

Appendix 86

a. The District shall provide, as part of its Annual Report:

ii. A description of changes made to Mojave to meet the requirements of this Section, including descriptions of plans to make changes to the system in the subsequent year. [USP § X(A)(5)(a)(ii)]

DESCRIPTION	BATES #
Tyler Implementation Documentation	

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Standard Data Conversion Services

This document describes the standard data conversion options for the 2014-2015 target go live academic year.

Current Academic Year (AY) = 2013-2014		Target Go Live AY = 2014-2015		
Submit AH data for current AY students grades 9-12. Optionally include other secondary credit data for lower grade levels.		Submit student data and supporting data for target go live AY (all grade levels).		TUCSON USD
Phase / Option	Required Y/N	Notes	Fields	District to Convert Y/N
Phase I – Phase 1 data is loaded into the target go live Academic Year (AY).				
District	YES	<i>Standard - 1 record per District. AY and Schedule Calendar dates = target go live AY.</i>	District Code, State Code, Name, Address, City, State/Province, Zip/Postal Code, Phone #, County Code, County Name, Country Code, Region, Superintendent, Fax #, Web Address, AY Begin Date, AY End Date, Schedule Calendar Begin Date, Schedule Calendar End Date.	YES
School	YES	<i>1 record for each district school.</i>	Local School Code, State Code, District Code, School Type, Name, Description, Address Type, Street Address fields, Phone Number, Fax Number, Principal First Name, Principal Last Name, Web Address, Begin Date, End Date	YES
Building	YES	<i>1 record for each district building.</i>	Local Building Code, Name, Description, School Code, Facility Type.	YES
Grade Levels	YES	<i>1 record for each grade level is loaded.</i>	Grade Level Code, Description, Minimum Age, Maximum Age, Sequence.	YES
School Grade Levels	YES	<i>1 record for each grade level/school code is loaded.</i>	Grade Level Code, Description, School Code, State Grade Level Code, Student Capacity, Sequence.	YES
Employees	YES	<i>Employee data is loaded into the target go live AY.</i>	Employee Code, Teacher Code, State Staff code, School Code Username, Title, First Name, Middle Name, Last Name, Former Name. Please reference Tyler's Data Conversion template for additional fields and details.	YES
Employee Certifications	No	<i>1 record for each employee/certification combination.</i>	State Defined Certification Code, Employee Code, Description, Level, Organization, Issue Date, Expiration Date, Active Y/N.	NO
Employee Ethnicity	No	<i>Recommended if District can provide data. 1 or more records for each employee, as needed. This is required SIS data . If District data not available, a default value is assigned.</i>	Staff Code, Race Code (New EEO).	NO
Out of District Schools	No	<i>Required for manual entry of academic history data for students transferring in from non district schools. Districts may opt not to load and enter Out of District Schools as needed.</i>	Code, District # Code, District Name, School Name, Description, Address, City, State/Province, Zip/Postal Code, Web Address.	NO
Address Master	No	<i>Address Master data is loaded if planning to utilize Tyler SIS Address Management functionality.</i>	Street Name, Street Type, Direction, Even/Odd/Both, House Number From, House Number To, Attendance Zone, Zip/Postal Code, State/Province.	NO

Current Academic Year (AY) = 2013-2014		Target Go Live AY = 2014-2015		TUCSON USD
Submit AH data for current AY students grades 9-12. Optionally include other secondary credit data for lower grade levels.		Submit student data and supporting data for target go live AY (all grade levels).		
Phase / Option	Required Y/N	Notes	Fields	District to Convert Y/N
Phase II - Phase 2 data is AY dependent. See below for AY load process. The standard conversion includes loading data into the target go live AY.				
Students	YES	Submit student data for current AY enrolled + students enrolled next year. Student data is loaded into the target go live AY. Each Student record must have 1 or more Enrollment records. If Enrollment record is not found, Student record will be identified and dropped. See "Student Enrollment" below.	Reference Tyler's Data Conversion template for additional fields and details.	YES
Student Details	YES	Student Details is a companion file to Students. Data is loaded into the target go live AY. Student Details records submitted for Student Codes not in Students data will be identified and dropped.	Student Code, School Code, School Path Code, etc. Please reference Tyler's Data Conversion template for additional fields and details.	YES
Student Enrollment	YES	Student Enrollment is a companion file to Students. Submit enrollment data for current AY and target go live AY. 1 record per student, school and AY to be loaded for current AY and target go live AY. Student Enrollment records submitted for Student Codes not in Students data will be identified and dropped. As noted above, Student records without Enrollment records will also be identified and dropped.	Student Code, AY, School Code, Grade Level, Enrollment Type, Entry Code, Entry Date, Withdrawal Code, Withdrawal Date, Active Y/N, Membership Code (TX).	YES
Student Ethnicity	YES	Student Ethnicity data submitted for Student Codes not in Students data will be dropped. 1 or more records per student and school, as needed. Tyler SIS System Settings controls whether Student Ethnicity data is required for District. If District State Reporting requires Student Ethnicity data, System Setting to be activated and data submission is required.	Student Code, School Code, Race Code (New EEO).	NO
Student User Defined	No	Student User Defined data submitted for Student Codes not in Students data will be dropped. It is the District's responsibility to identify UD data and provide specifications for converting. Tyler's UD Student template is used as a baseline for submitting data.	Student Code, AY, District UD data	NO
Student Lunch Status	No; YES-CT	Verify specific state reporting requirements to determine if converting Student Lunch Status or Programs & Services. 1 record per student, school and AY. NO-GA, PA, TX, VA; YES-CT; Optional-AZ.	School Code, Student Code, AY, Entry Date, Exit Date, Lunch Status Code, Lunch Ticket #, Application Date.	NO
Contacts	YES	Student Contacts is a companion file to Students. Student Contacts Data submitted for Student Codes not in Students data will be identified and dropped.	Please reference Tyler's Data Conversion template for fields and details.	NO
District Courses	YES	District Courses to include target go live AY courses. Note: The Academic History (Phase III) conversion will copy target go live AY courses to generate previous AY's needed for the AH conversion. Any Courses identified in AH data not existing in District Courses will be added to appropriate AY (District and appropriate School Courses).	Please reference Tyler's Data Conversion template for fields and details.	YES
Rooms	YES	Room codes are required for use in Student Schedules. Other Room codes may optionally be converted. 1 record per room code/school code combination.	Room Code, Name, Description, School Code, Occupancy, Building Code, Scheduling Y/N, Discipline Y/N, Phone Number.	YES
Course Requests	NO			YES
Student Schedule	No	Schedules are loaded into the target go live AY, once completed in District's legacy system. Course codes not included in District Courses will be identified and dropped, to be manually added to Course Template. Rooms not included in Rooms template, will be identified and dropped, to be added to Room template. 1 record per school, student, course and section combination.	School Code, Student Codes, Course Code, Section Code, Begin Date, End Date, Term From, Term To, Term Type, Active.	NO

Tyler SIS Integration Specification



District: Tucson USD Client Project Manager: Scott Morrison
Date: 1/15/14 Client Integration Lead: _____

Integration Name: Mojave - Scheduling Integration
Date Needed: 3/3/2014

Output or Input Interface? SQL Server Data Import Task
Output or Input Filename: Schedules
Destination Location for Output files, or Source Location for Import file. Please use full UNC (Universal or Uniform Naming Convention):

Is this a new or existing integration? New
Frequency and time integration executes: _____
File Format (ie. CSV, Fixed Length, Tab delimited, XML, etc): Tab Delimited

Business Logic:
This will be the file of student schedules.

Tyler SIS Integration Specification



File Information:

Field	Data Type	Size	Comments
SchoolCode	Char	3	School Code (KEY)
ClassId	Int		Class Identifier, this with School Code relates to the Class file (KEY)
MatricNumber	Char	10	Student Unique Identifier (KEY)
EntryDate	Datetime		Schedule Start Date (this could be computed based on term begin dates) (KEY)
DropDate	Datetime		Schedule End Date (this could be computed based on term end dates)
ExcludeJTED	Int		Flag for whether to exclude this schedule from JTED reporting (0 = No, 1 = Yes), only valid for JTED classes
JTEDPriority	Int		Flag indicating Primary or Ancillary JTED designation (Nullable, 1 = Primary, 2 = Ancillary), only valid for JTED classes

Please provide a soft copy input or output file sample along with this specification sheet to your Tyler Project Manager

Tyler SIS Integration Specification



District: Tucson USD Client Project Manager: Scott Morrison
Date: 1/15/14 Client Integration Lead: _____

Integration Name: Mojave - Scheduling Integration
Date Needed: 3/3/2014

Output or Input Interface? _____
Output or Input Filename: SchoolProgramClass
Destination Location for Output files, or Source Location for Import file. Please use full UNC (Universal or Uniform Naming Convention):

Is this a new or existing integration? New
Frequency and time integration executes: _____
File Format (ie. CSV, Fixed Length, Tab delimited, XML, etc): Tab Delimited

Business Logic:
This is the magnet programs for a class.

Tyler SIS Integration Specification



File Information:

Field	Data Type	Size	Comments
SchoolCode	Char	3	School Code, relates to School file (KEY)
ClassId	Int		Class Identifier, this with School Code relates to the Class file
SchoolProgramId	Int		School Program Identifier - I believe these will need to be provided in a separate file

Please provide a soft copy input or output file sample along with this specification sheet to your Tyler Project Manager

Tyler SIS Integration Specification



District: Tucson USD Client Project Manager: Scott Morrison
Date: 1/15/14 Client Integration Lead: _____

Integration Name: Mojave - Scheduling Integration
Date Needed: 3/3/2014

Output or Input Interface? SQL Data Import Task
Output or Input Filename: Class Teachers
Destination Location for Output files, or Source Location for Import file. Please use full UNC (Universal or Uniform Naming Convention):

Is this a new or existing integration? New
Frequency and time integration executes: _____
File Format (ie. CSV, Fixed Length, Tab delimited, XML, etc): Tab Delimited

Business Logic:
Teachers attached to the classes.

Tyler SIS Integration Specification



File Information:

Field	Data Type	Size	Comments
SchoolCode	Char	3	School Code (KEY)
ClassId	Int		Class Identifier, this with School Code relates to the Class file (KEY)
EmplId	Int		Employee Identifier (KEY)
PrimaryTeacher	Int		Flag indicating whether teacher is primary teacher or not (1 = Yes, 0 = No)
TeacherRoleId	Int		Teacher Role Identifier
StartDate	Datetime		Start date (could be computed based on term begin date) (KEY)
EndDate	Datetime		End Date (could be computed based on term end date)

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Tyler SIS Integration Specification



District: Tucson USD Client Project Manager: Scott Morrison
Date: 1/15/14 Client Integration Lead: _____

Integration Name: Mojave - Scheduling Integration
Date Needed: 3/3/2014

Output or Input Interface? SQL Data Import Task
Output or Input Filename: ClassProgram
Destination Location for Output files, or Source Location for Import file. Please use full UNC (Universal or Uniform Naming Convention):

Is this a new or existing integration? New
Frequency and time integration executes: _____
File Format (ie. CSV, Fixed Length, Tab delimited, XML, etc): Tab Delimited

Business Logic:
This is a record indicating class program membership.

Tyler SIS Integration Specification



File Information:

Field	Data Type	Size	Comments
SchoolCode	Char	3	School Code, relates to School file (KEY)
ClassId	Int		Class Identifier, this with School Code relates to the Class file (KEY)
ProgramCode	Int		Program Code Identifier

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Tyler SIS Integration Specification



District: Tucson USD Client Project Manager: Scott Morrison
Date: 1/15/14 Client Integration Lead: _____

Integration Name: Mojave - Scheduling Integration
Date Needed: 3/3/2014

Output or Input Interface? SQL Server Data Import Task
Output or Input Filename: Classes
Destination Location for Output files, or Source Location for Import file. Please use full UNC (Universal or Uniform Naming Convention):

Is this a new or existing integration? New
Frequency and time integration executes: _____
File Format (ie. CSV, Fixed Length, Tab delimited, XML, etc): Tab Delimited

Business Logic:
This is the class data I will need it will be imported into the class tables on all our site servers.

Tyler SIS Integration Specification



File Information:

Field	Data Type	Size	Comments
LocationCode	Char	3	School Code - potential leading zeros, relates to School file (KEY)
ClassId	Int		Class Unique Identifier (KEY)
ClassYear	Char	2	Last two digits of class year (end year)
CourseId	Int		Course Identifier, relates to Course file
DurationCode	Char	1	Duration Code (Q, T, S, Y)
TermNumber	Char	1	Term Number Code (1-4)
Period	Char	2	Period number - leading zeros
RoomCode	Char	6	Room Code, relates to Room file
ClassMaxCount	Int		Class Max. capacity
InstructionalSettingId	Int		Class Instructional Setting (Resource Room, Self-Contained Classroom, Distance Learning, ...)
SubmitToSTC	Int		Flag for whether to submit data to the state (1, 0)

Please provide a soft copy input or output file sample along with this specification sheet to your Tyler Project Manager



Tyler SIS v10 Scheduling Survey 2014 – 2015

***Answers are for all TUSD comprehensive high schools except where indicated by individual site.**

1. If you are a first-year client using Tyler SIS, did you convert your current schedules or did you schedule in Tyler SIS for your implementation year?

- Converted schedules for 2013 - 2014
 Scheduled in Tyler SIS for 2013 - 2014

2. In the grid below, please indicate which Course Scheduling and Student Scheduling Models are used in the district.

Definitions:

a. **Course Scheduling Patterns:**

- i. AB: All classes are scheduled on alternating days.
- ii. ABC: Alternating day schedules with one day that every class meets in shortened periods.
- iii. Dove-Tailing: A combination of classes meeting every day and classes that meet every other day.
- iv. Complete Rotating Periods: Classes meet during different timeslots each day based on a pre-determined class rotation pattern.
- v. Single Day Scheduling: Students have the same classes in the same periods every day.
- vi. Alternating Cycles: Sections are scheduled in two distinct scheduling patterns that alternate (A week / B week)
- vii. Other: Provide a brief description of the scheduling model.

b. **Student Scheduling Model:**

- i. Homerrooms- Popular in Elementary schools, students are scheduled by homeroom and stay together for all of their classes. (More common in elementary schools)
- ii. Platooning- Student teams stay together in a homogeneous group to move through core classes together. (More common in elementary schools)
- iii. Teaming- Students in a team take all of their core courses with teacher in the team, but do not move through the classes together in a platoon. (More common in some elementary schools, middle schools, and some junior high schools)
- iv. Open- Students are scheduled into sections based entirely on what will best fit their needs without constraints on predefined sections or teachers. (More common in high schools)

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Please check all that apply. (see chart for site specifics)

Course Scheduling and Student Scheduling Models				
	Homeroom	Platooning	Teaming	Best Fit
AB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ABC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dove-Tailing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete Rotating Periods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Single Day Scheduling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alternating Cycles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (modified block, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X

Catalina	We also need the capability to block schedule approx. 125 English Language Learners, per the state’s mandated four-hour block program. We also need the capability to schedule 75-100 Exceptional Education students BY TEACHER.
Cholla	Single Day Scheduling; Teaming (IB), Best fit
Palo Verde	Single Day- best fit
Pueblo	Dove-Tailing, Teaming, Best Fit
Rincon	Dove-Tailing
Sabino	Single Day Scheduling
Sahuaro	Straight single day scheduling for every class.
Santa Rita	Single Day – see bell schedule for details about extended periods
Tucson High	ABC – Best Fit
University	Conference period – single day, see bell schedule for details

3. What are the different course lengths that are used by the district/schools? (e.g., Full year, Semester, Trimester, Quarter, etc.)

Semester

4. Are yearlong courses currently set up as one course number or is there a course number for each semester?

Course number for each semester

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5. If a student fails first semester does the student retake the first semester course or continue with the original second semester course the student was scheduled in?

Continue

6. How do you schedule students who take one semester of a yearlong course?

Either schedule two one-semester courses for that semester or use a credit-recovery option to make up the missing semester of the year-long course.

7. Are grades in 2 semester courses combined for one “year-end” grade?

No

8. Do you have any grade levels which are scheduled for half days such as AM and PM Kindergarten?

No

9. Alternate Enrollment

a. Do you allow a student to be scheduled in courses in schools other than the school in which the student is currently registered? (e.g., vocational school, alternative school, etc.)

Yes

No

b. If a student is primarily scheduled in School A and also taking course in School B, who schedules the student in School B? (IE: Middle School student taking/scheduled into High School course.)

School B

c. Which course number is being associated with the student for school B? School A’s course number, School B’s or District course number?

NA – all are district course numbers

10. Scheduling Structures – Bells schedules etc.

Note: Please refer to the *Bell Schedule Examples* workbook when completing these questions.

a. Are bell schedules consistent across each level; elementary, middle, and high school? If not, please prepare a breakdown by school and grade and attach it to this survey.

No. All bell schedules for TUSD comprehensive high schools are attached. (These are in place for the 2014-2015 SY.)

b. Is there more than one type of structure within the same school (for example: 7th graders have AB block and 8th graders have traditional rotation). If so, please prepare a breakdown.

No.

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11. Course Requests

a. Do all schools use course requests? If not, please provide a list of the schools that intend to use course requests.

Yes

No

b. Do all schools enter course requests the same way?

Yes

c. Who is responsible for inputting course requests into the Student Information System? (e.g., parents, students, guidance counselor)

Students first and then counselors and/or registrars if needed.

i. Alternate Enrollment – If a student from School A is taking classes in School B who is responsible for inputting the student’s course requests?

Varies. Students, registrars, counselors, etc.

d. How are these course requests entered? (e.g., hand-enter individually, some mass entry method, etc.)

Manually

e. What is the verification process for course requests to ensure accuracy and that student’ requests align with their graduation goals?

Counselor verification process and reporting is built into the TUSD course request system.

f. Is this centralized or done at the school level?

Centralized

School level (can also be seen/verified at the district level)

12. Do you have a state-mandated course master file?

Yes

No

13. Do schools have the ability to modify the course master file?

Yes

No (not during course request process)

14. Check off any that apply:

Part-time teaching staff

Shared resources with other schools within the district?

Shared resources with other schools outside of the district?

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15. Do special education students attend

- Self-contained classrooms or
- General education classrooms

Dependent on the student IEP. ExEd students are assisted by their case manager in the course request process to insure IEP compliance.

a. Do you have a special numeric or naming convention to internally identify special education classes?

- Yes
- No

16. For mainstreamed students, will SpEd teachers need access to the regular teacher's attendance and/or grade book?

- Yes
- No

17. What are your requirements to restrict course sections during the scheduling process? (e.g., grade, gender, teams)

There are prerequisites for some courses built into the system.

Catalina	We balance by class size per teacher, per union policies and per our allotted teacher FTE.
Cholla	International Baccalaureate Programme (IB) 11 th & 12 th grade classes, IB-Prep 9 th & 10 th grade classes, ELD, ExEd, Magnet (2)
Palo Verde	Magnet, pre-reqs, AP approval
Pueblo	We will have 9 th & 10 th grade houses comprised of four core teachers who share students. All 8 of these houses need a common plan. All teachers need one odd and one even plan period in order to have a plan everyday (block).
Rincon	Prerequisites and order of coursework guide most of our restrictions.
Sabino	None other than the number of students who register for the course and using that to determine the number of sections offered.
Sahuaro	Conflict matrix, English Language Learners, ExEd (IEP) considerations
Santa Rita	None listed
Tucson High	None listed
University	College prep magnet -

18. What are your policies/algorithms as it relates to balancing students during the scheduling process? (e.g., grade, gender, ethnicity, special ed., etc.)

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Students who open-enroll into a magnet high school are scheduled into the magnet required courses. (see attached)

Catalina	We confer with students individually and also inspect their graduation requirements.
Cholla	Teacher consensus numbers
Palo Verde	None reported
Pueblo	Fill to 25 first and then open up.
Rincon	We try to group by grade and ethnicity (balance). Our ExEd students need to be grouped together in small groups because we provide a COOP/Inclusion model for ExEd.
Sabino	We do not use any of these to balance classes. We look at whether students have met the prerequisite. (Used arena registration in the past to balance classes.)
Sahuaro	Load ExEd students first based on IEP and transition needs. Load ELL students next based on graduation needs. Then seniors, juniors, soph, frosh.
Santa Rita	Compliance with ExEd, ELL, etc.
Tucson High	We vertically ensure that we have offered a sufficient number of sections based on course requests. Prior, we schedule our singletons, doubletons, and tripletons.
University	Predetermined sequence

19. What are the scheduling rules currently in place to handle the different conflicts that result in scheduling process?

- Understand student population when looking at courses to avoid conflicts. For example, AP courses are not scheduled for the same period causing students to have to choose which to take or orchestra is not scheduled as to conflict with AP, etc.
- Go to student second choice, then third choice.
- Priority is given to seniors needing required classes to graduate.
- Multiple leveled fine arts and CTE classes and we try to avoid conflicts with AP and singletons.
- Conflict Matrix work

20. Do you have sections that are linked (always have the same students scheduled) for student scheduling? Briefly describe how they are linked? (e.g., you have 3 sections of course A and 3 sections of course B. If a student is placed in section 1 of course A then he/she is also placed in section 1 of course B and so on.)

Catalina	GATE English/Social studies classes are linked as are many ELD (Eng. Language Development) classes.
Cholla	ELD block, Government and Economics, Theory of Knowledge (TOK), ELD, ExEd, health and Criminal Minds in Literature and History, Health and PE, IB German (see attached info on Magnet sites and courses)
Palo Verde	GATE Western Civ/GATE 9 th English, 10 th GATE/Global Studies, Engineering/Physics
Pueblo	No
Rincon	AP US History and AP Composition

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Sabino	GATE Western Civ./GATE 9 th grade English
Sahuaro	IEP and ELL requirements
Santa Rita	No
Tucson High	No
University	Pre-reqs

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How do you handle teacher planning or free periods? (e.g., do you pre-define planning period or have team planning?)

Catalina	Pre-defined and also sometime pre-define team planning periods for selected departments.
Cholla	Both
Palo Verde	Pre-defined
Pueblo	We will have 9 th & 10 th grade houses comprised of four core teachers who share students. All 8 of these houses need a common plan. All teachers need one odd and one even plan period in order to have a plan everyday (block).
Rincon	Varies
Sabino	Pre-define
Sahuaro	Pre-defined planning periods
Santa Rita	Pre-define
Tucson High	Our teachers require planning periods on even and odd days. Teachers do not have the option to select planning periods.
University	Pre-define

21. Do you need to track in Tyler SIS when students attend specials (Unified Arts) classes? NA

- Yes
 No

22. Lunch

a. How do you schedule students for lunch? (e.g., do all of a particular group of sections attend lunch together?)

b. Do you have multiple lunches?

- Yes
No

Catalina	Two lunches predicted by students' 4 th period class.
Cholla	4 th hour by campus location
Palo Verde	Two lunches; first floor goes to first lunch, second floor to second lunch
Pueblo	Two lunches. The class during the split lunch period determines what lunch students attend. We rotate departments every other year. For example, English classes have first lunch; CTE has second, etc.
Rincon	We schedule students for lunch based on what building or hallway they are in for their 3 rd or 4 th period class.
Sabino	One lunch
Sahuaro	Two lunches based on students' 4 th period schedule. First lunch: Buildings 100, 200, library, fine arts. Second lunch: Buildings 300, 400, PE/gym
Santa Rita	Two lunches
Tucson High	Multiple lunches

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University	
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c. Does "LUNCH" appear in on the student's schedule?

- Yes
- No

23. Homeroom/Advisory

a. Do you have a homeroom/advisory period? (see chart below)

- Yes
- No

b. If so do you take attendance during Homeroom/advisory period?

- Yes
- No

Catalina	No
Cholla	No
Palo Verde	No
Pueblo	No
Rincon	No
Sabino	Yes – attached to first period
Sahuaro	No homeroom or advisory period
Santa Rita	No
Tucson High	Yes
University	No (conference per. – yes)

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24. Daily Attendance Models Used (check all that apply and list the grade levels associated with each)

	Attendance Model	Grade Levels
<input checked="" type="checkbox"/>	Single Snapshot bound to scheduled sections	9-12
<input type="checkbox"/>	Two Half-Day Snapshots bound to scheduled sections	
<input type="checkbox"/>	Single Snapshot not bound to scheduled sections	
<input type="checkbox"/>	Two Half-Day Snapshots not bound to scheduled sections	
<input type="checkbox"/>	Percent of the day present based on students' schedules	
<input type="checkbox"/>	Minutes present based on students' schedules	

25. What is the typical timeline for the following Tyler SIS scheduling activities? If you are unsure, your Tyler SIS Project Manager will discuss in further detail with you.

Definitions:

Academic Year Roll Over Process – Rolling over current course, student, teacher, scheduling and other information.

Pre-Scheduling - District/Schools Setup, Student data & scheduling preferences, Staff data & scheduling preferences, **Course requests**, Calendars, Course catalogs.

Master Scheduling - Bell schedules, Cycle codes, Student avoids, Teacher avoids, Teacher preferences, Course sections, Student groups, Room groups, Linked classes, Master schedule conflict resolution

Student Scheduling - Student Scheduling topics: Auto scheduling, Selective auto scheduling, Single student scheduling, Multi-student scheduling, Schedule changes

Scheduling Time-Line (Approximate depending on multiple factors including union/teacher contracts that drive the assignment/hiring processes, budgets, programmatic, etc.)

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Function	Begin Date	End Date
Academic Year Rollover		
Course Requests	January	February
Teacher Assignment	March	April
Course Master Schedule	March	April
Student Schedules	April	May
Print Student Schedules	June	July

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