

Class Size Requirements

Grade Ranges	Avg. Class Size Across All Core Courses
Kindergarten -3	18
Grades 4-8	22
Grades 9-12	25

Class sizes across the school must be regularly monitored. School principals must determine their process for balancing their enrollment and class size across subject areas throughout the school using the School Allocation Model (SAM) and resources.

Curriculum Fidelity

The SDIRC Curriculum and Instruction Department provides curriculum resources and pacing guides for all grade levels and academic disciplines. It is essential that the fidelity of these curricula be maintained to ensure instructional consistency across schools. Schools considering adding new or outside curriculum should contact the Curriculum

and Instruction Department to ensure that the Instructional Manual Procedures are followed with fidelity. It is the responsibility of the Principal to maintain fidelity to the State adopted, school board approved curriculum resources.

Required Number of Days and Hours

Hourly Equivalent to 180-Day School Year Each school district that participates in the state appropriations for the FEFP must operate all schools for a term of 180 actual teaching days as prescribed by Section 1011.60(2), F.S., or the hourly equivalent of 180 actual teaching days, as prescribed in Rule 6A-1.045111, Florida Administrative Code (F.A.C.) The hourly equivalent for kindergarten through grade 3 is 720 instructional hours and 900 instructional hours for students in grades 4 through grade 12. Note: Time allotted for lunch and changing class periods should not be reported as part of the “FEFP Membership Minutes, Weekly” data element.

Elementary Schools

Best Practices for Scheduling:

- Create a schedule blueprint that will prioritize the goals and needs.
- Prioritize instructional groupings by disaggregating student data to establish goals that promote high levels of achievement for all ESSA subgroups.
- Student and teacher data should drive scheduling decisions that align resources based on allocations.
- Ensure teachers are certified in their assigned areas.
- Student learning should be prioritized when determining teacher placements, ensuring that students who demonstrate the greatest academic need consistently receive the highest quality of instruction available.
- Maintain compliance with class-size requirements across the school.
- Efforts should be made to offer common planning time to grade levels team/common subject areas.
- Provide professional learning to staff supporting research-based scheduling practices.
- Collaborate and communicate with stakeholders.

Middle School

Master schedules must be developed in accordance with guidelines that address state and SDIRC requirements to ensure that all students are placed in the appropriate academic programs. Middle school master schedule guidelines are used to facilitate the development of each school's master schedule.

Best Practices for Scheduling:

- Every effort should be made to challenge students in advanced course work. Gaps in subgroups should be monitored and addressed so that all students are given an opportunity to excel.
- Every effort should be made to minimize the number of different preparations assigned to one teacher.
- Every effort should be made to allow mathematics teachers to have a planning period for the purpose of planning inquiry-based activities to develop students' conceptual understanding of mathematics.
- Every effort should be made to allow science teachers to have a planning period for the purpose of planning for science laboratory activities and daily inquiry-based, differentiated instruction.
- When possible, common planning for Social Sciences teachers is highly recommended.
- For a complete list of specific course codes for the above referenced courses, please see the [FLDOE Course Code Directory](#).

CLASS SIZE COMPLIANCE

As you create your Master Schedules keep in mind the following basic rules for class size compliance:

- Schedules should reflect authorized personnel.
- Schedules may reflect "TBA" if position is generated and the teacher has not been hired. However, a certified teacher or substitute number must be assigned to the "TBA" prior to FTE Survey Week.
- All core certified teachers are to be used in the core course subject in which they are properly certified to comply with Highly Qualified Teacher requirements.
- Classrooms utilizing Co-Teaching Models should be maximized (i.e. 22/44) as space permits.
- For Class Size, Co-teachers are to remain in the class for the duration of the period, and are equally responsible for teaching, learning, planning and assigning grades.
- ESE allocated teachers must be used to serve ESE students. When using, an ESE allocated teacher to provide direct instruction in a core class to general education students (with no other teacher in the room), 25% of the students in the class must be Students with Disabilities.
- An ESE teacher and a General Education teacher assigned in a Co-Teaching Model (both teachers assigned for the entire instructional block) will impact Class Size. However, 33% of the students in the class must be Students with Disabilities.
- To avoid singletons, every effort should be made to identify and eliminate electives with little student interest and move students into alternate requests before calculating sections.
- Decisions for supplements should be made only after all schedule changes have been made so the classes are added where the need is greatest.

ACCELERATION

Advanced Enrollment

- Advanced courses are available in all middle schools throughout the district and enrollment is open to all students in grades 6-8.
- These courses are accelerated from the regular school curriculum.

Honors Enrollment

- Honors enrollment is available in Mathematics, Science, and Foreign Language in all middle schools throughout the district and enrollment is open to all students in grades 6-8.

Career and Technical Education General Guidelines:

- Career Academy Pathways can be accessed at: indianriverschools.org for each CTE subject area.
- Industry Certification Exams and Digital Tool Certificates offered at SDIRC can be found at: Industry Certification Return on Investment Report.
- The Technology Studies program currently being used in middle school Technology Education programs should be replaced with Integrated Technology studies and Career Planning 86009360. Course numbers for that program can be found at: Integrated Technology Studies & Career Planning.
- New Middle School Course— Digital Discoveries in Society—9009600 and Coding Fundamentals—9009200 also meets the Computer Science requirement.
- It is recommended that CTE courses be offered as a program of study to incorporate skillsets needed for easy transition to a senior high school feeder pattern program.
- Develop an Industry Certification calendar to avoid testing conflicts throughout the year.

High School

Master schedules must be developed in accordance with guidelines that address state and SDIRC requirements to ensure that all students are placed in the appropriate academic programs. High School master schedule guidelines are used to facilitate the development of each school's master schedule.

Best Practices for Scheduling:

- Every effort should be made to challenge students in advanced course work. Gaps in subgroups should be monitored and addressed so that all students are given an opportunity to excel.
- Every effort should be made to minimize the number of different preparations assigned to one teacher.
- Every effort should be made to allow mathematics teachers to have a planning period for the purpose of planning inquiry-based activities to develop students' conceptual understanding of mathematics.
- Every effort should be made to allow science teachers to have a planning period for the purpose of planning for science laboratory activities and daily inquiry-based, differentiated instruction.