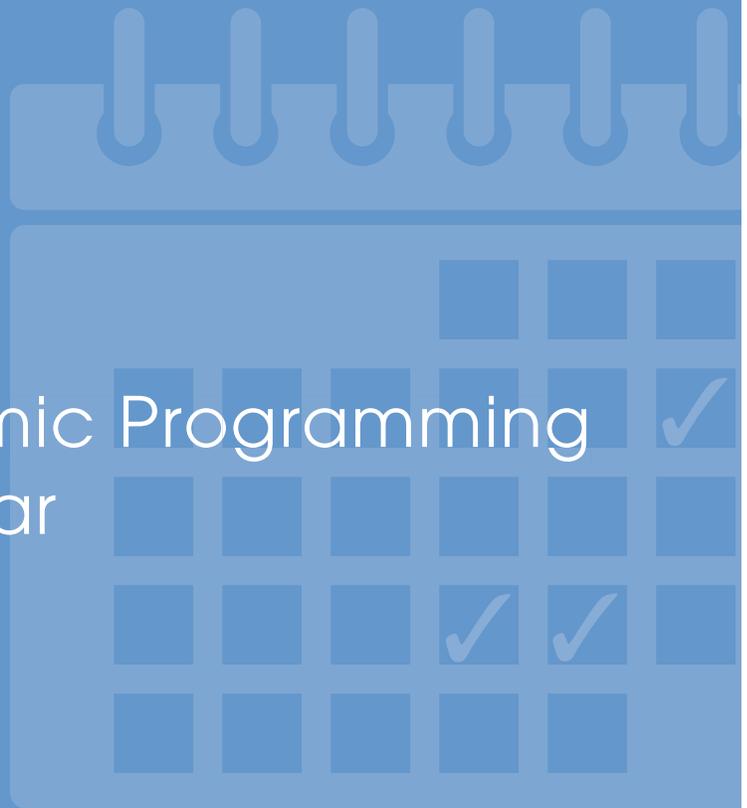


School Time Lab

Academic Programming Calendar



A Week-by-Week Guide

Acknowledgements

OPSR gratefully acknowledges the valuable contributions from many individuals to produce this calendar. First, we want to express our deep appreciation to the School Time Lab Academic Programming Calendar Writing Team for their patience with and dedication to this project. Their knowledge and expertise in academic programming has produced a valuable resource for schools in developing an academic program that will help students graduate from high school ready for college and career.

Additionally, critical support came from Vanda Belusic-Vollor, Senior Executive Director of OPSR, and Katie Hansen and Frances Burgos from the Office of Academic Policy and Systems. We are also extremely grateful for our expert reviewers, current and former program chairs, who provided ongoing encouragement and constructive feedback.

Finally, we would like to thank the Michael & Susan Dell Foundation for graciously supporting this work and Torrisi Design Associates for their creative input and design in producing this resource.

Sincerely,
The School Time Lab Team

Office of Postsecondary Readiness
School Time Lab

Lisa Anzalone, *Program Director*
Kathleen Mulgrew-Daretany,
Program Manager
Brianna Hannafey, *Intern*

Academic Programming Calendar
Writing Team

Christopher Anzalone,
Principal, Concord High School
Roseann Harris,
Senior School/District Improvement Liaison

This Guide was produced by the New York City Department of Education's Office of Postsecondary Readiness (OPSR).

Table of Contents

02

Introduction

03

Overview

04

Academic
Programming
Planning
Cycle

06

Academic
Programming
Calendar by
Month

32

Resources

33

STARS
Functional
Overview

Introduction

Over the past decade, New York City's high school graduation rates have increased significantly. However, still too many students are graduating high school without the knowledge and skills needed to succeed in college and career, and many students require remediation once they arrive at college.

The New York City Department of Education is committed to working collaboratively with parents, educators, school communities, and external stakeholders to improve student achievement in all grades and to ensure that every child graduates from high school a critical thinker, prepared for college, a career, and a meaningful future.

With that mission in mind, the Office of Postsecondary Readiness (OPSR) strengthens the district's capacity to graduate students from high school ready for college and career through the research and development of school and program models. As such, OPSR pioneered the College and Career Readiness Benchmarks that define the qualities and achievements that students need to be ready to enroll, persist, and succeed in college, postsecondary training opportunities, and eventually gain entry into meaningful careers. The four core domains of student development in these benchmarks include: Common Core Learning Standards, Academic Programming, Academic and Personal Behaviors, and College and Career Access. These domains provide a roadmap for teachers, schools, and students to work towards indicators of college and career readiness at every level.

School Time Lab (STL), an initiative through OPSR, leverages academic programming and supports schools in maximizing how they use time during the school day, in order to help strengthen school-based practices, create meaningful learning experiences to prepare students for college and career, and inform policy implications within the system.

An important element in academic programming is a school's Master Schedule, which defines its beliefs, values, and priorities. It reveals the inner workings of the school and concretely manifests a school's priorities. Furthermore, the actual development of a Master Schedule is just as important as its content. In fact, the process of developing a robust Master Schedule is inherently collaborative, inclusive, and reflects the core values that the school places on input received from all stakeholders. In that sense, strategic academic programming embodies the New York City Department of Education's mission to ensure that New York City schools collaborate with communities and stakeholders to improve student achievement and provide all students with the academic coursework and developmental experiences they need to graduate ready for college and career.

Overview

One of the more challenging tasks that school administrators face is developing an academic program that is designed to support the school's vision and mission and desired outcomes while focusing on providing students with opportunities and supports to graduate college and career ready. It is a process that takes time, dedication, and the commitment of key stakeholders working collaboratively to create a program that best meets the needs of the school and individual students.

Designing how a school will use time, instructional practices, technology, and human and fiscal resources is vital to creating and supporting opportunities for student learning. It also means replacing a one-size-fits-all approach with rigorous, individualized learning that creates multiple entry points to ensure student and school success.

The Academic Programming Calendar is a resource for annualized* schools that is intended to guide school administrators and key stakeholders in reviewing the order and timing of the steps that schools are encouraged to follow to ensure that the schedule process and the development of an effective academic program goes smoothly and yields success. This tool will be useful in offering a framework of month-by-month activities for Keeping It Going to ensure successful implementation of the school's current Master Schedule and in providing guidance for Planning Ahead, which focuses on planning and developing the academic program for the next school year with questions for reflection and discussion.

The best approach to utilizing the Academic Programming Calendar is to regard it as a continuous cycle. The Academic Programming Planning Cycle will bring together all aspects of planning into a coherent, unified process that will result in an effective academic program. Planning by using this cycle will assist schools in developing an academic program that is organized, well thought out, and focused. Adapt this resource to meet the needs of your school's unique culture.

The Academic Programming Planning Cycle highlights the process in which school administrators and key stakeholders engage in when developing and implementing their school's academic program that will serve as the blueprint for achieving success.

* If you are not an annualized school, adjust this guide to fit your own school's cycle.

Academic Programming Planning Cycle



STEP 1 Gathering the Data

Begin by gathering all the qualitative and quantitative data and evidence needed to establish a baseline picture of the school and to help inform the planning process in developing an academic program. Data sources can include summative and formative data sources, current program offerings, and other relevant resources that will assist in determining needs, identifying trends in student performance and progress, and in realizing the possible gaps in program offerings that are barriers to overall student achievement.

STEP 2 Analyzing the Data and Setting Priorities

Assemble a team of key stakeholders to analyze the data, determine the school's needs, set priorities, and strategically plan an academic program that will have the greatest impact on achieving the school's desired outcomes and in preparing all students for postsecondary readiness. It is important to ensure that protocols are in place to allow the voices of all members of the school community to be heard. This not only includes teachers and staff but parents and students, as well. The analysis of data coupled with the input from the key stakeholders are instrumental in setting priorities and in making decisions about the development of the school's academic program.

STEP 3 Creating the Program

Develop a comprehensive four-year academic program that aligns to the school's overall vision and mission and goals for improving student outcomes. The academic program should provide all students with course choices and performance goals that reflect academic rigor and readiness for success.

STEP 4 Implementing the Program

Once an academic program has been developed, ensure all resources (human and fiscal) and supports are in place to implement the annual program with fidelity in order to yield positive outcomes.

STEP 5 Monitoring the Program

It is essential to carefully monitor the program to ensure that it is implemented with fidelity. Collecting evidence of its effectiveness and checking progress throughout the implementation process, lends itself to identifying problems, challenges, and concerns and addressing them quickly. Resolving problems early ensures a smoother, more successful implementation and will result in an improved program.

STEP 6 Modifying the Program

The ongoing monitoring of the program may lead to some necessary mid-course adjustments if the program is not effectively addressing the needs of students and/or not making progress toward the desired outcomes. Carefully consider modifying any actions that are found to be ineffective and make mid-course adjustments, as needed.

STEP 7 Evaluating the Program

Evaluating the overall effectiveness of the program gives you the opportunity to either explore other options or resources that might be needed to be more successful when planning ahead, or to confirm that little or no changes are required for continued program implementation.

Though the steps outlined may indicate a start and end point, the Academic Programming Planning Cycle is fluid and has multiple entry points, depending on need or the time of the school year. School administrators and key stakeholders are continuously engaged in planning; they are **Keeping it Going** while simultaneously **Looking Ahead**. As a result, this cycle, in conjunction with the Academic Programming Planning Calendar, will provide a framework for planning and analyzing progress in a proactive manner that will ultimately lead to an academic program that supports the school's vision and mission and goals for its students and meets the unique needs of the school.

Academic Programming Calendar by Month

CALENDAR OVERVIEW AND EXPECTATIONS

A regular academic program must be fine-tuned to deliver richer, effective curriculum and instruction to all students.

This calendar, for annualized schools, is designed to best utilize the time spent in programming and grade reporting tasks in a cohesive, easily adaptable calendar. For actual dates of when tasks are expected to be finalized, refer to the Data Quality Management (DQM) Guide or Principal's Weekly.

SEPTEMBER

Monitor school's opening activities

Address compliance issues

Distribute important dates and timelines

OCTOBER

Finalize equalization of classes

Review Master Schedule for effectiveness

Prepare for end of 1st marking period

Begin planning for Spring Term

NOVEMBER

Start preparation for Spring Term

Begin to assign student requests for non-annualized courses

Prepare for the end of the 2nd marking period

Begin discussions for next September's academic program

DECEMBER

Prepare for January Regent exams

Begin work to prepare for January graduation

Communicate final term grade entry expectations to staff

Continue discussions for next September's academic program

JANUARY

Print Spring Term teacher and student schedules

Prepare for the end of the 3rd marking period/Fall Term

January Regent exams

Start making decisions about the academic program and resources for next year

FEBRUARY

Equalize non-annualized classes

Finish discussions around programming changes for the next school year

Consider possible SBOs needed for next school year

MARCH

Prepare for the end of the 1st marking period

Begin work on the Master Schedule for next September

APRIL

Continue work on next year's Master Schedule

Prepare for the end of the 2nd marking period

Continue working on the Master Schedule for next September

MAY

Setup and scheduling of June Regent exams

Continue work on next year's Master Schedule

Make a preliminary run of the Scheduling Engine

JUNE

Prepare for June Regent exams

Prepare for the end of the 3rd marking period/Spring Term/school year

Support Graduation activities

Additional runs of the Scheduling Engine

JULY

Make adjustments to Master Schedule based on June Regent exam/class result (should be minimal)

Continue to run the Scheduling Engine

AUGUST

Review Section Properties

Review Teacher Grids

Review Room Grids

Finalize the Scheduling Engine and student schedules

Print teacher and student schedules

SEPTEMBER

KEEPING IT GOING...

A smooth school opening and minimal disruptions

to students and staff are the main objective to September's activities. Opening activities will be less chaotic and much more organized by having clearly established procedures and protocols in place that are widely shared with the school community prior to opening day. This will contribute to a seamless transition for students, parents, and staff. Collecting evidence of program effectiveness and checking progress throughout the implementation process, lends itself to identifying problems, challenges, and concerns and in addressing them quickly and efficiently. Resolving problems early ensures a smoother, more successful implementation and will result in an improved program that effectively addresses the needs of students and progress towards the school's desired outcomes. Continue to monitor the school's opening activities and procedures throughout September and make any minor adjustments that are deemed necessary to ensure successful implementation of the program.

Address issues of compliance regarding class size, as well as Section Properties for Special Education and English Language Learner classes. Ten days after the school's opening, the Master Schedule Report will be reviewed. If it is determined that classes are oversized, it will be necessary for the school to prepare, in writing, a rationale as to why this occurred. It is important to note that if there is a repetitive pattern as to the same class being oversized as in the previous year's schedule, an explanation as to why this issue has occurred again must be addressed in the rationale.

Keep track of enrollment numbers with particular attention to the number of over-the-counter (OTC) enrollment and determine if there has been a sufficient number of seats allotted for these students. Being mindful of the number of seats allocated and the procedures in place to address OTC enrollment numbers will provide for a smooth transition and school opening.

Planning Calendar Considerations:

- Labor Day
- Yom Kippur
- Rosh Hashanah
- Eid al-Adha (depending on school calendar)

PLANNING AHEAD...

Reflect on your school's opening and the effectiveness of your Master Schedule. Keeping good notes regarding opening day events and tracking the adjustments made to any procedures and protocols will assist in planning for next fall's school opening.

Reflect on the following:

- Did you make the right adjustments?
- What are you going to do to make additional improvements to the schedule?
- How close was the actual enrollment to the expected enrollment?
- Use those figures to predict next year's enrollment.

WHEN	WHAT	WHO	HOW	NOTES						
										
Week 1 <i>(Prior to the first week of school)</i>	<p>Before printing student and teacher programs, review and finalize:</p> <ul style="list-style-type: none"> • STARS Admin Section Properties – Are class properties and secondary teachers identified? • STARS Admin Teacher Reference and teacher names – Are all Master Schedule and Section Properties names matched to a teacher? <p>Set protocols for program changes and walk-ins with guidance staff. Ensure appropriate staff has access to STARS applications (STARS Admin, STARS Client, STARS Classroom) relevant to their roles.</p> <p>Communicate and distribute Grading Policy and Calendar with whole staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input type="checkbox"/> Guidance <input type="checkbox"/> Teacher 	<p>Set-up and/or review STARS Admin Section Properties and STARS Admin Teacher Reference before teacher/student program cards and daily/subject-period (SPAT) attendance sheets are printed to ensure teachers are attached to the correct classes. STARS Admin Section Properties is also used to identify how the class is being utilized and is very important for compliance in Special Education and ESL.</p> <p>Create and communicate a timeline and process for teacher/student program changes. Do students go to their guidance counselor to requests a schedule change (add/drop)? Is this request made by the teacher directly? Who makes the student program changes? How and when are class changes, if made, communicated to students once student programs are distributed?</p> <p>Print and distribute STARS reports needed for the first week of school.</p> <p>Communicate school Grading Policy and Report Card Calendar with staff – the school Report Card Calendar should include marking period dates and due dates for: grades, grade entry, grade verification and report card distribution.</p>							
Week 2	<p>Review and verify STARS Admin Class Lists and STARS Classroom Admin Requests on an ongoing basis until the end of 'add/drop' period. Make any changes to a student's program via STARS Admin Schedule Add/Drop. Review class lists to also ensure that all registers and student composition (e.g., ICT) are within contractual limits.</p> <p>Review and modify STARS Admin Add/Remove Programs to maintain your school's CTE and ELL programs. Create Program Sequences using STARS Admin Manage Programs (CTE and ELL) if applicable.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input type="checkbox"/> Guidance <input type="checkbox"/> Teacher 	<p>A school has ten days from the start of classes to ensure all classes are within the contractual limits. Monitor schedule changes and student program changes on an ongoing basis (i.e. prevent oversized classes) during the add/drop period.</p> <p>Review and verify STARS Admin Class Lists and STARS Classroom Admin Requests on an ongoing basis until the end of 'add/drop' period. Make any changes to a student's program via STARS Admin Schedule Add/Drop. Review class lists to also ensure that all registers and student composition (e.g., ICT) are within contractual limits.</p> <p>Manage program sequences using STARS Admin Manage Programs.</p>							
Week 3	<p>Review STARS Admin Action Items for compliance items for the new school year.</p> <p>Review grading policy and calendar with staff:</p> <ul style="list-style-type: none"> • Set expectations of grades entry. • Set expectations of 'My Assessment' mark entry. • Introduce STARS Classroom to new teachers. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input type="checkbox"/> Guidance <input checked="" type="checkbox"/> Teacher 	<p>Review STARS Admin Action Items found on the STARS Admin homepage to resolve any outstanding issues with student scheduling data.</p> <p>Set up training time to review STARS Classroom. Set expectations for report card grade entry, assessments, submitting 'Requests Changes', and teacher assignment/student enrollment dates.</p>							
Week 4	<p>Identify and schedule credit recovery and academic supports.</p> <p>Close window for program changes. Enforce a mechanism for requesting and awarding program changes after September.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher 	<p>Schedule students needing credit recovery and additional supports.</p> <p>Close window for program changes and establish a mechanism to request program changes for the remainder of the term. Program changes should have an accompanied 'effective date' for when the change actually took place. This is entered using any of the student program change functions on STARS Client or STARS Admin. Review why program changes occurred and how this can be reduced next year. Additionally, review the process for program changes and consider possible improvements to the process.</p>							
TECHNICAL SUPPORT		STARS Admin Section Properties	STARS Classroom Request Changes	STARS Classroom Admin Requests	STARS Client Schedule Mass Changes	STARS Client Student Schedule File Edit	STARS Admin Walk-in Schedule	STARS Admin Class Lists	STARS Admin Manage Programs	STARS Classroom Class History
Refer to STARS Wiki Page for additional technical information on the following topics: https://wiki.nycenet.edu/x/CgC1AQ										

Week 1

Week 2

Week 3

Week 4

KEEPING IT GOING...

Continue to carefully monitor the program to ensure that it is implemented with fidelity. At this point, all adjustments for the Fall Term should be complete and all resources and supports should be in place to implement the program successfully and with fidelity in order to produce positive outcomes. Continue to reflect on September's opening procedures and activities and determine if any minor adjustments to the spring schedule will be necessary.

Ensure that proper procedures and protocols are in place to prepare for the end of the first marking period. Use backwards planning to determine a timeline for staff to adhere to in order to meet the report card distribution date. Distribute a school-wide memo to staff that includes the timeline and important dates to remember for report card distribution for each marking period. Provide staff with information on how to access files for recording and submitting report card grades.

Planning Calendar Consideration:

- Columbus Day

PLANNING AHEAD...

Set aside time to review notes and reflect on September and October opening activities. Think about what went well and what needs to be modified and/or improved when planning the Master Schedule and programming for the next school year.

Make note of any large-scale adjustments to the Master Schedule that may be necessary. This may include changes or additions to course offerings or course sequences and/or changes to the bell schedule regarding the length of a class period. Begin gathering all the qualitative and quantitative data and evidence needed to establish a baseline picture of the school that will inform the planning process in developing an effective academic program for the next school year.

WHEN	WHAT	WHO	HOW	NOTES					
									
Week 1	<p>Once class equalization, Master Schedule, and student program changes are finalized, ensure that all students have full programs.</p> <p>Review STARS Classroom Class History for errors in teacher assignment dates and student course-section enrollment start dates.</p> <p>Review the Master Schedule for its effectiveness. Record areas identified as in need of adjustment and begin to discuss ways to make improvements for the next school year. This is not the time to change the Master Schedule but a time to step back and look at how it can be improved in the future.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input type="checkbox"/> Guidance <input checked="" type="checkbox"/> Teacher 	<p>Review period placement, teacher schedules, teacher common prep periods, over/under-enrolled classes, etc. Incorporate these findings into thoughtful planning for next year's Master Schedule to increase its overall effectiveness.</p>						
Week 2 & Week 3	<p>Finalize transcript updates in STARS Admin for new admits when applicable.</p> <p>Prepare for the end of the 1st marking period. Work backwards from when report cards are to be distributed.</p> <ul style="list-style-type: none"> • Are there any custom school comment codes? Were new comment codes added to STARS Client Manage Comment Definition? • Were all pending retroactive attendance, missing attendance rosters cleaned up in ATS? • How are grades collected? How long will teachers have to enter report card grades, narratives, and comments? • Will narratives be reviewed by department chair? • When should teachers review and submit missing grades? Are they entered in STARS Classroom directly or by the administrator in STARS Admin? • When should teachers review and sign off on marking period grades? • When are report cards given to students? How are they distributed (i.e., official period, sent home, parent pick up on Parent Teacher Conference)? Are translated report cards available? • What is the mechanism for teachers to submit grade changes after report cards are distributed? 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher 	<p>Report Card Setup:</p> <ul style="list-style-type: none"> • Review marking period dates and "To ARIS/APL Date" in STARS Client Manage Terms and Marking Periods. The "To ARIS/APL Date" is used to close grade entry for teachers in STARS Classroom. • Review the flags on STARS Admin Master Schedule Summary Report. It should display a list of courses used on your Master Schedule, their credit value, the course name, if a grade for the course is allowed, and if the grade will appear on the transcript. A course's credit value needs to be correct before student grades are submitted. The course name appears on the report card. If grade allowed is set to "no", the course will not appear in STARS Classroom or STARS Admin Manage MP Grades. If the course is set to not appear on the report, it will not display on the report card. Make modifications to courses using the STARS Client Course Editor. • Review STARS Admin Teacher Reference to ensure all teachers are matched. Use STARS Admin Custom Report 6.42 for a list of the emails assigned to teachers as per STARS. • Ask teachers to confirm their class lists by signing off on a STARS Admin Class List Report. Make any necessary changes in STARS Admin. • If grades are given to push-in and pull-out (PIPO) courses, ask teachers to review/verify their STARS Classroom Student Roster Report. <p>Calendar example: Work backwards – report cards distributed 14 days from today:</p> <ul style="list-style-type: none"> • Two days to print and sort report cards, therefore, all corrected grades are submitted and signed off by teachers 12 days from today. • If corrected grades are due 12 days from today, missing grade reports and STARS Admin Class List with grades (Audit Report) must be submitted 10-11 days from today. • If grade audit reports are due 10-11 days from today, original grade entry must be due 8-9 days from today. 						
Week 4	<p>Begin planning for the Spring Term or the flipping of classes within the current term. Administration and key stakeholders discuss what, if any, adjustments should be made to the schedule for the next term</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher 	<p>Discuss implementing any changes to the next term Master Schedule.</p> <p>Review the non-annualized courses in the Fall Term's Master Schedule for over/under-enrollment and make adjustments, as needed. Remove or add classes that are only offered in a specific term when the current Master Schedule is utilized for next term.</p>						
TECHNICAL SUPPORT		STARS Classroom Class History	STARS Admin Master School Report	STARS Admin Teacher Reference	STARS Admin Transcript Update	STARS Admin Marking Period Grade Entry	STARS Classroom Student Rosters	STARS Admin Missing Grades	STARS Admin Report Cards
Refer to STARS Wiki Page for additional technical information on the following topics: https://wiki.nycenet.edu/x/CgCTAQ									

Week 1

Weeks 2 & 3

Week 4

KEEPING IT GOING...

Begin to prepare for the Spring Term. Consider any minor adjustments to the schedule that resulted from the reflection and implementation of the fall schedule. Keeping focus on the overall vision and mission as well as the school's goals will allow for a smooth transition into the Spring Term.

Review the school-wide report card memo and procedures and protocols to prepare staff for the end of the second marking period.

Planning Calendar Considerations:

- Election Day
- Veterans Day
- Thanksgiving Recess

PLANNING AHEAD...

Assemble a team of key stakeholders to analyze the data, determine the school's needs, set priorities, and strategically plan an academic program for the upcoming school year that will have the greatest impact on achieving the school's desired outcomes and in preparing all students for postsecondary readiness.

Revisit the College and Career Readiness Benchmarks to ensure alignment of the proposed Master Schedule and the Academic Programming domain, which emphasizes the importance of appropriate course choices for students as well as performance goals that signal academic readiness for success.

Reflect on the following:

- Do students have a clear sense of the roadmap to their goals?
- Do students have the resources and supports needed at key transition points in order to ultimately gain entry to a college/career training program that meets their individualized needs?
- Are staff and key stakeholders equipped with the tools and resources to support students with college and career access?
- Re-examine your four-year map. Are all your strands in place? Are all students on track to college and career readiness? Are all the possible paths for students clearly represented in your four-year map?

WHEN	WHAT	WHO	HOW	NOTES					
Week 1	Begin to prepare for the Spring Term <ul style="list-style-type: none"> • Confirm term dates and marking period dates. • Set up the bell schedule. • Review and activate/copy course and exam codes needed for the next term. • Discuss how students are scheduled, how many courses are 'annualized' (meeting the same time with the same teacher), how many are individually programmed. How are requests created for the Spring Term? 	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher	Begin planning/scheduling for the future term. Use STARS Client Manage Terms and Marking Periods to confirm the number of marking periods, cycle days and class period length in the new term prior to any scheduling activities (i.e., copying over course codes). Set up the Spring Term's bell schedule using the STARS Client Bell Schedule. Create your code deck for the next term and review course codes used in the previous school year that you may want to copy into the future term. For a list of course codes use STARS Admin Custom Report 4.16 Option 1. Copy course codes from one term to another using STARS Client Copy Code Deck in the future term. Modify/add course codes using the STARS Client Course Editor in the future term. If starter course codes are needed, add them to the future term via STARS Admin Custom Report 6.59. Discuss with key stakeholders how students will be programmed for the Spring Term.						
Week 2	Begin assigning student requests for the Spring Term.	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher	Begin assigning student course requests based on the student's current term's program. It is recommended to assign student course requests en masse and make individual student changes later. Work Done in the Current Term to Setup the Spring Term: <ul style="list-style-type: none"> • STARS Client Course Promotion: Completed in the current term for the Spring Term, use this function to assign a course request for all students scheduled for a particular course in the current term. • STARS Client Class Promotion: Completed in the current term for the future term, use this function to assign a course request for all students scheduled for a particular course-section (class) in the current term. • STARS Annualize Schedule: Completed in the current term for the future term, use this function to annualize a course-section. This will copy the class Master Schedule information and student roster into the future term. Please complete this work at the end of scheduling and ensure that the Master Schedule registers match the number of students enrolled in the course-section (class). Work Done in the Spring Term: <ul style="list-style-type: none"> • STARS Client Request Add/Drop: Completed in the future term, use this function to assign and maintain students' course requests. • STARS Client Request Mass Changes 						
Week 3	Finalize any decisions regarding changes to non-annualized courses that were discussed last month.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher	Discuss any adjustments that can be made to improve the Master Schedule for the following year. This will ensure that there is an appropriate amount of time to put any changes into effect for the next school year. Make changes to the Master Schedule by either using STARS Client Master Schedule File Edit to download the current term's Master Schedule or make modifications in the file and re-upload for the future term. You may also use STARS Client Master Schedule Builder to copy over the current term Master Schedule to the future term.						
Week 4	Prepare for the end of the 2nd marking period. Work backwards from when report cards are to be distributed (refer back to steps taken in October for MP#1). What is the mechanism for teachers to submit grade changes after report cards are distributed?	<input type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input type="checkbox"/> Guidance <input checked="" type="checkbox"/> Teacher	Review October for 'Report Card Setup' steps. Remember when creating your marking period grade collection calendar, work backwards from when report cards are distributed to families.						
TECHNICAL SUPPORT Refer to STARS Wiki Page for additional technical information on the following topics: https://wiki.nycenet.edu/x/CgCTAQ		STARS Client Manage Terms	STARS Client Manage Marking Periods	STARS Admin Active Course Code Deck	STARS Admin Student Requests	STARS Admin Missing Grades	STARS Classroom Student Rosters	STARS Admin Marking Period Grade Entry	STARS Admin Report Cards

Week 1

Week 2

Week 3

Week 4

DECEMBER

KEEPING IT GOING...

Prepare for Regents week and any other activities that correspond with the end of the term.

Review the school's current goals and programs in relation to the most current student data and other relevant information in order to analyze and evaluate the effectiveness of the programs that were implemented. Based on this information, identify the specific gaps and finalize the minimal program adjustments, if any, that will be necessary to prepare for the upcoming semester.

Planning Calendar Consideration:

- Winter Recess

PLANNING AHEAD...

Continue to plan ahead and think about some of the changes that can be made for the next school year to improve scheduling and academic programming practices in order to ensure better outcomes for students. Evaluating the overall effectiveness of the program gives you the opportunity to either explore other options or resources that might be needed to be more successful when planning ahead, or to confirm that little or no changes are required for program implementation.

Reflect on the following:

- What were some of the accomplishments?
- What were some of the challenges and were they addressed? Were minor modifications sufficient or is there a need for more substantive changes?
- Does the second marking period data indicate that the school is on track for achieving the desired goals?
- What are the priority needs? What subjects, what students?
- What courses/programs can be offered to best meet the needs of students and successfully achieve the goals and overall school vision and mission?

If reflection and discussions yield that major changes to the schedule are necessary for the following school year, now is the time for that planning to take place. Begin to identify priorities and develop them into more refined concrete concepts and goals for the future. Additionally, consider course options for the future that will provide more equity and access for students.

WHEN	WHAT	WHO	HOW	NOTES							
 Week 1 & Week 2	 Review and finalize course promotions and student requests (should be minimal) for the Spring Term. Run Scheduling Engine, adjust either the student's requests or school Master Schedule, if needed. Use STARS Admin Student Request Reports to ensure that the requests for a particular class are accurate and the correct number of course sections are defined.	 <input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher	 Run and review the following reports: <ul style="list-style-type: none"> • STARS Admin Student Request Report – Check that all students have the proper requests. • STARS Admin No Request Report – Check that all students have requests entered. • STARS Admin Courses Passed Report – Check that requests were not entered for courses the student already passed. 								
 Week 3 & Week 4	 Review student transcripts – focus on students taking Regents exams in January and potential graduates. Prepare exam schedule for the New York State Regents. <ul style="list-style-type: none"> • Ensure January exam codes are available on the current term's code deck. • Add January Regents exam codes to Master Schedule with number of sections corresponding to the number of rooms used to administer the exam. • Update/confirm Exam Calendar. • Program students for exams. Find an alternate location for students needing an exam not being offered at your school. • Devise a plan for attendance during Regents week. Communicate final term grade entry expectations with staff.	 <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher	 Schedule students for Regents <ul style="list-style-type: none"> • Load January Regents exam codes using STARS Admin Custom Report 6.59. • Add January Regents exam codes to school Master Schedule aligning with the testing schedule (number of sections aligning with rooms and student organization) using STARS Client Master Schedule or STARS Client Master Schedule Builder. • Confirm Exam Dates and Times on STARS Client Exam Invitation. • Schedule students for the exam sections using STARS Client Schedule Mass Changes or STARS Client Load Exams (individual student scheduling functions can be used). • Set up a conflict room, as needed. • Print Exam Invitations for students using STARS Admin Exam Invitation Report. 								
TECHNICAL SUPPORT Refer to STARS Wiki Page for additional technical information on the following topics: https://wiki.nycenet.edu/x/CgC1AQ		STARS Client Scheduling Engine	STARS Admin Student Requests	STARS Admin Active Course Code Deck	STARS Admin Master Schedule Report	STARS Client Load Exams	STARS Client Exam Invitation Report	STARS Admin Master Schedule	STARS Admin Teacher Reference	STARS Admin Section Properties	STARS Admin High School Credit and Exam Distribution

Weeks 1 & 2

Weeks 3 & 4

KEEPING IT GOING...

Review notes from September's opening procedures and activities and the fall semester to ensure a smooth transition to the spring semester. Little or no changes should be made to the Master Schedule for the Spring Term except in the case of a one-term course or an unanticipated circumstance.

Review the school-wide report card memo and procedures and protocols to prepare staff for the end of the third marking period.

Plan how final grades will be used to identify students as 'Promotion in Doubt'.

Work with guidance department on a process for collecting course and assessment grades for potential January graduates for graduation certification.

Planning Calendar Considerations:

- Martin Luther King, Jr. Day Observance
- Regents Week

PLANNING AHEAD...

Provide a mechanism for staff, parents, and students to offer feedback on proposed changes to the Master Schedule for the next school year. Based on the feedback and ongoing reflection and discussions, begin to finalize priorities and anticipated changes to the academic program. Commit to allocating resources and staff to the priorities in order to achieve the school's overall vision and mission and improved student outcomes.

WHEN	WHAT	WHO	HOW	NOTES
Week 1	Remember to plan for potential over-the-counter admission for the Spring Term. Before printing student and teacher programs, review and finalize: <ul style="list-style-type: none"> • STARS Admin Section Properties – Are class properties and secondary teachers identified? • STARS Admin Teacher Reference and Teacher Names – Are all Master Schedule and Section Properties names matched to a teacher? 	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher	Setup and/or review STARS Admin Section Properties and STARS Admin Teacher Reference before teacher/student program cards and daily/subject-period (SPAT) attendance sheets for the Spring Term are printed to ensure teachers are attached to the correct classes. STARS Admin Section Properties is also used to identify how the class is being utilized and is very important for compliance in Special Education and ESL. Create and communicate a timeline and process for teacher/student program changes. Do students go to their guidance counselor to request a schedule change (add/drop)? Is this request made by the teacher directly? Who makes the student program changes? How and when are class changes, if made, communicated to students once student programs are distributed? Print and distribute STARS reports needed for the first week of the term.	
Week 2 & Week 3	Print Regents Scan sheets – Remember scan sheets can be printed by STARS Master Schedule Data. Prepare for the end of the 3rd marking period/fall semester. Work backwards from when report cards are to be distributed (refer back to steps taken in October for MP#1). <ul style="list-style-type: none"> • What is the mechanism for teachers to submit grade changes after report cards are distributed? 	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input checked="" type="checkbox"/> Teacher	Generate Regent Scan Sheets from ATS; grades appear on the student's report card if they are scheduled in STARS Admin. Regents exam scores will display on the transcript for students not scheduled in STARS Admin. RCT scores can be entered through the school STARS Admin Manage Grades. Review October for 'Report Card Setup' steps. Remember when creating your marking period grade collection calendars, work backwards from when report cards are distributed to families.	
Week 4	Rerun Scheduling Engine and resolve any possible errors (partials and irresolvables). Ensure the proper spring semester attendance procedures are in place: <ul style="list-style-type: none"> • How are daily attendance sheets generated the first week of the new term? Period attendance sheets? • How are they distributed and collected? • Create LTA official classes in ATS. Work with guidance and attendance team to identify when students are placed in these official classes. Finalize the school schedule.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher	Where necessary, adjust student course requests based on the term final grades. Rerun STARS Client Scheduling Engine to schedule any students originally missing requests. Create an attendance plan for the first two weeks of the new term. <ul style="list-style-type: none"> • How is daily attendance taken (ATS/UDSC)? • Is it by STARS period data or by student's official class? • Are subject period attendance sheets printed for the first week of school (ATS/USIN)? • Are SPAT sheets printed daily or weekly (ATS/PAPO)? Finalize the existing Master Schedule and pending student/teacher programs via STARS Client Finalize Schedule. This is the final step in scheduling. After finalization, the students' schedules become current, as course requests assigned to students become their classes. Once a school is finalized, any changes made after finalization are undone if the school's post-finalization schedule needs to be restored.	

TECHNICAL SUPPORT

Refer to STARS Wiki Page for additional technical information on the following topics:
<https://wiki.nycenet.edu/x/CgC1AQ>

- STARS Admin Section Properties
- STARS Admin Teacher Reference
- STARS Admin Teacher Grid Schedule
- STARS Admin Student Class Lists
- STARS Master Schedule Data
- STARS Admin Missing Grades
- STARS Classroom Student Rosters
- STARS Admin Marking Period Grade Entry
- STARS Admin Report Cards
- STARS Client Scheduling Engine

Week 1

Weeks 2 & 3

Week 4

FEBRUARY

KEEPING IT GOING...

Continue to follow the systematic procedures and structures that have been implemented in order to ensure program fidelity and compliance. This will help to make certain that all scheduled classes are within their contractual limits, teachers are attached to the correct classes, and students are appropriately matched to programs that meet their academic needs.

Planning Calendar Considerations:

- Spring Term
- Midwinter Recess
- Lunar New Year (depending on school calendar)

PLANNING AHEAD...

After thinking about some of the changes that can be made to improve scheduling and academic programming practices, receiving feedback and committing resources, begin to construct the basic program for next year's Master Schedule.

Consider the organizational structures that are currently in place and may need to be revised in order to design an academic program that best supports the needs of students.

Reflect on the following:

- How many classes can the funding support?
- What are some course offerings to consider for the next school year?
- Will new courses/sequences be added or introduced?
- Will some courses/sequences need to be downsized or eliminated completely?

WHEN	WHAT	WHO	HOW	NOTES				
								
Week 1	<p>Once class equalization and Master Schedule and student program changes are finalized, ensure that all students have a full program.</p> <p>Review STARS Classroom Class History for errors in teacher assignment dates and student course-section enrollment start dates.</p> <p>Review the Master Schedule for its effectiveness. Record areas identified as in need of adjustment and begin to discuss ways to make improvements for the next school year. This is not the time to change the Master Schedule but a time to step back and look at how it can be improved in the future.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input checked="" type="checkbox"/> Teacher 	Set up Teacher Reference and Email Reference before program cards and attendance sheets are printed to ensure teachers are attached to the correct classes.					
Week 2 & Week 3	<p>Review and verify STARS Admin Class Lists and STARS Classroom Admin Requests on an ongoing basis until the end of 'add/drop' period. Make any changes to a student's program via STARS Admin Schedule Add/Drop. Review class lists to also ensure that all registers and student composition (e.g., ICT) are within contractual limits.</p> <p>Review and modify STARS Admin Add/Remove Programs to maintain your school's CTE and ELL programs. Create Program Sequences using STARS Admin Manage Programs (CTE and ELL) if applicable.</p> <p>Review STARS Admin Action Items for compliance items for the new school year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher 	<p>A school has ten days from the start of classes to ensure all classes are within the contractual limits. Monitor schedule changes and student program changes on an ongoing basis (i.e., prevent oversized classes) during the 'add/drop' period. Review and verify STARS Admin Class Lists and STARS Classroom Admin Requests on an ongoing basis until the end of 'add/drop' period. Make any changes to a student's program via STARS Admin Schedule Add/Drop. Review class lists to also ensure that all registers and student composition (e.g., ICT) are within contractual limits.</p> <p>Review and modify offered CTE/ELL programs by activating offered programs using STARS Admin Add/Remove Programs. Manage program sequences using STARS Admin Manage Programs.</p> <p>Review STARS Admin Action Items found on the STARS Admin homepage to resolve any outstanding issues with student scheduling data.</p>					
Week 4	<p>Discuss potential course offerings and major programming changes for the next school year.</p> <p>Begin the process of creating a School-Based Option (SBO) if one is needed in order to move forward with developing next year's Master Schedule.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input checked="" type="checkbox"/> Teacher 	Review the current Master Schedule and use it as a tool to inform the effectiveness of the schedule. Review what courses were over/under-enrolled and what classes or sequences need to be added or removed for next year's schedule.					
TECHNICAL SUPPORT		STARS Classroom Class History	STARS Admin Master Schedule	STARS Admin Class Lists	STARS Classroom Admin Requests	STARS Admin Schedule Add/Drop	STARS Admin Add/Remove Programs	STARS Admin Manage Programs
Refer to STARS Wiki Page for additional technical information on the following topics: https://wiki.nycenet.edu/x/CgCIAQ								

Week 1

Weeks 2 & 3

Week 4

KEEPING IT GOING...

Review the school-wide report card memo and procedures and protocols to prepare staff for the end of the first marking period.

Planning Calendar Consideration:

- Spring Recess (depending on school calendar)

PLANNING AHEAD...

Begin to finalize the programming decisions for the next school year that align with the school goals and overall vision and mission.

Reflect on the following:

- Does the proposed budget and resources align to the academic program?
- Does the bell schedule need to be changed in order to accommodate for possible change to the length of each period?
- What trade-offs, if any, may have to be made?
- Is there buy-in from school community? Is it necessary to conduct a School-Based Option (SBO) in order to successfully implement the proposed program?

WHEN	WHAT	WHO	HOW	NOTES				
<p>Week 1 & Week 2</p>	<p>Prepare for the end of the 1st marking period. Work backwards from when report cards are to be distributed.</p> <ul style="list-style-type: none"> • Are there any custom school comment codes? Were new comment codes added to STARS Client Manage Comment Definition? • Were all pending retroactive attendance, missing attendance rosters cleaned up in ATS? • How are grades collected? How long will teachers have to enter report card grades, narratives, and comments? • Will narratives be reviewed by department chair? • When should teachers review and submit missing grades? Are they entered in STARS Classroom directly or the administrator in STARS Admin? • When should teachers review and sign off on marking period grades? • When are report cards given to students? How are they distributed (i.e., official period, sent home, parent pick up on Parent Teacher Conference)? Are translated report cards available? • What is the mechanism for teachers to submit grade changes after report cards are distributed? 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input checked="" type="checkbox"/> Teacher 	<p>Report Card Setup:</p> <ul style="list-style-type: none"> • Review marking period dates and "To ARIS/APL Date" in STARS Client Manage Terms and Marking Periods. The "To ARIS/APL Date" is used to close grade entry for teachers in STARS Classroom. • Review the flags on STARS Admin Master Schedule Summary Report. It should display a list of courses used on your Master Schedule, their credit value, the course name, if a grade for the course is allowed, and if the grade will appear on the transcript. A course's credit value needs to be correct before student grades are submitted. The course name appears on the report card. If grade allowed is set to "no", the course will not appear in STARS Classroom or STARS Admin Manage MP Grades. If the course is set to not appear on the report, it will not display on the report card. Make modifications to courses using the STARS Client Course Editor. • Review STARS Admin Teacher Reference to ensure all teachers are matched. Use STARS Admin Custom Report 6.42 for a list of the emails assigned to teachers as per STARS. • Ask teachers to confirm their class lists by signing off on a STARS Admin Class List Report. Make any necessary changes in STARS Admin. • If grades are given to PIPO courses, ask teachers to review/verify their STARS Classroom Student Roster Report. <p>Calendar example: Work backwards – report cards distributed 14 days from today:</p> <ul style="list-style-type: none"> • Two days to print and sort report cards, therefore, all corrected grades are submitted and signed off by teachers 12 days from today. • If corrected grades are due 12 days from today, missing grade reports and STARS Admin Class List with grades (Audit Report) must be submitted 10-11 days from today. • If grade audit reports are due 10-11 days from today, original grade entry must be due 8-9 days from today. 					
<p>Week 3</p>	<p>Finalize new programming decisions and course offerings for next school year based on the previous meetings and discussions</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input checked="" type="checkbox"/> Teacher 	<p>The current school year Master Schedule should be reviewed and used as a tool to inform the decision makers as to the effectiveness of the current schedule. Review what courses were over/under-enrolled and what classes need to be added or removed.</p>					
<p>Week 4</p>	<p>Now is the time to start creating next year's Master Schedule in STARS.</p> <p>Enter Marking Periods and Terms in STARS Client for next school year. When setting up marking periods, the school must decide if the grades for the semester will be part of the 3rd marking period or presented as a 4th. Some schools calculate the semester grade with the 3rd marking period and give one grade while some schools add a 4th marking period that just shows the semester grade.</p> <p>Enter the bell schedule for next school year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input type="checkbox"/> Guidance <input checked="" type="checkbox"/> Teacher 	<p>The marking periods and terms for the upcoming school year must be created prior to any scheduling. In STARS Client, go to School Setup and select Manage Terms and Marking Periods. Then use Add Term and Add Marking Period buttons to create each.</p> <p>In STARS Client, go to School Setup and select Bell Schedule. Then use Add New Schedule button. School leaders must decide if the school will follow a consistent bell schedule or have one that changes on select days. Adjustments may need to be made to address the 80-minute professional learning/70-minute parent engagement per week required by the current UFT contract.</p>					
<p>TECHNICAL SUPPORT</p> <p>Refer to STARS Wiki Page for additional technical information on the following topics: https://wiki.nycenet.edu/x/CgC1AQ</p>		<p>STARS Admin Marking Period Grade Entry</p>	<p>STARS Classroom Student Rosters</p>	<p>STARS Admin Missing Grades</p>	<p>STARS Admin Report Cards</p>	<p>STARS Client Bell Schedules</p>	<p>STARS Client Manage Terms and Marking Periods</p>	<p>STARS Client Course Editor</p>

Weeks 1 & 2

Week 3

Week 4

KEEPING IT GOING...

Review the school-wide report card memo and procedures and protocols to prepare staff for the end of the second marking period.

Guidance counselors conduct a review of student records, transcripts and report cards and meet with students to determine student course requests and elective choices. Guidance counselors should enter course requests for students based on discussions and a comprehensive review of student records. Additionally, department assistant principals should schedule time to meet with guidance counselors to discuss what courses are being offered in the next school year and the criteria for enrolling students in these courses.

Planning Calendar Consideration:

- Spring Recess (depending on school calendar)

PLANNING AHEAD...

Begin to develop the draft of the Master Schedule for the upcoming school year. Ensure the course requests are correct in order to determine staff hiring or excessing based on the required number of sections for each course.

When developing the Master Schedule, consider the following:

- Where are classes being placed on the Master Schedule?
- What staff is needed to support the schedule?
- How many classrooms are necessary?
- How many sections of a class are needed?
- Are there enough classes operating each period to cover the number of students in the building?
- Has shared space been factored in?

Once the draft has been developed, reflect on its alignment to the school's goals and in preparing all students for college and career ready course sequences.

WHEN	WHAT	WHO	HOW	NOTES				
Week 1	<p>The Master Schedule should take form during this month. It should start with the behind-the-scenes foundation from the program chair (i.e., creation of codes, entering the agreed-upon bell schedule, etc.) and work up to Tally Requests, period placement, and beginning run of the Scheduling Engine.</p> <p>Create new codes and copy code deck from previous year(s) to the next school year.</p>	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher	<p>Once the new term is created in STARS Client, prepare the code deck for the following school year and inform staff responsible for scheduling students that they can begin to add student requests.</p>					
Week 2	<p>Reports regarding class requests must be reviewed for accuracy before the Master Schedule can be created. These reports ensure that the requests for a particular class are accurate.</p> <p>Run reports to determine the number of sections needed for each course.</p>	<input type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher	<p>The appropriate staff member should run and review the following reports on the STARS Client:</p> <ul style="list-style-type: none"> • Student Request Report – Check to make sure that all students have the proper requests. • No Request Report – Review report to check that all students have requests entered. • Courses Passed Report – Review that requests were not entered for courses the student already passed. <p>The appropriate staff member should run the Tally Requests Report in the STARS Client to obtain the needed number of sections for each course. Decisions must be made as to how decimals of courses will be handled. (Decimals of courses refers to requests that are not evenly divided by the number of students contractually allowed to be in the course.)</p>					
Week 3 & Week 4	<p>Prepare for the end of the 2nd marking period. Work backwards from when report cards are to be distributed (refer back to steps taken in March for MP#1).</p> <p>What is the mechanism for teachers to submit grade changes after report cards are distributed?</p>	<input type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input checked="" type="checkbox"/> Teacher	<p>Review March for 'Report Card Setup' steps.</p> <p>Remember when creating your marking period grade collection calendar, work backwards from when report cards are distributed to families. Report cards distributed 14 days from today:</p> <ul style="list-style-type: none"> • Two days to print and sort report cards, therefore, all corrected grades are submitted and signed off by teachers 12 days from today. • If corrected grades are due 12 days from today, missing grade reports and STARS Admin Class List with grades (Audit Report) must be submitted 10-11 days from today. • If grade audit reports are due 10-11 days from today, original grade entry must be due 8-9 days from today. 					
TECHNICAL SUPPORT		STARS Client Course Codes	STARS Client Master Schedule	STARS Admin Student Requests	STARS Admin Tally Request Report	STARS Admin No Request Report	STARS Admin Courses Passed Report	STARS Admin Grades and Exams
Refer to STARS Wiki Page for additional technical information on the following topics: https://wiki.nycenet.edu/x/CgC1AQ								

Week 1

Week 2

Weeks 3 & 4

KEEPING IT GOING...

Ensure systems and procedures are in place to prepare for the end of the school year. Proper planning will allow for less chaos and more time to meet the demands of the busy month of June. The June Regents schedule should be set and widely distributed to the school community. Additionally, the summer school schedule should also be in place.

Plan for senior certification for graduation and be mindful of important deadlines for report cards, preparing transcripts and printing of diplomas. This will contribute to a smooth closeout of the school year.

Planning Calendar Consideration:

- Memorial Day

PLANNING AHEAD...

By the end of May, a solid draft of the Master Schedule should be in place. There should be minimal revisions and any changes should be based on the student outcomes from the final marking period grades or on summer school results.

Once the draft Master Schedule is in place, the principal should begin to reflect on what additional staffing needs are necessary to implement the schedule successfully and begin the process of canvassing for the best possible candidates to fill staffing needs.

WHEN	WHAT	WHO	HOW	NOTES				
								
Week 1	Set up for scheduling of students for New York State Regents and RCT exams through STARS. Update Exam Calendar in STARS Client and send out Exam Invitations	<input type="checkbox"/> Principal <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher	New York State Regents and RCT exam codes can be activated through STARS Custom Reports. Each exam must then be entered into the Master Schedule. Once the Exam Calendar is set up in STARS Client, you can print Exam Invitations for students. The exams must appear on the Master Schedule before you can set up the Exam Calendar. Run Missing Grades Report and review student report cards prior to printing. Print report cards once grades and exams are reviewed and posted.					
Week 2	Prepare for end of year activities: <ul style="list-style-type: none"> • Transcript Evaluation and Grade Bumping • Exam Program/Regents Schedule • Teacher Preference Sheets • Summer School Pre-Registration/Activate Course Codes for Term 7 	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input checked="" type="checkbox"/> Teacher	Transcript Evaluation and Grade Bumping <ul style="list-style-type: none"> • Use the STARS Admin High School Credit and Exam Distribution screen (found under the 'Transcripts' drop-down of the 'Grades and Exams' menu) to help review a student's course credits and exams by subject. Graduation eligibility is determined by a student's completion of required exams and courses aligned to the New York State Learning Standards, as determined by a formal graduation certification at the school. Exam Program/Regents Schedule <ul style="list-style-type: none"> • Scheduling exams in STARS Admin is a crucial part of the exam administration process. Remember to add exam codes to the Master Schedule and assign students so their grades are recorded on the students' report cards/transcripts. Teacher Preference Sheets <ul style="list-style-type: none"> • Remember to distribute teacher preference sheets in accordance with the UFT contract. Summer School Pre-Registration /Activate Course Codes for Term 7 <ul style="list-style-type: none"> • Turning on Term 7 within STARS is done by the receiving school (or scheduling school) as it opens its DBN for summer school using the ATS function SSOS. By indicating a "Y" for both "open for summer school" and being a "scheduling school", the school is indicating that it is hosting a summer school program with its DBN and using STARS as its academic scheduler. 					
Week 3 & Week 4	Continue working on the Master Schedule. It should become more accurate now that 2nd marking period grades are in and a more solid projection of next year's student needs can be established. Make a preliminary run of the Scheduling Engine to make sure the basis of the schedule is correct. There will need to be adjustments made later but the majority of the requests should be filled if the schedule is effective.	<input type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher	Complete the work started in April: The appropriate staff member should rerun and review the following reports on the STARS Client: <ul style="list-style-type: none"> • Student Request Report – Check to make sure that all students have the proper requests. • No Request Report – Review report to check that all students have requests entered. • Courses Passed Report – Review that requests were not entered for courses the students already passed. See April Technical Support for assistance with the above reports.					
TECHNICAL SUPPORT		STARS Client Master Schedule	STARS Admin Exam Scheduling	STARS Client Load Exams	STARS Client Exam Invitations	STARS Admin Exam Invitation Report	STARS Admin High School Credit and Exam Distribution	STARS Wiki Summer School
Refer to STARS Wiki Page for additional technical information on the following topics: https://wiki.nycenet.edu/x/CgC1AQ								

Week 1

Week 2

Weeks 3 & 4

KEEPING IT GOING...

Review the school-wide report card memo and procedures and protocols to prepare staff for the end of the third marking period and the end of the spring semester.

Prepare for the beginning of summer school. Meet with summer school building leaders, who are planning to share a site, to discuss procedures and roles and responsibilities that will contribute to a smooth transition into summer school as well as a positive experience for both students and staff.

Planning Calendar Considerations:

- Anniversary Day
- Clerical Days
- Last Day of School

PLANNING AHEAD...

Set aside time to meet with assistant principals and staff who will not be available during the summer months. Review the proposed Master Schedule with them and discuss any areas of concern or parts of the schedule in which they will be able to contribute additional information or answer any questions regarding their area of supervision. Make any necessary changes or adjustments based on these discussions. These changes should only be made if necessary and in order to strengthen the draft of the Master Schedule. The program should now be in "final draft" form. Any additional changes should be for individual students based on June or summer school results.

WHEN	WHAT	WHO	HOW	NOTES			
Week 1	<p>Prepare for the end of the 3rd marking period. Work backwards from when report cards are to be distributed (refer back to steps taken in March for MP#1).</p> <ul style="list-style-type: none"> • What is the mechanism for teachers to submit grade changes after report cards are distributed? 	<ul style="list-style-type: none"> <input type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input type="checkbox"/> Guidance <input checked="" type="checkbox"/> Teacher 	<p>Review March for 'Report Card Setup' steps.</p> <p>Remember when creating your marking period grade collection calendar, work backwards from when report cards are distributed to families. Report cards distributed 14 days from today:</p> <ul style="list-style-type: none"> • Two days to print and sort report cards, therefore, all corrected grades are submitted and signed off by teachers 12 days from today. • If corrected grades are due 12 days from today, missing grade reports and STARS Admin Class List with grades (Audit Report) must be submitted 10-11 days from today. • If grade audit reports are due 10-11 days from today, original grade entry must be due 8-9 days from today. 				
Week 2 & Week 3	<p>These weeks should be set aside for assisting with graduation and year-end activities.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input checked="" type="checkbox"/> Teacher 	<p>Regular end-of-year activities include:</p> <ul style="list-style-type: none"> • Printing official transcripts for graduates • Printing diplomas • Data report printing and backup • Summer school preparation • Coordinating with other staff regarding assignment and input of discharge codes for graduates 				
Week 4	<p>Run Scheduling Engine.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher 	<p>The Scheduling Engine brings the Master Schedule file and the Student Request file together.</p>				
<p>TECHNICAL SUPPORT Refer to STARS Wiki Page for additional technical information on the following topics: https://wiki.nycenet.edu/x/CgC1AQ</p>		<p>STARS Admin Class Lists</p>	<p>STARS Admin Transcripts</p>	<p>STARS Client Scheduling Engine</p>	<p>STARS Client Master Schedule</p>	<p>STARS Admin Report Cards</p>	<p>STARS Admin High School Credit and Exam Distribution</p>

Week 1

Weeks 2 & 3

Week 4

KEEPING IT GOING...

Make adjustments to the student schedules based on June report card and Regents results.

Begin to prepare for September by scheduling incoming 9th-grade students.

Ensure systems and procedures are in place to prepare for the August Regents.

Planning Calendar Considerations:

- Summer School
- Independence Day Observation
- Systems Rollover

PLANNING AHEAD...

Review the draft of the Master Schedule and begin to predict what adjustments may have to be made in order to account for summer school and August Regents results.

WHEN	WHAT	WHO	HOW	NOTES
 Week 1 & Week 2	 Make adjustments to the Master Schedule based on June report card grades and NYS Regents results	 <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher 	 <p>Trends in report card grades should be reviewed. Do certain classes/periods have higher absentee rates? Did certain classes/periods yield higher NYS Regents results? Look for trends and then work as a school to optimize your Master Schedule to utilize them. These changes should be minimal and in line with the plan you made in May.</p>	
Week 3 & Week 4	Continue to run Scheduling Engine. Each pass of the Scheduling Engine should reduce the number of partials and irresolvables.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher 	<p>The Scheduling Engine brings the Master Schedule file and the Student Request file together.</p>	

Weeks 1 & 2

Weeks 3 & 4

TECHNICAL SUPPORT

Refer to STARS Wiki Page for additional technical information on the following topics:
<https://wiki.nycenet.edu/x/CgC1AQ>

STARS Admin Master Schedule Report

STARS Client Scheduling Engine

KEEPING IT GOING...

Make adjustments to the student schedules based on summer school and August Regents results.

Prepare for the end of summer school, the distribution of report cards, and final grades.

Planning Calendar Considerations:

- OTC Window
- Staff Return Date
- First Day of School

PLANNING AHEAD...

Review notes and reflections from last September and opening day procedures and consider the following:

- What changes need to be made to the systems and procedures to ensure for a smooth school opening?
- Is there a solid plan in place for handling the over-the-counter student enrollment?
- Are the roles and responsibilities of students and staff clearly delineated and set to allow for a solid transition into a new school year?
- Are the protocols for program changes in place and clearly communicated to the school community?

Ensuring that clearly established procedures and protocols are in place and are widely shared with the school community prior to opening day will contribute to a seamless transition for students, parents, and staff in September.

WHEN	WHAT	WHO	HOW	NOTES				
Week 1	Review Section Properties and adjust as needed.	<input type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input type="checkbox"/> Guidance <input type="checkbox"/> Teacher	Section Properties must be set in STARS to reflect what type of class is being utilized. This is very important for compliance in Special Education and English Language Learners.					
Week 2	Review teacher reports for errors in schedule creation. Do a final check of Teacher Grids and Room Grids for errors.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input type="checkbox"/> Guidance <input type="checkbox"/> Teacher	Print and review the following reports for accuracy: Teacher List Report, Teacher Grid Report, Teacher Room Grid, Teacher Schedule Grid Report. The Teacher Grids and Room Grids Reports should be reviewed one final time prior to printing teacher or student schedules. These reports will allow you to see if you double-booked a teacher or a classroom.					
Week 3	Make adjustments to individual student programs based on summer school report card grades and NYS Regent results. If your school offers extended day classes/ credit recovery classes, add these classes to the school's Master Schedule. These courses are set up the in the same way as regular day classes are but will have different Section Properties and 6th and 7th code characters.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher	Did enough students pass in summer school to reduce the number of sections you were planning on running either during the day or after school? Are you going to need additional NYS Regents prep classes due to the summer results? These questions must be addressed and changes need to be made to the Master Schedule before you finalize schedules next week. Add extended day/credit recovery classes, Teacher Reference, and Email Reference to the Master Schedule.					
Week 4	Finalize the schedule and print student programs.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Department Chair <input checked="" type="checkbox"/> Program Chair <input checked="" type="checkbox"/> Guidance <input type="checkbox"/> Teacher	Rerun STARS Client Scheduling Engine to schedule any students originally missing requests. Create an attendance plan for the first two weeks of school. How is daily attendance taken (ATS/UDSC)? Is it by STARS period data or by the student's official class? Are subject period attendance sheets printed for the first week of school (ATS/USIN)? Are SPAT sheets printed daily or weekly (ATS/PAPO)? Finalize the existing Master Schedule and pending student/teacher programs via STARS Client Finalize Schedule. This is the schedule that is the final step in scheduling. After finalization, the students' schedules become current, as course requests assigned to students become their classes. Once a school is finalized, any changes made after finalization will be undone if the school's post-finalization schedule needs to be restored.					
TECHNICAL SUPPORT		STARS Admin Section Properties	STARS Admin Teacher List Report	STARS Admin Teacher Grid Report	STARS Admin Teacher Schedule Grid Report	STARS Admin Teacher Reference	STARS Admin Email Reference	STARS Client Finalize Schedule
Refer to STARS Wiki Page for additional technical information on the following topics: https://wiki.nycenet.edu/x/CgC1AQ								

Week 1

Week 2

Week 3

Week 4

Resources

Further information regarding the resources below as well as the downloadable forms are available at <http://intranet.nycboe.net/Accountability/APR/>

DEFINITIONS

- What is a schedule?
- Role of the Programmer?
- Systems Used and How?
 - STARS Admin Client
 - STARS Admin Web
 - STARS Classroom
- Action Items
- Terms
- Marking Periods
- Schedule
- Program
- Course Code
- Student Requests
- Course-Section/ Class

FORMS

- Accreditation Committee
- Internship/Off Site Learning
- Credit Recovery
- Course Offering
- Program Change
- Report Card
- Transcript Update
- Attendance update
- Graduation Requirement Worksheet

GUIDES

- Academic Policy Guide
- Course/Exam Code Deck
- High School Programming Frequently Asked Questions (FAQ)
- Transfer, Discharge, & Graduation Guide

NYCDOE Calendars available at <http://schools.nyc.gov/Calendar/>

- School Calendar
- Assessment Calendar

The School Time Lab team has created the following resources around use of school time.

- School Time Lab Online Modules: Academic Policy, Compliance and Contracts as They Relate to Use of School Time: <http://www.learn DOE.org/stlsessions/>
- Minute by Minute: School Strategies for Optimizing Time: Case Studies of Promising Practices: http://schools.nyc.gov/NR/rdonlyres/91050DE3-5F14-4A0A-A28A-A39E24CC1027/0/STLCaseStudiescomplete_toc_links.pdf
- Video describing the experiences of STL Living Lab Principals – Coming Soon!
- Check out the Office of Postsecondary Readiness webpage for forthcoming resources: <http://schools.nyc.gov/Offices/OPSR>

STARS Functional Overview

Wikis explaining all items below and further information regarding STARS Functional Overview are available at <https://wiki.nycenet.edu/x/CgC1AQ>

SCHEDULING

- *Setup Terms, Marking Periods, Cycle Days and Bell Schedule*
 - Manage Term and Marking Periods (Client)
 - Bell Schedule (Client)
- *Identify Course Codes Deck for Each Year/Term*
 - Course Editor (Client)
 - Adding Starter Set – STARS Custom Report 6.59
- *Assign Student Course Requests*
 - Course (Client)
 - Class (Client)
 - Annualize (Client)
 - Request Add Drop (Web/Client)
 - Request Mass Changes (Client)
 - Student Request Builder (Client)
- *Course Tally*
 - Course Tally (Client)
 - Course Tally Report (Web)
- *Master Schedule*
 - Mapping Courses (Client)
 - Master Schedule (Client)
 - Master Schedule File Edit (Client)
 - Master Schedule Builder (Client)
 - Scheduling Master Report (Web)
 - Master Schedule Report (Web)
- *Scheduling Engine (Client)*
- *Conflict Matrix, Request Analyzer (Client/Web)*
- *Finalize Schedule (Client)*
- *Maintain Student Program*
 - Walk-In Schedule
 - Schedule Add/Drop
 - Schedule Mass Changes
 - Schedule File Edit
- *Maintain School Schedule*
 - Master Schedule
 - Master Schedule Builder
- *Section Properties*
- *Teacher Reference*
- *Assign Push-in/Pull-out Instruction Courses (STARS Classroom)*
- *Manage Programs (Web)*
 - ELL Tracker
 - CTE Tracker

GRADING

- *Manage Terms and Marking Periods*
 - Using the "To ARIS/APL Date" to Lock Marking Period Grade Entry
- *Teacher Reference*
- *STARS Classroom Teacher Class List Verification 'Request Changes'*
- *STARS Classroom Grade Entry by Teachers*
- *STARS Admin Manage Grades*
- *STARS Admin Manage Grades SC*
- *Student Class List with Grades*
- *Student Roster*
- *Student Report Card Report*

EXAMS

- *Exam Codes*
- *Exam Scheduling*
- *Exam Invitation*
- *Exam Invitation Report*
- *Exam Scoring*

TRANSCRIPTS

- *Transcript Update*
- *Transcript Update Approval*
- *Course Credit/Course Update (Pre 2012)*
- *HS Credit and Exam Distribution*
- *Student Transcript*
- *Student Historical Transcript*

ROSTER MAINTENANCE AND VERIFICATION

- *Effective Dating*
- *Class History*
- *Request Changes*
- *Certification*

GROUP ADMINISTRATION AND REPORTS

