



Master Scheduling Guidance

JCPS Instructional Day
<p>7 Hour Minimum Instructional Day: 8:00 – 3:00 School Day</p> <ul style="list-style-type: none"> May be adjusted by five minutes in either direction to facilitate shared bus plans
<p>Definition of Instructional Day:</p> <ul style="list-style-type: none"> Day begins after breakfast has been served and students are ready for instruction Day ends as students begin the dismissal process
<p>Non-instructional Time Allowances:</p> <ul style="list-style-type: none"> Lunch—30 minutes per day allocated Transitions—20 minutes per day allocated Assemblies—Non-instructional assemblies (i.e. pep rallies, reward activities, award ceremonies) should not exceed 7 hours per year, the equivalent of one instructional day <p><i>*Instructional Field Trips and Instructional Assemblies count as instructional time</i></p>
<p>Benefits of Instructional Day Preservation:</p> <ul style="list-style-type: none"> Alignment to District Strategic Plan focused on MTSS including Systemic Alignment, Balanced Literacy, Mathematical Problem-Solving, Professional Development 90 Minute Literacy Block Protected Maximum time for Problem-Solving Math Instruction Maximize time for tier 2 and Tier 3 Interventions so Core instruction is not compromised
<p>Benefits of Instructional Day Preservation for School Calendars:</p> <ul style="list-style-type: none"> Consideration of time to convert up to 10 days of school missed due to inclement weather Consideration of time allowed for 2-hour delays (equivalent of 8 delay days for SM district and 6 delay days for BR district) Preservation of teacher workdays for professional development Preservation of Spring Break

The following guiding principles should be used when planning master schedules for each school level. Items with an * are items that are state or district requirements. Please use the links within the guidance document to find more specific schedule details for content areas. We fully understand that unique configurations, programmatic issues, and staffing pairings will sometimes make these “best practices” not possible.

K-5 Master Schedule Guiding Principles	Supporting Resources
<p>Math: Core (Tier 1) math blocks should be a minimum of 80 minutes.</p>	<p>Math Instructional Delivery Guide</p>
<p>Reading: Core (Tier 1) literacy blocks should be a minimum of 90 minutes <i>plus an additional</i> 30 minutes focused on phonics instruction and word work.</p>	<p>Literacy Instructional Delivery Guide</p>
<p>Fourth Grade Transition Class: Must have uninterrupted 90 minutes of Core (Tier 1) instructional time plus receive immediate intervention time. * Fourth Grade Transition Class teacher must be a teacher with proven literacy outcomes.</p>	<p>DPI Read to Achieve Guidelines</p>

	Read to Achieve LiveBinder
Interventions: Daily intervention time for Tier 2 and Tier 3 supports/enrichment should be a minimum of 30 minutes <i>in addition to</i> Core (Tier 1).	
Refrain from service pull out of Core (Tier 1) math or literacy blocks.	
Students must have either PE or recess for a minimum of 30 minutes per day* Recess or PE may not be taken from students as a form of punishment.	State Board Policy HRS-E-000 (see section 3)
Staggering of literacy blocks by grade level allows for additional school-level support to push in for services and delivery of small group instruction during Core (Tier 1).	
Typically, students should receive a minimum of 30 minutes per week of art, media, music and other enhancements.	
Science and Social Studies should be scheduled in PowerSchool with course numbers. Suggestions include alternate days or integrated blocks of Social Studies and Science together. A minimum of 150 minutes per week, suggested 30 minutes per day, is recommended for Science and Social Studies. Grade 5 should have a greater emphasis on Science in preparation for the 5 th Grade Science End of Grade test. This time may be used as stand-alone lessons or integrated into additional literacy instruction time.	
Planning: Teachers should have an average of at least five hours of planning time per week and common planning time across the grade level when possible. *	Local School Board Policy 3120
Class Size (Effective 2018-2019): <ul style="list-style-type: none"> • Kindergarten: One teacher per 18 students • First Grade: One teacher per 16 students • Second Grade: One teacher per 17 students • Third Grade: One teacher per 17 students • Fourth Grade, Fifth Grade: Local school administrative units shall have the maximum flexibility to use allotted teacher positions to maximize student achievement. <p>*The average class size for K-3 in a school shall not exceed the funded allotment ratio; at the end of the 2nd school month and the remainder of the school year, the size of the individual class size in K-3 shall not exceed the allotment ratio by more than 3 sizes.</p>	NC Legislative House Bill 13
English Language Instruction (EL): Scheduling should reflect the Jackson County Schools Language Instruction Education Program (LIEP) Services Document	
Academically and Intellectually Gifted (AIG): K-3: As part of the JCPS nurturing program, K-3 Teachers will provide differentiated lessons and activities to students who exhibit signs of giftedness. 4-5: Identified students should be served through differentiated instruction by all staff with the goal of having a minimum of 60 minutes per week with a certified AIG specialist unless otherwise identified in an Individualized Differentiated Education Plan (IDEP). When possible, clustering of identified students within school schedules allows for collaboration between the classroom teacher and AIG specialist.	JCPS Local AIG Plan
Minimize Travel Time During Transitions: In order to maximize classroom instructional time, special area enrichment teachers may travel to the general education classroom to provide instruction.	
Exceptional Children's Students: Students who have an IEP should be scheduled first to ensure that they have access to Core (Tier One) instruction and supplemental instruction	

(Tier Two) and intensive instruction (Tier 3) when appropriate. Students receiving instruction based on the Extended Content Standards will be scheduled based on the guidance of the IEP team.	
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6-8 Master Schedule Guiding Principles	Supporting Resources
Math: Core (Tier 1) math instruction should be a minimum of 80 minutes.	
Reading: Core (Tier 1) literacy instruction should be a minimum of 120 minutes.	
Interventions: Daily intervention time for Tier 2 and Tier 3 supports/enrichment should be a minimum of 30 minutes <i>in addition to</i> Core Tier 1.	
Refrain from service pull out of Core (Tier 1) math or literacy instruction.	
Students must have either PE or recess for a minimum of 30 minutes per day* Recess or PE may not be taken from students as a form of punishment.	State Board Policy HRS-E-000 (see section 3)
English Language Instruction (EL): Scheduling should reflect the Jackson County Schools Language Instruction Education Program (LIEP) Services Document	
Career & Technical Education (CTE): Each course-let (module) should consist of a minimum of 45 hours of instruction over the course of the semester or year, depending on schedules. Each grade level must be assigned at least one CTE course-let in PowerSchool. CTE course-lets are available to students in grades 6, 7, and 8; depending on different configurations some schools may limit offerings to certain grade levels.	NC Career and Technical Education Planning Guide
Planning: Teachers should have an average of at least five hours of planning time per week and common planning time across the grade level when possible. *	Local School Board Policy 3120
Class Size: Local school administrative units shall have flexibility to use allotted teacher positions to maximize student achievement. JCPS moral maximum class size is 29 students.	NC Legislative House Bill 13
Enrichment Period: Best practice students should have an enrichment period (art, media, band, music, etc.) daily for a minimum of 30 minutes.	
Academically and Intellectually Gifted (AIG): Identified students should be served through differentiated instruction by all staff with the goal of having a minimum of 60 minutes per week with a certified AIG specialist unless otherwise identified in an Individualized Differentiated Education Plan (IDEP). When possible, clustering of identified students within school schedules allows for collaboration between the classroom teacher and AIG specialist.	JCPS Local AIG Plan
Exceptional Children's Students: Students who have an IEP should be scheduled first to ensure that they have access to Core (Tier One) instruction and supplemental instruction (Tier Two) and intensive instruction (Tier 3) when appropriate. Students receiving instruction based on the Extended Content Standards will be scheduled based on the guidance of the IEP team.	
Math I (High School Credit) Placement in 8th Grade: Placement in Math I at the 8 th grade level will be considered based upon indicators including (1) student data (2) teacher recommendation (3) principal recommendation. These criteria include: <ul style="list-style-type: none"> Consistently scoring at a level 4 or 5 on the Math End-of-Grade (EOG) assessments in middle grades. 	Jackson County Schools Handbook, pg. 17

<ul style="list-style-type: none"> • Grades of A's in all math classes in middle grades. • Student's predicted Math I End-of-Course (EOC) assessment score as calculated by the Educator Value Added Assessment System (EVAAS). • School Attendance • Academically/Intellectually Gifted in Mathematics <p>**Students scoring a level 3 on the Math I assessment (when enrolled in Math I at the 8th grade level) will retake Math I upon entering high school.</p>	
<p>Class Size: In middle grades 25-29 students per course is the moral maximum per JCPs administrative guidance.</p>	

9-12 Master Schedule Guiding Principles	Supporting Resources
<p>Interventions: Daily intervention time for Tier 2 and Tier 3 supports/enrichment should be a minimum of 30 minutes <i>in addition to</i> Core Tier 1.</p>	
<p>Planning: All teachers should have a duty-free planning period daily.</p>	
<p>Math I: Schools <i>may</i> require Foundations of Math I upon entering high school in the fall semester, and then enrollment in Math I in the spring semester.</p>	
<p>Honors and Advanced Placement: Students should work with his/her counselor to determine the most appropriate course sequence. The following are best practices in enrolling students in honors and advanced placement:</p> <ol style="list-style-type: none"> 1) The counselor examines the student's attendance and grades from previous courses in Honors or in the discipline. If the student has not exceeded the allowable number of absences (5) for the school and s/he has achieved a grade of "A" or "B" in previous courses in that discipline, then the counselors will enroll that student immediately. 2) If the student has exceeded the allowable number of absences (5) for the school and s/he has not achieved a grade of "A" or "B" in previous courses in that discipline, then the counselor will flag that student, who will need a recommendation to continue. Counselors will check the list of students who previously had difficulty in Honors or AP coursework or request a recommendation from the teacher of the prerequisite course or course from the preceding year. 3) With teacher approval, counselors will register the student for Honors or AP courses. If the teacher does not recommend the student, then a counselor will inform the student of an additional requirement for registration. 4) The student and parent or guardian will submit a formal request to the Recommendations Committee (drawn from the Faculty Senate) to explain the extenuating circumstances that compromised his or her work in the previous course. To emphasize the combination of previous grades, attendance, and teacher recommendation that suggest limited chances for success in a rigorous course work, the Committee will provide the student and parent or guardian with a contract outlining the reasons for the initial rejection and the strategies the student will implement to address the problem. 5) With the contract signed by student and parent, a counselor can register the student for Honors or AP courses on a probationary basis. Any violation of the contract in 	<p>Jackson County Schools Handbook, pg. 160</p>

<p>the first ten days of class will result in the student's removal from Honors or AP and placement in an available course.</p> <p><i>**This procedure may differ for Early College scheduling purposes.</i></p>	
<p>Master Schedule: The master schedule should be examined for courses or course sections that have unreasonably low or high enrollment.</p> <ol style="list-style-type: none"> 1) Review any course or course section with enrollment under 10 students; these sections may be reallocated to support students with more engaging electives, online options, greater access to advanced course options, or smaller class sizes for students as identified as at-risk. In some cases, enrollment under 10 students is non-avoidable. 2) Review course enrollment for sections with enrollment over 32 students. In some cases, enrollment over 32 students is appropriate and reasonable. 	
<p>Class Size: Local school administrative units shall have flexibility to use allotted teacher positions to maximize student achievement. JCPS moral maximum class size is 29 students.</p>	<p>NC Legislative House Bill 13</p>
<p>Review courses and course sections for balanced class loads across both semesters: For example, some courses have higher enrollment in Fall and very low enrollment in Spring.</p>	
<p>Online Courses for Initial Credit: For initial credit in high school, online courses (NCVPS) and online curriculum (Edgenuity) should not be used when the same course is offered as a seat-based course in that school.</p>	
<p>Credit Recovery: Edgenuity online curriculum and/or teacher made recovery materials may be used in order for a student to master objectives not deemed as proficient in a course that resulted in a failing grade (including both academic and CTE courses)</p>	
<p>Advanced Placement (AP): Advanced Placement courses may be paired with a related content course for two semesters of instruction.</p>	
<p>Physical Education & Band Enrollment Limitation: Students may elect to take only one (1) course in the Physical Education Department per semester and only one (1) course in Band per semester.</p>	
<p>Academically and Intellectually Gifted (AIG): Students will receive counseling to determine the most challenging and appropriate course sequence depending on his/her intellectual needs and interests. Support will be provided for students who wish to enroll in Honors, Advanced Placement, International Baccalaureate, North Carolina School of Science and Math (online or campus), North Carolina Virtual Public School and/or College and Career Promise coursework.</p> <p><i>**Students do NOT lose or gain AIG identification based upon course registration.</i></p>	<p>JCPS Local AIG Plan</p>
<p>Course Withdrawals: Students may drop a course with a required EOC assessment within the first 10 days of enrollment in a semester block schedule 20 days of enrollment in a yearlong traditional schedule. Students who are enrolled for credit after the 10/20 days, regardless of course delivery (e.g., traditional classroom, NC Virtual Public School, vendor-based online) shall not drop a course with a required EOC assessment and shall participate in the appropriate EOC assessment at the completion of the course.</p> <p><i>*Exceptions to the 10/20 day rule are allowed in individual cases where circumstances are in the best interest of the student to be removed from a course requiring an EOC assessment. These cases should be evaluated individually and consideration should be given to make certain the</i></p>	<p>NC State Board Policy TEST-003</p>

<p><i>accountability of the school is not being compromised. Permission has to be granted from the Director of Accountability and the School Principal.</i></p>																								
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<p>Career and College Promise (CCP): Counselors will work with students to complete the CCP Screener as an advisement tool. Students must be a junior or senior to take community college courses (exception, Early College High Schools).</p> <p><i>College Transfer Coursework:</i> For enrolling in the College Transfer Program students must have at least a 3.0 weighted GPA and meet the following college readiness benchmark scores:</p> <table border="1" data-bbox="107 632 1122 747"> <thead> <tr> <th>Test</th> <th>PreACT</th> <th>PSAT</th> <th>Accuplacer</th> <th>SAT</th> <th>ACT</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>18</td> <td>45</td> <td>86 Sentence Skills</td> <td rowspan="2">480 Evidence Based Reading & Writing</td> <td>18</td> </tr> <tr> <td>Reading</td> <td>22</td> <td>47</td> <td>80 Reading</td> <td>22</td> </tr> <tr> <td>Math</td> <td>22</td> <td>47</td> <td>55 Arithmetic & 75 Elem. Alg.</td> <td>530</td> <td>22</td> </tr> </tbody> </table> <p><i>Career Technical Pathway:</i> For enrolling in Career Technical Education Pathway, the student must have a GPA greater than 3.0 or have the recommendation of school administration.</p>	Test	PreACT	PSAT	Accuplacer	SAT	ACT	English	18	45	86 Sentence Skills	480 Evidence Based Reading & Writing	18	Reading	22	47	80 Reading	22	Math	22	47	55 Arithmetic & 75 Elem. Alg.	530	22	
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Roster Verification Guidance

- EVAAS rosters are pulled directly from PowerSchool. Teachers who have direct instructional responsibility for students in which state-designated assessments are given should be scheduled in PowerSchool.
- [NCDPI SAS](#) :
 - Click on *Roster Verification FAQs* for specific information related to courses requiring roster verification
 - Click on *Sample Scenarios* for more information about pull-in, push-out, and co-teaching

Powerschool Scheduling Guidance

- [PowerSchool Quick Reference Document: Scheduling Resource Students](#) --Gives information on inclusion vs pull-out in terms of how to input into PowerSchool