



Master Schedule Building Theory

Session Description: A discussion of the theory used to build a master schedule. This will include the sequence of steps used to place sections in the master schedule, and how to analyze the master schedule before students are scheduled. This session does not use any Aeries programs, but will help to understand the use of the Interactive Scheduling Master Schedule Builder which is included in session #330.

1. Order of Placing Sections

Requirements

Singletons

Doubletons

Tripletons

Total Seats

	Adams	Baker	Clark	Dean	Evans		
Per 1							
Per 2							
Per 3							
Per 4							
Per 5							
Per 6							

COURSEID ***COURSE TITLE***

OF REQUESTS

OF SECTIONS

AVERAGE # OF STUDENTS / SECTION

Order of Placing Sections

I. Requirements

- Place all of the sections that are locked in due to a particular period/term/teacher.
- Distinguish between Gottabe's and Wannabe's.
- Some Wannabe's try to become Gottabe's.

II. Singletons

- Start with the singleton with the most requests, and work to the singleton with the fewest requests.
- Use the conflict matrix.
- Run singletons through every period.
- Select the period with the FEWEST conflicts.

III. Doubletons

- Start with the doubleton with the most requests, and work to the doubleton with the fewest requests.
- Use the conflict matrix.
- Run the doubletons through every period.
- Select the two DIFFERENT periods with the FEWEST conflicts.
- **NEVER** MAKE A SINGLETON OUT OF A DOUBLETON!

	Adams	Baker	Clark	Dean	Evans		TOTAL # STU
Per 1							
Per 2							
Per 3							
Per 4							
Per 5							
Per 6							

	Adams	Baker	Clark	Dean	Evans	Gr 9	Gr 10	Gr 11	Gr 12
Per 1									
Per 2									
Per 3									
Per 4									
Per 5									
Per 6									

	Adams	Baker	Clark	Dean	Evans	Gr 9		Gr 10		Gr 11		Gr 12	
						F	S	F	S	F	S	F	S
Per 1													
Per 2													
Per 3													
Per 4													
Per 5													
Per 6													

Order of Placing Sections

IV. Tripletons

- Start with the tripleton with the most requests, and work to the tripleton with the fewest requests.
- Use tripletons to start balancing period counts.

V. Total Seats

- Total the average number of seats by **PERIOD**, **GRADE LEVEL**, and **TERM**.