

STATE/DISTRICT/SCHOOL POLICIES THAT IMPACT THE MASTER SCHEDULE

Includes:

- *Sample of District Policies/Parameters that Impact Master Scheduling from Los Angeles Unified School District, Los Angeles, California*
- *Excerpt from California Education Code Governing State-Funded California Partnership Academies*
- *Example of Full Day Parameters for High Schools – Chicago Public Schools, Chicago, Illinois*
- *Sample State Guidelines (Education Code), Physical Education Guidelines Middle & High School, California Department of Education*
- *Guidelines for Supporting Traveling Teachers – Luther Burbank High School, Sacramento, California*

SAMPLE OF DISTRICT POLICIES/PARAMETERS THAT IMPACT MASTER SCHEDULING LOS ANGELES UNIFIED SCHOOL DISTRICT

NOTE: Specific parameters that explicitly impact the master schedule are indicated by ****

District Parameters for Linked Learning Schools 2013 – 2014

Over the past three years of developing Linked Learning Cohort 1 & 2 schools, LAUSD determined the following elements are essential in order to successfully meet the criteria of a Linked Learning school. The Linked Learning (LL) office, instructional Directors, and external partners will work with Cohort 3 schools to institute these elements.

LAUSD Linked Learning Pathways will:

1. **Serve 350-500 ninth-twelfth grade students – approximately 80-125 students per grade.** *(Why? Linked Learning students receive a personalized education and support from faculty and staff.) *****
2. **Practice a Cycle of Improvement that includes: analyzing data; setting measurable and achievable goals; planning strategies, resources, and actions; implementing benchmarks and deliverables; evaluating, monitoring success, and making adjustments.** *(Why? Linked Learning schools have, at their foundation, a strong process for improving instruction and ensuring students are successful.)*
3. **Adopt the four Linked Learning guiding principles and include the four core components.** *(Why? These are the core tenants of a Linked Learning pathway.)*
4. **Use the Rubric for Linked Learning Pathway Certification and Continuous Improvement to assess pathway quality, develop annual action plans and monitor progress, with a goal of achieving a level of quality and fidelity to become Linked**

Learning certified within three years of formation. *(Why? This creates a consistent standard for a quality pathway.)*

5. **Create Student Learning outcomes aligned with the District Graduate Profile and ensure these outcomes are built into the pathway, courses and projects.** *(Why? Pathways and therefore courses and projects are driven by what the district and the school determine students should know and be able to do.)*
6. **Develop a strong system for the continual process of writing, collecting, and revising curriculum for all courses based on the California State Content Standards and/or Common Core State Standards.** *(Why? Curriculum development is essential to school improvement. When the school uses a common model for curriculum then faculty can crosswalk different subject matter standards to create projects around these related standards.)*
7. **Institute instructional strategies that promote rigorous academic and technical student outcomes.** *(Why? Linked Learning classrooms engage students as active participants through project-based learning.)*
8. **Create projects and assessments that are real-world and interdisciplinary (involving as many disciplines as possible) with industry professionals who help create and evaluate the projects.** *(Why? Students are motivated when they understand why they need to learn something, there is an application for this learning, and there are professionals who work with them to see these connections.)*
9. **Designate a pathway lead teacher (s) who provide leadership and planning, and manages distributed leadership roles and responsibilities among the members of the pathway community of practice.** *(Why? Teachers lead the work and own the work.)*
10. **Embed a system of student support and guidance, which may include a designated counselor, an advisory period, and intentional alignment with extended learning.** *(Why? This personalization and support is one of the guiding principles of Linked Learning.)*

11. **Have grade level cohorts composed of pure Linked Learning pathway students.** *(Why? Students in grade cohorts need to work together on multiple-disciplinary projects so they can see and experience connections among disciplines, work collaboratively to solve real-world problems and present creative solutions.)* ****
12. **Have a master schedule with a progression of technical classes offered each year that build on the previous year's class.** *(Why? Rather than have a collection of unrelated electives, students in Linked Learning pathways develop higher level skills within one career pathway and are prepared for entry-level work and college.)* ****
13. **Build the master schedule with a minimum of 6 hours a month of Professional Development time devoted to Linked Learning work.** *(Why? Teachers need dedicated time to develop student outcomes; construct rubrics based on the outcomes; create, review, and revise challenging and real-world projects; and organize presentations.)* ****

14. **Ensure all CTE courses are a-g approved and any needed courses are developed through the joint efforts of the school's CTE faculty and the CTE office.** *(Why? Students cannot develop higher level skills in the career pathway unless they have the proper courses. Courses within a pathway should help students prepare for college and make them more competitive for 4-year colleges.)*
15. **Attend seven days of paid professional development in the summer to build or further develop the pathway by identifying student learning outcomes and creating projects.** *(Why? Best practices of Linked Learning show an ordered sequence to the development of a pathway. In order to develop projects, the school must first create student outcomes and rubrics. This work takes blocks of concentrated time for collaboration that is not available during the school year. The Linked Learning Office will work with schools to fund the PD.)*

The Linked Learning Office, in conjunction with Los Angeles Small Schools Center and ConnectEd, will provide resources and samples for any of these elements. Cohort 3 schools will receive central office guidance and coaching support to ensure Linked Learning certification and to deepen the quality of the pathway's work, meet student outcomes, and prepare students for college and career.

Source: Los Angeles Unified School District; ConnectEd California

Excerpt from the California Education Code Governing State-funded California Partnership Academies:

54692. In order to be eligible to receive funding pursuant to this article, a school district shall provide all of the following:

- (a) An amount equal to a 100 percent match of all funds received pursuant to this article in the form of direct and in-kind support provided by the district.
- (b) An amount equal to a 100 percent match of all funds received pursuant to this article in the form of direct and in-kind support provided by participating companies or other private sector organizations.
- (c) An assurance that state funds provided by the partnership academies program shall be used only for the development, operation, and support of partnership academies.
- (d) An assurance that each academy will be established as a "school within a school." Academy teachers shall work as a team in planning, teaching, and troubleshooting program activities. Classes in the academy program shall be limited to academy pupils as specified in subdivision
- (e). Each participating school district shall establish an advisory committee consisting of individuals involved in academy operations, including school district and school administrators, lead teachers, and representatives of the private sector.
- (e) Assurance that each academy pupil will be provided with the following:

(1) Instruction in at least three academic subjects each regular school term that prepares the pupil for a regular high school diploma, and, where possible and appropriate, to meet the subject requirements for admission to the California State University and the University of California. These subjects should contribute to an understanding of the occupational field of the academy.

(2) Career technical education courses offered at each grade level at the academy that are part of an occupational course sequence that targets comprehensive skills and that does the following:

(A) Provides career technical education in high skill occupations of regional and local economic need.

(B) Focuses on occupations requiring comprehensive skills leading to higher than entry-level wages, or the possibility of significant wage increases after a few years on the job, or both.

(C) Provides a sequence of courses that build upon each other in knowledge, skill development, and experience, and ends in a capstone course that includes an internship component.

(D) Prepares pupils for employment and postsecondary education. Sequenced courses shall be linked to certificate and degree programs in the region, where possible.

(E) Whenever possible, prepares pupils for industry-recognized certifications.

(F) Whenever possible and appropriate, offers career technical education courses that also meet the subject requirements for admission to the California State University and the University of California.

(3) A class schedule that limits the attendance to the classes required in paragraphs (1) and (2) to pupils of the academy. Whenever possible, these classes should be block scheduled in a cluster to provide flexibility to academy teachers. During the 12th grade the number of academic classes may vary.

AN EXAMPLE OF FULL DAY PARAMETERS FOR HIGH SCHOOLS CHICAGO PUBLIC SCHOOLS

Excerpts from “Full School Day, Principal Guide 1: Parameters for High Schools, Revised April 2012, Chief Instruction Office, Chicago Public Schools

<http://www.cps.edu/Programs/DistrictInitiatives/FullDay/Documents/PrincipalGuideHS.pdf>

FULL SCHOOL DAY PARAMETERS

STUDENT DAY

In high schools ... the average student day will be 7 hours 30 minutes during four days of the week. On Wednesdays*, schools will dismiss students early for teacher professional development, and the average student day will be 6 hours 15 minutes.

During four days of the week, students will receive:

- 6 hours 8 minutes of instruction
- 46 minutes of lunch
- 36 minutes for passing/non-instructional activities

On Wednesdays, students will receive

- Between 4 hours 53 minutes and 6 hours 8 minutes of instruction
- 46 minutes of lunch
- Up to 36 minutes for passing/non-instructional activities

Exact distribution of time for students on this day will depend on the school's specific schedule.

TEACHER DAY

The average teacher work day is 7 hours 40 minutes.

Four days of the week, teachers will:

- Provide instruction for 4 hours 36 minutes.
(Please note that depending on the school's specific schedule, teachers may teach a different number of distinct courses, i.e., a school with a lot of double block periods may have teachers teaching a small set of distinct courses. Please note that while exact number of courses may vary, all teachers will be expected to teach an average of 276 minutes during these days.)
- Receive a 46-minute duty free lunch
- Receive a 46-minute self-directed prep period and a 46-minute principal-directed prep period
- Supervise 36 minutes of passing and other non-instructional activities
- Be required to be onsite 10 minutes before or after the student day.

On Wednesdays*, teachers will continue to have a work day that is 7 hours 40 minutes.

However, the structure of the day will be slightly altered. On the early dismissal day, teachers will:

- Provide instruction for up to 4 hours 36 minutes.
- Receive a 46-minute duty free lunch
- Receive a 46-minute self-directed prep period.
- Supervise up to 36 minutes of passing and other non-instructional activities
- Be required to be onsite 10 minutes before or after the student day
- Participate in a 75-minute principal-directed PD session

NOTE:

Schools have some flexibility in how the student early dismissal is scheduled. ... Schools may:

- Schedule their early dismissal day for another day of the week
- Schedule a late start vs. an early dismissal

Schools also have flexibility in the scheduling of the teacher professional development time. Rather than offer the 75 minute professional development session each week, schools may choose to hold a 150-minute professional development session every other week.

FLEXIBILITY WITHIN PARAMENTERS (2 examples, others are provided in the full document)
STUDENT DAY – 7 hours 30 minutes

All high schools must provide students with a school day that averages to 7 hours 15 minutes per day.

Schools may create a schedule where the length of each day is different (i.e., 7 hours 45 minutes during Monday-Thursday and 5 hours 15 minutes on Friday) as long as the average day remains 7.25 hours.

INSTRUCTIONAL TIME – 6 hours 8 minutes

Schools may increase the number of instructional minutes offered to students each day as long as they can appropriately staff those minutes with certified teaching staff and meet all other full School Day parameters.

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Sample of a State Policy that impacts master scheduling priorities:

“The district shall ensure appropriate resources are allocated to redesign the master schedule to allow for common planning time, as defined in Rule 6A-1 099811(2)(d), F.A.C. The time shall allow grade-level teachers at the elementary level and subject area teachers at the secondary level to meet within and across grades and subjects at the same time, and shall include time for data-based decision making, problem-solving, and professional development on CCSS, NGSSS, and lesson study. If the master schedule prevents lesson study from occurring during common planning time, the district shall establish weekly lesson study implementation after school for a minimum of one hour a week.”

- Florida Department of Education

Form DA-1

Differentiated Accountability

Checklist for Districts with Focus or Priority Schools

2013-2014

Sample of a District Policy that impacts master scheduling practice:

Equal Opportunity Disclosure

Centinela Valley Unified School District

“The Centinela Valley Union High School District (CVUHSD) is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The CVUHSD's Career and Technical Education (CTE) program does not discriminate in enrollment in or access to any of the CTE programs available. Admission to these programs is

based on age appropriateness, class space, interest, aptitude, and prerequisite coursework (where applicable). **The lack of English skills shall not be a barrier to admission to or participation in the District's activities and programs.** The CVUHSD also does not discriminate in its hiring or employment practices.”

**SAMPLE STATE GUIDELINES (Education Code)
PHYSICAL EDUCATION GUIDELINES MIDDLE & HIGH SCHOOL
CALIFORNIA DEPARTMENT OF EDUCATION**

Excerpt from California Department of Education’s Physical Education Guidelines Middle & High School – Legal Requirements for Middle and High School Physical Education

- All students in grades 7-12 must receive a minimum of 400 minutes of physical education instruction every 10 school days (Education Code Section 51222)
- Local school boards may exempt students from any two years of physical education in grades 10, 11, or 12.
- ...students must pass the physical performance test administered in grade 9 to receive the two year exemption (education code 51241)
- If exempted, students must be provided a variety of physical education elective courses (Education Code Section 51222)
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 - Source: <http://www.cde.ca.gov/ls/fa/sf/peguidemidhi.asp>

**SAMPLE SITE POLICY:
GUIDELINES FOR SUPPORTING TRAVELING TEACHERS
LUTHER BURBANK HIGH SCHOOL
SACRAMENTO, CALIFORNIA**

Some guidelines for supporting traveling teachers include:

- Special education teachers with self-contained classes and specialized materials for each student cannot usually travel
- Science and art teachers, who need access to labs, tables, and sinks, also cannot easily travel
- Blocked classes (e.g., academic reading/ writing; Algebra/ Algebra support; World Cultures / English; American History / Literature) need to be located in close proximity, with as little traveling as possible
- Computer/ technology teachers cannot easily travel, although they may have their prep period elsewhere to maximize student access to computers

- For math, English, social studies, and foreign language much depends on teachers' use of classroom libraries, instructional materials, and other resources
- Fairness and balance are important. Start with volunteers. Sometimes a more experienced teacher will volunteer to travel for a period or two rather than have new teachers with less experience be forced to their first year. No teacher should have to travel every year.

Source: Luther Burbank High School
Sacramento, California