

## **Curriculum Committee Meeting**

Thursday, April 26, 2018 8:15 AM

Central Office Conference Room, 24 School Road, Weston, CT 06883-1623

I. **Call to order**

II. **Information on The Seal of Biliteracy**

III. **Information regarding middle school world language programs in DRG A**

IV. **Discussion of homework practices**

V. **Information regarding the recent Tri-State visit for Writing Across the Disciplines**

VI. **Update on WMS proposed master schedule**

VII. **Approval of March 2018 minutes**

VIII. **Other curricular issues**

## **World Languages – Seal of Biliteracy**

### **Introduction**

The Connecticut State Seal of Biliteracy was established to recognize public high school graduates who have attained a high level of proficiency in English and one or more languages. On June 6, 2017, the Governor signed the bill into law as Public Act 17-29. Section 1(f) of Public Act 17-29 states that “the State Board of Education shall establish criteria by which a local or regional board of education may affix the Connecticut State Seal of Biliteracy on a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. For the purposes of this subsection, “foreign language” means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe.” Students will be eligible to earn the Seal of Biliteracy beginning in the 2017-2018 school year.

### **The Purpose of the Seal of Biliteracy**

Affixed on the high school diploma and transcript, the Seal of Biliteracy provides immediate recognition of a critical 21<sup>st</sup> century language and communication skill. This award is given by a school district in recognition of students who have studied and attained proficiency in English and one or more other languages by high school graduation. The Seal of Biliteracy recognizes the value of students’ academic efforts, the tangible benefits of being bilingual and biliterate, and prepares students to be 21<sup>st</sup> century global citizens in a multicultural, multilingual world. The Seal of Biliteracy acknowledges that mastery of two or more languages is a valuable asset for both individuals and their communities. Also, the Seal of Biliteracy provides recognition to English learners (ELs) for the great value of developing English and maintaining their primary language.

Students may acquire proficiency in multiple languages through various pathways (traditional WL programs, ESL programs, heritage language knowledge, etc.). All students are eligible to receive the Seal of Biliteracy based on evidence of achieving the designated language proficiency in two or more languages by high school graduation. Students may demonstrate the state-determined level of proficiency in English, as well as one more additional languages in grade 10, 11, or 12.

### **Eligibility**

1. Students must complete all English language arts requirements for graduation.
2. Students must demonstrate proficiency in a language other than English in grades 10, 11, or 12 at a level comparable to “Intermediate Mid” on the ACTFL Proficiency Guidelines as demonstrated through one of the specified assessment methods.

**DRG A Middle School World Language Data (Grades 6-8)**

<b>District</b>	<b>Languages Offered</b>	<b>Duration in minutes/ Frequency</b>
Westport	Mandarin Spanish French	45 every day
New Canaan	Mandarin Spanish French Latin	45 every day
Wilton	French Spanish	42 every day
Darien	French Spanish	42 every day
Easton / Redding	French Spanish Latin	48 every day
Ridgefield	French Spanish	42 every day
Weston	French Spanish	49 every other day

**Weston Public Schools  
Homework Practices - June 9, 2017**

School	BOE Policy 6154			Current Practice (Please outline your school's current homework practices)	Guiding Questions for Consideration
	Gr.	Avg. Time for HW	Time for Reading		
HES	K	Occasional brief activities	Up to 20 min	Monthly calendar of optional activities for families to use, Dreambox optional, Lexia optional; 20 minutes reading	To what extent are grade level teachers aligned in the amount and type of HW they assign?
	1	Occasional brief activities		Math games sent home once per unit for home use to reinforce skills, Dreambox optional, Lexia optional; 20 minutes reading	
	2	Up to 20 min		Skills maintenance worksheets (would average to 5 - 10 minutes per night) and games, Dreambox optional; 20 minutes reading	
WIS	3	30 min	Up to 20 min	Math worksheets, Dreambox, Typing Ace -- total average 20-30 minutes per night; 20 min reading	Are grade levels aligned on homework expectations? Is there agreement on the role of homework?
	4	30-40 min		Math worksheets, Reading Responses, Dreambox -- total avg 30-40 minutes per night; 20 min reading	
	5	40-60 min		Math worksheets nightly, and a combination of Reading Responses, Writing, or Social Studies for a total of 40-50 minutes per night; 20 minutes of reading	
WMS	6	60-75	Up to 30 min	Shared Google HW Calendar listing all assignments. ELA: M-Th; reading/writing assignments 20-30 min. Math: Daily; no more than 15-20 min. Social Studies: 1 or 2 days/week; ~20 min, always start in-class.	Are teams aligned on homework expectations? Is there agreement on the role of homework?

				<p>Science: 2 days/week, 15- 20 min always start in-class.  PFA - Band and Orchestra - 100 min. per week or 15 min.per day, log kept, posted on Google Calendar. Project Challenge - 1-3 times per week, posted in Google Classroom, Health, Tech and Engineering, General Music - only if they do not finish in class, Art - none.</p>	
	7	60-90		<p>Shared Google Calendar for homework assignments, long term assignments, and assessments.  Breaks down to about 20 minutes each with one class being only 10  Science: 10 minutes per night  Math: Homework each night - 15 minutes per night  English: Varies - reading versus writing; 20 minutes per night  Social Studies: 2-3 assignments per week, 10-15 minutes for a daily assignment  PFA - Band and Orchestra - 100 min. per week or 15 min.per day, log kept, posted on Google Calendar. Project Challenge - 1-3 times per week, posted in Google Classroom, Health, Tech and Engineering, General Music - only if they do not finish in class, Art - nonet</p>	
	8	60-120		<p>Shared Google HW Calendar.  Mathematics: Practice problems; daily, 15-20 minutes  ELA: Reader's response; 2-3 times per week, 20 minutes  Social Studies: 2-3 times per week, 20 minutes  Science: 2-3 times per week, 20 minutes  PFA - Band and Orchestra - 100 min. per week or 15 min.per day, log kept, posted on Google Calendar. Project Challenge - 1-3 times per week, posted in Google Classroom, Health, Tech and Engineering, General Music - only if they do not finish in class, Art - none, PE - none in regular classes, keep log in fitness strand</p>	
<b>WHS See attached</b>	<b>9-12</b>	35-45 min per course (no more than 2-3 hrs nightly)	Up to 30 min	<p>WHS operates differently because of mixed grade level courses (over 70%) and honors/AP levels. Beginning last year, we aligned our approach to homework practices over vacations- work is not due the day students get back- this was revised to provide more quality family time over breaks. The WHS schedule drops 2 classes per day so the nightly homework is a bit different as well. During the summer we have some AP assignments to prepare students. However, we have reduced the summer work at the standard level significantly.</p>	How do teachers handle HW over vacations?

## High School Homework Practices

CIL's spoke with their departments and provided the data below. They were asked to try and determine number of hours/week of homework in their subject area. This was then converted to hours/night. The data below indicates that high school students spend 2 to 3.5 hours per night on homework. It is difficult to be precise because of mixed grade level courses (over 70%) and standard/honors/AP levels; thus the more specific data below is available. The estimates on the higher end given for some of the subjects are for weeks when a larger assignment (project, essay) is due.

Beginning last year, we aligned our approach to homework practices over vacations - work is not due the day students get back - this was revised to provide more quality family time over breaks. During the summer we have some AP assignments to prepare students. However, we have reduced the summer work at the standard level significantly.

<b>Approximate number of hours of homework per week</b>			
Department	Honors	Standard	Elective
Visual Art	(assigned*) - 0	(assigned*) - 0	(assigned*) - 0
Music	1 to 1.5 *	1 *	0.5 *
Health		rarely	
World Language	2 hrs at most	1 hr at most	
English	1.5 to 3 hrs	1.5 to 3 hrs	0 to 0.5
Social Studies	3 to 4 hrs	2 to 3 hrs	Rarely. Could be 0.5 to 1 hr.
Math	1.5 to 2.5 hrs	Less than 2 hrs	Rarely
Science	4 hrs at most	3 hrs at most	0 to 1 hr
<b>TOTAL</b> (nightly total based on 5 nights/week)	<b>13-17 hrs/week</b> <b>~2.5-3.5 hrs/night</b>	<b>10.5-13 hrs/week</b> <b>~2-2.5 hrs/night</b>	

### **Anecdotal remarks**

- Visual Art: \*Do not assign homework; however, students sometimes have to complete unfinished work on their own time (especially when they do not use their class time wisely)

- Music: \* Ensembles: students are expected to practice for an hour a week. Written assignments and student recordings are turned in as assigned. Music Theory and Music Technology: students will complete work outside of class and study for quizzes and tests.
- English: English homework consists mostly of reading assignments. Students read the assigned text at home, and the following class consists of activities related to that reading. Students do have regular reading quizzes on these reading assignments in all core English courses.
  - Since we are a skills-based discipline, the in-class activities connected to the reading homework strengthens students' critical reading, critical thinking, communication, and writing skills.
  - Occasionally, students prepare for a vocabulary or grammar quiz/test for homework.
  - When assigned take home essays, students are given enough time to spread out the work between the time the essay is assigned and when the essay is due (ideally, a student could spend 30-45 minutes writing the essay each night). Most teachers also give students time in class to work on essay and to confer with the teacher.
- Math: Often times HW at the honors/AP level is "suggested" as opposed to "required".
- Social Studies: Social Studies is a bit different depending on the level of the class. Each teacher reached out and said much of the same. Most likely homework ranges between 30 minutes to an hour each night as the students level up. Most homework assignments are over multiple days at a time. For honors classes, nightly reading is assumed ranging in that amount of time, however, lengthy assignments are scheduled for more days and can be multiple hours if the students don't take advantage of the days. Here are some reflections from teachers in the department:
  - Depends on the class. AP and honors have text reading every night they should be doing, maybe a half hour. Then they may have additional document assignments, primary sources, etc...Standard HW varies, but has diminished significantly as to limit their workload as it has been noted at the school level.
  - On average students spend anywhere in American studies 60-90 minutes per week on homework... it might be a low estimate.
  - Government I would say 60 minutes per week, but that changes based on unit and simulation.
  - Psych is different too... they don't have homework on a daily basis or even weekly basis. I guess say 30 minutes per week for psych.
  - I'm not sure of estimates of time, but when I assign textbook reading, usually it is one or 2 sections of reading (5-10 pages) with somewhere between 8-12 corresponding questions. Usually when I assign it, I give them until we meet the second time – for example, if I assign it on a Monday to a class that meets Monday, Tuesday, and Wednesday, it will not be due until Wednesday.
  - I would say for juniors...2-3 hours a week. Freshman more like 2 hours.
  - APUSH – 30-40 mins each night. Reading and notetaking from the textbook. Occasional outside readings and assignments.

- MWS (standard) – 10 mins each night. Students almost always have multiple days to complete homework assignments. Questions from textbook sections, outside readings, or other sources.
- WS – 15 mins each night. Students are given wide variety of homework assignments – everything from textbook readings, to videos, to prep for upcoming lessons.
- I would say that both AP courses average 30-45 min a night if paced out properly....some nights no homework but some nights: chapter due or a test...probably 1-1:30hr on those nights...
- Electives really depend on projects assigned...no more than one assignment on a given week or every other week
- Honors in 10th grade varies by reading assignments and larger projects...2-3 hours a week is about right.
- Science: Typical assignments include completing problem sets, readings and questions, preparing for lab exercised, preparing lab reports, and projects/presentations. Time for projects/labs may also depend on whether students elect to work independently or in a group.
- World Language: assignments include reading and listening comprehension tasks, grammar and vocabulary drills, and writing tasks. Assignments usually take no more than 20 minutes. Teachers usually give 2 or 3 assignments per week.

**DRAFT**  
**Weston Middle School**  
**Master Schedule Proposal**  
**February 23, 2018**

**Recommendation:** The current seven-period schedule can no longer effectively support the implementation of a rich array of middle school programs; therefore, this report recommends that the middle school adopt an eight period schedule in order to have more flexibility to deliver the full curricula and to implement the teaming model with greater fidelity.

**Background:** Weston Middle School has had the same master schedule for many years. Curricular programs and services have changed significantly during that time, resulting in the need to rethink the allocation of minutes. A scheduling committee consisting of broad representation of middle school educators was convened in 2016 to review the current schedule and identify ways it could better meet the needs of students. The following report represents the culmination of this work, which is in the process of being shared with the larger middle school faculty for their additional input and support. (See attached appendices for current and proposed master schedules, student schedules, and teacher schedules.)

**Timeline:** The administration is currently simulating the proposed eight period schedule in PowerSchool with an anticipated implementation for the 2018-19 school year.

**Committee Members:**

Dan Doak, Principal  
Dru Walters, Co-Chair, Assistant Principal  
Tom Ragusa, Co-Chair, Special Education  
Allison Agler, Math  
Marcie Ames, Special Education  
Rich Blozie, Technology and Engineering  
Meredith Buckley, English  
Michele Clark, Math (WTA building representative)  
Barbara George, Social Studies  
Jeff Holmes, Music  
Gretchen Mancuso, French  
Ande Ogden, School Counseling  
David Rosvally, Science  
Melanie Welsh, Science

**Purpose:** An effective master schedule is designed to carry out the priorities of the school. Several priorities guided the development of a new master schedule. These include:

1. Ensuring all students have equitable access to essential programs and services.
2. Providing a strong framework for a middle school teaming model to support smaller learning communities within the larger school. This includes provisions for common planning time for teacher teams.
3. Taking into account fluctuations in enrollment that may impact the size of teams over time.

**Supporting Data:**

Student enrollment data indicates that there is inequitable access to the core curriculum resulting from the need for students to receive intervention and enrichment services. High needs students and students identified as talented and gifted represent the population of middle school students most directly impacted by conflicts in the schedule. When these students are not able to take their practical and fine arts classes with their peers, it has a negative impact on the makeup of those classes.

The table below highlights the WMS practical and fine arts enrollment by grade level. It flags the percentage of students who are unable to access various subjects in the curriculum.

<b>WMS Practical and Fine Arts Enrollment by Grade: 2017-18</b>						
<b>PFA</b>	<b>Grade 6 (n=198 )</b>		<b>Grade 7 (n=186 )</b>		<b>Grade 8 (n=197 )</b>	
	<b>Total Not Enrolled</b>	<b>% Not Enrolled</b>	<b>Total Not Enrolled</b>	<b>% Not Enrolled</b>	<b>Total Not Enrolled</b>	<b>% Not Enrolled</b>
<b>Art</b>	45	22.7%	25	13.4%	44	22.3%
<b>Music</b>	17	8.6%	18	9.6%	14	7.1%
<b>Health</b>	28	14.1%	7	3.7%	15	7.6%

<b>PE</b>	0	0%	1	.5%	1	0.5%
<b>Coding/ PLTW</b>	52	26.2%	34	18.2%	13	6.9%
<b>Science Discovery Wkshp</b>	NA	N/A	28	15.0%	NA	N/A
<b>Passion Project</b>	N/A	N/A	N/A	N/A	31	16.6%

**Schedule Comparison:**

The proposed schedule provides an additional period during the day for students to receive intervention and enrichment opportunities. In our current schedule, these opportunities take place during one of the practical or fine arts courses (PFAs). At the middle school level, all should be able to access our exploratory curriculum. Our current schedule lists eight periods; however, one of these periods is dedicated to a 30-minute grade-level lunch. The proposed schedule provides eight periods in addition to a 30-minute grade level lunch.

<b>Key Statistics</b>	<b>Current Schedule</b>	<b>Proposed Schedule</b>
Start Time/End Time	7:45 - 2:30	7:45 - 2:30
Total Minutes / Day	405 min.	405 min.
Number of Periods	7	8
Length of Periods	49 min.	43 min.
# of Academic blocks	5	5
# of PFA blocks	2	2
Extension block	0	1
Lunch/recess	30 min.	30. min.
Passing times	4 min.	4 min.

**Teacher Schedule:** Teachers would continue to teach 25 periods per week, as stated in the WTA contract. Each period would be 43 minutes in length, rather than the current 49 minutes, except for period 1. Period 1 would be 45 minutes long to allow for the morning show to be presented. Supervisory minutes would conform to the current contract language of an average of “no more than 100 minutes per week.” Time available for team meetings, hands-up meetings, parent conferences, and curriculum partner time would increase from 120 minutes to 172 minutes per week. Teachers would have at least an additional 58 minutes available beyond the guaranteed 300 minutes of prep time. Overall, this schedule supports our teaming model by providing our teachers more time during the school day to collaborate with colleagues.

<b>Work Hours</b>	<b>Current Schedule</b>	<b>Proposed Schedule</b>
Teaching Assignment	25 periods in a 5-day cycle	25 periods in a 5-day cycle
Supervisory Duty	Up to 100 min / week	Up to 100 min / week
Planning Time Free From Administrative Assignment	300 min / week	358* min / week

\*Significantly above contract requirement of 300 minutes of prep time

**Extension Block:** This is the key feature of the proposed schedule. The additional block of time mitigates many of the pressures on our current schedule. Equity and access to our curriculum had been identified as an area of concern through our Project Challenge review, as well as the recent review of our special education program. In addition, we are able to provide additional time for teachers to collaborate with colleagues, including special education teachers, to meet the needs of all students. It also supports our district commitment to promote connections between students and staff so that students are known well by several adults.

**Extra Help:**

This schedule would allow teachers to use time during the day when they are not teaching or supervising students during the extension block to provide extra help. Under this schedule, teachers would have the flexibility to provide extra help during the school day, if the teacher would find this advantageous. Many times teachers and students give up their lunch to get extra help or complete make ups. The extension block would provide teachers with another option for meeting student needs.

<b>Function and Benefits of Extension Block</b>		
<b>Eliminates Student Pull Outs from Core Program For:</b>	<b>Reduces Some Teacher Pull Out For:</b>	<b>Students Assigned to an Extension Block Classroom May Use the Period For:</b>
Project Challenge	PPTs	Working On Assignments
Learning Strategies	504 meetings	Accessing Teachers or Counselors
Math Lab	Staffing	Using the Library
Writing Intervention	Parent Meetings	Using the Makerspace
Reading Intervention		Instrumental Practice
Some Instrumental Lessons		Collaborating with another student
Counseling Groups		Independent Reading

**Role of the Teacher Supervising Extension Block:** Similar to Quiet Study at WHS, this time is supervisory, and not teaching time. Teachers would not be responsible for planning or grading. Teachers would be free to offer extra help to students during this time. Students would be able to sign out to use other resources in the school as long as supervision is available. Every effort will be made to assign students to an extension block supervised by one of their academic team teachers. Teachers not assigned to extension block supervision would be assigned to lunch or bus duty.

**Advisory Time:** We plan to continue our current model with a special advisory day schedule. We will need to re-evaluate our advisory program to determine if the current weekly meeting is appropriate.

**Teaming:** Middle level research indicates that having smaller learning communities within the larger school environment is beneficial to the academic, social, and emotional development of young adolescents. Teams consisting of an interdisciplinary group of teachers who share the same students are able to support and nurture the needs of middle level learners, particularly as they transition from the self-contained model of the elementary school and move on to the high school level.

This new schedule with the extension block allows greater flexibility in creating teacher schedules in order to ensure shared common planning time, which is essential to the team model. Currently, we struggle to provide team teachers with consistent common planning time. Some teachers on the team by the nature of their schedule are unable to attend team meetings. In addition, there is the need for special education and general education teachers to have common blocks so they can plan for differentiation of instruction for all learners.

The new schedule will continue to support time for team meetings, including Hands Up, parent conferences, and curriculum partner time. There will continue to be four team meetings a week.

**Enrollment:** If enrollment continues to decline to the level where only eight sections are needed per grade level, we would be able to return to a pure team model in which students on a team would have the same group of teachers. Each academic teacher would teach four sections in addition to the extension block. Under this model, the extension block would become a fifth teaching assignment rather than a duty assignment with expectations for direct instruction, either as enrichment or remediation.

**Contractual Considerations:** Contract language currently allows for 25 classes per week and guarantees teachers 300 minutes per week of duty-free preparation time during the school day. This proposed schedule conforms to current contract language.

**Future Opportunities:** There will naturally be a transition period as staff and students acclimate to the new schedule, as typically happens with the change process. The middle school administration will be seeking feedback during the first year of implementation in order to make any necessary modifications. In addition, this new schedule can be leveraged to grow the middle school instructional programs in ways that would not have been possible with the existing schedule. There are several areas for future consideration.

1. **Establish World Language as a daily subject in Grade 6:** Currently, sixth grade Spanish and French classes meet on an every other day basis. This has been a function of the current schedule, which lacks the amount of class periods necessary to accommodate daily language instruction. Weston is currently behind DRG A in this respect, as most districts teach world language on a daily basis in grades 6-8. In the next budget cycle, the administration will likely bring forward a proposal with a modest increase in FTE (~.7 FTE) to address this deficiency beginning in the 2019-20 school year.
2. **Flex the schedule in order to support an engaging, challenging, and exploratory curriculum:** Exemplary middle school instruction is characterized

by putting students at the center by being active participants in the learning process. Learning experiences should appeal to students and incorporate opportunities for students to investigate their own questions or concerns. Consequently, the schedule may need to be flexed in order to provide students with extended learning blocks to engage in performance-based tasks and inquiries. The proposed schedule could be leveraged to provide extended blocks on a periodic basis.

- 3. Further Personalize Learning with the Extension Block.** There is potential with declining enrollment for this block to become part of a teacher's course load, rather than a supervisory period. As a class, teachers would provide conferencing support, enrichment and/or tutoring to students on their team. For example, small group or individual reading and writing conferences could take place during this time. Math tutoring could be provided. Support with organization and study skills is another service. The development of enrichment opportunities during Extension Block could also be explored.

APPENDIX A

## WMS Schedule 2017-2018

### Sample Student Schedules

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	7:45 – 8:38	English	English	Science	Science	Math*	Math*
2	8:42 – 9:31	Social Studies	Social Studies	Math	Math	Reading Advantage	Art Health PP
3	9:35 – 10:24	PE	Math Lab	Social Studies	Social Studies	English*	English*
4	10:28-11:17	10:28 – 10:58 LUNCH		PE	Math Lab	Social Studies	Social Studies
5		11:02-11:51 English	11:02-11:51 English	11:21 – 11:51 LUNCH		11:21-12:10 Learning Strategies	11:21-12:10 Learning Strategies
6	11:55-12:44	OST	Reading Advantage	English	English	12:14 – 12:44 LUNCH	
7	12:48 – 1:37	Math	Math	French	French	Chorus	PE
8	1:41 – 2:30	Science	Science	SDW Health Art	Chorus	Science	Science

NO Music, Art, Tech.  
& Eng., Wellness, WL

NO Tech & Eng.

No Tech & Eng.  
or W.L.

APPENDIX B

## WMS Proposed Schedule 2018-2019

### Sample Proposed Student Schedule

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	7:45 – 8:30	English	English	Science	Science	Math	Math
2	8:34– 9:17	Social Studies	Social Studies	Math	Math	Art Health Pass. Proj.	Tech & Eng.
3	9:21 –10:04	PE	Art Tech & Eng. Wellness	Social Studies	Social Studies	English	English
4	10:08-10:51	Math Lab 10:08-10:48	Learning Strategies 10:08-10:48	Sci. Disc. Workshop Health Art	Tech & Eng.	Learning Strategies	Learning Strategies
		Lunch 10:52-11:22	Lunch 10:52-11:22	5 10:55-11:35 Math Lab	5 10:55-11:35 Extension Block	5 10:55-11:38 Social Studies	5 10:55-11:38 Social Studies
		5 11:26-12:09 Math	5 11:26-12:09 Math	Lunch 11:39-12:09	Lunch 11:39-12:09	6 11:42-12:22 Reading Adv.	6 11:42-12:22 Extension Block
		6 12:13-12:56 Music	6 12:13-12:56 Spanish	6 12:13-12:56 English	6 12:13-12:56 English	Lunch 12:26-12:56	Lunch 12:26-12:56
7	1:00-1:43	Science	Science	PE	Chorus	Science	Science
8	1:47– 2:30	English	English	French	French	PE	Chorus

APPENDIX C

# WMS Proposed Master Schedule

**2018-2019**

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	7:45 – 8:30	Academic	Academic	Academic	Academic	Academic	Academic
2	8:34 – 9:17	Academic	Academic	Academic	Academic	PFA	PFA
3	9:21–10:04	PFA	PFA	Academic	Academic	Academic	Academic
4	10:08 - 10:51	Extension 10:08-10:48	Extension 10:08-10:48	PFA	PFA	Academic	Academic
		Lunch 10:52-11:22	Lunch 10:52-11:22	5 10:55-11:35	5 10:55-11:35	5 10:55-11:38	5 10:55-11:38
		5 11:26-12:09	5 11:26-12:09	Extension 11:39-12:09	Extension 11:39-12:09	Academic 11:42-12:22	Academic 11:42-12:22
		6 12:13-12:56	6 12:13-12:56	Lunch 11:39-12:09	Lunch 11:39-12:09	6 11:42-12:22	6 11:42-12:22
		PFA	PFA	Academic	Academic	Extension	Extension
		6 12:13-12:56	6 12:13-12:56	6 12:13-12:56	6 12:13-12:56	Lunch 12:26-12:56	Lunch 12:26-12:56
		PFA	PFA	Academic	Academic	Academic	Academic
7	1:00-1:43	Academic	Academic	PFA	PFA	Academic	Academic
8	1:47– 2:30	Academic	Academic	Academic	Academic	PFA	PFA

APPENDIX D

**WMS Proposed Schedule  
2018-2019**

**Sample 7<sup>th</sup> Grade Teacher Schedule**

Period	Time	Grade 6		Grade 7		Grade 8	
		A Day	B Day	A Day	B Day	A Day	B Day
1	7:45 – 8:30			Social Studies	Social Studies		
2	8:34– 9:17			Social Studies	Social Studies		
3	9:21 –10:04			Social Studies	Social Studies		
4	10:08-10:51						
				5 10:55-11:35 Extension Duty	5 10:55-11:35		
				Lunch 11:39-12:09	Lunch 11:39-12:09		
				6 12:13-12:56 Social Studies	6 12:13-12:56 Social Studies		
7	1:00-1:43						
8	1:47– 2:30			Social Studies	Social Studies		