	
1	6	1234 300	1 MTWRF 05 1234 LR2
2			2 MTWRF 05 1234 LR2
3			3 MTWRF 05 1234 LR2
4			4 MTWRF 05 1234 LR2
5			
6	7	1234 300	1 MTWRF 06 1234 LR2
7			2 MTWRF 06 1234 LR2
8			3 MTWRF 06 1234 LR2
9			4 MTWRF 06 1234 LR2
10			
11			
12			
13			
(MORE)			
Command: DISPLAY			
Message:			

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STEP 26:

UPDATE P511 (RUN CONTROL PARAMETER) SCREEN PRIOR TO SUBMITTING B108 (BATCH SCHEDULING RUN)

Note: P511 permits you to enter up to six (6) grade levels per scheduling run (B108).

If your school has more than six (6) grade levels (K-8 schools for example), you **must** submit two (2) separate scheduling runs (B108). You must update P511 *prior* to each B108 scheduling run.

EXAMPLE 25.1: P511 (RUN CONTROL ENTRIES) BLOCK HIGH SCHOOLS

SSS - P511	BLOCK HIGH SCHOOL 2004/05	SCHOOL YEAR	JUNE 24, 2004			
[DISPLAY]	School Control Parameters	Run Control	12:04 PM			
Enforce Section Capacities (Y/N):		Y				
Percent Section Capacity Increment		10				
Schedule the Following Grades in Order From Left to Right		12	11	10	9	
Schedule the Following Year/Terms:		04/05	1234			
		Same as School Year at top of screen				
Reset Request Status "S" to "I" (Y/N):		Y				
Reset Request Status "M" to "I" (Y/N):		N				
Reset Request Status "R" to "I" (Y/N):		Y				
Reset Request Status "C" to "I" (Y/N):		Y				
Enforce Group Integrity (Y/N):		Y				
CPU Time per Student (Minutes):		I				
Retain Previous Scheduling Term (Y/N):		N				
Command:	DISPLAY					
Message:						

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EXAMPLE 26.2: P511 (RUN CONTROL ENTRIES) NON-BLOCK HS

```
SSS - P511  ANY NON-BLOCK HIGH SCHOOL 2004/05 SCHOOL YEAR JUNE 24, 2004
[DISPLAY]          School Control Parameters          12:04 PM
                  Run Control

Enforce Section Capacities (Y/N):          Y
Percent Section Capacity Increment          10

Schedule the Following Grades
in Order From Left to Right                12  11  10  9

Schedule the Following Year/Terms:          04/05    12
                                           Same as School Year at top of screen

Reset Request Status "S" to "I" (Y/N):     Y
Reset Request Status "M" to "I" (Y/N):     N
Reset Request Status "R" to "I" (Y/N):     Y
Reset Request Status "C" to "I" (Y/N):     Y

Enforce Group Integrity (Y/N):              Y
CPU Time per Student (Minutes):             I
Retain Previous Scheduling Term (Y/N):      N

Command:  DISPLAY
Message:
```

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EXAMPLE 26.3: P511 (RUN CONTROL ENTRIES) K-8 OR MIDDLE SCHOOL

```
SSS - P511          XYZ SCHOOL 2004/05 SCHOOL YEAR          JULY 7, 2004
[DISPLAY]          School Control Parameters                12:04 PM
                   Run Control

Enforce Section Capacities (Y/N):          Y
Percent Section Capacity Increment          10

Schedule the Following Grades
in Order From Left to Right                8    7    6

Schedule the Following Year/Terms:          04/05    12
                                           Same as School Year at top of screen

Reset Request Status "S" to "I" (Y/N):    Y
Reset Request Status "M" to "I" (Y/N):    N
Reset Request Status "R" to "I" (Y/N):    Y
Reset Request Status "C" to "I" (Y/N):    Y

Enforce Group Integrity (Y/N):             Y
CPU Time per Student (Minutes):            I
Retain Previous Scheduling Term (Y/N):     N

Command:  DISPLAY
Message:
```

Explanation: Set up scheduling parameters for grades 8, 7, 6 on July 7. Submit scheduling run (B108) for the evening of July 7. (Dates are for example purposes only.)

EXAMPLE 26.3A:

```
SSS - P511          XYZ SCHOOL 2004/05 SCHOOL YEAR          JULY 8, 2004
[DISPLAY]          School Control Parameters                08:00 AM
                   Run Control

Enforce Section Capacities (Y/N):          Y
Percent Section Capacity Increment          10

Schedule the Following Grades
in Order From Left to Right                5    4    3    2    1    K

Schedule the Following Year/Terms:          04/05    12
                                           Same as School Year at top of screen

Reset Request Status "S" to "I" (Y/N):    Y
Reset Request Status "M" to "I" (Y/N):    N
Reset Request Status "R" to "I" (Y/N):    Y
Reset Request Status "C" to "I" (Y/N):    Y

Enforce Group Integrity (Y/N):             Y
CPU Time per Student (Minutes):            I
Retain Previous Scheduling Term (Y/N):     N

Command:  DISPLAY
Message:
```

Explanation: Set up scheduling parameters for grades 5, 4, 3, 2, 1, K on July 8. Submit scheduling run (B108) for the evening of July 8. (Dates are for example purposes only.)

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STEP 27:

SUBMIT YOUR FIRST BATCH SCHEDULING RUN (B108).

- Contact Student Systems to unlock the B108 submission screen.
- Submit B108 in the Night (N) queue. B108 will process at 7:00 p.m.
- **No one can be in Sierra while B108 executes.**
- **If someone is in Sierra when B108 starts executing, B108 will error out!**

EXAMPLE 27.1: B108 SCREEN (BATCH SCHEDULER)

SSS – B108	XYZ SCHOOL	2004/05 SCHOOL YEAR	JUN 26, 2004
[DISPLAY]		Batch Job Requesting	09:33 AM
Batch Job ID: B108	BATCH SCHEDULER		
Version: 01	B108 – DEFAULT VERSION		
Version Date: Aug 25, 2004		Run Day or Night (D/N: <u>N</u>)	
^ This date does not matter			
----- Batch Job Control -----			
Student Priority Ordering: <u>R</u>	Use Student Scheduling Priority?(Y/N): <u>Y</u>		
(L) Last Name			
(R) Random			
(S) Student ID			
If Priority Selected is "L" or "S", Schedule in (A) Ascending or (D) Descending Order:			
----- Print Control -----			
Density: <u>H</u>			
Spacing: 1			
Copies: 1			

STEP 28:

SUBMIT THE FOLLOWING REPORTS IN THE NIGHT QUEUE. Print and review results the next day.

- R407 (Class Master Schedule).
- R701 (Student Schedule, conflicts only).
- R409 (Room Schedule, conflicts only).
- R411 (Teacher Schedule, conflicts only).
- R401 (Student Course Request Verification). This report is optional.
- R402 (Tally of Course Requests). This report is optional.

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EXAMPLE 28.1: R407 MASTER SCHEDULE SUBMISSION SCREEN

SSS – R407 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Report Requesting	JUN 26, 2004 09:24 AM
Report ID: R407	CLASS MASTER SCHEDULE	
Version: 01	R407 – SCHEDULER MINI TEST MASTER	
Version Date: SEP 29, 2004	Run Day or Night (D/N): <u>N</u>	
----- Selection Control -----		
From	To	Sequence Control -----
Term:		Course ID: <u>1</u>
Grade Level: <Grade level of the course		Department: 0
School Yr should match		Course Sequence Group: 0
School Year: <u>04/05</u>	school yr at top of	Course Sequence No: 0
Department:	screen	Grade Level: 0
----- Print Control -----		
Density: <u>H</u>	Print Only Totals (Y/N):	<u>N</u>
Spacing: <u>1</u>	Print Only Class Groups (Y/N):	<u>N</u>
Copies: <u>1</u>		
Printer: <u>P1</u>		
Save (Y/N): <u>Y</u>		
Command: Display		
Message:		

GRADE LEVEL refers to the grade level of the course, not the grade level of the students.

NOTE FOR HIGH SCHOOLS:

GRADE LEVEL must be blank as several high school courses previously limited to students in grades 9-12 are now permitted for students in grades 8-12.

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EXAMPLE 28.2: R701 STUDENT SCHEDULES – CONFLICTS ONLY

SSS – R701 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Report Requesting	JUN 26, 2004 09:26 AM
Report ID: R701	STUDENT SCHEDULE FORMATTER	
Version: 01	DEFAULT VERSION	
Version Date: JAN 31, 2004		Run Day or Night (D/N): <u>N</u>
----- Selection Control ----- Sequence Control -----		
From To	Homeroom: 0	
Grade:	Name: 1	
Term:	Student ID: 0	
Period:	Grade: 0	
School Year: <u>04/05</u> < Enter correct school year	Postal Code: 0	
1 2 3 4 5	Conflicts: 0	
	Program: 0	
Exclude Data Flags:		
----- Print Control -----		
Density: H	Print Student or Parent Labels (S/P):	Format No: <u>71</u>
Spacing: 1	Print Schedules Changed After:	
Copies: 1	Print Only Conflict Schedules (Y/N): <u>Y</u>	
Printer: P1	Report Flag:	
Save (Y/N): <u>Y</u>	P149 Version: Clear P149 (Y/N):	Timetable Term:
Command: Display		
Message:	Note: Report Flag and P149 Version must be BLANK	

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EXAMPLE 28.3: R409 ROOM SCHEDULER SUBMISSION SCREEN

SSS – R409 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Report Requesting	JUN 26, 2004 09:24 AM
Report ID: R409	ROOM SCHEDULE	
Version: 01	STANDARD DEFAULTS	
Version Date: AUG 27, 2004		Run Day or Night (D/N): <u>N</u>
----- Selection Control -----		Sequence Control -----
From	To	Room: 1
Term:		Period: 2
School Year: <u>04/05</u>	School Yr to which <Room Schedule applies	HOW YOU WANT THE DATA SORTED
Department:		
----- Print Control -----		
Density: H	Print Only Conflict Schedules (Y/N): <u>N</u>	
Spacing: 1	Print Only Class Groups (Y/N): <u>N</u>	
Copies: 1		
Printer: P1		
Save (Y/N): <u>Y</u>		
Command: Display		
Message:		

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EXAMPLE 28.4: R411 TEACHER SCHEDULES SUBMISSION SCREEN

SSS – R411 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Report Requesting	JUN 26, 2004 09:28 AM
Report ID: R411	TEACHER SCHEDULE	
Version: 01	Default Version	
Version Date: JUL 28, 2004		Run Day or Night (D/N): <u>N</u>
----- Selection Control -----		Sequence Control -----
From	To	Teacher Last Name: <u>1</u>
Term:	Schl Yr To Which	Teacher ID: 0
School Year: <u>04/05</u>	< Teacher Schedules	Teacher Postal Code: 0
Teacher:	Apply	Period: <u>3</u>
Suppress No of Students (Y/N): <u>N</u>		Term: <u>2</u>
Suppress Conflict Messages (Y/N): <u>N</u>		
HOW YOU WANT DATA SORTED		
----- Print Control -----		
Density: <u>H</u>	Print one Teacher per Page (Y/N): <u>N</u>	
Spacing: 1	Print Comments From Control Parameter P407 (Y/N): <u>N</u>	
Copies: 1	Print Address for Window Envelope (Y/N): <u>N</u>	
Printer: P1	Print Address Labels (Y/N): <u>N</u>	
Save (Y/N): <u>Y</u>	Print Only Conflict Schedules (Y/N): <u>Y</u>	
Command: Display		
Message:		

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EXAMPLE 28.5: R401 COURSE REQUEST VERIFICATION SUBMISSION SCREEN

SSS – R401 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Report Requesting	JUN 26, 2004 09:24 AM
Report ID: R401	STUDENT COURSE REQUESTS VERIFICATION/EDIT REPORT	
Version: 01	R401 STORED TEST PARAMETERS	
Version Date: AUG 21, 2004	Run Day or Night (D/N): <u>N</u>	
----- Selection Control -----		
From	To	Sequence Control -----
Grade:		Grade: <u>1</u>
Correct No. of Requests:		Homeroom: <u>0</u>
School Year: <u>04/05</u>	< Schl Yr to which Course Request Applies	Prev. School: <u>0</u>
		Last Name: <u>2</u>
		Counselor: <u>0</u>
----- Print Control -----		
Density: <u>H</u>	Print Only Students With Error Messages (Y/N): <u>N</u>	
Spacing: <u>1</u>		
Copies: <u>1</u>		
Printer: P1		
Save (Y/N): <u>Y</u>		
Command: Display		
Message:		

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EXAMPLE 28.6: R402 COURSE REQUEST TALLY SUBMISSION SCREEN

SSS – R402 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Report Requesting	JUN 26, 2004 09:30 AM
Report ID: R402	TALLY OF STUDENT COURSE REQUESTS	
Version: 01	R402 – STORED TEST PARAMETERS	
Version Date: AUG 25, 2004	Run Day or Night (D/N): <u>N</u>	
----- Selection Control -----		Sequence Control -----
From	To	Department: <u>1</u>
Grade Level:	Schl Yr To Which	Course ID: <u>0</u>
School Year: <u>04/05</u>	< Course Requests	Course Seq Group: <u>0</u>
Teacher:	Apply	Course Grade Level: <u>0</u>
		No of Requests: <u>0</u>
HOW YOU WANT DATA SORTED		
----- Print Control -----		
Density: <u>H</u>	Print Totals by Grade (Y/N): <u>N</u>	
Spacing: <u>1</u>		
Copies: <u>1</u>		
Printer: P1		
Save (Y/N): <u>Y</u>		
Command: Display		
Message:		

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STEP 29: REVIEW SCHEDULING RUN RESULTS.

29A.

Review B108 scheduling results.

Print the first 15 pages of your B108 run. (See example 29A.1). Check the following:

1. **Do requests exceed class/group capacity?** If yes, can you add additional sections or do you need to increase classroom capacity?
2. **What is the % of students fully scheduled?** Do these students have a complete schedule with no holes? You may wish to submit and review R415 (Students With Free Time Report).
3. **Are there students with invalid course id's?** Did a course expire? Did students transfer from another schools with requests for courses you do not offer (ex. Block course versus Non-Block course. Did you forget to enter courses in CGRP and/or CMST?

EXAMPLE 29A.1 – MGMT SCREEN

```
SIS - MGMT                XYZ 2004/2005 SCHOOL YEAR        JUL 8, 2004
[CHANGE]                  BATCH/REPORT MANAGEMENT        07:32 AM

DISPLAY BATCH/PRINT/ALL QUEUES (B/P/A): A

   QUEUE  STATUS  REQUEST - SUBMITTED - ACTION  PRT FORM  PAGE CONTROL
                                     AFTER ONLY
  1 PRINT  COMP    B108-01 JUL 07  14:00    P    P1    000    0    15
  2 PRINT  COMP    R415-01 JUL 07  14:01    P1    P1    000
  3 PRINT  COMP    R407-01 JUL 07  14:02    P1    P1    000
  4 PRINT  COMP    R701-01 JUL 07  14:03    P1    P1    000
  5
  6
  7 Line 1 illustrates how to print only the first 15 pages of B108
  8
  9
 10
 11
 12

                                     ***** ACTION CODES *****
                                     * C=CANCEL   P=PRINT   D=DISPLAY  R=RESUBMIT *

ENTER LINE NUMBER TO CHANGE: 1
MESSAGE:
```

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29B.

Print and review R407(Class Master Schedule).

1. **Review class filling counts.** Can you move classes to other periods? Should you?

29C.

Print and review R409 (Room Schedule).

1. **Do you have more than one class in the same room at the same time?** Is this what you wanted? Do you have to move a class?

29D.

Print and review R701 (Student Schedules – Conflicts Only).

1. **If there are conflicts, can they be resolved by cleaning up the course requests?**
2. **How do you plan to fill requests for students with no requests?**
3. **How do you plan to correct requests for students missing course requests?**
4. **How do you plan to correct requests for students with incorrect course requests based on grade level?**

29E.

Make adjustments to the following files based on B108, R415, R407, and R701:

- **P108** – BELL SCHEDULE
- **P118** – DAILY CLASS MEETING PERIODS
- **P143** – PERIOD/BLOCK TRANSLATION TABLE
- **STAF** – STAFFING FILE
- **ROOM** – ROOM FILE
- **HRMS** – HOMEROOM FILE
- **REQU** – STUDENT REQUEST SCREEN
- **P502** – RULES FOR BATCH UPDATING COURSE REQUESTS
- **B114** – BATCH UPDATING OF COURSE REQUESTS
- **CGRP** – CLASS GROUP MASTER SCHEDULE
- **CMST** – CLASS MASTER SCHEDULE

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STEP 30: UPDATE COURSE REQUESTS AS REQUIRED.

EXAMPLE 30.1: REQU SCREEN

SSS - REQU [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Student Course Requests	JUN 27, 2004 08:00 AM M-11-A-04/05-212 School Year: 04/05 ? School Yr for requests NOT current Schl Yr
Student ID: 1234567 JONES, JOHN		
	----- Request -----	Assigned Status
	Course: Course Text: Priority Alternate:Crse:	Sec:
1	EEARNA ENLGISH 1 <u>H</u>	I
2		?
3		
4		I=Initial Request
5		C=Conflict
		M=Manually Entered
14		
Command: DISPLAY		
Message:		

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STEP 30.1:

ADD COURSE REQUESTS BY STUDENT IF APPLICABLE:

1. COMMAND: **A REQU**<Enter>
2. STUDENT ID: **7-DIGIT STUDENT ID NUMBER**<Enter> **Make sure CORRECT STUDENT displays.**
3. SCHOOL YEAR: **2-DIGIT UPCOMING SCHOOL YR**<Enter> (Ex: 04)
4. COURSE: **CBOE COURSE ID**<Enter> or **ARTIFICIAL COURSE ID**<Enter>
5. PRIORITY:
If you are not using priority press <PF4>
If using priority, enter L or H, 1 to 8 <Enter> then press <PF4> until **Enter Field # Number to Change displays**
6. ENTER FIELD # TO CHANGE: <Enter> (you MUST press <Enter> or your request will not be added for that student)
7. Repeat 2-6 until requests added for that student
8. COURSE: <PF4> - You are back at "Command:"

STEP 30.2

DELETE COURSE REQUESTS BY STUDENT IF APPLICABLE:

1. COMMAND: **DE REQU**<Enter>
2. STUDENT ID: **7-DIGIT STUDENT ID NUMBER**<Enter>
3. SCHOOL YEAR: **2-DIGIT UPCOMING SCHOOL YR**<Enter> (Ex: 04)
4. All the student's requests display
5. ENTER LINE # TO DELETE: **TYPE LINE CONTAINING REQUEST TO BE DELETED**<Enter>
6. DELETE THIS RECORD (Y/N): **Y**<Enter>
7. Repeat 5-6 until requests have been deleted
8. ENTER LINE # TO DELETE: <PF4> - You are back at "Command:"

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STEP 31:

Student Systems downloads Final Assignment Data to all schools upon receipt from Student Assignments.

STEP 32:

GENERATE AND REVIEW THE FOLLOWING REPORTS BASED ON YOUR SCHOOL'S FINAL ASSIGNMENT DOWNLOAD:

- R101 (Student Roster with age of student)
- R911 (Student Roster with SE, VOC ED, LAU Codes)
- R910 (Student Roster)
- R401 (Student Course Request Verification)
- R402 (Tally of Course Requests)
- **R912 (Student Roster that lists students by grade type: JN, JP, PN, etc.)**

EXAMPLE 32.1: R912 SUBMISSION SCREEN

SSS – R912 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR Reporting Request	JUL 7, 2004 11:31 AM
Report ID: R912	STUDENT ROSTER	
Version: 01	Default Version	
Version Date: FEB 28, 2004 < Ignore this date	Run Day or Night (D/N): D	
----- Selection Control -----		
From To	Sequence Control	
GRADE: STATUS: <u>A</u>	STUDENT ID: 0	PREV SCHOOL: 0
AGE: P115 EXT/SYS	LAST NAME: <u>3</u>	HOMEROOM: 0
SCHOOL YEAR: <u>04/05</u> <New school yr.	STATUS: <u>0</u>	ZIP CODE: 0
PROGRAM: DATA FLAGS:	AGE: 0	BIRTHDATE: 0
PREV SCHOOL: 1 2 3 4 5	GRADE: <u>2</u>	ETHNIC CODE: 0
SEX: GRADE TYPE:	SEX: 0	GRADE TYPE: <u>1</u>
	Sort by Grade Type, Grade, Last Name	
----- Print Control -----		
Density: H	Include Demographic Data(Y/N): <u>N</u>	P149 Vers:
Spacing: 1	Print Address Labels (Y/N): <u>N</u>	Clear P149(Y/N):
Copies: 1	Use Student/Parent Address(S/P): <u>S</u>	Build/Use P149(B/U):
Printer: P1	Print Student Roster (Y/N): <u>Y</u>	
Save (Y/N): <u>Y</u>	PRINT ONLY STUDENTS WITHOUT ACTIVITIES(Y/N): <u>N</u>	
Submit for Processing (Y/N): <u>Y</u>		
Message:		

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STEP 33:

MAKE ADJUSTMENTS TO THE FOLLOWING FILES:

- ROOM
- HRMS
- STAF
- REQU
- P502/B114
- CGRP
- CMST

STEP 34:

SUBMIT YOUR SECOND BATCH SCHEDULING RUN.

Submit the following jobs in the order listed below in the **NIGHT QUEUE**. Remember, everyone must be out of Sierra by 7:00 p.m. Print and review results the next day.

- B113 – Recalculate Class Filling Count
- B108 – Batch Scheduler
- R415 – Students With Free Time
- R407 – Class Master Schedule Report
- R701 – Student Schedules, conflicts

Note: Do not submit any Batch jobs (B113, B108, etc.) after 7:00 p.m. as they will start processing and error out before you have a chance to exit Sierra.

B113 – RECALCULATE CLASS FILLING COUNT EXPLANATION:

B113 is a Batch Job used to recalculate the number of students assigned to each course and section in the specified school year. B113 also flags scheduling errors such as unknown teacher, unknown room, etc. ***B113 does not wipe out student requests or scheduled courses once schedules have been locked in!***

YOU MUST RUN B113 PRIOR TO RUNNING B108 FROM THIS POINT ON.

See B113 submission screen example on the following page.

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EXAMPLE 34.1: B113 SUBMISSION SCREEN

SSS – B113 [DISPLAY]	XYZ HIGH SCHOOL	2004/05 SCHOOL YEAR	JUL 15, 2004
	Batch Job Requesting		08:00 AM
Batch Job ID: B113	RE-CALCULATE CLASS FILLING COUNTS		
Version: 01	STANDARD DEFAULT VERSION		
Version Date: AUG 14, 2004		Run Day or Night (D/N):	<u>N</u>
----- Batch Job Control -----			
School Year: 04/05 < School Year to which this applies			
----- Print Control -----			
Density:	H		
Spacing:	1		
Copies:	1		
Printer:	P1		
Save (Y/N):	Y		
Submit for Processing (Y/N):	Y		
Message:			

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R415 – STUDENTS WITH FREE TIME REPORT

R415 generates a list of students who have not been scheduled into any course during any given term and period/block range. Review the results of this report. Submit this report *after* submitting B108 (see example 27.1).

EXAMPLE 34.2: R415 SUBMISSION SCREEN

SSS – R415 [DISPLAY]	XYZ HIGH SCHOOL 2004/05 SCHOOL YEAR Reporting Requesting	JUL 15, 2004 08:15 AM
Report ID: R415	STUDENTS SCHEDULED WITH FREE TIME	
Version: 01	STANDARDS DEFAULTS	
Version Date: AUG 21, 2004	Run Day or Night (D/N): <u>N</u>	
----- Selection Control -----		
From To	----- Sequence Control -----	
Grade:	Sequence Type	
Term:	by Grade: 0	
Period:	by Period: 1	
	by Status: 0	
School Year: 04/05 <	Schl Yr to which	
Status: <u>A</u>	this applies	
P115 Ext/Sys Stat (E/S): <u>E</u>	How you want the data sorted	
----- Print Control -----		
Density: L	Print Only Totals (Y/N): <u>N</u> Lists students with free time	
Spacing: 1	<u>Y</u> Gives totals only, not students	
Copies: 1		
Printer: P1		
Save (Y/N): Y		
Submit for Processing (Y/N): Y		
Message:		

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STEP 35: COMPLETE HOMEROOM ASSIGNMENTS.

Note: Homeroom numbers cannot exceed four (4) Characters

Assign homerooms one of two ways:

1. B925 & the GRPR screen. **Contact Student Assignments for instructions.**
2. B104 – Batch Homeroom assignment.

Use either B925/GRPR OR B104. You cannot use both methods!

If you use both methods (B925/GRPR AND B104) you will have students assigned to incorrect homerooms!

EXAMPLE 35.1: B104 SUBMISSION SCREEN

SSS – B104 [DISPLAY]	XYZ SCHOOL Batch Job Requesting	2004/05 SCHOOL YEAR JUL 29, 2004 09:47 AM
Batch Job ID: B104	STUDENT HOMEROOM ASSIGNMENT	
Version: 01	Standard Defaults	
Version Date: JUL 28, 2004	Run Day or Night (D/N): D or N	
-----Batch Job Control -----		
Term: <u>1</u> Grade Range:	Homerooms on STUD to	
School Year: <u>04/05</u> < Enter applicable yr.	the Current (C) or New (N)	
Exclude Data Flags	Homeroom Field (C/N): <u>C</u>	
Homeroom Assignment Method: <u>A S R</u> or <u>C</u>	Process requested grades only: <u>Y</u>	
(A) In Alphabetical Order	Use Homeroom Records with a	
(S) By Student ID < NOT USED	Prefix of:	
(R) In Random Order	Assign Homeroom to Students	
(C) By Class According to P307	with NO CLIS/REQU: <u>Y</u>	
SEE NEXT PAGE FOR EXPLANATION		
----- Print Control -----		
Density: H	Assign Homerooms as per above	
Spacing: 1	Parameters (A) or Move the New	
Copies: 1	Homeroom into the Current	
Printer: P1	Homeroom (M) on STUD (A/M): <u>A</u>	
Save (Y/N): Y		
Submit For Processing (Y/N): <u>Y</u>		
Message:		

CMSD SCHEDULING MANUAL

35A. HOMEROOM ASSIGNMENT METHOD EXPLANATION:

IN ALPHABETIC ORDER – A :

Students are assigned to homerooms alphabetically, by last name.

Homerooms are assigned to students in the order in which they are displayed on HRMS.

Each homeroom are filled to capacity before assignment begins on the next homeroom.

BY STUDENT ID – S :

Students are assigned to homerooms numerically, by student id. This method is not used.

IN RANDOM ORDER – R :

Students are assigned to homerooms in random order. Homerooms are assigned to students in the order in which they are displayed on the HRMS screen. Each homeroom will be filled to capacity before assignment begins on the next homeroom.

BY CLASS ACCORDING TO P307 – C :

Use this option to assign homerooms based on the 1st, 2nd, 3rd, etc. period class.

Students will be assigned a homeroom corresponding to the Course ID and Section # entered in P307 (Homeroom Assignment by Class in B104). Each student must be scheduled or currently enrolled in one of the classes specified in P307 in order to be assigned a homeroom.

It is the schools responsibility to enter in P307 the Course ID, Section #, and Homeroom Number as displayed on the HRMS screen.

CMSD SCHEDULING MANUAL

35B. HOW TO AUTO ASSIGN HOMEROOMS USING P307/B104:

Students will be assigned to a homeroom corresponding to the Course ID **AND** Section specified in P307 (Homeroom Assignment by Class in B104). Each student must be scheduled or currently enrolled in one of the classes specified in P307 in order to be assigned a homeroom.

35B PART 1:

ENTER YOUR COURSE ID & SECTION NUMBER IN P307 (A P307)

EXAMPLE 35B.1 P307 SCREEN FOR NON-BLOCK SCHOOLS

```
SSS - P307      NON-BLOCK SCHOOL 2004/05 SCHOOL YEAR  JUN 20, 2004
[DISPLAY]                School Control Parameters          01:04 PM
                        Homeroom Assignment by Class in B104

      Course ID:          Section:          Homeroom ID:
1     AV7RNA             1                235
2     EE6RNA             4                329
3     EE8RNA             2                222
4     EEARNA             9                302
5
6
7     Line 1: Students in course AV7RNA, Section 1 will be assigned homeroom 235
8     Line 2: Students in course EE6RNA, Section 4 will be assigned homeroom 329
9     Line 3: Students in course EE8RNA, Section 2 will be assigned homeroom 222
10    Line 4: Students in course EEARNA, Section 9 will be assigned homeroom 302
11
12    Homerooms 235, 329, 222, and 302 are valid homerooms. They were entered in HRMS.
13
14
15
Command:  DISPLAY
Message:
```

CMSD SCHEDULING MANUAL

EXAMPLE 35B.2 P307 SCREEN FOR BLOCK HIGH SCHOOLS

```
SSS - P307      BLOCK HIGH SCHOOL 2004/05 SCHOOL YEAR  JUN 20, 2004
[DISPLAY]                               School Control Parameters          01:04 PM
                               Homeroom Assignment by Class in B104

      Course ID:           Section:           Homeroom ID:
1  ABARB1                 21                120
2  AGARB1                 2                103
3  CAPRB3                 1                SCI4
4  CATRB1                 74               SCI1
5
6
7  Line 1: Students in course ABARB1, Section 21 will be assigned homeroom 120
8  Line 2: Students in course AGARB1, Section 2 will be assigned homeroom 103
9  Line 3: Students in course CAPRB3, Section 1 will be assigned homeroom SCI4
10 Line 4: Students in course CATRB1, Section 74 will be assigned homeroom SCI1
11
12 Homerooms 120, 103, SCI4, and SCI1 are valid homerooms. They were entered in HRMS.
13
14
15
Command:  DISPLAY
Message:
```

CMSD SCHEDULING MANUAL

35B PART 2: SUBMIT B104.

Your B104 submission screen entries should be the same as below:

EXAMPLE 35.3: B104 SCREEN – ACCORDING TO P307 ENTRIES

SSS – B104 [DISPLAY]	2004/05 SCHOOL YEAR Batch Job Requesting	JUN 20, 2004 09:47 AM
Batch Job ID: B104	STUDENT HOMEROOM ASSIGNMENT	
Version: 01	Standard Defaults	
Version Date: JUL 28, 2004	Run Day or Night (D/N): <u>D</u> or <u>N</u>	
^ this date does not matter		^ Day or night does not matter
----- Batch Job Control -----		
Term: <u>1</u>	Grade Range: blank	Assign Homerooms on STUD to the Current (C) or New (N) Homeroom Field (C/N): <u>C</u>
School Year: <u>04/05</u>		Process requested grades only: <u>Y</u>
Exclude Date Flags:		Use Homeroom Records with Prefix of:
Homeroom Assignment Method <u>C</u> :		Assign Homeroom to Students with NO CLIS/REQU: <u>Y</u>
(A) In Alphabetic Order		
(S) By Student ID		
(R) In Random Order		
(C) By Classroom According to P307		
-- Print Control --		Assign Homerooms as per Above Parameters (A) or Move the New Homeroom into the Current Homeroom (M) on STUD (A/M): <u>A</u>
Density: <u>H</u>		
Spacing: <u>1</u>		
Copies: <u>1</u>		
Printer: P1		
Save: (Y/N): <u>Y</u>		
Submit for Processing: <u>Y</u>		
Message:		

Once B104 processes, students will have homerooms assigned to them based on the parameters you entered in P307.

CMSD SCHEDULING MANUAL

STEP 36:

GENERATE AND REVIEW THE FOLLOWING REPORTS BASED ON SUMMER SCHOOL, STUDENT TRANSFERS, NEW ENROLLMENTS, ETC.:

- R101 (Student Roster with age of student)
- R911 (Student Roster with SE, VOC ED, LAU Codes)
- R910 (Student Roster)
- R401 (Student Course Request Verification)
- R402 (Tally of Course Requests)

STEP 37:

MAKE ADJUSTMENTS TO THE FOLLOWING FILES:

- ROOM
- HRMS
- STAF
- REQU
- P502/B114
- CGRP
- CMST

STEP 38:

CONTINUE TO SUBMIT SCHEDULING RUNS IN THE ORDER LISTED BELOW UNTIL THE DESIRED SCHEDULING RESULTS ARE ACHIEVED:

Submit all jobs in the NIGHT QUE.

- B113
- B108
- R407
- R415
- R701

STEP 39:

CONTINUE TO REPEAT STEPS 36-38 UNTIL YOU ARE SATISFIED WITH THE SCHEDULING RESULTS.

39A.

If you need to update homeroom assignments **and** you have not used B925/GRPR, update P307 and submit B104.

CMSD SCHEDULING MANUAL

Note:

Before you lock-in your schedules and create class list files, review your data!

Make sure your master schedule is correct and as up-to-date as possible. Once you lock-in your schedules, you cannot go back. You'll save yourself valuable time by making your corrections PRIOR to locking-in your master schedule.

The guidelines for acceptable scheduling results prior to closing (locking-in) your schedules include the following:

- **% of students fully scheduled is above 90% and that it is a workable master.**
- **Lunches have been assigned to all students if applicable.**
- **Students have been assigned CORRECT homerooms.**
- **Compliance with District policies and programs regarding class size, etc.**

CMSD SCHEDULING MANUAL

STEP 40: LOCK-IN YOUR MASTER SCHEDULE AND CREATE CLASS LIST FILES FOR MARKING PERIOD 1.

Complete the scheduling process one week prior to school opening. This should provide enough time to handle factors such as printing and separating reports, establishing Walk-In and On-Line Scheduling procedures, as well as compensating for unexpected events such as printer and/or computer problems. **DON'T WAIT UNTIL THE LAST MINUTE TO LOCK-IN YOUR SCHEDULES!**

40A:

B105 must be unlocked by Student Systems before you can submit this job. **Contact Student Systems when you are ready to submit B105.**

40B:

SUBMIT THE FOLLOWING JOBS IN THE NIGHT QUE IN THE ORDER LISTED BELOW.

Remember, *everyone* must be logged out of Sierra by 7:00 p.m. or B105 will not execute.

- B105 – CLASS LIST RECORDS (see example on next page)
- R407 – CLASS MASTER SCHEDULE
- R703 – CLASS LISTS (Current Marking Period only)
- R701 – STUDENT SCHEDULES (Current Marking Period only)
- R409 – ROOM SCHEDULE
- R411 – TEACHER SCHEDULE
- R910 – STUDENT ROSTER
- R911 – STUDENT ROSTER
- R101 – STUDENT ROSTER
- R419 – LUNCH CLASS LISTS (optional)

CMSD SCHEDULING MANUAL

EXAMPLE 40B.1: B105 SCREEN

SSS – B105 [DISPLAY]	XYZ SCHOOL	2004/05 SCHOOL YEAR	AUG 15, 2004
	School Control Parameters		3:00 PM
	Batch Job Requesting		
Batch Job ID: B105	SET UP CLASS LIST RECORDS		
Version: 01	B105 – FOR REPORTING PERIOD 1		
Version Date: AUG 14, 2004	Run Day or Night (D/N): <u>N</u>		
----- Batch Job Control -----			
School Year:	<u>04/05</u>	School Year to which this applies	
Previous Term:			
Previous Report Period:			
New Term:	<u>1</u>	Always Term-1 for MP1	
New Report Period	<u>1</u>	Always Report Period 1 for MP1	
----- Print Control -----			
Density:	H	Suppress Message (Y/N):	<u>N</u>
Spacing:	1	Auto Status Change (Y/N):	<u>N</u>
Copies:	1	Active Status Code:	
Printer:	P1	Inactive Status Code	
Save (Y/N):	<u>Y</u>		
Submit for Processing (Y/N)	<u>Y</u>		
Message:			

Go to:

CMSDNET.NET, ECC.desktop , SCHEDULING TIMELINE for deadlines.

Term 1 – B105, Version 01

Term 2 – B105, Version 02

Term 3 – B105, Version 03

Term 4 – B105, Version 04

You cannot change any entries on B105. You can only submit B105.

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EXAMPLE 40B.2: R407 - CLASS MASTER SCHEDULE

SSS – B105 [DISPLAY]	XYZ SCHOOL	2004/05 SCHOOL YEAR	AUG 15, 2004
	School Control Parameters		3:00 PM
	Report Requesting		
Batch Job ID: R407	CLASS MASTER SCHEDULE		
Version: 01	R407 – SCHEDULER MINI TEST MASTER		
Version Date: SEP 29, 2004		Run Day or Night (D/N):	<u>N</u>
----- Selection Control -----		Sequence Control -----	
	From	To	
Term:			Course ID: 1
			Department: 0
			Course Sequence Group: 0
			Course Sequence No: 0
School Year: 04/05	< Enter applicable		
Department:	School Year		
			How you want the Data Sorted
-----		Print Control -----	
Density:	H	Print Only Totals (Y/N):	<u>N</u>
Spacing:	1	Print Only Class Groups (Y/N):	<u>N</u>
Copies:	1		
Printer:	P1		
Save (Y/N):	<u>Y</u>		
Command:	DISPLAY		
Message:			

NON-BLOCK SCHOOLS: Term 1 and Term 2

BLOCK SCHOOLS: Term 1, Term 2, Term 3, Term 4

Leaving the From/To Term entry blank will print your master schedule for the entire school year.

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EXAMPLE 40B.3: R703 SCREEN (CLASS LIST REPORT)

SSS – R703 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR	AUG 15, 2004
	Report Requesting	3:03 PM
	Batch Job Requesting	
Report ID: R703	CLASS LIST FORMATTER	
Version: 01	Default Version	
Version Date: JAN 26, 2004	Run Day or Night (D/N): <u>N</u>	
----- Selection Control -----		Sequence Control -----
From To	How data is to be sorted	
Period: Refers to Class Meeting Periods during the school day	Course: 0	Period: 2
Teacher:	Teacher: 1	Room: 0
P414 Version No:		
P416 Version No:		
School Year: 04/05 < Enter applicable school year		
Report Period: <u>1</u> < Generate Class Lists for Report Period 1 only		
----- Print Control -----		
Density: L	R703 Format No: <u>01</u>	
Spacing: 1	P413 Version No:	
Copies: 1	Print Address Labels (Y/N): <u>N</u>	
Printer: P1	Use Student or Parent Address (S/P): blank	
Save (Y/N): <u>Y</u>		
Command: DISPLAY		
Message:		

ALL SCHOOLS (BLOCK AND NON-BLOCK) HAVE 4 REPORT PERIODS.

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EXAMPLE 40B.4: R701 SCREEN (STUDENT SCHEDULES)

SSS – R701 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR	AUG 15, 2004	
	School Control Parameters	03:10 PM	
	Batch Job Requesting		
Report ID: R701	STUDENT SCHEDULE FORMATTER		
Version: 01	Default Version		
Version Date: JAN 31, 2004	Run Day or Night (D/N): <u>N</u>		
----- Selection Control -----		Sequence Control -----	
	From To	Homeroom: 0	
Grade:		Name: 1	
Term: 1	1	Student ID: 0	
Period:		Grade: 0	
School Year: 04/05	Enter Applicable school year	Postal Code: 0	
	1 2 3 4 5	Conflicts: 0	
Exclude Data Flags:		Program: 0	
		How you want the data sorted	
----- Print Control -----			
Density: L	Print Student or Parent Labels (S/P):	Format No: 71	
Spacing: 1	Print Schedules Changed After:		
Copies: 1	Print Only Conflict Schedules (Y/N): <u>N</u>		
Printer: P1	Report Flag:		
Save (Y/N): <u>Y</u>	P149 Version: Clear P149 (Y/N):	Timetable Term:	
Submit for Processing (Y/N): <u>Y</u>	^ Make sure P149 Version is blank to print schedules for all your Active students.		
Message:			

NON-BLOCK SCHOOLS:

	From	To	
Term	1	1	Semester One Schedules
Term	2	2	Semester Two Schedules

BLOCK SCHOOLS:

	From	To	
Term	1	2	Marking Periods One and Two Schedules
Term	3	4	Marking Periods Three and Four Schedules

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EXAMPLE 40B.5: R409 SCREEN (ROOM SCHEDULE)

SSS – R409 [DISPLAY]	XYZ SCHOOL	2004/05 SCHOOL YEAR	AUG 15, 2004
	Report Requesting		03:11 PM
Report ID: R409		ROOM SCHEDULE	
Version: 01		STANDARD DEFAULTS	
Version Date: AUG 27, 2004		Run Day or Night (D/N): <u>N</u>	
----- Selection Control -----		----- Sequence Control -----	
	From To		
Grade: leave blank		Room: 1	
Term: leave blank		Period: 2	
School Year: 04/05	< Enter Applicable school year		
----- Print Control -----			
Density: <u>H</u>	Print Only Conflict Schedules (Y/N): <u>N</u>		
Spacing: 1			
Copies: 1			
Printer: P1			
Save (Y/N): <u>Y</u>			
Submit for Processing (Y/N): <u>Y</u>			
Message:			

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EXAMPL 40B.6: R411 SCREEN (TEACHER SCHEDULE)

SSS – R411	XYZ SCHOOL	2004/05 SCHOOL YEAR	AUG 15, 2004
[DISPLAY]		Report Requesting	03:12 PM
Report ID:	R411	TEACHER SCHEDULE	
Version:	01	Default Version	
Version Date:	AUG 27, 2004	Run Day or Night (D/N):	<u>N</u>
----- Selection Control -----		----- Sequence Control -----	
	From To		
Term:	leave blank	Teacher Last Name:	<u>1</u>
School Year:	04/05	Teacher ID:	<u>0</u>
		Teacher Postal Code:	<u>0</u>
		Period:	<u>3</u>
		Term:	<u>2</u>
Suppress No of Students (Y/N):	<u>N</u>		
Suppress Conflict Messages (Y/N):	<u>N</u>		
----- Print Control -----			
Density:	<u>H</u>	Print one Teacher per Page (Y/N):	<u>N</u>
Spacing:	1	Print Comments from Control Parameter P407 (Y/N):	<u>N</u>
Copies:	1	Print Address for Window Envelope (Y/N):	<u>N</u>
Printer:	P1	Print Address Labels (Y/N):	<u>N</u>
Save (Y/N):	<u>Y</u>	Print Only Conflict Schedules (Y/N):	<u>N</u>
Submit for Processing (Y/N):	<u>Y</u>		
Message:			

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EXAMPLE 40B.7: R910 SCREEN (STUDENT ROSTER BY HOMEROOM)

SSS – R910 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR	AUG 15, 2004	Report Requesting 03:14 PM
Report ID: R910	STUDENT ROSTER		
Version: 01	Default Version		
Version Date: FEB 28, 2004		Run Day or Night (D/N): <u>N</u>	
----- Selection Control -----		----- Sequence Control -----	
From	To		
Grade: _____	Status <u>A</u>	Student ID: 0	Previous School: 0
Age: _____	P115 Ext/Sys	Last Name: <u>2</u>	Homeroom: <u>1</u>
	Stat (E/S): S	Status: 0	Zip Code: 0
School Year: 04/05	< Schl Yr for Roster	Age: 0	Birthdate: 0
Program: _____	Data Flags:	Grade: 0	Ethnic Code: 0
Previous School: _____	1 2 3 4 5	Sex: 0	
Sex: _____			
----- Print Control -----			
Density: <u>H</u>	Include Demographic Data (Y/N): <u>N</u>	P149 Version	
Spacing: 1	Print Address Labels (Y/N): N	Clear P149 (Y/N):	
Copies: 1	Use Student/Parent Address (S/P):	Build/Use P149 (B/U):	
Printer: P1	Print Student Roster (Y/N): <u>Y</u>		
Save (Y/N): <u>Y</u>	Print only Students w/out Activities (Y/N): <u>N</u>		
Command: DISPLAY			
Message:			

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EXAMPLE 40B.8: R101 (STUDENT ROSTER BY REASON CODE)

SSS – R101 [DISPLAY]	XYZ SCHOOL 2004/05 SCHOOL YEAR	AUG 15, 2004	Report Requesting 11:31 AM
Report ID: R101	STUDENT ROSTER		
Version: 01	Default Version		
Version Date: FEB 28, 2004		Run Day or Night (D/N): <u>N</u>	
----- Selection Control -----		----- Sequence Control -----	
From	To	What Order You Want Your Data Sorted	
Grade:	Status <u>A</u>	Student ID: 0	Previous School: 0
Age:	P115 Ext/Sys	Last Name: <u>3</u>	Program: <u>1</u>
	Stat (E/S): S	Status: 0	Postal Code: 0
School Year: 04/05	< Schl Yr for Roster	Age: 0	Birthdate: 0
Program:	Data Flags:	Grade: <u>2</u>	Ethnic Code: 0
Previous School:	1 2 3 4 5	Sex: 0	
Sex:		Sorted by Program, Grade Last Name	
----- Print Control -----			
Density:	<u>H</u>	Include Demographic Data (Y/N): <u>N</u>	P149 Version
Spacing:	1	Print Address Labels (Y/N): <u>N</u>	Clear P149 (Y/N):
Copies:	1	Use Student/Parent Address (S/P):	Build/Use P149 (B/U):
Printer:	P1	Print Student Roster (Y/N): <u>Y</u>	
Save (Y/N):	<u>Y</u>	Print Unlisted Phone Numbers: (Y/N): <u>Y</u>	
Submit for Processing (Y/N):			
Message:			

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GENERATE LUNCH CLASS LISTS (OPTIONAL)

EXAMPLE 40B.9 CHANGE LUNCH TYPE FROM L TO Z

SSS- P501	XYZ SCHOOL 2004/05 SCHOOL YEAR	AUG 16, 2004
[CHANGE]	School Control Parameters	08:00 AM
	Artificial Course Codes	
	(L=Lunch, S=Spare Time, T=Term Allocation, B=Block Allocation, Z=Study Hall, X=Other)	
Course ID:	Text:	Type: Room Type:
1 LUN 10	LUNCH	Z
2 LUNCH	LUNCH	Z

CHANGE LUNCH TYPE IN P501 FROM L TO Z

14
(MORE)
Command: CHANGE
Message:

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EXAMPLE 40B.10: R419 SUBMISSION SCREEN

SSS – R419 [DISPLAY]	XYZ SCHOOL	2004/05 SCHOOL YEAR	AUG 16, 2004
	Report Requesting		09:00 PM
Report ID: R419	STUDY HALL CLASS LIST		
Version: 01	DEFAULTS FOR STUDY HALL LIST		
Version Date: JAN 26, 2004	Run Day or Night (D/N): <u>D</u>		
----- Selection Control -----		Sequence Control -----	
From	To		
Course:			
Section:			
Period:			
Teacher:	Cycle Days		
Term: <u>1</u>	Generate for Appropriate Term		
School Year: 04/05	Enter appropriate school year		
-----		Print Control -----	
		▼ What order you want this data printed; leave blank to exclude	
Density:	<u>H</u>	Print Columns in the Following Sequence From L to R:	
Spacing:	1	Phone#:	Birthdate: Stud ID: <u>1</u> Sex: Grade: <u>2</u> Homeroom: <u>3</u>
Copies:	1	-----Report Columns Without a Sequence Entry are Ignored-----	
Printer:	P1		
Save (Y/N):	<u>Y</u>	Individual Sections (Y/N): Y Only Single Term Courses (Y/N): <u>N</u>	
Command:	DISPLAY		
Message:			

Even though R419 states it is a Study Hall Class List, it is really creating your Lunch Class List.

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EXAMPLE 40B.11: CHANGE LUNCH TYPE BACK TO L IN P501

SSS- P501	XYZ SCHOOL 2004/05 SCHOOL YEAR	AUG 16, 2004
[CHANGE]	School Control Parameters	10:30 AM
	Artificial Course Codes	
	(L=Lunch, S=Spare Time, T=Term Allocation, B=Block Allocation, Z=Study Hall, X=Other)	
	Course ID:	Text: Type: Room Type:
1	LUN 10	LUNCH <u>L</u>
2	LUNCH	LUNCH <u>L</u>
14		
(MORE)		
Enter line number to change:		
Message:		

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STEP 41: SET UP ON-LINE REGISTRATION PROCEDURE FOR YOUR SCHOOL.

SET UP REGISTRATION PROCEDURES FOR YOUR SCHOOL.

REVIEW THE ON-LINE SCHEDULING PROCEDURE WITH YOUR STAFF.

BE PREPARED FOR WALK-IN (ON-LINE) SCHEDULING

CMSD SCHEDULING MANUAL

ERROR MESSAGES & WHAT THEY MEAN

“ERROR DETECTED IN MODULE CSSSCHE...”

If you are trying to display a student’s schedule and you get the above message, it usually means that the student has a course and/or a section number not offered at your school.

To correct this problem, do the following:

- Display the student’s requests (D REQU)
- Locate the course and/or section not offered at your school
- Delete the line containing the course and/or section not offered at your school
- *You may have more than one incorrect request. Check all requests, deleting those that are incorrect.*
- Go back to the SCHE screen and display the student’s schedule (D SCHE)

STATUS OF ‘ERROR’ DISPLAYS ON MGMT SCREEN

If you ran a report and instead of ‘PRINT COMP’ displaying on the MGMT screen, ‘PRINT ERROR’ displays, do the following:

- Print the report, even though it says ERROR.
- When you print the report, you will find out what was wrong so that you can make your corrections and resubmit.

“UNDEFINED DIVISION”

- Homeroom number is missing from HRMS
- Add homeroom number in HRMS and rerun report

“P307 RECORD’S CONTAIN UNDEFINED DIVISION IDS”

- Check P307. Make sure correct homeroom number was entered. If not, correct it.
- Check HRMS. Make sure homeroom number was entered. If not, add it.

Career and Technical Education						
Course I	Course Title	Reason	Add	Delete	Rename	New Course Name
CBB	Accounting I	no pathway		x		
CBC	Accounting II	no pathway		x		
CBF	Administrative Business Technology III	low enrollment		x		
CJS	Business Software Applications	continuity		x		
CJJ	Finance & Credit I	combining programs			x	Marketing Technology 1
CJL	Finance & Credit 2	combining programs			x	Marketing Technology 2
CJM	Finance & Credit 3	combining programs			x	Marketing Technology 3
CBS	Keyboarding Computer Literacey	continuity		x		
CJG	Merchandising Management 1	combining programs		x		
CJH	Merchandising Management 2	combining programs		x		
CJI	Merchandising Management 3	combining programs		x		
CCI	Cooperative Multi-area Home Economics	non-funded		x		
CCC	Diversified Cooperative Training	low enrollment		x		
CVD	Related Diversified Cooperative	low enrollment		x		
CVU	Related Finance & Credit	combining programs			x	Related Marketing Technology
CVS	Related Merchandise Management	combining programs		x		
CVJ	Related Multi-Area Home Economics	non-funded		x		
CHF	Home Healthcare Worker	combining programs			x	Nursing Assistant 1
CHL	Nurse Assistant 2	wrong name			x	Nursing Assistant 2
CFU	Fabric Service	non-funded		x		
CFV	Introduction to Food Service	non-funded		x		
CFG	Food Service 4	continuity		x		
CGD	GRADS 4	continuity		x		
CFL	Hospitality/Facility Care 4	continuity		x		
CFN	Personal Development	repetitive content		x		
CFR	Resource Management	repetitive content		x		
CTN	Custodial Services 3	repetitive content		x		
CTP	Custodial Services 4	repetitive content		x		
CUC	Electronics	no pathway		x		
CQH	Fire Technology 1	name change			x	Public Safety 1
CTU	Visual and Communication Art 1	name change			x	Visual Communications 1
CTV	Visual and Communication Art 2	name change			x	Visual Communications 2
CUE	Woodworking	no pathway		x		
SEB	Cisco Physics 2	CTE course		x		
CBV	Computer Networking 2	CTE course	x			
CQJ	Public Safety 2	CTE course	x			
CJU	Business Information Technology	10th grade pathways	x			

MATH							
Course ID	Course Title	Reason	Add	Delete	Rename	Change	New Course Name
MAC	Concepts of Math	Does not align with 9 gr. Outcomes Proficiency Course is currently being offered.		x			
MPA	Pre-Integrated Math	Does not align with 9 gr. Outcomes This course will be offered for 8th graders.		x			
MIAUBA	Integrated 1 Math	Duration for Block Schools will be offered in double-period annual course for 1.0 credit.				x	

Social Studies						
Course ID	Course Title	Reason	Add	Delete	Rename	New Course Name
GMC	Asian Studies	Low enrollment for three years or no enrollment for three years.		x		
GHW	Western Civilization	Low enrollment for three years or no enrollment for three years.		x		
<u>GHCP</u>	African/Black History	Post Secondary Course in African/ Black History.	x			
GLL	Law and Literature	Grade 10 level course designed to analyze literary works that address legal concepts.	x			

SCIENCE						
Course ID	Course Title	Reason	Add	Delete	Rename	New Course Name
SBB	Anatomy/Physiology	Does not meet Science Content Standards.		x		
SPC	Conceptual Physics	Does not meet Science Content Standards.		x		
SEF	Engineering Physics	Does not meet Science Content Standards.		x		
SCB	Food Chemistry & Preparation	Does not meet Science Content Standards.		x		
SEC	Robotics	Does not meet Science Content Standards.		x		
SEE	Survey of Engineering	Does not meet Science Content Standards.		x		
SBC	Vertebrate Zoology	Does not meet Science Content Standards.		x		
SEB	Cisco Physics 2	Move to Vocational		x		
SHB	Health Science 2	John Hay Medical Program Course		x		
SHC	Health Science 3	John Hay Medical Program Course		x		
SHD	Health Science 4	John Hay Medical Program Course		x		
SPAH	Honors Physical Science	Need for Honors Curriculum	x			
SCE	Ecology	Need for Honors Curriculum	x			

Arts Education						
Course ID	Course Title	Reason	Add	Delete	Rename	New Course Name
AVA	Art Appreciation			x		
AMA	Music Appreciation			x		

Foreign Language							
Course ID	Course Title	Reason	Add	Delete	Rename	Change	New Course Name
FBB	Arabic II	Building upon Arabic I, students continue to expand upon grammar, vocabulary, oral interaction, reading comprehension, writing and appreciation of target cultures.	x				

English Language Arts						
Course ID	Course Title	Reason	Add	Delete	Rename	New Course Name
ELD	African Literature	OCEAN course that does not align with any of our courses. Should be 0.5 credit course designated as post secondary only.	x			
ELE	Shakespeare	OCEAN course that does not align with any of our courses. Should be 0.5 credit course designated as post secondary only.	x			

Physical Education						
Course ID	Course Title	Reason	Add	Delete	Rename	New Course Name
PLC	Sports and Leisure 3			x		
PLD	Sports and Leisure 4			x		