

The Master Schedule

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The Master Schedule

Huguenot High School is located in Richmond, Virginia, and has 1158 students. This high school has a moderately diverse student population. Huguenot High School is now a Title I school (Virginia Department of Education, 2020). The student population demographics include 61.4 percent Black, 30.1 percent Hispanic, 7 percent White, .5 percent Asian, and .9 percent Multiple (Virginia Department of Education, 2019). The school's Hispanic population has grown by 30 percent over the last three years. The majority of native Spanish speakers come from El Salvador, Guatemala, Colombia, Bolivia, and Honduras. The English Learners population has grown by 35 percent in the same period. The school district created a program that removed most first-year non-English speaking students from Huguenot if they met specific criteria, such as those who are "newly arrived, immigrant students, ages 14-17, who have been in the country for 12 months or less" or "enrolled in the 8th grade in the United States during any point in the second semester" or "age 14-17 enrolling in US schools for the first time without any transcripts or without proof of educational history" (Richmond Public Schools, 2020).

Overview of the Master Schedule Process

"Master schedules are road maps for delivering curriculum opportunities" and can be used as agents of change to meet the needs of a diverse student body (Merenbloom Seminars and Consulting, 2020). Master schedules are used to plan for instruction from the time a student enters a school through graduation. Huguenot uses Aspen Student Information System (SIS) by Follett to manage our master schedules, a district-mandated program. The principal is the chief administrator over the master schedule; however, he delegates the primary role to an assistant principal, Dr. Shelia Hines, who works closely with one of the guidance counselors, Lisa Harrison, to spear-head the master schedule committee. The committee will include the

department chairpersons when it meets this winter. The master schedule committee typically begins work on the next year's schedule in the Spring of the current year. However, due to state-mandated closures, the master schedule was pushed back until August 2020. Huguenot will be working on the 2021-2022 master schedule in December before students transition from virtual to face-to-face.

According to Ms. Harrison, students with active Individual Education Plans (IEPs), 504 plans, or have other needs as Exceptional Education students are "considered first" to make sure they have the courses they need to graduate. Then seniors are given preference in required core courses and necessary electives (L.Harrison, Interview, November 6, 2020). Huguenot has six guidance counselors that work in tandem to create schedules based upon the four grade levels, Exceptional Education, and English Language Learner designations. The guidance department meets with each student to ascertain what they want in electives, review their transcripts for courses taken and needed, and put them into those classes to guarantee on-time graduation. Students and courses are coded into Aspen by grade level, Seniors-10, Juniors-20, etc. Core courses are assigned with similar numbers. Aspen creates a suggested path to graduation that the counselors use in those meetings.

This year, RPS and Huguenot High School employed a block schedule to meet the virtual classroom's needs. Usually, Huguenot uses a modified block schedule that rotates every other day and consists of four 90-minute classes. The program, Aspen, allows the guidance department to make changes as seen fit; however, it spreads out core classes to meet the needs of the students' schedules. For example, there may only be one offering of Sports Management scheduled during the first block. Guidance can manually put a student into that course and change their other classes to allow for the need. The face-to-face block schedule will enable

teachers to break up time in class to use various instruction methods. Huguenot is a large school, and for the first time in “many years,” the school enrollment has dropped below twelve hundred (L.Harrison, personal communication, November 6, 2020). Huguenot has a more extended day than some of the other high schools in the district because of the enrollment numbers. To meet state-mandated seat time and provide students with an appropriate lunchtime, the Huguenot administration chose to have four lunches instead of three and start the day earlier. This change had to be approved by the school board, but it was the only way to accommodate the mandates and student needs.

Due to the nature of virtual education, students and teachers are beginning to show signs of fatigue with the 90-minute class block schedule (Brown, 2020). RPS shortened the amount of time high school students are in synchronous classes due to the community input. Huguenot now has four 45-minute sections of synchronous classes and four 45-minute asynchronous sections. Teachers must create plans that provide students with work they can do without using a computer (R. Gilstrap, personal communication, October 14, 2020). Another change from the face-to-face instruction is instead of “odd” and “even” days of instruction; students now have four classes instead of eight. In the face-to-face instruction format, students have eight classes split over two days. Students alternate between an “odd” day and an “even” day schedule. Students in the virtual format are in the same classes five days a week, and the year-long coursework is covered in ninety days.

The drawbacks are teaching students to be accountable in the virtual classroom and the more rapid nature of what must be accomplished each day. A positive of this is that students are learning time management skills. Another drawback is the lack of time teachers had at the beginning of the year and since classes started to make their lessons digital. Another positive is

that when a student fails a course, they may retake the course in the next semester instead of completing it in the next year. Teachers are also available to students during the asynchronous times to tutor or clarify lessons.

The process of creating the master schedule began in May. The principal, Robert Gilstrap, sent me eight digitized forms to be added to the school website. The guidance counselors created Google Forms based on the paper forms they would usually hand out to students. Administration linked the new digital forms to the announcements and the guidance pages on the school website. The forms were in both English and Spanish as those are the two most widely spoken languages. The principal made announcements through Parent Link, posted them on the website and all social media platforms to make parents and students aware that it was time to choose classes for the 2020-2021 school year (R. Gilstrap, personal communication, May 11, 2020). In an average school year, the guidance counselors would meet with students individually to discuss their course selections, electives, and current transcripts. This process did not take place in the same format for this school year. The guidance counselors made numerous calls to students over the summer to meet the August deadline.

Once the master schedule was complete, the principal was able to address staffing needs. Due to the small loss of Hispanic students to George Wythe High School, Huguenot had one too many Spanish teachers. As in many schools, enrollment numbers fluctuated due to the rezoning that took place last year, and human resources addressed staffing needs across the district. Thomas Jefferson High School increased enrollment and needed a Spanish teacher. It is standard practice to share teachers, and Huguenot was fortunate enough to share only one teacher this year. The superintendent of schools, Jason Kamras, emailed a survey this week to the RPS

community addressing the reopening of schools. The results of the survey may change the personnel needs of our building.

Staffing is determined by student enrollment, state regulations, and student requests or needs for courses (L. Harrison, Interview, November 6, 2020). Virginia State law caps the student to teacher ratio at twenty-one to one based on the “average daily memberships to full-time equivalent teaching positions,” but that does not limit the number of students in regular education classes. At Huguenot, regular education, core classes are capped at twenty-five students. English Language Learner (ELL) and Career & Technical Education (CTE) courses are capped at twenty; however, Keyboarding is capped at twenty-four because Huguenot has twenty-four computers in the classroom. Advanced Placement (AP) and Honors courses are capped at twenty-five; however, the counselors try to keep the numbers lower if they can and create more courses.

Self Contained Exceptional Education classes are capped at twenty, but the counselors try to keep the numbers down to fifteen and have more classes if possible. Physical Education classes are the largest at thirty to thirty-five students, and Art classes have increased in recent years from twenty-five to thirty. Band and choir have seen decreases in enrollment numbers, causing Huguenot to share teachers with other schools. Huguenot also has a Deaf and Hard of Hearing classroom with one teacher, and the number of interpreters is based upon need. The interpreters are sent to other schools if the numbers are low. The Self Contained aides are also based upon student needs and numbers. Huguenot has an Intensive Support classroom with a teacher. Aides are distributed as needed throughout the building.

RPS, as a whole, provided every school with free breakfasts and lunches. Huguenot High School was not a Title I school until this year, and the funds received will primarily be used to

support the School Improvement Plan initiatives. Ms. Harrison stated that she would like to see the addition of a graduation coach or interventionist to keep students on track toward graduation and additional enrichment opportunities with Title I funds as a means to combat chronic absenteeism and high drop-out numbers (L. Harrison, Interview, November 6, 2020).

If Huguenot High School were a smaller school, it would be more challenging to add diverse courses and electives. Since course selections are based upon enrollment, Huguenot has many introductory courses that other schools do not. Most of the other high schools in RPS have less enrollment, so they send their students to the Richmond Technical Center. Smaller schools are limited in their course offerings; however, in years past, schools worked in conjunction with Virtual Virginia to provide courses to students on multiple campuses via a now-defunct Distance Education program (L. Harrison, Interview, November 6, 2020). State mandates for student certification requirements also determine CTE courses.

Once the enrollment numbers are verified, student requests and transcripts dissected, the guidance department works with the department chairs to assign staff to grade levels and subjects. This process has always been done on paper before the information is entered into Aspen; however, this year, the meetings may be smaller and more individualized by department as guidance will hold them virtually. (L. Harrison, Interview, November 6, 2020). The school administrators have the final say in placements and courses. The four administrators, one principal and three assistant principals, will review the placements and make any necessary changes based upon what they currently know regarding enrollment and funding.

The biggest challenge Huguenot has is “singletons” (L. Harrison, Interview, November 6, 2020). Although the counselors try to keep students together by grade level, there are those students who have, for multiple reasons, missed or failed a course. These students may have to

take an entry-level course or a lower grade level course to meet graduation requirements. At times transfer students, ELL students, or repeaters may end up in classes with younger students. This process is not ideal, and the counselors try to eliminate the need to place students in classes where they are much older than the rest of the students. Counselors utilize programs, such as Edgenuity, which allow students to work online at their own pace to finish a course out of sequence or create classes for those who do not fit into the lower-level course, such as English 9 for upper-level students. The district created a Secondary Success night school program that tutors students who have dropped out of school to complete their coursework and graduate or take the GED test. Another issue is in the course offerings for Exceptional Education students. The district determined the Exceptional Education program's focus and changed it from life skills to career and college ready skills, such as adaptive keyboarding.

According to Ms. Harrison, the current trends focus on STEM (Science, Technology, Engineering, Math) education for females and minorities. She feels that they need to add Arts education and trades to meet all of our students' needs. She would like to see course offerings such as Career Investigations, Freshman Seminar, and Study Skills. Other trends in the state and district include comparative history courses, Real Richmond, and SAT Prep. While Huguenot has AP courses, honors courses, and the Early College Academy at J. Sergeant Reynolds, the district dropped all other dual credit classes such as the one between RPS and James Madison University (L. Harrison, Interview, November 6, 2020). The district has a form that a principal can fill out and present to the superintendent and school board. Once the district approves new courses the information is submitted to the state for approval. Once approved, the district notifies the principal, and the course can be added to the master schedule.

Conclusion

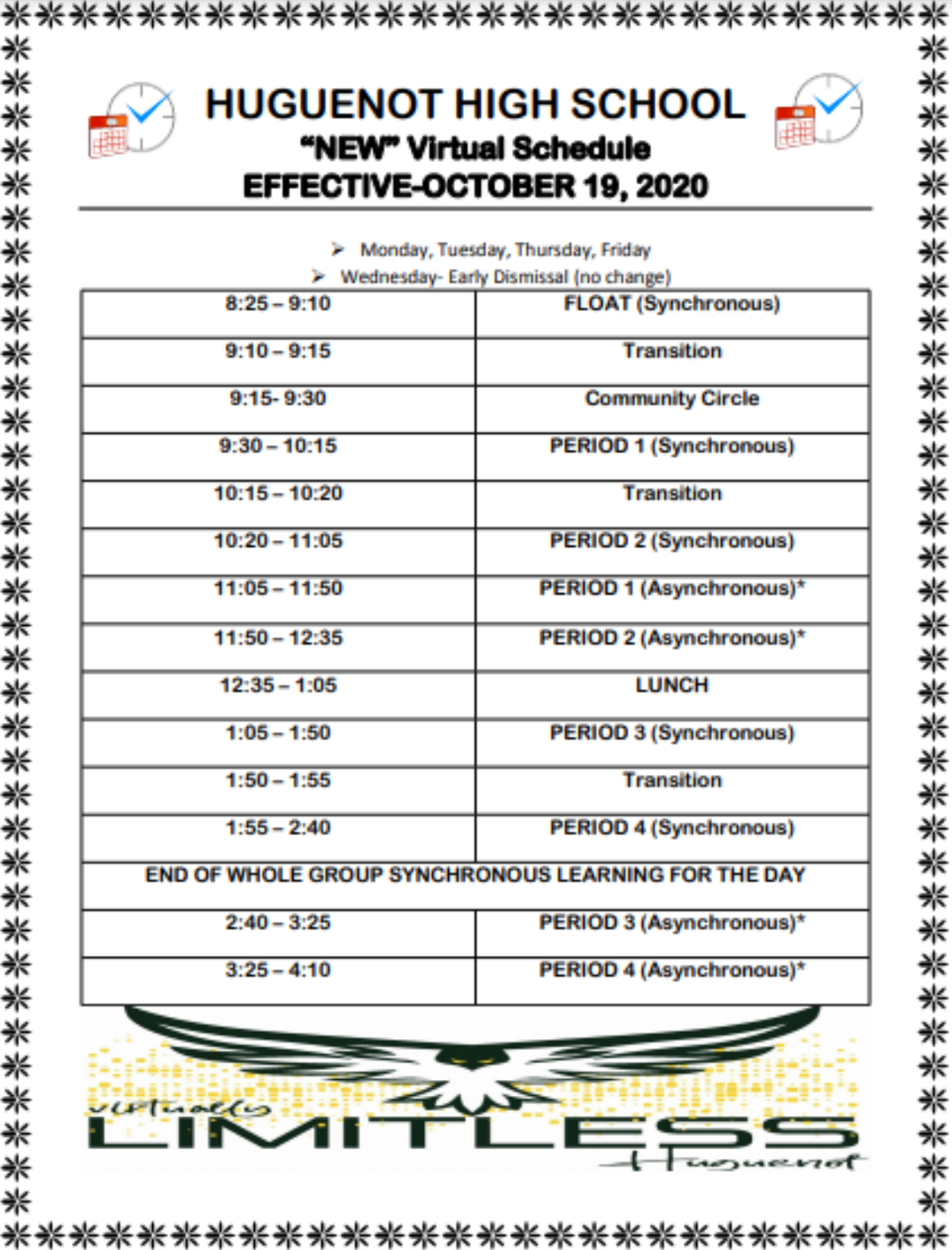
The state and district mandate the tools and processes used in creating the master schedule. The administrators, counselors, and teachers put forth great effort to make sure students get the courses they need to graduate, build upon student interests, and work toward making students successful adults. They work in unison to meet the mission of our school, "... to provide a high-quality education that prepares, ensures, and empowers all students to achieve their full intellectual and social potential to become lifelong learners and productive members within a global society" (Richmond Public Schools, 2020)


The Academic Pledge: I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.

References

Appendix A

Bell Schedule






HUGUENOT HIGH SCHOOL


“NEW” Virtual Schedule

EFFECTIVE-OCTOBER 19, 2020



➤ Monday, Tuesday, Thursday, Friday
 ➤ Wednesday- Early Dismissal (no change)

8:25 – 9:10	FLOAT (Synchronous)
9:10 – 9:15	Transition
9:15- 9:30	Community Circle
9:30 – 10:15	PERIOD 1 (Synchronous)
10:15 – 10:20	Transition
10:20 – 11:05	PERIOD 2 (Synchronous)
11:05 – 11:50	PERIOD 1 (Asynchronous)*
11:50 – 12:35	PERIOD 2 (Asynchronous)*
12:35 – 1:05	LUNCH
1:05 – 1:50	PERIOD 3 (Synchronous)
1:50 – 1:55	Transition
1:55 – 2:40	PERIOD 4 (Synchronous)
END OF WHOLE GROUP SYNCHRONOUS LEARNING FOR THE DAY	
2:40 – 3:25	PERIOD 3 (Asynchronous)*
3:25 – 4:10	PERIOD 4 (Asynchronous)*



Appendix B

Master Schedule

(entire Master Schedule is 44 pages)

ESL Schedule

Richmond School District		Huguenot High School					
Teacher Utilization							
Page 7							
November 10, 2020							
School Year 2021							
Teacher	01	02	03	04	05	06	
Department: 5329							
Mendez, Kaitlin	01008-III-002 English as a Second Language III Rm: 1-227 Tti: 16 [S2]01(S2) HR10-010 10th Grade - Homeroom Tti: 15 [S1]01(S1)	01008-III-001 English as a Second Language III Rm: 1-227 Tti: 15 [S1]02(S1)	01003-009 English - Grade 11 Rm: 2-626 Tti: 23 [S1]03(S1) 01008-III-003 English as a Second Language III Rm: 1-227 Tti: 17 [S2]03(S2)	01003-006 English - Grade 11 Rm: 2-626 Tti: 19 [S1]04(S1) 01008-III-004 English as a Second Language III Rm: 1-227 Tti: 17 [S2]04(S2)			
Orellana, Ester	01008-I-001 English as a Second Language I Tti: 3 [S1]01(S1) 01008-I-002 English as a Second Language I Tti: 6 [S2]01(S2) HR09-017 9th Grade - Homeroom Tti: 14 [S1]01(S1)	02052-019 Algebra I Rm: 1-413 Tti: 19 [S1]02(S1) 02996-002 Math for Newcomers Tti: 0 [S1]02(S2)	02052-021 Algebra I Rm: 1-413 Tti: 21 [S1]03(S1)				
Smith, Mary	01008-IV-001 English as a Second Language IV Rm: 2-627 Tti: 14 [S1]01(S1) 01008-IV-002 English as a Second Language IV Rm: 2-627 Tti: 23 [S2]01(S2) HR11-007 11th Grade - Homeroom Rm: 2-627 Tti: 12 [S1]01(S1)	04052-009 World History & Geography to 1500 A.D. Rm: 1-211 Tti: 16 [S2]02(S2)	04052-004 World History & Geography to 1500 A.D. Rm: 1-211 Tti: 20 [S2]03(S2) 04052-011 World History & Geography to 1500 A.D. Rm: 1-211 Tti: 17 [S1]03(S1)	04052-015 World History & Geography to 1500 A.D. Rm: 2-808 Tti: 25 [S1]04(S1)			

Appendix C
 CTE Schedule
 (total of 4 pages)

Richmond School District Huguenot High School
Teacher Utilization

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November 10, 2020

School Year 2021						
Teacher	01	02	03	04	05	06
Department: TEC						
Jones, Denise	19262-I-015 Economics & Personal Finance Rm: 1-316 Tt: 9 [S2]01(S2) HR09-005 9th Grade - Homeroom Rm: 1-316 Tt: 12 [S1]01(S1)	19262-I-010 Economics & Personal Finance Rm: 1-316 Tt: 25 [S1]02(S1)	10004-36-003 Digital Applications Rm: 1-408 Tt: 19 [S1]03(S1) 10004-36-005 Digital Applications Rm: 1-316 Tt: 21 [S2]03(S2)	10004-36-004 Digital Applications Rm: 1-316 Tt: 22 [S1]04(S1) 10004-36-006 Digital Applications Rm: 1-316 Tt: 22 [S2]04(S2)		
Lewis, Bridgett	10004-36-007 Digital Applications Rm: 2-705 Tt: 15 [S1]01(S1) 10004-36-008 Digital Applications Rm: 2-705 Tt: 16 [S2]01(S2) HR11-015 11th Grade - Homeroom Rm: 2-705 Tt: 14 [S1]01(S1)	10203-II-001 Design, Multimedia, & Web Technologies Rm: 2-705 Tt: 16 [S1]02(S1) 10203-II-003 Design, Multimedia, & Web Technologies Rm: 2-705 Tt: 9 [S2]02(S2)	10203-II-002 Design, Multimedia, & Web Technologies Rm: 2-705 Tt: 19 [S1]03(S1)	10203-II-004 Design, Multimedia, & Web Technologies Rm: 2-705 Tt: 21 [S2]04(S2)		
Ragan, Janice	22904-36-004 Independent Living Rm: 1-314 Tt: 15 [S1]01(S1) 22904-36-006 Independent Living Rm: 1-314 Tt: 7 [S2]01(S2) HR10-023 10th Grade - Homeroom Rm: 1-314 Tt: 15 [S1]01(S1)	19201-36-001 Introduction to Fashion Careers (36 Weeks) Rm: 1-314 Tt: 14 [S1]02(S1) 19201-36-003 Introduction to Fashion Careers (36 Weeks) Rm: 1-314 Tt: 4 [S2]02(S2)		19201-36-002 Introduction to Fashion Careers (36 Weeks) Rm: 1-314 Tt: 18 [S1]04(S1) 19201-36-004 Introduction to Fashion Careers (36 Weeks) Rm: 1-314 Tt: 19 [S2]04(S2)		

Richmond School District

Huguenot High School

Teacher Utilization

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November 10, 2020

School Year 2021						
Teacher	01	02	03	04	05	06
Department: TEC						
Williams, Martin	21003-36-001 Technology Foundations Rm: G-011 Tt: 18 [S1]01(S1) 21052-36-001 Technology Transfer Rm: G-011 Tt: 14 [S2]01(S2) HR12-002 12th Grade - Homeroom Rm: G-011 Tt: 12 [S1]01(S1)	21101-36-001 Technical Drawing and Design Rm: G-011 Tt: 23 [S2]02(S2)	21003-36-002 Technology Foundations Rm: G-011 Tt: 15 [S1]03(S1) 21052-36-002 Technology Transfer Rm: G-011 Tt: 20 [S2]03(S2)	21003-36-006 Technology Foundations Rm: G-011 Tt: 24 [S1]04(S1)		
Woodton, Violet	12051-36-005 Principles of Business and Marketing Rm: 2-706 Tt: 23 [S1]01(S1) 19262-I-013 Economics & Personal Finance Rm: 2-706 Tt: 6 [S2]01(S2) HR11-016 11th Grade - Homeroom Rm: 2-706 Tt: 15 [S1]01(S1)	12051-36-006 Principles of Business and Marketing Rm: 2-706 Tt: 12 [S2]02(S2) 19262-I-011 Economics & Personal Finance Rm: 2-706 Tt: 23 [S1]02(S1)	19262-I-012 Economics & Personal Finance Rm: 2-706 Tt: 24 [S1]03(S1)	19262-I-009 Economics & Personal Finance Rm: 2-706 Tt: 24 [S2]04(S2)		

Physical Education and Health Schedule

Richmond School District		Huguenot High School				
Teacher Utilization						
Page 26		November 10, 2020				
School Year 2021						
Teacher	01	02	03	04	05	06
Department: HPE						
Braxton, Corey	08201-II-005 Health, PE, & Driver Education - Grade 10 Rm: G-006 Tti: 20 [S1]01(S1)	08201-II-009 Health, PE, & Driver Education - Grade 10 Rm: G-006 Tti: 15 [S2]02(S2)	08201-II-006 Health, PE, & Driver Education - Grade 10 Rm: G-006 Tti: 22 [S1]03(S1)	08201-II-007 Health, PE, & Driver Education - Grade 10 Rm: G-006 Tti: 30 [S1]04(S1)		
	08201-II-008 Health, PE, & Driver Education - Grade 10 Rm: G-006 Tti: 25 [S2]01(S2)		08201-II-010 Health, PE, & Driver Education - Grade 10 Rm: G-006 Tti: 23 [S2]03(S2)			
	HR10-003 10th Grade - Homeroom Rm: G-006 Tti: 13 [S1]01(S1)					
Cooper, Jerry	08201-II-001 Health, PE, & Driver Education - Grade 10 Rm: G-005C Tti: 18 [S1]01(S1)	08201-II-002 Health, PE, & Driver Education - Grade 10 Rm: G-005C Tti: 27 [S1]02(S1)	08049-I-001 Adaptive Health and Physical Education 9 Rm: G-005C Tti: 3 [S1]03(S1)			
	HR12-003 12th Grade - Homeroom Tti: 11 [S1]01(S1)	08201-II-003 Health, PE, & Driver Education - Grade 10 Rm: G-005C Tti: 15 [S2]02(S2)	08049-II-001 Adaptive Health and Physical Education 10 Rm: G-005C Tti: 11 [S1]03(S1)			
	V8999-016 Health & PE - Grade 10 (not Driver Education) Virt Rm: 1-224 Tti: 20 [S1]01(S1)	V8999-011 Health & PE - Grade 10 (not Driver Education) Virt Rm: 1-224 Tti: 28 [S1]02(S1)	08201-II-004 Health, PE, & Driver Education - Grade 10 Rm: G-005C Tti: 22 [S2]03(S2)			
			V8999-013 Health & PE - Grade 10 (not Driver Education) Virt Rm: 1-224 Tti: 20 [S1]03(S1)			

Richmond School District		Huguenot High School				
Teacher Utilization						
Page 27		November 10, 2020				
School Year 2021						
Teacher	01	02	03	04	05	06
Department: HPE						
Humphries, Tierra	08052-013 Health & PE - Grade 9 (not Driver Education) Rm: G-006 Tti: 16 [S2]01(S2)	08052-014 Health & PE - Grade 9 (not Driver Education) Rm: G-006 Tti: 15 [S2]02(S2)	08052-011 Health & PE - Grade 9 (not Driver Education) Rm: G-006 Tti: 26 [S2]03(S2)	08052-010 Health & PE - Grade 9 (not Driver Education) Rm: G-006 Tti: 27 [S1]04(S1)		
	HR11-005 11th Grade - Homeroom Rm: G-005J Tti: 12 [S1]01(S1)	08052-015 Health & PE - Grade 9 (not Driver Education) Rm: G-006 Tti: 26 [S1]02(S1)	08052-012 Health & PE - Grade 9 (not Driver Education) Rm: G-006 Tti: 17 [S1]03(S1)			
Wills, Burke	08052-007 Health & PE - Grade 9 (not Driver Education) Rm: 1-224 Tti: 24 [S1]01(S1)	08052-004 Health & PE - Grade 9 (not Driver Education) Rm: 1-224 Tti: 15 [S2]02(S2)	08052-006 Health & PE - Grade 9 (not Driver Education) Rm: 1-224 Tti: 19 [S1]03(S1)	08052-005 Health & PE - Grade 9 (not Driver Education) Rm: 1-224 Tti: 31 [S2]04(S2)		
	08052-009 Health & PE - Grade 9 (not Driver Education) Rm: 1-224 Tti: 18 [S2]01(S2)	08052-008 Health & PE - Grade 9 (not Driver Education) Rm: 1-224 Tti: 26 [S1]02(S1)				
	HR09-016 9th Grade - Homeroom Rm: 1-224 Tti: 14 [S1]01(S1)					