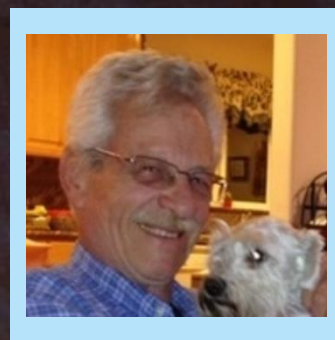




# Master Schedule Building Theory

*Session 320*



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# Agenda

**01** Color Coding of Chips

**02** Requirements

**03** Singletons

**04** Doubletons

**05** Tripletons

**06** Analysis





# Color-Coding of Chips

Chips may be color-coded:

1. By Department – English, History, Science, etc.
2. By Grade Level – 12<sup>th</sup> Grade, 11<sup>th</sup> Grade, 10<sup>th</sup> Grade, 9<sup>th</sup> Grade, Multiple Grades
3. By Frequency of Offering – Singletons, Doubletons, Tripletons, etc.



# Requirements

- Any section that is locked into a specific period, term and teacher is a requirement. These may also be called constraints.
- Know the rational for the requirement.
- Accept or reject the requirement – Gottabe vs. Wannabe.
- The more requirements that you accept, the more difficult it is to build the rest of the master schedule.





# Singletons

Singletons are sorted from most requests to fewest. Choose your primary sort order:

1. All Courses
2. Grade Level: Cross grade level courses, 12<sup>th</sup> grade, 11<sup>th</sup> grade, etc.
3. Department: English, History, Science, etc.
4. Level of Instruction: Special Ed, AP, Honors, etc.

Place Singletons to reduce the number of conflicts using the Conflict Matrix.





# Doubletons

Doubletons are sorted from most requests to fewest. Use the same primary sort order that was used for placing Singletons:

1. All Courses
2. Grade Level: Cross grade level courses, 12<sup>th</sup> grade, 11<sup>th</sup> grade, etc.
3. Department: English, History, Science, etc.
4. Level of Instruction: Special Ed, AP, Honors, etc.

Place Doubletons to reduce the number of conflicts using the Conflict matrix.





# Tripletons

Tripletons are sorted by most requests to fewest. Use the same primary sort order that was used for placing Singletons and Doubletons:

1. All Courses
2. Grade Level: Cross grade level courses, 12<sup>th</sup> grade, 11<sup>th</sup> grade, etc.
3. Department: English, History, Science, etc.
4. Level of Instruction: Special Ed, AP, Honors, etc.

Place Tripletons to start the balancing of the average number of students by Period, Grade Level, and Term.





# KEY TAKEAWAYS

- Place the Requirements (Constraints) on the Scheduling Master Schedule.
- Place Singletons , then Doubletons, then Tripletons, etc. on the Scheduling Master Schedule using same primary sort order.
- Stop periodically to analyze the Scheduling Master Schedule by totaling the average number of students by Period, Grade Level, and Term.





# Additional Workshops to Consider

- 272 Flex Queries
- 305-1 Managing Scheduling Course Requests
- 305-2 Student Course Requests Using the Aeries Student Portal
- 310-1 Student Scheduling for Next Year – Building the Scheduling Master Schedule
- 310-2 Student Scheduling for Next Year – Scheduling Students
- 325-1 Flex Scheduling – Traditional Bell Schedules
- 325-2 Flex Scheduling – Complex Bell Schedules
- 328 Elementary School with Primary Class
- 330 Scheduling Master Schedule Board
- 340 Student Scheduling – Scheduling Groups and Teams





# THANK YOU!

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