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DEVELOPING AND IMPLEMENTING A DAILY SCHEDULE
WHICH PROMOTES PROFESSIONAL COLLABORATION
AND MEETS THE NEEDS OF THE STUDENTS AT
THE LAKESIDE MIDDLE SCHOOL
IN MILLVILLE, NEW JERSEY

by
Scott M. Sheppard

A Master's Thesis

Submitted in partial fulfillment of the requirements of the
Masters of Arts Degree
of
The Graduate School of Educational Leadership
at
Rowan University
May 1999

Approved by

Professor

Date Approved

May 1999

ABSTRACT

Scott M. Sheppard

Developing and Implementing a Daily
Schedule Which Promotes Professional
Collaboration and Meets the Needs of the
Students at the Lakeside Middle School in
Millville, New Jersey
1999
Dr. Ronald L. Capasso
Educational Leadership

The purpose of this report was to develop and plan a daily schedule which promotes professional collaboration and meets the needs of the students at the new Lakeside Middle School. A properly structured schedule contains the organizational elements for delivering the curriculum to meet the needs of the students.

This research program involved the students in grades 6, 7 and 8. The students and staff are housed in four different schools throughout the district. A commercial building has been converted into the first true middle school (grades 6-8) in the history of the district. The school opens in September of 1999.

A master schedule was developed for a newly constructed middle school as a collaborative effort with a committee of key stakeholders. The schedule is centered on the needs of the student body. Common planning time is available for core teachers with the same students to collaborate. The master schedule reflects the belief that each student can succeed.

MINI-ABSTRACT

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Chapter 1

Introduction: Focus of the Study

Purpose of the Study

The purpose of this study is to develop and plan a daily schedule which promotes professional collaboration and meets the needs of the students at the new Lakeside Middle School in Millville, NJ using an action research design. The study will result in a feasibility report to inform teachers, administrators, board members, students and parents. The use of a properly structured schedule will provide for interdisciplinary team teaching and contain the organizational elements best suited for delivering the curriculum to meet the needs of the students.

The intern is planning on growing professionally through this research project by utilizing the following leadership proficiencies identified by the National Association of Elementary School Principals:

- Analyzing relevant information, making decisions, delegating responsibility, and providing appropriate support and follow-up.
- Exploring, assessing, developing, and implementing educational concepts that enhance teaching and learning.
- Communicating effectively with the various constituencies within the school community.
- Capitalizing on the findings of research in making program decisions.

- Assuring that the students are offered programs that are relevant to their unique needs.
- Developing and implementing equitable and effective schedules.

The intended organizational change is to create a collaborative environment for a prosperous middle school. It is evident from the research that collaboration enhances teachers' sense of efficacy, improve the quality of decision making, creates a positive school climate, and supports school change (Lindelov et al., 1989; Smith and Scott, 1990; Shedd and Bacharach, 1991).

Definitions

The following definitions were used in this study.

1. Block-of-Time Schedule - A daily teaching arrangement in which a group of teachers instruct a group of students at the same times (Merenbloom, 1996)
2. Collaboration - When participants in a productive process work together or cooperate to accomplish a goal or an objective.
3. Core Subjects - Basic academic subject areas normally consisting of language arts, science, math, and social studies.
4. Encore, Exploratory or Elective Subjects - Courses involved with curriculum specialities or special interest activities such as technology, life skills, art, music, keyboarding, or health/physical education.
5. Interdisciplinary Teaming - A process that involves the same group of teachers sharing the same group of students housed in the same part of the facility for the same block of daily instructional time. Teams vary in size from two to six teachers representing

such core curriculum areas as language arts, science, and math, and serve as many as 70 to 150 students (Farmer, Gould, Herring, Linn and Theobald, 1995).

6. Master schedule - A tabular arrangement which reveals all of the instructional offerings, personnel assignments, and facility usage involved with the delivery of the curriculum of an educational institution.

7. Middle School - A school usually including grades 6-8 or 5-8, or even 7-8, intended to help the early adolescents of these grades make a smooth transition from elementary to high school and from childhood to adolescence (Alexander and George, 1993)

8. Self-contained Class - A class in which one teacher is responsible for all subjects. In the sixth grade, for example, one teacher could teach English, social studies, reading, mathematics, and science to a class of 26 students (Merenbloom, 1991).

9. Shared Decision Making - A process designed to push education decisions to the school level, where those closest to children may apply their expertise in making decisions that will promote school effectiveness and ensure that the most appropriate services are provided to students and the school community (Bauer, 1996).

10. Stakeholders - The individuals or groups of people directly influenced by a decision.

11. Tracking - An educational scheduling practice where groups of students are placed into classes according to academic ability.

12. Traditional Schedule - A daily educational arrangement of classes equally distributed by time throughout the day. This schedule normally consists of 7-8 academic

periods of 35-50 minutes in length. Students complete their academic requirements in assembly-line fashion during the course of a day.

Limitations of the Study

This research program involves the students in grades 6, 7 and 8 in the Millville School District. The students and staff are currently housed in the following schools: Rieck Avenue Elementary School, Silver Run Elementary School, Holly Heights Elementary School and Millville Memorial High School. The Millville Board of Education purchased a Prudential Insurance Company commercial building and plans have been developed to convert this building into the first true middle school (grades 6-8) in the history of the district. This school is currently under construction and the school will open to students in September of 1999. Dr. Shelly Schneider has been selected as the principal of the new Millville Middle School. Dr. Schneider will be the mentor for the intern as he completes this research project.

Time and communication among staff members will be the main limitations associated with this endeavor. As stated previously, staff members for the new middle school are presently in four different schools. The actual staff will not be identified until December of 1998. Research on the change process indicates that it takes three to five years to fully implement all aspects of the team process. Educational leaders must acknowledge the time needed and adjust expectations accordingly (Merenbloom, 1996).

Setting of the Study

The city of Millville is located in Cumberland County, New Jersey. It was established in 1801 and was officially incorporated as a city by the New Jersey state

legislature in 1866. The city employed the mayor-council form of government until 1913. Thereafter, as a result of the Walsh Act of 1913, the city changed to a commission form of government in which five commissioners were elected. The commissioner with the highest number of votes serves as the mayor. This form of city government still exists today (Millville City Commission, 1990).

The social characteristics of Millville are based on the data compiled by the New Jersey State Data Center is as follows: (a) urban residence - 25,992 - 100%; (b) rural residence - 0 - 0%; (c) educational attainment (based on persons 25 years and older- 16,308); less than 9th grade education - 1,791; 9th to 12th grade education without a diploma - 1,791; high school graduate - 6,122; some college without a degree - 2,362; associate degree - 1,008; Bachelor's degree - 1,366; graduate or professional degree - 532. The percentage of high school graduates or higher is 69.4% in which 11.64% of this amount have a Bachelor's degree or higher.

Economically, Millville has been categorized as an urban community (Cumberland County Department of Planning and Development, 1990). The average household salaries based on the 1990 Census for whites - \$38,414; blacks - \$25,432; American Indians and Eskimos - \$22,264; Asian and Pacific Islanders - \$21,938; Hispanics - \$22,839; and other races - \$23,194. Cumberland County ranks last in per capita income in the state of New Jersey. As a result, the average socioeconomic status is lower-middle class.

Millville Senior High School (M.S.H.S.) was established in September of 1964. The school complex is located on Wade Boulevard and Pine Street. This building houses approximately 1400 students in grades ten through twelve. There are about 900 students

attending grades eight and nine at Millville Memorial High School. Memorial High School (M.H.S.) is located seven blocks away from M.S.H.S. at the intersection of 5th and Broad Streets.

The ethnic backgrounds of the students enrolled at Millville Senior High School are as follows: 71.06% white; 18.3% African-Americans; 9.36% Hispanic; 0.98% Asian/Pacific Islanders; and 0.23% American Indians/Alaskan Natives. There are approximately 650 females and 675 males (Fenton, 1995).

Based on the 1990 Census Profile Series, the percentage of children under 18 residing in a two parent home was 70%. The percentage of children under 18 residing in a one parent household was 30%. In addition 7% of the single parent households were headed by a male, whereas 23% were headed by females. Millville falls below the reported New Jersey State average of 80% regarding the two parent household status. Millville is higher than the state percentages of 4% and 16% for single male and single female headed households, respectively (Fenton, 1995).

Ranking in the bottom 10% in community wealth among all New Jersey school districts, the Millville Public School District's socioeconomic status has been identified as being in the District Factor Group "B." There are 10 district factor groups ranging from "A" (least wealthy) to "J" (most wealthy). Seven variables are used to determine a school district's factor group: (a) the educational level of persons 25 or older; (b) the status of the occupations; (c) median family income; (d) families living below the poverty level; (e) the percentage of unemployed; (f) the degree of urbanization; and (g) the number of persons per household (New Jersey Department of Education, 1992).

Currently, there are approximately 5,742 students enrolled in the eleven schools which make-up the Millville School District. These schools include

Child Family Center (Pre-K)

Bacon School (PreK-5)

Mount Pleasant (PreK-5)

Wood School (PreK-5)

Holly Heights School (K-7)

Rieck Avenue School (PreK-7)

Silver Run School (PreK-7)

Memorial High School (8-9)

Millville Senior High School (10-12)

Alternative High School (9-12)

Millville Academy (5-8)

During the 1996-97 school year, the Millville School District purchased the Prudential Insurance Building. This building is being renovated into the Lakeside Middle School. This school will house approximately twelve hundred students in grades six through eight. The Lakeside Middle School will open in September of 1999 and will initially contain grades six and seven only. Eighth grade students will attend the school the following year. The grade configurations of the other schools in the district will change in accordance with the grade levels at Lakeside Middle School.

The Board of Education consists of a nine member-elected teams with three additional members who represent the four sending districts. The sending districts are as

follows: the city of Woodbine, Commercial Township, Lawrence Township, and Maurice River Township. The inclusion of members representing the sending districts is due to a law enacted in 1995 by the state legislature in which sending districts must be represented on the boards of the school district to which the respective districts send their students (O'Donnell, 1998).

The data provided indicates that the students of Millville have a lesser social, economic, and educational status than that recorded for the state norm. Addressing these issues will not only require local, county, and state agencies, but also place a greater burden on the public school system to deal with the possible negative social, emotional, and educational consequences of the socioeconomic and demographic status of the community. The increases in state aid have been instrumental in providing much needed services to the students by way of the Abbott vs. Burke decision. In addition, curricular change and revisions as well as professional development and research are necessary in order to address the needs of the Millville students. It is with this hope that the students of this district will obtain the essential knowledge, skills, and development in order to enhance their personal and social potential in a positive and productive way.

Significance of the Study

This research project will make a major contribution to the faculty and student body of the new Millville Middle School. A properly devised and implemented schedule

will contain the attributes for a successful interdisciplinary team teaching design. The benefits to students will include:

1. Provide a more comfortable transition from elementary to middle school by creating environments that are conducive to learning and reducing feelings of anonymity and isolation.
2. Allow teachers to focus collectively on the individual needs of their students and provide greater opportunities for recognition and support.
3. Enable the creation of positive, nurturing environments for learning.
4. Enhance school environments that facilitate the development of positive student attitudes toward teachers, greater interest in subject matter, a sense of personal freedom, and a sense of self-reliance.
5. Promote a climate that fosters more positive relations among culturally diverse students.
6. Provide an atmosphere of support that influences students to behave in more positive ways, resulting in less appropriate behavior, truancy, and tardiness.
7. Contribute to successful efforts to reduce dropouts.
8. Promote student insight into the logical relationships between the branches of knowledge.
9. Facilitate increased opportunities for communication between teachers and teachers, students and teachers, and students and students, often creating strong feelings of affiliation.

10. Provide better and more comprehensive communication between the home and school (Clark and Clark, 1994).

Organization of the Study

The remainder of this paper will be organized as follows: Chapter two will review the current literature that is applicable to the topic of scheduling a middle school. This chapter will give information about the research conditions of the study and provide support for the importance of this investigation. Chapter three will address five areas related to the research design used for the study. Descriptions of the following will be addressed: research design, research instruments, sample and sampling techniques, data collection approach, and the data analysis plan. Chapter four will present research findings from the completion of this study. The information obtained and the meaning of these results will be explained. Chapter five will describe the study's major conclusions and their corresponding significance. The intern's leadership development in relation to participating in this project will be explained. The organizational change as a result of this study will also be acknowledged.

Chapter 2

Review of the Literature

The goal of the second chapter is to give integrity to this paper's intended goal of developing and implementing a daily schedule which promotes and meets the needs of the students at the Lakeside Middle School in Millville, New Jersey. Important information will be furnished about the research context of the study and support rationale for the significance of this study.

The proper use of collaboration in the decision-making process

Sergiovanni (1996) is quoted as follows:

Leaders in focused communities are committed to the principle that form should follow function. They strive to embody this principle as decisions are made about organization, staff, time, money, space and other resources, curriculum focus, content implementation and assessment, teacher development, supervision and evaluation, and other matters that impact the quality of teaching and learning.

The leadership of the newly developed Lakeside Middle School holds strongly to this conviction. The form that the daily schedule takes will follow the vision for teaching and learning of middle school students.

The prospect of a middle school is foreign to the Millville School District. The district currently has three large elementary schools containing grades kindergarten to seven and a junior high containing grades eight and nine. The leadership of this

developing middle school wants to adhere true to the beliefs of middle school education. It is obvious from the research that the middle school title does not always belie the truth. The available research indicates a significant gap between the main tenets of the theoretical middle school concept proposed by leading middle school authorities and actual educational practices in most middle schools (ASCD, 1975). The attributes necessary for a quality middle school will be addressed later in this chapter.

The research team of Valentine, Clark, Irvin, Keefe and Melton (1993) have discovered:

Leadership teams are now functioning in 68 percent of middle level schools. Principals and other team members often disagree on the formality of membership, implying that the teams may be quite informal and not well defined. The current findings do not suggest that staff members are highly involved in decision making.

The leadership of the Lakeside Middle School will practice shared decision making. Bauer (1996) provides a working definition of shared decision making:

Shared decision making is a process designed to push education decisions to the school level, where those closest to children may apply their expertise in making decisions that will promote school effectiveness and ensure that the most appropriate services are provided to students and the school community.

According to Lontos and Lashway (1996):

All shared decision making processes are built on four common premises or beliefs:

1. Those closest to the students and “where the action is” will make the best decisions about students’ education.
2. Teachers, parents, and school staff should have more say about policies and programs affecting their schools and children.
3. Those responsible for carrying out decisions should have a voice in determining those decisions.
4. Change is most likely to be effective and lasting when those who implement it feel a sense of ownership and responsibility for the process.

Shared decision making and collaboration will be in evidence during the development of the Lakeside Middle School master schedule. There is growing sentiment that professional collaboration, student grouping and scheduling options, and more pupil-specific instruction are essential if we are to address the needs of all middle school students (Anderman and Maehr 1994; Bauwens, Hourcade, and Friend 1989; Cohen 1994; and Elford 1993). Collaboration, which facilitates the involvement of a variety of stakeholders, clearly enhances the ability of the school to respond to problems and opportunities and increases effectiveness, efficiency, and productivity (Shedd and Bacharach, 1991).

Scheduling must be a collaborative effort for several reasons. The first being that there are so many variables involved in the building of an educational master schedule. Consensus must be involved in prioritizing these variables. Shared decision making and considerable compromise will lead to a successful schedule. The second reason for collaboration during the scheduling process is that input from various stakeholders is necessary due to the fact that rarely can one person have the perception needed to see the relative importance of all the concerns involved in a master schedule.

Alexander and George (1993) state:

Perhaps it should be called the “servant schedule” instead of the master schedule, since the purpose of the organization of time in a middle school is to facilitate the accomplishment of other components - team organizations, advisory programs, curriculum plans, planning time, and others. Consequently, the schedule must mold itself to the other priorities identified by the staff and the district, and not the reverse.

The attributes and constraints specific to the middle school that will directly effect the implementation of a schedule

The Carnegie Council on Adolescent Development (1989) listed the following eight recommendations for schools with young adolescents:

1. Create small communities for learning within the larger school buildings.
2. A core academic program for all learners.
3. Success experiences for all students (eliminate tracking, promote cooperative learning, etc.).

4. Empowerment for teachers and administrators in making decisions about the experiences of middle grades students.
5. Teachers who are expert at teaching young adolescents.
6. Improved academic performance fostered through health and fitness.
7. Families re-engaged in the education of young adolescents.
8. Schools that are reconnected with their communities.

These recommendations will be incorporated into the building of the master schedule of the Lakeside Middle School.

It should be noted that there are physical, emotional, intellectual and social differences as students make the transition from children to young adults (elementary school to high school). Dorman, Lipsitz and Verner (1985) suggest the following needs of young adolescents as a school group:

- diversity (in experiencing teaching, curriculum, and scheduling);
- self-exploration and self-definition;
- meaningful participation in school and community;
- positive social interaction with peers and adults;
- physical activity;
- competence and achievement; and
- structure and clear limits.

The needs of young adolescents as listed above need to be addressed as the structure of the middle school schedule emerges.

The practice of employing interdisciplinary teaming programs in the middle school schedule is essential for meeting the needs of middle school learners. This practice should not be confused with the practice of team teaching. Interdisciplinary teaming has been defined by Forte and Schurr (1993) as the “heart of the middle school.” Farmer, Gould, Herring, Linn and Theobald (1995) give additional information about teaming:

It involves the same group of teachers sharing the same group of students housed in the same part of the facility for the same block of daily instructional time. Teams vary in size from two to six teachers representing such core curriculum areas as language arts, science, and math, and serve as many as 70 to 150 students.

In a national survey of middle level leaders and schools, Valentine et al. (1993) discovered:

Fifty-seven percent of all schools surveyed used an interdisciplinary team organization. Schools with grades 6 to 8 and 5 to 8 employed teaming the most, 7 to 9 schools the least.

The Millville School District does not currently practice interdisciplinary teaming. Their present junior high consists of grades 8 and 9. The new Lakeside Middle School will have the grade 6 to 8 configuration.

The practice of interdisciplinary teaming allows schools to create small communities for learning within the larger school buildings. This was one of the recommendations of the Carnegie Council (1989) for middle schools as stated earlier. The focus of this project, the Lakeside Middle School, will contain 1200 students. Each grade

level will be comprised of approximately 400 students. Many middle level schools have reorganized into smaller, more intimate units, teams, or houses so decisions about teaching and learning can take place closer to students (Williamson, 1996).

An examination of students in teamed and non-teamed schools found that students in schools with interdisciplinary teams had higher levels of social bonding to the schools they attended and to their teachers than students in non-teamed schools (Arhar, 1992). The practice of interdisciplinary teaming will allow the Lakeside Middle School to meet several of the needs of young adolescents as a school group as listed earlier, especially: diversity (in experiencing teaching, curriculum, and scheduling); self-exploration and self-definition; meaningful participation in school and community; and positive social interaction with peers and adults.

The teaming process can emerge only when the necessary structural decisions have been made and a schedule constructed. The underlying purpose of all organizational elements should be to find the best means of delivering the curriculum to meet the needs of the students (Merenbloom, 1996).

Canady and Rettig (1995) state:

Scheduling is a valuable but untapped resource for school improvement.

Through our work in schools across the country, we have seen again and again how a well-crafted schedule can:

- result in more effective use of time, space, and resources (humans as well as material);
- improve instructional climate;

- help solve problems related to the delivery of instruction; and
- assist in establishing desired programs and instructional practices.

The traditional assembly-line model daily schedule is currently under attack by many educational establishments across the nation. Perry (1992) explains:

The world has changed, yet, the United States has steadfastly held to the structure of the industrialized society of the late 19th and early 20th centuries. We still train our students to passively accept the information given and to react with a uniform feedback method.... We are educating today's students with the schools of yesterday for the world of tomorrow.

Schools are examining alternative and innovative schedules as methods to help instruction rather than a hindrance to teaching. Fitzpatrick (1997) asserts, "Time should be viewed as a resource for supporting student learning and enhancing the productivity of the school, rather than a constraint limiting students' opportunity to learn."

Merenbloom (1996) explains:

Provision for block-of-time scheduling is essential to the success of teaming. In a block-of-time schedule, a group of teachers teach a group of students at the same times. They also share a common planning time. Block-of-time sets the stage for the flexibility needed by teams. When pupils attend exploratory or elective classes, teachers have team preparation and/or personal preparation periods.

George and Alexander (1993) give detailed plans for organizing time and space in middle schools. Their “Eight Cardinal Principles of the Middle School Master Schedule,” are as follows:

One: Scheduling is like budgeting; prioritizing is essential

Two: The objective of the middle school schedule is instructional responsiveness

Three: Beware of the war between the six- and the seven-period day

Four: Scheduling must be a collaborative effort

Five: The schedule must be a servant not a master

Six: Teachers can also make important scheduling decisions

Seven: Building the right master schedule is a systematic and methodical process

Eight: The process of scheduling never ends

In a less detailed way, Forte and Schurr (1993) offer the following valuable advice when putting together a middle school’s schedule

1. Every schedule for every school is unique because the demographics of every school vary.
2. Set priorities and accept the fact that every schedule has its share of trade-offs or compromises.
3. The more single or special classes/programs you have, the more conflicts will surface during the scheduling process.
4. Limit or, if possible, eliminate prerequisite courses in the exploratory areas.
5. Don’t depend on computer services and/or scheduling software packages to solve your scheduling problems.

6. The master schedule must serve the students first, the teachers second, and the administrators third.
7. One must have the courage to try new paradigms when setting up the schedule. Try something different.
8. One must live a master schedule to realize its limitations, advantages, and possibilities.
9. Keep a sense of humor.

Exemplary middle school model programs

There are numerous examples of outstanding middle school models throughout the literature on the topic of scheduling. The Exemplary Middle School by George and Alexander (1993) and The Team Process- A Handbook for Teachers by Merenbloom (1996) are two exceptional publications containing scheduling models. Master schedules have been collected by means of visitations from the following excellent New Jersey middle schools:

Egg Harbor Township Middle School

Voorhees Middle School

DeMasi Middle School (Easthampton Township)

Christy McAuliffe Middle School (Jackson Township)

Bunker Hill Middle School (Washington Township)

Clearview Regional Middle School (Mullica Hill)

Pittsgrove Township Middle School

Forte and Schurr (1993) state, “Every schedule for every school is unique because the demographics of every school vary.” A scheduling committee should not try to adopt a schedule “carte blanche” just because it was successful in another district. At the same time, school leadership should not feel as though they need to “re-invent the wheel” when it comes to building a master schedule.

George, Stevenson, Thomason and Beane (1992) state the following in regards to effective middle school scheduling:

The master schedule must be designed to make the essential components happen in the school. With the complexity of a fully functioning middle school program, many leaders believe quite rightly that effective scheduling is the sine qua non of the exemplary middle school. They say that without that skill, all of the other efforts to design and implement a quality program will be for naught.

Developing a master schedule requires both the courage to try something new and different and the sense of humor to bear the slings and arrows that are flung from those who must live with the inevitable imperfections of any design.

The aim of this chapter was to give integrity to this paper’s intended goal. Important information was furnished about collaboration, shared-decision making, attributes and constraints to the scheduling process, the needs of adolescents as a school group, interdisciplinary teaming, time as a resource for learning, scheduling guidelines, and sources for exemplary scheduling models in existing school districts. The information gained from reviewing the literature on the topic of scheduling gives support for the significance of this study.

Chapter 3

The Design of the Study

The focus of this chapter is to discuss the research design used for this study. This chapter will consider how the process will result in a schedule which promotes collaboration and meets the needs of the students at the Lakeside Middle School

General description of research design

The new Lakeside Middle School in Millville, N.J. was the setting for this research project. The building was under construction. The student population contained approximately 700 students in grades 6 and 7. The instructional staff consisted 64 certified teachers. Staff and students were in 4 different buildings throughout the Millville School District. Dr. Shelly Schneider had been selected as the principal of the new school. The intern met with Dr. Schneider, Dr. G. Larry Miller, Superintendent, and Dr. Robert Campbell, Assistant Superintendent, to gain approval for this project and the setting/population selection.

Description of development and design research instruments

Interviewing, observing and review of material culture (documents, reports, memos, etc.) were data gathering techniques used in this research project. The Lakeside Transition Team used collaborative action research methods involving the data gathering techniques listed. The team consisted of 55-60 members. Membership consisted of the principal, school counselors, instructional staff members, school board members, parents,

community members and a central office administrator. The Lakeside Transition Team 1 gathered data from September to February.

A Scheduling Subcommittee was established as one of the five functional parts (others included: vision, world languages, evaluation and communication) of the Transition Team. This subcommittee consisted of 23 members representing a variety of instructional subject areas. Every one of the constituent schools (Rieck Avenue, Holly Heights, Silver Run and Memorial) had representatives on the Scheduling Subcommittee. The aim of this group was to gather information about concerns from every key stakeholder that will be influenced by the daily schedule.

Scheduling Subcommittee members were given a scheduling survey to administer at their respective schools. The survey was used to gather a list of priorities for consideration in the development of the future master schedule for Lakeside Middle School. Members were to keep in mind the following items when considering scheduling priorities for the survey: time schedules, exploratory/elective courses, interdisciplinary teams, lunch, activity periods, homeroom, home base-advisory programs, local/state educational requirements, personal planning periods, team planning periods, special education, basic skills remediation, grouping procedures, world language instruction, teachers' assignments, band/choir rehearsals, etc. (See Appendix A). Staff input in the process of building a master schedule is one of the "Eight Cardinal Principles of the School Master Schedule" as identified in The Exemplary Middle School.

The Scheduling Subcommittee examined information gathered from a district-wide administrative analysis of six outstanding middle schools located in southern New Jersey

during the previous school year. These middle schools included Egg Harbor Township, Voorhees, DeMasi (Easthampton Township), Christy McAuliffe (Jackson Township), Bunker Hill (Washington Township) and Pittsgrove Township (See Appendix B). Student handbooks, bell schedules, master schedules, floor plans, student enrollment, interdisciplinary teaming information, special programs (including parental involvement, cooperative learning strategies, advisory-mentor, staff development, etc.), layouts of classrooms/office areas, and the amount/types of instructional/administrative/support staffs were areas analyzed (See Appendix C).

Members of the Scheduling Subcommittee went on three visitations to explore middle school scheduling options. Bridgeton Middle School (July 16, 1998), Clearview Regional Middle School (August 8, 1998) and Howell Township Middle School (November 17, 1998) were visited. Bridgeton and Clearview were existing junior high schools that had recently made the transition to middle schools. Howell Township was a newly constructed middle school and had a student population that resembled the capacity of the new middle school in Millville. Data from these schools was discussed within the subcommittee. After comparing and contrasting various scheduling features, specific items were incorporated into the priority list for Lakeside Middle School.

A list of scheduling concerns was developed from the surveys gathered by the Scheduling Subcommittee. This list was arranged according to the following areas of concerns: basic skills instruction, business/technology program, daily schedule, fine/practical/performing arts, world languages and special education. This list was used as a point of reference during the construction of the master schedule (See Appendix D).

Before the Scheduling Subcommittee developed a new middle school schedule they needed some background information about scheduling options. The intern made a presentation at a Scheduling Subcommittee meeting in regards to these options (See Appendix E). Interdisciplinary Pure Block, Interdisciplinary Drop, Combination Team, and Disciplinary/Single Subject Team Teaching Schedules were presented to the subcommittee as scheduling considerations.

Description of data collection approach

Factual information that would affect scheduling was collected from central office personnel. Total number of students per grade level was obtained from the computer room. Special education student projections in self-contained, resource room and supplemental programs were acquired from the district's special education supervisor. The number of students receiving remedial services for math, reading and writing were given by the coordinator of basic skills. She also informed the subcommittee that this program will be one of inclusion at the new school. Other areas where student numbers were identified included Bilingual Education, Gifted and Talented Program, and the Performing Arts Program. Core course and exploratory course offerings from the three schools currently housing six and seventh grade students were gathered from the Assistant Superintendent in Charge of Curriculum. The three tiers of bell schedules for schools in the district were acquired from the district's Transportation Coordinator (See Appendix F).

A national consultant on middle schools, Elliot Y. Merenbloom, was hired to give three in-service presentations to the Lakeside Transition Team. The first presentation was

made during the last week of October. This workshop focused on the needs of middle school students. The second workshop built upon the information gathered from the Scheduling Subcommittee and the first workshop to concentrate on the scheduling process. This workshop was held during the first week of February. The final in-service program will take place during the month of June and will center on the implementation of teaching in interdisciplinary teams.

Budgetary and facility constraints had to be considered by the Scheduling Subcommittee. The intern produced a list of the tentative instructional staff for the new middle school based on staffing currently in the district (See Appendix G). The architect designed the capacity of the regular classrooms to be twenty students. A room utilization chart was constructed according to the blueprints for the building (See Appendix H).

The Scheduling Subcommittee developed a schedule for Lakeside Middle School after considering many different factors. This schedule will allow teachers to work together in collaborative interdisciplinary teams. Teachers will share common planning time and have the ability to teach in extended blocks of time. The intern presented the schedule to the Lakeside Transition Team on February 23, 1999. Copies of this schedule were laminated and posted in all the schools sending students to the new middle school. A presentation to the Curriculum Committee of the Millville Board of Education occurred during the middle of March. The schedule was shared with various parental groups throughout the district.

Description of the data analysis plan

Data analysis took place on an ongoing basis during this collaborative action research project. The Lakeside Transition Team and its Scheduling Subcommittee were examples of leadership teams which analyzed many types of information using open-ended techniques. Many types of scheduling data were examined at various intervals from September to February. The leadership teams discussed the consequent steps in order to make adaptations to the action plan. Scheduling data gathered from numerous sources were put into the proper constructs associated with the building and population of the Lakeside Middle School in Millville. The tentative middle school schedule were shared with key stakeholders in the district. An analysis of comments and suggestions for improvements were taken into consideration when generating the final version of the schedule.

Chapter 4

Presentation of the Research Findings

This chapter has two major points. The first section will deal with a description of the information acquired by the researcher. The last part of this chapter will expose the significance of the research findings. Stephen R. Covey stated, “Effective leaders envision what they want and how to get it.” The findings listed in this chapter were based on a shared vision. As an effective leader, the intern has attempted to develop a schedule to accomplish the following vision:

Lakeside Middle School Vision Statement

Lakeside Middle School is a safe, caring, friendly school where each individual is valued and respected. The school community is committed to fostering each student’s intellectual, social and emotional growth.

Lakeside Middle School offers each student a challenging curriculum which establishes the basis for lifelong learning and responsible, productive citizenship. The program cultivates skills necessary for the student’s transition from childhood to young adolescence. Teachers encourage active learning through collaboration, critical thinking and creative problem solving.

Lakeside Middle School is guided by student participation, family involvement, teacher and staff facilitation, and administrative leadership.

Lakeside Middle School enables the entire educational community, working cooperatively, to foster success for each student.

Research findings

Listed below are the research findings determined as a collaborative effort with the intern, his graduate mentor, Dr. Shelly Schneider, and the Scheduling Subcommittee of the Lakeside Transition Team. The intern must also acknowledge the contributions of Elliot Merenbloom. He was a paid consultant who worked with the Lakeside Transition Team on two occasions. Merenbloom is closely affiliated with the National Middle School Association and has assisted various school districts to establish outstanding middle schools across the nation.

- A list of scheduling priorities for consideration in the development of the future master schedule was generated from surveying the staff in the four constituent school buildings for the new middle school (See Appendix D).
- After considering a variety of structural options, a pure block-of-time schedule with core and encore subject areas was selected. The length of the school day will be six and a half hours. This is within the constraints of the teachers' contract. The school day will begin at 8:30 A.M. and continue until 3:00 P.M.. This time period is considered the second tier of transportation for the school district. The daily schedule has been separated into forty-five minute instructional periods and a

thirty minute time for lunch (See Appendix I). No bells will be used during the day. Teachers will determine the amount of time necessary for student passing from one class to another.

- Flexibility will be available for extended learning time within the teaching teams.

Teachers within a team can schedule a team meeting for all students for special programs. Teachers are paired within a team to work together on flexing their individual course times. For example, a science teacher and math teacher can agree on having double periods for their students over a two-day duration without involving the other core subject area teachers.

- The core or interdisciplinary team program for each grade level will consist of teachers of Language Arts, Math, Science, Social Studies, Health/Physical Education, World Language, Basic Skills, Special Education and Bilingual Education.

- Language Arts will be offered to students ten periods each week. Math, Science and Social Studies will be offered five periods each week. Basic Skills and Special Education will be available as inclusion to students mainstreamed in core subjects. Health/Physical Education and World Language will be offered to students on a day 1/day 2 basis.

- Technology, Life Skills, Music, Art, Keyboarding, and Health will be required as encore or exploratory courses for all students. These six courses will be taught using a revolving thirty-day format (See Appendix J).

- An activity period will be included in the schedule within the regular school day.

The sixth grade activity period will occur during the last period. The seventh grade activity period will occur during the next to last period. Students will be able to participate in the band/choir, co-curricular clubs, and enrichment or remediation activities during this period. The guidance and support services will be available to students at this time also without taking away from academic instruction.

- The resulting program of studies will meet the requirements of our school district and the New Jersey Department of Education. Health Education as part of the encore subjects was particularly established to meet the one hundred and fifty minutes per week state requirement.

- Scheduling implications for computer registration, computer scheduling and automated grade reporting were considered when developing the master schedule. Each course number will consist of five digits (See Appendix K). Each digit will represent a piece of information. Grade level, team, department, course, and academic level will be identified by each course number. For instance, the course number 61101, reveals the following information

6 - Grade Level, 1 - Team, 10 - Language Arts, 1 - Heterogeneous Grouping

A combination of alphabetical and numeric symbols will be used to identify encore or exploratory courses, lunch, and activity periods.

63MU 01 - Grade 6, Team 3, Music, Section 1
71ACT 04 - Grade 7, Team 1, Activity, Section 4
6299B - Grade 6, Team 2, Lunch (99), B time period

- Interdisciplinary team teaching arrangements will consist of nine teachers per team (ten teachers if the team has a bilingual component). These nine teachers will teach the same one hundred and twenty students arranged into six sections or classes.

- Special Education will be supplied to the classified students in several ways. A special education teacher has been included on every team to assist students in mainstreamed classes. Resource room instruction and self-contained classes are included in the master schedule depending on the learning disability of the student. As always, the classified students will be placed into the least restrictive educational setting depending on their individual educational plans. The students in the self-contained and resource room classes will be assigned to one of the three teams in each grade level for thematic instruction and other special educational programs.

- Heterogeneous grouping of students will be used in each team and for separating students into academic sections within the teams. The only exceptions to this rule will be the special education students as previously stated and each seventh grade team will have one accelerated class in the area of math. Test scores, academic records, teacher recommendations, and student/parent requests will be used to identify students for these higher level math sections.

- Students within a team will be reshuffled three times throughout the school day during their core subjects. This will be done to attempt to prevent any strong bonding of negative peer groups. Teachers of each team will have a lot of

influence on the student make-up of each section of a course. The administration is dedicated to hand scheduling the student body as much as possible in order to develop truly heterogeneous groups of students within each grade-level team and within each course section.

- An attempt will be made to keep class size to twenty students. This optimum size will be entered in the computerized scheduling program. The maximum class size will be set at twenty-two.

- Scheduling conflicts have been examined. Consultations with the district's computer information system manager have produced an organized method for removing conflicts from the academic schedule of classes. Students will return to their first period academic class at the end of the day to initiate the activity period. Conflicts within the activity period will have to be minimized once staffing has been completed. The band director, chorus director, gifted & talented coordinator, club advisors and other stakeholders will have to come to a consensus on scheduling decisions during this specific period to reduce scheduling conflicts and maximize educational opportunities for students.

- Teacher assignments have been determined that minimize their number of different class preparations. The master schedule does not have any teachers fulfilling administrative duties that would take them away from instructing or working with their students during the school day. Teachers within each of the

interdisciplinary teams have a common preparatory period, lunch and activity period to work together on special curricular projects, such as thematic teaching, or interventions for at-risk students.

- Lunch period have been specifically placed in the master schedule to keep options available for teachers to collaborate with their partners for extended instructional sessions. The availability for double periods for each team was kept to a maximum when considering the scheduling of encore periods as well as lunch periods.

Periods three, four, five and six of the daily schedule will be extended by thirty minutes to accommodate the four lunch periods, designated A, B, C and D. The number of students having lunch at any single time was also kept to a minimum to maintain student control and the ability of the cafeteria staff to serve the students.

- Rooms will be assigned to teachers to minimize student movement during the course of the day (See Appendix H). Students in specific grade levels and teams will be situated in rooms within the same vicinity. Flexible times for student passing from one class to another will be based on the professional judgment of the teachers. There is no reason to allow for a four minute passing time when the students may only need one minute to move from neighboring classrooms. No book bags will be allowed during the school day. Teachers within a team will determine when their students may go to their lockers to switch books and materials. Many health professionals and parent groups have expressed concern about the weight of these bags being carried by young students. The staff at

Christy McAuliffe Middle School in Jackson Township, NJ has noticed a large decrease in student discipline problems in the hallways after moving to a “no book bag policy.”

Significance of the research findings

Walt Disney stated, “Get a good idea and stay with it. Dog it, and work at it until it’s done, and done right.” The intern has diligently worked with his mentor and the Lakeside Transition Team to develop a master schedule which promotes professional collaboration and meets the needs of the students at the Lakeside Middle School in Millville, New Jersey. This schedule parallels the objectives stated in the school’s vision statement found in the introduction of this chapter. The researcher has also attempted to incorporate the following beliefs of the National Middle School Association (1995) into this schedule:

Developmentally responsible middle level schools are characterized by:

Educators committed to young adolescents

A shared vision

High expectations for all

An adult advocate for every student

Family and community partnerships

A positive school climate

Therefore, developmentally responsible middle level schools provide:

Curriculum that is challenging, integrative, and exploratory

Varied teaching and learning approaches

Assessment and evaluation that promote learning

Flexible organizational structures

Programs and policies that foster health, wellness, and safety

Comprehensive guidance and support services

The intern has grown professionally from his work on this project. It is rare that a graduate intern has the ability to work on such a significant research project. Every student and staff member at Lakeside Middle School will benefit from the implementation of this master schedule.

Chapter 5

Conclusions, Implications and Further Study

The major conclusions and corresponding implications will be the focus of this chapter. The association between the study and the leadership development of the intern will be discussed. As Charles Dickens stated, “Change begets change.” The change in the Millville School District as a result of this study will be addressed. Lastly, the need for further study will be acknowledged.

Major conclusions and implications

A master schedule was developed for a newly constructed middle school. This schedule is truly a new one for this school district. A committee of key stakeholders was formed to participate in this intern project. The intern presented information with this committee from the recent literature on this subject, visitations to approximately ten model middle schools from across the state and a consultant associated with the National Middle School Association.

The schedule reflects the idea that the school should be centered on the needs of the student body. Active, not passive, instructional strategies are encouraged by the structure of the schedule. Hands on activities, cooperative learning groups, simulations, demonstrations, and integrating technology into the curriculum are examples of active learning activities that benefit from extended time for learning. Teachers within the

interdisciplinary teams will be able to collaborate and adjust the time necessary for their class periods.

Core teachers with the same students will have common preparatory periods, common lunch times and the same activity periods. This will enable teachers on the same team to discuss a variety of instructional strategies, plan interdisciplinary thematic projects, and implement intervention techniques for at-risk students. Enrichment and remediation opportunities are available for students during the activity period. Success for each student is stated in the vision for Lakeside Middle School. The master schedule developed by the Lakeside Transition Team reflects this belief.

Budgetary, staffing, state requirements, contractual, and facility constraints were examined as the master schedule was designed. The intern is confident that this schedule will meet the expectations of the staff and students in this newly formed middle school. This graduate intern project will also benefit others researching the topic of middle school scheduling.

Leadership development of the intern

The graduate intern started this project by developing a proposal which included an action plan. Building a master schedule can be an awesome assignment for any new administrator. The action plan for building a new master schedule must be broken down into many smaller tasks. The great industrialist, Henry Ford, stated, "Nothing is particularly hard if you divide it into small jobs."

The graduate intern developed the following leadership proficiencies considered essential by the National Association of Elementary School Principals during his work on this project:

- Recognized the individual needs of all staff and students
- Applied human relations skills
- Encouraged and developed the leadership of others
- Analyzed relevant information, made decisions, delegated responsibility, and provided appropriate support and follow-up
- Explored, assessed, developed, and implemented educational concepts that enhance teaching and learning
- Articulated beliefs, persuasively effectively defended decisions, explained innovations, and behaved in ways that are congruent with these beliefs and decisions
- Utilized basic facts and data and recognize values when communicating priorities
- used current technologies to communicate the school's philosophy, mission, and needs
- Used active listening skills
- Expressed disagreement without being disagreeable
- Exemplified the behavior expected of others
- Communicated effectively with the various constituencies within the school community
- Applied the principles of group dynamics and facilitation skills

- Applied the process of consensus-building both as a leader and as a member of a group
- Achieved intended outcomes through the use of principles of motivation
- Set high expectations for students, staff, parents, and self
- Sought and encouraged input from a variety of sources to improve the school's program
- Used collaborative strategic planning to help identify and accomplish the school's mission, goals, and objectives
- Capitalized on the findings of research in making program decisions
- Assured that the students are offered programs that are relevant to their unique needs
- Developed and implemented equitable and effective schedules
- Employed principles of effective time management
- Applied effective strategies for dealing with the dynamics and politics of school district decision making

As author Henry Miller states, "The real leader has no need to lead - he is content to point the way." The graduate intern has developed many of his leadership skills during this project. Hopefully, he has pointed the way.

Organizational change

The intern's school district has had a long history of top-down management. The district has recently changed many of their bureaucratic procedures. The NJ Department of Education has demanded that School Management Teams exist in every school in the

district. The instructional staff has started to have a voice in the decision-making process. Every staff member in the district had the ability to be part of the Lakeside Transition Team during this intern's project. It was interesting to work collaboratively with teachers who had previously not been part of the process.

Many of the teachers involved in this project have been with their constituent school for more than fifteen years. "Most of us are about as eager to be changed as we were to be born, and go through our changes in a similar state of shock," states James Baldwin. An administrator must be able to initiate and manage constructive change. As Baldwin indicates, change is not easy. Hopefully, the collaborative work on this project will help the teachers as they make the transition to their new middle school from their elementary schools. Their ownership of this project will make it easier to implement the new schedule.

The Millville School District has never had a middle school. The graduate intern's work on this project has greatly benefitted the organization. The master schedule for the newly formed middle school in Millville has been developed six months before the opening of the school. This schedule can be found in Appendix L. Laminated copies of this schedule are posted in the faculty room of every constituent school. The schedule has been presented to the Board of Education. It will also be presented to the incoming students and parent groups. The district's computer management personnel have started to enter the schedule into their centralized computer program. Course registration for middle school students can start in a timely fashion.

The need for further study

The master schedule developed during this intern project utilizes interdisciplinary grade-level teams. Merenbloom (1996) has identified the following strategies for effective teaming:

- Explore and implement the four phases of the role and function of the team.
 - Participate in team building activities at the outset of the school year and revisit specific activities as needed during the course of the year.
 - Create and utilize an agenda for each team meeting.
 - Keep a record of all decisions made at team meetings.
 - Plan carefully on a daily, weekly, and monthly basis. Include long and short term planning.
 - Develop a plan to involve parents in the teaming process.
 - Formulate a discipline code for the entire team and implement it consistently.
 - Analyze the master schedule for your team and the students on the team.
- Communicate regularly with teachers of other subjects.
- Study the role of the team leader and identify your focal points.
 - Design a self-evaluation instrument for your team.

As one can tell, successful teaming involves a lot of effort. This is a subject that needs to be studied further.

The curriculum of a middle school must be responsive to and consistent with the unique developmental needs and characteristics of the early adolescent student. The curriculum model of Dr. William Alexander needs to be studied further as this master

schedule is implemented. He recommends a curriculum model that consists of factual information, skill development, and activities designed to help students understand and cope with the phases of development through which they will be passing.

This master schedule involves the availability of extended time for learning. Instructional strategies need to be developed to take advantage of this longer time in class. Staff development programs need to be designed that match the goals of the school with the needs of the participants.

The student body of the Lakeside Middle School will contain many at-risk students. Programs need to be implemented to assist these students. Advisory programs, home-base groups, and team-based mentorships are organizational arrangements that should be studied further. These programs should be initiated in addition to a comprehensive school counseling effort.

Programs need to be in place to assist the elementary students as they make the transition to the new middle school. Special orientation programs are essential. This is another area to be studied.

The National Middle School Association has identified that family and community partnerships need to be established in a developmentally responsive middle school. The Lakeside Middle School has to take the initiative in providing opportunities for parent and community involvement. Further study must be done in this area.

It is hoped that many of the members of the Lakeside Transition Team will become part of the School Management Team for the new middle school. This organization will have to look for ways to improve the new master schedule after it is implemented. One

procedure that might be examined is the rotation of the instructional periods. For example, rotate the periods one spot every marking period. This would keep the same class from being taught during the same time slot every day for the entire year. Continual improvements to the master schedule that would enhance student learning should be explored additionally.

Alexander and George (1993) state that the following factors will respond favorably to the change to a middle school in documentable ways, if the transition is done in an exemplary way:

- Standardized test scores
- School climate measures
- Ethnic relationships
- Suspension and expulsion rates
- Faculty morale
- High school performance in the 10th grade
- Parental support and approval
- Discipline referrals to the office
- Attendance by students and teachers
- Grade point average
- High school dropout rate
- Self-concept
- Truancy

Assessment of the school program is another area to study further.

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Appendix A
Scheduling Subcommittee
Initial Survey

Scheduling Subcommittee
Lakeside Middle School
Millville, NJ 08332

Members:

Breig, Sandy (Mem)
Cooper, Aleta (RA)
Cornelius, Danette (RA)
Dalton, Nancy (HH)
Fisler, Jill (Mem)
Flickinger, Sue (RA)
Flood, Carol (RA)

Fox, Cindy (Mem)
Hickman, Robin (SR)
Jamieson, Wilma (RA)
Killian, Denise (HH)
Killian, Kyran (HH)
Kirstein, Nola (HH)
Maenner, Charlotte (HH)

Pascoe, Nancy (RA)
Phillips, Bernadette (HH)
Pollard, Nancy (Mem/HH)
Rowe, Margie (SR)
Zellers, Joanne (HH)
Kula-Steinhauer, Mary (SR)
Michel, A. Patrick (SR)
Evrenoglou, Kyriakos (MSHS)
Schneider, Shelly (Culver)

The primary objective of the middle school schedule is to facilitate the operation of those school programs determined to be advantageous in the education of middle school students. A schedule is like a budget, used to maximize the opportunities for the balanced satisfaction of basic needs and luxury items. Just as few human beings are able to satisfy all their wants and needs in terms of a financial budget, it is often impossible to acquire enough time and to apportion it wisely enough to accomplish all of the possibilities a school program can muster. Choices must be made and priorities set. Staff input in this process is one of the "Eight Cardinal Principles of the Middle School Master Schedule" as identified in The Exemplary Middle School.

Please survey your fellow staff members and generate a list of priorities for consideration in the development of the future master schedule for our *Lakeside Middle School*. Keep in mind the following items: time schedules (periods per day, starting/finishing times, etc.), exploratory/elective courses, interdisciplinary teams (# and type of teachers per team), lunch, activity period, homeroom, home-base/advisory programs, local & state educational requirements (core course standards), personal planning periods, team planning periods, special education, basic skills instruction, grouping procedures (homogeneous, heterogeneous & flexogeneous), world language instruction, teachers' assignments, etc.

Give your list to one of the members of the Scheduling Subcommittee above or fax the information to Scott Sheppard, K-12 Guidance Supervisor, at 825-4889. Our first subcommittee meeting will be on **Tuesday, Oct. 20, 1998 at 3:45 PM at the Culver Center.**

*Please use additional paper if necessary. Name _____ (optional)

**Appendix B
Middle School Contacts
for Visitations**

MILLVILLE SENIOR HIGH SCHOOL

200 Wade Boulevard
Millville, NJ 08332
(609) 327-6053 Fax (609) 825-4889

Nov. 11, 1997

{Salutation} {First Name} {Last Name}
{Position}

Dear {Salutation} {Last Name}:

I have called several resources to locate relatively new middle schools in South Jersey. Here is the list of schools:

Egg Harbor Township Middle School

Grades 7-8
Mr. Donald Robertson, Principal
Phone 383-3355

Voorhees Middle School

Voorhees, NJ (S. Jersey)
Grades 6-7-8
Mr. Sam Citron, Principal
Phone 795-2025

1200 students
3 teams each grade level
5 teachers per team 140+ students per team

DeMasi Middle School

Easthampton Township - Marlton
Feeder School for Cherokee HS
Grades K-8 designed with a middle school for upper levels
Mr. Frank Sama, Principal
988-0777

3 wings - Red & Green - Middle Levels
Blue - Elementary Level

Christy McAuliffe Middle School

Jackson Township School District
Building 5 years old
Grades 5-8 Team Teaching
Terrance Kenney, Principal
1-(908) 901-0052

1000 students
Synergistic Technology Lab
5th - Self-Contained 6th - 2 Teacher Team
7th - 4 Teacher Team 8th - 5 Teacher Team

Bunker Hill Middle School

Washington Township
Brand New for 1997-98 School Year
Grades 6-7-8
Craig Daniels, Principal
881-7007

5 Teacher Teams (Full Team)
English-Reading-Math-Social Studies-Science
4 Teacher Teams (Short Team) - no SS teacher

Clearview Regional Junior High

Mullica Hill, NJ Grades 7-8
Dave Kelk, Assistant Principal

School is not new but has implemented teaching in teams and has been very successful. Mr. Kelk handles discipline also so he would be a great resource.

478-4400

Pittsgrove Township Middle School

Grades 5-6 Team Teaching
Dr. Frith
358-8529

Maybe we could arrange to send some people out to see various floor plans and academic procedures.

Sincerely,

Scott M. Sheppard
K-12 Guidance Supervisor

Appendix C
Items for Middle
School Visitations

MILLVILLE SENIOR HIGH SCHOOL

200 Wade Boulevard
Millville, NJ 08332
(609) 327-6053 Fax (609) 825-4889

Nov. 18, 1997

{Salutation} {First Name} {Last Name}
{Position}

NOTE- Staff members going on a visit may want to take a photographic device (camera) to record areas of special interest for the architect/committee to review. "*A picture paints a thousand words.*"

ITEMS FOR MIDDLE SCHOOL VISITATIONS

*** Student Handbook**

Mission or Philosophy Statement
School Organization
Discipline
Attendance
Athletic Program
Extra Curricular Activities

* **Bell Schedules** (Full Day, 1/2 Day, Late Opening, Assembly/Pep Rally)

* **Master Schedule**

*** Floor Plan**

Identify the amount of the following:

Regular Classrooms
Small Group Instruction Rooms (ESL, Spec. Ed., Basic Skills)
Science Labs
World Languages Rooms
Technology/Career Shops
Computer Labs
Life Skills/Home Ec. Rooms
Art Rooms
Music - Vocal/Instrumental Rooms
Physical Ed./Health Rooms
Other Instructional Rooms

Describe any special building features that have been incorporated to prevent the mixing of grade levels or teams (pods, schools-within a-school, house).

*** Student Enrollment**

Total
Per Grade Level
Amount of Classified Students
Amount of ESL/Bilingual Students

*** Information about their method of *Interdisciplinary Teaming***

How do they form teams?
What are the roles & responsibilities of team members?
What is used to build team identities?
Do they have a team handbook?
How do they evaluate a team's effectiveness?
Do teachers have common preparation periods?
Can the schedule be "flexed" to accommodate extended times for instruction?

*** Information about any other special programs the school has implemented, for example:**

- Parental Involvement
- Cooperative Learning
- Interdisciplinary Instruction
- Creative & Critical Thinking Skills
- Advisory-Mentor Programs
- Peer Mediation
- Gifted/Honors Program
- Basic Skills - Remediation
- Assessment
- Staff Development - Workshops - In-service

*** Examine Regular Classrooms for the following equipment/needs:**

- Room Dimensions - Occupancy Limit
- Intercom/Telephone/PA System
- TV/VCR
- Computer Workstations
- Marker Boards/Chalkboards/Bulletin Boards
- Electrical/Computer Wiring
- Teacher's Workstation
- Student Furniture
- Student Work Areas
- Storage & Shelving
- Clock/Pencil Sharpener/Waste Baskets
- Other

*** Note the layout and equipment needs of the specialized instructional rooms.**

- Small Group Instruction Rooms (ESL, Spec. Ed., Basic Skills)
- Science Labs
- World Languages Rooms
- Technology/Career Shops
- Computer Labs
- Life Skills/Home Ec. Rooms
- Art Rooms
- Music - Vocal/Instrumental Rooms
- Physical Ed./Health Rooms
- Other Instructional Rooms

*** Note the amount, layout and anything of special interest in the design of the administrative offices (also identify equipment/needs):**

- Principal
- Vice-Principals
- Guidance Counselors
- SAC
- Child Study Team
- Nurses/Health Suite
- Conference Room
- Main Office
- Attendance

*** Note the layout and anything of special interest in the following areas:**

- Media Center/Library
- Auditorium/Multi-Purpose Room
- Teacher Preparation Areas
- Hallways/Foyers
- Student Lockers
- Bathrooms
- Cafeterias
- Storage Areas

Driveway/Parking
Maintenance/Custodial
Security/Alarms
Grounds
 Exterior
 Courtyard
Athletic Fields

***Instructional Staff - Amounts**

Regular Classroom Instructors
 Elementary (Non-specialized)
 English
 Math
 Social Studies
ESL/Bilingual Instructors
Special Education Instructors
Basic Skills Instructors
 Reading/Writing
 Math
Science Instructors
World Languages Instructors
 Spanish
 French
 German
 Latin
 Other
Technology/Career Instructors
Computer Instructors
Life Skills/Home Ec. Instructors
Art Instructors
Music Instructors
 Vocal
 Instrumental
Physical Ed./Health Instructors
Other Instructors

*** Administrative Staff - Amounts**

Principal
Vice-Principals
Guidance Counselors
SAC
Child Study Team
 LDTTC
 Social Worker
 Psychologist
Nurses

*** Support Staff - Amounts**

Secretaries
Classroom Aides
Security Aides/Hall-Cafeteria Monitors
Cafeteria Staff
Custodians/Maintenance
 Day
 Night

Appendix D
Lakeside Middle School
Scheduling Concerns
from Initial Survey

Lakeside Middle School
Scheduling Concerns - Comments from Staff 10-20-98

Area	Comments
BSI	Teachers need ½ day each MP for basic skills paperwork.
BSI	Need a room for instructional supplies and storage.
BSI	Not in favor of inclusion for basic skills. Small group instruction is needed for “at-risk” students.
BSI	Regular teacher and Basic skills teacher need to have common prep if doing in-class support.
BSI	Basic skills should be done as in-class support.
BSI	Basic skills teacher teach one subject area only.
BSI	Basic skill instruction should be done as inclusion.
BSI	Team teaching with basic skills
BSI	In-class support for BSI but students grouped homogeneously for each subject area.
Bus/Tech	Keyboarding should be 18 weeks in length.
Bus/Tech	Computer labs need to be open & available for all students after school.
Bus/Tech	Keyboarding everyday for 9 weeks.
Bus/Tech	Keyboarding should be everyday for 9 weeks or better still 12 weeks
DS	Common planning period for each subject area department.
DS	Activity period at end of school day.
DS	Team planning periods are needed.
DS	No “block scheduling” or “team teaching”
DS	Send my self-contained class to specials over 3 periods to have very small reading groups and a prep period.
DS	Should use Rieck Ave. Activity Period as a model.
DS	Would like to know about flexogeneous grouping.
DS	Shorter homeroom period.
DS	Team planning period for interdisciplinary teams.
DS	Core curriculum standards workshop
DS	The amount of teaching periods
DS	45 minute periods
DS	The amount of teaching periods. What is stated in teachers’ contract? Memorial 5 or 6. Rieck Ave. 6 or 7. It should be uniform in one building.
DS	Cut & dry behavioral consequences for discipline.
DS	Make 1 st period 10 minutes longer and delete homeroom.
DS	No study halls - make each class longer.
DS	No shared rooms.
DS	Block of time scheduling should be used so teachers can cover more and eliminates time in hallways.
DS	What subject will teachers teach?

Lakeside Middle School
Scheduling Concerns - Comments from Staff 10-20-98

DS	Consider a flexible rotating schedule.
DS	More than 7 periods.
DS	1 st tier
DS	Study hall/activity period should be middle or end of day.
DS	Short homeroom.
DS	Equality with duties, responsibilities and instructional time.
DS	Like the idea of block scheduling if teachers have a common prep period.
DS	Students should be in class for the entire block - students should not be pulled out halfway though a period
DS	Administrative detention
DS	Block scheduling should be used.
DS	Less passing time
DS	Teachers should not be bothered during class for Alternative Class Instruction assignments.
DS	Restrictive list should include all activities.
DS	Short homeroom just enough time for attendance, lunch & announcements.
DS	Team teaching with common planning time.
DS	Academy should use different bus schedule
DS	Should have a "time-out" room for students (not in main office area).
DS	7 periods (50 minutes); 5 teaching; 1 prep; ½ lunch; ½ study hall (similar to Upper Township)
DS	No book bags
DS	All departments need to have input in the scheduling process.
DS	Include a study hall/activity period so students are not pulled from classes for activities.
DS	No silent sustained reading program during homeroom.
DS	Equality with duties, responsibilities, and instructional time (ie. Non-HR teachers take HR teachers' afternoon duties)
DS	Homogeneous grouping of students (if possible).
DS	Administrative detentions should be used not individual teacher detentions.
DS	Prep time for block scheduling.
DS	Shorter faculty meetings.
DS	All teachers submit ACI folder with lessons so that teachers are not bothered in middle of class for assignments.
DS	Raw numbers are needed for scheduling sub-committee (# of students, # of classrooms, size of gym & cafeteria, money allotted to hire staff).
DS	We should examine flex scheduling.
DS	Can teachers teach several grade levels?
DS	Interdisciplinary teams should be used
DS	Activity period should be at end of day.

Lakeside Middle School
Scheduling Concerns - Comments from Staff 10-20-98

DS	Homeroom and 1 st period should be joined
DS	Study halls should be included for all pull-outs (ie. G&T)
DS	Academy (alternative school) students should eat at separate times.
DS	All teachers should have their own room.
DS	Equality among duties, responsibilities & teaching periods.
DS	Integrate world languages, basic skills & special ed. Into the schedule.
DS	No split lunch.
DS	Lunch period should be a full period.
DS	40 minute periods but 8 not 7 periods.
DS	Class size should be lower than 30 especially in activity classes.
DS	Activity period should be encouraged. Activity period is a great idea.
DS	80 minute periods are developmentally inappropriate for 6 th , 7 th & 8 th grade students. Students are used to 15 second sound bites on commercial television.
DS	Music, art, PE/H, computers & industrial technology should have extended class times (blocks).
DS	1 st bus schedule because of shared coaches with high school.
DS	Daily schedule should be similar to the high school.
DS	Full periods for specials.
DS	Limit the amount of time students are allowed in building before period 1 (15 minutes is too much)
DS	42 minute - 8 period day.
DS	School should start at 8 AM
DS	Lunch needs to be longer.
FPA	Band/chorus scheduled as part of the day (Holly Heights Model).
FPA	Jazz band should be considered as a separate class on the 7 th & 8 th grade level.
FPA	Art class should meet every day for a marking period
FPA	Band-Choir should have their own homeroom.
FPA	Band/chorus should be scheduled separately for each grade level. (Possibly 7 th & 8 th together if not too large).
FPA	Band & Choir rehearsal periods at the same time but alternate days.
FPA	2 or 3 band/choir rehearsals per week.
FPA	Lessons should have permanent times that rotate.
FPA	3 concerts a year.
FPA	Band rehearsals in school (no traveling).
FPA	Music lessons should not interfere with academic classes.
FPA	Art classes heterogeneously grouped
G&T	Gifted and Talented should be incorporated into the schedule.

Lakeside Middle School
Scheduling Concerns - Comments from Staff 10-20-98

HPE	Students should be assigned to H/PE for 1 period all year.
HPE	1 st MP- PE; 2 nd MP- H; 3 rd MP-PE; 4 th MP-H
LA	Should language arts have double periods.
LA	Double periods for language arts.
LA	Reading classes should be separate or combined with English? Literature ½ year & Intro to languages ½ year.
PA	Special classes, like home economics, need to be taught every day for a marking period. Not every other day.
SE	Team teaching with special ed. Resource room teachers.
SE	resource room in-class support for all subject areas.
SE	In-class support should be used to mainstream resource room students.
SE	Special ed. Classes need to be arranged by grade level.
SE	Pull out classified students for LA, math, & social studies if needed. Students could have 3 resource rooms.
SE	A student should not double up in language arts resource room and regular language arts.
SE	Heterogenous grouping including special education students can be difficult.
SE	Include special education students during the scheduling process not as an after thought.
SE	Special education instruction should be done as inclusion.
SE	Special ed. teachers should teach one subject area.
SE	If using a 90 min. block for language arts with mainstreamed classified students then in-class support special ed. teacher is needed.
SE	Have special ed. teacher work with regular ed. teacher in same room (inclusion).
WL	How are 8 th graders going to receive world language instruction.

Appendix E
Agenda for Scheduling
Subcommittee

Scheduling Subcommittee

Lakeside Middle School

Millville, NJ 08332

Members:

Breig, Sandy (Mem)

Fox, Cindy (Mem)

Fisler, Jill (Mem)

Cooper, Aleta (RA)

Cornelius, Danette (RA)

Jamieson, Wilma (RA)

Flickinger, Sue (RA)

Flood, Carol (RA)

Pascoe, Nancy (RA)

Hickman, Robin (SR)

Rowe, Margie (SR)

Kula-Steinhauer, Mary (SR)

Michel, A. Patrick (SR)

Evrenoglou, Kyriakos (MSHS)

Schneider, Shelly (Culver)

Dalton, Nancy (HH)

Killian, Denise (HH)

Killian, Kyran (HH)

Kirstein, Nola (HH)

Maenner, Charlotte (HH)

Phillips, Bernadette (HH)

Pollard, Nancy (Mem/HH)

Zellers, Joanne (HH)

Agenda - Scheduling Subcommittee Meeting

- ☞ *Block Scheduling Options: Choosing from the Menu*
by Elliott Merenbloom
4 Period Schedules - Pgs. 2-5
Interdisciplinary Team - Pure Block - Pgs. 5 & 6
Interdisciplinary Team - Drop Pgs. 7 & 8
Combination Team Model Pg. 8
Disciplinary or Single Subject Team Teaching Pgs. 8 & 9

- ☞ Handouts
List of School Times - Millville Public Schools
Present Class Offerings
6th & 7th Grade
Core & Exploratory Classes
8th Grade
Core & Exploratory Classes
Memos from Dr. Shain (Spec. Ed.); Dr. Bennett (G/T); &
Mrs. Ewan (Spec. Ed.)

- ☞ Sample Schedules
Bridgeton Middle School
Clearview Middle School
Lawrence Township Middle School

Appendix F
Issues and Facts
for September 1999
Prepared for the
Scheduling Subcommittee



Dr. Shelly Schneider, Principal
 Lakeside Middle School
 110 North Third Street
 PO Box 5010
 Millville, New Jersey 08332
 Phone: (609) 327-6197
 Fax: (609) 825-4459
 email: sschneider@millville.org

ISSUES AND FACTS FOR SEPTEMBER 1999
 Prepared for the Scheduling Committee

No. of Grade 6	381	Based on September 1998 Attendance Report
No. of Grade 7	370	Based on September 1998 Attendance Report

Special Education (Projected – based on present numbers)

Grade 6	Self-Contained	See Diann Ewan memo from 11/1/98
Grade 7	Self-Contained	See Diann Ewan memo from 11/1/98
Grade 6	Resource Room	49
Grade 7	Resource Room	43
Grade 6	Supplemental	12
Grade 7	Supplemental	14

Basic Skills Instruction (Based on students presently eligible for service)

Grade 6	Math	51
	Language Arts, Reading	54
	Language Arts, Writing	35
Grade 7	Math	92
	Language Arts, Reading	72
	Language Arts, Writing	55

Bilingual

Grade 6	Math	5
	Language Arts, Reading	5
	Language Arts, Writing	5
Grade 7	Math	3
	Language Arts, Reading	4
	Language Arts, Writing	4

Gifted and Talented

Grade 6	33
Grade 7	37

Note: Dr. Bennett requests students are together 1 period a day (5 days a week) for G & T per grade level. However, G & T teacher will meet one time per week with each group.

Band

Grade 6	144
Grade 7	77

Choir

Grade 6	303 (6 elementary schools)
Grade 7	129

Tier

Trying for 1st or 2nd

Note: School day for students will be 6 hours and 30 minutes.

Electives per grade level

See attached sheet marked "Classes – Present Offerings".

Required

PE/HE – 150 minutes per week

Teacher's Contract

Work day is 7 hours and 5 minutes minus one prep period and one lunch period.

BSI – inclusion

World Language

Preferred 3 times per week. However, two 30 minute class per week for one year (36 hours).



Diann Ewan
Special Education Supervisor
Culver Center
110 North Third Street
Millville, New Jersey 08332
609-327-6015
609-327-0891 Fax

To: Shelly Schneider

From: Diann Ewan *DE*

Date: November 1, 1998

Re: Number of grade 5 and 6 students in special education

As per your request, the following numbers of students are enrolled in grades 5 and 6 for the 1998-99 school year as of Oct. 15, 1998. These numbers, of course, change as students have their annual IEP review and as they transfer, enter, or leave the district. I hope this, along with Rick's Sept. 8 memo will help with your planning. Good luck with the scheduling!

	<u># of Students</u>	<u># of class periods</u>
Resource Room		
Grade 5	49	99
Grade 6	43	75

Special Class - NI/TBI

Grade 5	4
Grade 6	4

PI/SLD

Grade 5	15
Grade 6	14

EMR/MCI

Grade 5	5
Grade 6	7

ED

**Grade 6 2 (Academy)
Supplemental Instruction**

Grade 5	12	12
Grade 6	14	14

Regular education

MS

Grade 5	3
Grade 6	1

copy: R. Shain

MILLVILLE PUBLIC SCHOOLS
MILLVILLE, NEW JERSEY 08332

Dr. Richard A. Shain
DIRECTOR OF SPECIAL EDUCATION
AND SPECIAL SERVICES

September 9, 1998

TO: Shelly Schneider
FROM: Rick Shain 

(A) As per your request dated 9/8/98, I have reviewed current staffing trends with regard to 6th and 7th graders in special education. From them it seems the following staffing patterns will be needed for you in 1999-2000 when Prudential opens:

- 5 full-time staffing positions to provide resource center and/or supplemental period instruction with the possible need for some part-time assistance should the need arise
- Teaching and aide staffing positions for 4 self-contained classes:

- 1 Cognitive-mild (formerly EMR) class
- 2 Learning disabled-mild/moderate (formerly PI) classes
- 1 Learning disabled - severe (formerly NI) class

(B) These projections do not include the Academy which presently encompasses a teacher and aide for one behaviorally disorders self-contained class and one-half teacher who provides resource center and/or supplemental period instruction.

(C) If 8th grade were to be included, it seems eighth grade staff projections for special education , considering current resources being used, would include:

- 3 full-time and 2 part-time staffing positions to provide periods of resource center and/or supplemental instruction.

I also believe when 8th grade enters Prudential that an additional self-contained class will be needed.

Any questions or if you need further information. please let me know.
Should this information change, I will let you know.

Gifted & Talented Program
Millville Public Schools
Millville, NJ 08332

Gifted/Talented Services
Dr. Babs Bennett
Program Supervisor

October 21, 1998

Dear Shelly,

In response to our meeting on 10/16/98, I am submitting a list of areas of concerns and needs to be addressed regarding plans for the GT Program at the Lakeside Middle School. I'm glad we were able to meet briefly and I look forward to working with you in developing a GT Program that will complement your new school.

A comprehensive GT Program is an important component to the concept of a successful middle school program. Therefore, the staffing, physical environment, scheduling, and program selection should be given the same consideration as any other classroom, lab, etc. Parents of GT students have voiced concerns that their children's needs be met when the Lakeside Middle School opens its doors. At recent parent meetings (GT Back-to-School Night and ROGATE) parents wanted to be assured of the continuity of GT services provided at the new school.

The estimated GT identified student population for September, 1999 would be:

Grade 6	33 students
Grade 7	37 students

(this does not include all students who may meet ROGATE criteria)

The following is a list of GT Program needs for September 1999 at the Lakeside Middle School:

Staffing:

- One (1) full-time teacher of GT. This staff person will be responsible for students grades 6 - 7 - 8. This teacher will be assigned to the "GT Classroom" and provide instruction for GT students and extended enrichment activities where appropriate (see attached memo to Steve Burke)
- Three (3) schedule B positions (from Silver - Holly - Rieck) to provide after-school enrichment for all students

Scheduling:

I am requesting one (1) period per day (5 days a week) for GT students, per grade level, to attend GT class together (grades 6 7 - eventually 8). This will provide GT students the opportunity to come together in a challenging, risk-free environment with their academic peers on a daily basis, thus avoiding any scheduling conflicts associated with a pull-out program. (See attached memo to Scott Sheppard).

CLASSES – PRESENT OFFERINGS

6/7 Core:

Language Arts, Math, Science, Social Studies

Exploratory Classes:

		<u>6</u>			<u>7</u>
Holly	PE Health PE Health	Art Music/Library Home Ec. Inds. Arts		PE Health PE Health	Keyboard. Home Ec. Art Inds. Arts
Rieck	PE Home Ec. Inds. Arts	Music Art Library		PE Home Ec. Inds. Arts	Art Keyboard. Linguistics
Silver	PE Home Art Inds. Art	Study Skills Art Music		PE Home Art Inds. Arts	Keyboard. Linguistics Art

8th Core:

Math, Science, Social Studies, English, PE.

Electives:

- | | |
|---|---|
| Block 1) Technology
(computer Literacy)
Art
Computers
Career | 2) Mini EWT Prep
<u>or language or</u>
music (drop mini)
If want both, drop
mini and block |
|---|---|

* Spanish to be implemented for 6th grade in September 1999.

Appendix G
Lakeside Middle School
Tentative Instructional Staff
1999-2000

Lakeside Middle School
Tentative Instructional Staff
1999-2000

**6th Grade Core
Subjects & Teams**

LA Teacher #1
Team 1

LA Teacher #2
Team 1

Math Teacher
Team 1

Science Teacher
Team 1

Social St. Teacher
Team 1

BSI Teacher
Team 1

LA Teacher #1
Team 2

LA Teacher #2
Team 2

Math Teacher
Team 2

Science Teacher
Team 2

Social St. Teacher
Team 2

BSI Teacher
Team 2

LA Teacher #1
Team 3

LA Teacher #2
Team 3

Math Teacher
Team 3

Science Teacher
Team 3

Social St. Teacher
Team 3

BSI Teacher
Team 3

SE Teacher 1
Self-Contained

SE Teacher 2
Self-Contained

SE Teacher 3
Resource Room

SE Teacher 4
Resource Room

.5 SE Teacher
Resource Room

**6th Grade
Encore Subjects**

H/PE Teacher

.5 H/PE Teacher

Wrld Lang. Teacher #1

Wrld Lang. Teacher #2

Tech Ed. Teacher

.5 Tech Ed. Teacher

Music Teacher (Instrumental)

Art Teacher

.5 Art Teacher

Lifeskills Teacher

.5 Lifeskills Teacher

**7th Grade Core
Subjects & Teams**

LA Teacher #1
Team 1

LA Teacher #2
Team 1

Math Teacher
Team 1

Science Teacher
Team 1

Social St. Teacher
Team 1

BSI Teacher
Team 1

LA Teacher #1
Team 2

LA Teacher #2
Team 2

Math Teacher
Team 2

Science Teacher
Team 2

Social St. Teacher
Team 2

BSI Teacher
Team 2

LA Teacher #1
Team 3

LA Teacher #2
Team 3

Math Teacher
Team 3

Science Teacher
Team 3

Social St. Teacher
Team 3

BSI Teacher
Team 3

SE Teacher 1
Self-Contained

SE Teacher 2
Self-contained

SE Teacher 3
Resource Room

SE Teacher 4
Resource Room

.5 SE Teacher
Resource Room

**7th Grade
Encore Subjects**

H/PE Teacher

.5 H/PE Teacher

Linguistics Teacher

.5 Linguistics Teacher

Tech Ed. Teacher

.5 Tech Ed. Teacher

Keyboarding Teacher

.5 Keyboarding Teacher

Art Teacher

Music Teacher (Vocal)

.5 Art Teacher

Lifeskills Teacher

.5 Lifeskills Teacher

Appendix H
Lakeside Middle School
1999-2000
Room Utilization Chart

Lakeside Middle School 1999-2000

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
Office Areas												
A104 Main Office				X		X		X		X		
A106 Office SAC S-B				X		X		X		X		
A107 Office Principal				X		X		X		X		
A116 Office Lead Counselor				X		X		X		X		
A117 Alt. Classroom Instr.				X		X		X		X		
A124 Nurses' Office				X		X		X		X		
B106 Guidance 6th				X		X		X		X		
B109 Secretary 6th				X		X		X		X		
B110 Vice 6th Principal				X		X		X		X		
C126 Guidance 7th				X		X		X		X		

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
C127 Secretary 7th				X		X		X		X		
C128 Vice 7th Principal				X		X		X		X		
D112 Guidance Sht.				X		X		X		X		
D113 Secretary Sht.				X		X		X		X		
D121 Vice 8th Principal				X		X		X		X		
A157 Janitor's Office				X		X		X		X		
A155 Security Office				X		X		X		X		
F116 Cafeteria Office				X		X		X		X		

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
Common Areas												
Y135 A131 G&T												
Y132 A137 BSI												
A144 Distance Learning												
A145 Atrium												
F111 Cafeteria												
F122 Faculty Dining												
F123 Instrument Lessons												
F124 Instrument Lessons												
G121 Instrument Room 1												
G121 Instrument Room 2												
G121 Instrument Room 3												
C104 Media Center												

Encore Schedule: Sept. 8 - Oct. 20; Oct. 21 - Dec. 7; Dec. 8 - Jan. 27; Jan. 28 - March 10; March 13 - May 1; May 2 - June 13 (30 day sessions)

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
G207 A216												
G206 A217												
G200 A202 Gen Music 6 & 7th	Music Teacher 61MU-05 6wks 61MU-06 6wks 61MU-01 6wks 61MU-02 6wks 61MU-03 6wks 61MU-04 6wks	Music Teacher 62MU-05 6wks 62MU-06 6wks 62MU-01 6wks 62MU-02 6wks 62MU-03 6wks 62MU-04 6wks	Music Teacher 63MU-05 6wks 63MU-06 6wks 63MU-01 6wks 63MU-02 6wks 63MU-03 6wks 63MU-04 6wks				Music Teacher 73MU-05 6wks 73MU-06 6wks 73MU-01 6wks 73MU-02 6wks 73MU-03 6wks 73MU-04 6wks	C	Music Teacher 72MU-05 6wks 72MU-06 6wks 72MU-01 6wks 72MU-02 6wks 72MU-03 6wks 72MU-04 6wks			Music Teacher 71MU-05 6wks 71MU-06 6wks 71MU-01 6wks 71MU-02 6wks 71MU-03 6wks 71MU-04 6wks
G204 A205 Gen Music 6 & 7th												
G210 A213 Health 6 & 7	Health Teacher 61HE-02 6wks 61HE-03 6wks 61HE-04 6wks 61HE-05 6wks 61HE-06 6wks 61HE-01 6wks	Health Teacher 62HE-02 6wks 62HE-03 6wks 62HE-04 6wks 62HE-05 6wks 62HE-06 6wks 62HE-01 6wks	Health Teacher 63HE-02 6wks 63HE-03 6wks 63HE-04 6wks 63HE-05 6wks 63HE-06 6wks 63HE-01 6wks				Health Teacher 73HE-02 6wks 73HE-03 6wks 73HE-04 6wks 73HE-05 6wks 73HE-06 6wks 73HE-01 6wks	C	Health Teacher 72HE-02 6wks 72HE-03 6wks 72HE-04 6wks 72HE-05 6wks 72HE-06 6wks 72HE-01 6wks			Health Teacher 71HE-02 6wks 71HE-03 6wks 71HE-04 6wks 71HE-05 6wks 71HE-06 6wks 71HE-01 6wks
G209 A214 Academy 6 & 7th												
G208 A215 SCSE-ED 6 & 7th												

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
6th Grade Classes												
Y133 A121		Math Teacher Team 6-1 61301-03	Math Teacher Team 6-1 61301-04	A	Math Teacher Team 6-1 61301-05		Math Teacher Team 6-1 61301-06		Math Teacher Team 6-1 61301-01		Math Teacher Team 6-1 61301-02	Math Teacher Team 6-1 61ACT-03
Y134 A122 SC SE		SE Teacher 1 Self-Contained 61811-01 SE LA	SE Teacher 1 Self-Contained 61811-01 SE LA	A	SE Teacher 1 Self-Contained 61831-01 SE Math		SE Teacher 1 Self-Contained 61841-01 SE SS	Day 1	SE Teacher 1 Self-Contained 61801-01 SE-H/PE		SE Teacher 1 Self-Contained 61821-01 SE Science	SE Teacher 1 Self-Contained 61ACT-07
Y131 A138		LA Teacher #1 Team 6-1 61101-01	LA Teacher #1 Team 6-1 61101-01	A	LA Teacher #1 Team 6-1 61101-03		LA Teacher #1 Team 6-1 61101-03		LA Teacher #1 Team 6-1 61101-05		LA Teacher #1 Team 6-1 61101-05	LA Teacher #1 Team 6-1 61ACT-01
Y130 A139		LA Teacher #2 Team 6-1 61101-02	LA Teacher #2 Team 6-1 61101-02	A	LA Teacher #2 Team 6-1 61101-04		LA Teacher #2 Team 6-1 61101-04		LA Teacher #2 Team 6-1 61101-06		LA Teacher #2 Team 6-1 61101-06	LA Teacher #2 Team 6-1 61ACT-02
Y125 A142 SGI SE	.5 SE Teacher Resource Room 61881-01	.5 SE Teacher Resource Room 61881-02	.5 SE Teacher Resource Room 61881-03		.5 SE Teacher Resource Room 61881-04	B						
Y127 A143 SGI SE	SE Teacher 4 Resource Rm 71881-01 RR	SE Teacher 4 Resource Rm 71881-02 RR	SE Teacher 4 Resource Rm 71881-03 RR		SE Teacher 4 Resource Rm 71881-04 RR		SE Teacher 4 Resource Rm 71881-05 RR	C	SE Teacher 4 Resource Rm 71881-06 RR		SE Teacher 4 Resource Rm 7 th Grade Activity Pd.	
Y120 B105 Art	Art Teacher 1 of 2 61AR-04 6wks 61AR-05 6wks 61AR-06 6wks 61AR-01 6wks 61AR-02 6wks 61AR-03 6wks	Art Teacher 1 of 2 62AR-04 6wks 62AR-05 6wks 62AR-06 6wks 62AR-01 6wks 62AR-02 6wks 62AR-03 6wks	Art Teacher 1 of 2 63AR-04 6wks 63AR-05 6wks 63AR-06 6wks 63AR-01 6wks 63AR-02 6wks 63AR-03 6wks				Art Teacher 1 of 2 73AR-04 6wks 73AR-05 6wks 73AR-06 6wks 73AR-01 6wks 73AR-02 6wks 73AR-03 6wks	C	Art Teacher 1 of 2 72AR-04 6wks 72AR-05 6wks 72AR-06 6wks 72AR-01 6wks 72AR-02 6wks 72AR-03 6wks		7 th Grade Activity Pd.	Art Teacher 1 of 2 71AR-04 6wks 71AR-05 6wks 71AR-06 6wks 71AR-01 6wks 71AR-02 6wks 71AR-03 6wks

Encore Schedule: Sept. 8 - Oct. 20; Oct. 21 - Dec. 7; Dec. 8 - Jan. 27; Jan. 28 - March 10; March 13 - May 1; May 2 - June 13 (30 day sessions)

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
Y101 B111 SC-EMR	SE Teacher 2 Self-Contained 62811-01 SE LA		SE Teacher 2 Self-Contained 62811-02 SE LA	SE Teacher 2 Self-Contained 62831-01 SE Math	SE Teacher 2 Self-Contained 62841-01 SE SS	Day 1	SE Teacher 2 Self-Contained 62801-01 SE-H/PE		SE Teacher 2 Self-Contained 62821-01 SE Science	SE Teacher 2 Self-Contained 62ACT-07
Y100 B113		Social St. Tch Team 6-1 61401-05	Social St. Tch Team 6-1 61401-06	Social St. Tch Team 6-1 61401-01	Social St. Tch Team 6-1 61401-02		Social St. Tch Team 6-1 61401-03		Social St. Tch Team 6-1 61401-04	Social St. Tch Team 6-1 61ACT-05
Y102 B114	LA Teacher #1 Team 6-2 62101-01		LA Teacher #1 Team 6-2 62101-01	LA Teacher #1 Team 6-2 62101-03	LA Teacher #1 Team 6-2 62101-03		LA Teacher #1 Team 6-2 62101-05		LA Teacher #1 Team 6-2 62101-05	LA Teacher #1 Team 6-2 62ACT-01
Y103 B115	LA Teacher #2 Team 6-2 62101-02		LA Teacher #2 Team 6-2 62101-02	LA Teacher #2 Team 6-2 62101-04	LA Teacher #2 Team 6-2 62101-04		LA Teacher #2 Team 6-2 62101-06		LA Teacher #2 Team 6-2 62101-06	LA Teacher #2 Team 6-2 62ACT-02
Y105 B116	Social St. Tch Team 6-2 62401-05		Social St. Tch Team 6-2 62401-06	Social St. Tch Team 6-2 62401-01	Social St. Tch Team 6-2 62401-02		Social St. Tch Team 6-2 62401-03		Social St. Tch Team 6-2 62401-04	Social St. Tch Team 6-2 62ACT-05
Y107 B117	Math Teacher Team 6-2 62301-03		Math Teacher Team 6-2 62301-04	Math Teacher Team 6-2 62301-05	Math Teacher Team 6-2 62301-06		Math Teacher Team 6-2 62301-01		Math Teacher Team 6-2 62301-02	Math Teacher Team 6-2 62ACT-03
Y108 B118	LA Teacher #1 Team 6-3 63101-01			LA Teacher #1 Team 6-3 63101-03	LA Teacher #1 Team 6-3 63101-03	C	LA Teacher #1 Team 6-3 63101-05		LA Teacher #1 Team 6-3 63101-05	LA Teacher #1 Team 6-3 63ACT-01
Y110 B119	LA Teacher #2 Team 6-3 63101-02	LA Teacher #2 Team 6-3 63101-02		LA Teacher #2 Team 6-3 63101-04	LA Teacher #2 Team 6-3 63101-04	C	LA Teacher #2 Team 6-3 63101-06		LA Teacher #2 Team 6-3 63101-06	LA Teacher #2 Team 6-3 63ACT-02

Encore Schedule: Sept.8 - Oct. 20; Oct. 21 - Dec. 7; Dec. 8 - Jan. 27; Jan. 28 - March 10; March 13 - May 1; May 2 - June 13 (30 day sessions)

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	Period 7 1:30-2:15	Period 8 2:15-3:00
B320 Staff Work Room								
Y126 B325 Tech. Ed.	Tech. Ed. Teacher 1 of 2 61TE-01 6wks 61TE-02 6wks 61TE-03 6wks 61TE-04 6wks 61TE-05 6wks 61TE-06 6wks	Tech. Ed. Teacher 1 of 2 62TE-01 6wks 62TE-02 6wks 62TE-03 6wks 62TE-04 6wks 62TE-05 6wks 62TE-06 6wks	Tech. Ed. Teacher 1 of 2 63TE-01 6wks 63TE-02 6wks 63TE-02 6wks 63TE-02 6wks 63TE-02 6wks 63TE-02 6wks	Sci. Teacher Team 6-1 61201-06	Tech. Ed. Teacher 1 of 2 73TE-01 6wks 73TE-02 6wks 73TE-03 6wks 73TE-04 6wks 73TE-05 6wks 73TE-06 6wks	Tech. Ed. Teacher 1 of 2 72TE-01 6wks 72TE-02 6wks 72TE-03 6wks 72TE-04 6wks 72TE-05 6wks 72TE-06 6wks	7 th Grade Activity Pd.	Tech. Ed. Teacher 1 of 2 71TE-01 6wks 71TE-02 6wks 71TE-03 6wks 71TE-04 6wks 71TE-05 6wks 71TE-06 6wks
Y124 B326 Gen. Science		Sci. Teacher Team 6-1 61201-04	Sci. Teacher Team 6-1 61201-03	Sci. Teacher Team 6-1 61201-06	Sci. Teacher Team 6-1 61201-05	Sci. Teacher Team 6-1 61201-02	Sci. Teacher Team 6-1 61201-01	Sci. Teacher Team 6-1 61ACT-04
Y123 B327 Life Skills	Life Skills Teacher 1 of 2 61LS-06 6wks 61LS-01 6wks 61LS-02 6wks 61LS-03 6wks 61LS-04 6wks 61LS-05 6wks	Life Skills Teacher 1 of 2 62LS-06 6wks 62LS-01 6wks 62LS-02 6wks 62LS-03 6wks 62LS-04 6wks 62LS-05 6wks	Life Skills Teacher 1 of 2 63LS-06 6wks 63LS-01 6wks 63LS-02 6wks 63LS-03 6wks 63LS-04 6wks 63LS-05 6wks		Life Skills Teacher 1 of 2 73LS-06 6wks 73LS-01 6wks 73LS-02 6wks 73LS-03 6wks 73LS-04 6wks 73LS-05 6wks	Life Skills Teacher 1 of 2 72LS-06 6wks 72LS-01 6wks 72LS-02 6wks 72LS-03 6wks 72LS-04 6wks 72LS-05 6wks	7 th Grade Activity Pd.	Life Skills Teacher 1 of 2 71LS-06 6wks 71LS-01 6wks 71LS-02 6wks 71LS-03 6wks 71LS-04 6wks 71LS-05 6wks
Y122 B328 Keybd	Keyboarding Teacher 1 of 1.5 61KE-03 6wks 61KE-04 6wks 61KE-05 6wks 61KE-06 6wks 61KE-01 6wks 61KE-02 6wks	Keyboarding Tchr 1 of 1.5 62KE-03 6wks 62KE-04 6wks 62KE-05 6wks 62KE-06 6wks 62KE-01 6wks 62KE-02 6wks	Keyboarding Tchr 1 of 1.5 63KE-03 6wks 63KE-04 6wks 63KE-05 6wks 63KE-06 6wks 63KE-01 6wks 63KE-02 6wks		Keyboarding Tchr 1 of 1.5 73KE-03 6wks 73KE-04 6wks 73KE-05 6wks 73KE-06 6wks 73KE-01 6wks 73KE-02 6wks	Keyboarding Tchr 1 of 1.5 72KE-03 6wks 72KE-04 6wks 72KE-05 6wks 72KE-06 6wks 72KE-01 6wks 72KE-02 6wks	7 th Grade Activity Pd.	Keyboarding Tchr 1 of 1.5 71KE-03 6wks 71KE-04 6wks 71KE-05 6wks 71KE-06 6wks 71KE-01 6wks 71KE-02 6wks
Y121 B329 SCI SE	SE Teacher 3 Resource Room 62881-01 RR		SE Teacher 3 Resource Room 62881-02 RR	SE Teacher 3 Resource Room 62881-03 RR	SE Teacher 3 Resource Room 62881-04 RR	SE Teacher 3 Resource Room 62881-05 RR	SE Teacher 3 Resource Room 62881-06 RR	SE Teacher 3 Resource Rm 6 th Grade Activity Pd.

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
Y104 B150 SGI SE	SE Teacher 4 Resource Room 63881-01 RR	SE Teacher 4 Resource Room 63881-02 RR			SE Teacher 4 Resource Room 63881-03 RR		SE Teacher 4 Resource Room 63881-04 RR	C	SE Teacher 4 Resource Room 63881-05 RR		SE Teacher 4 Resource Room 63881-06 RR	SE Teacher 4 Resource Rm 6 th Grade Activity Pd.
Y106 B131 Phys. Sci Biology	Science Teacher Team 6-2 62201-04		Science Teacher Team 6-2 62201-03		Science Teacher Team 6-2 62201-06	B	Science Teacher Team 6-2 62201-05		Science Teacher Team 6-2 62201-02		Science Teacher Team 6-2 62201-01	Sci. Teacher Team 6-2 62ACT-04
Y109 B153 Phys. Sci Biology	Science Teacher Team 6-3 63201-04	Sci. Teacher Team 6-3 63201-03			Science Teacher Team 6-3 63201-06		Science Teacher Team 6-3 63201-05	C	Science Teacher Team 6-3 63201-02		Science Teacher Team 6-3 63201-01	Sci. Teacher Team 6-3 63ACT-04
B104 C110 Comp. Lab - 6th												
B106 C111 Comp. Lab - 6th												
B100 C120	Math Teacher Team 6-3 63301-03	Math Teacher Team 6-3 63301-04			Math Teacher Team 6-3 63301-05		Math Teacher Team 6-3 63301-06	C	Math Teacher Team 6-3 63301-01		Math Teacher Team 6-3 63301-02	Math Teacher Team 6-3 63ACT-03
B101 C121	Social St. Tch Team 6-3 63401-05	Social St. Tch Team 6-3 63401-06			Social St. Tch Team 6-3 63401-01		Social St. Tch Team 6-3 63401-02	C	Social St. Tch Team 6-3 63401-03		Social St. Tch Team 6-3 63401-04	Social St. Tch Team 6-3 63ACT-05
B102 C122												
G205 A218 Wrld Lang	Wrld Lang/Flex Teacher Team 7-1/ 6-3 71501-06	Wrld Lang/Flex Teacher Team 7-1/ 6-3 71501-05	Wrld Lang/Flex Teacher Team 7-1/ 6-3 71501-02	Day 1	Wrld Lang/Flex Teacher Team 7-1/ 6-3 71501-01		Wrld Lang/Flex Teacher Team 7-1/ 6-3 71501-04	C	Wrld Lang/Flex Teacher Team 7-1/ 6-3 71501-03		Wrld Lang/Flex Teacher Team 7-1/ 6-3 71ACT-06	

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Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
G203 A219 Wrld Lang	Wrld Lang./Flex Teacher Team 7-1/ 6-3 63501-06	Wrld Lang/Flex Teacher Team 7-1/ 6-3 63501-05			Wrld Lang/Flex Teacher Team 7-1/ 6-3 63501-02	Day 2	Wrld Lang/Flex Teacher Team 7-1/ 6-3 63501-01	C	Wrld Lang/Flex Teacher Team 7-1/ 6-3 63501-04		Wrld Lang/Flex Teacher Team 7-1/ 6-3 63501-03	Wrld Lang/Flex Teacher Team 7-1/ 6-3 63ACT-06
	Wrld Lang Tchrr Team 6-2/6-1 62501-06		Wrld Lang Tchrr Team 6-2/6-1 62501-05	B	Wrld Lang Tchrr Team 6-2/6-1 62501-02	Day 1	Wrld Lang Tchrr Team 6-2/6-1 62501-01		Wrld Lang Tchrr Team 6-2/6-1 62501-04		Wrld Lang Tchrr Team 6-2/6-1 62501-03	World Language Teacher Team 6-2/6-1 62ACT-06
		Wrld Lang Tchrr Team 6-2/6-1 61501-06	Wrld Lang Tchrr Team 6-2/6-1 61501-05	Day 2	Wrld Lang Tchrr Team 6-2/6-1 61501-02	A	Wrld Lang Tchrr Team 6-2/6-1 61501-01		Wrld Lang Tchrr Team 6-2/6-1 61501-04		Wrld Lang Tchrr Team 6-2/6-1 61501-03	

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
7th Grade Classrooms												
B120 C119 Comp. Lab. 7th												
B121 C118 Comp. Lab. 7th												
C119 Staff Work Rm.												
B103 C123	Bilingual Tch Team 7-3 73911-01 Language Arts	Bilingual Tch Team 7-3 73911-01 Language Arts	Bilingual Tch Team 7-3 73921-01 Science		Bilingual Tch Team 7-3 73941-01 Social St.			Day 1	Bilingual Tch Team 7-3 73931-01 Math	D	Bilingual Tch Team 7-3 73ACT-07	Bilingual Tch Team 7-3 73901-01 H/PE Bilingual Tch Team 7-3 73951-01 Ling.
B105 C124	Social St. Tch Team 7-3 73401-05	Social St. Tch Team 7-3 73401-06	Social St. Tch Team 7-3 73401-01		Social St. Tch Team 7-3 73401-02				Social St. Tch Team 7-3 73401-03	D	Social St. Tch Team 7-3 73ACT-05	Social St. Tch Team 7-3 73401-04
B108 B104 Life Skills	Life Skills Teacher 2 of 2 61LS-12 6wks 61LS-07 6wks 61LS-08 6wks 61LS-09 6wks 61LS-10 6wks 61LS-11 6wks	Life Skills Teacher 2 of 2 62LS-12 6wks 62LS-07 6wks 62LS-08 6wks 62LS-09 6wks 62LS-10 6wks 62LS-11 6wks	Life Skills Teacher 2 of 2 63LS-12 6wks 63LS-07 6wks 63LS-08 6wks 63LS-09 6wks 63LS-10 6wks 63LS-11 6wks				Life Skills Teacher 2 of 2 73LS-12 6wks 73LS-07 6wks 73LS-08 6wks 73LS-09 6wks 73LS-10 6wks 73LS-11 6wks	C	Life Skills Teacher 2 of 2 72LS-12 6wks 72LS-07 6wks 72LS-08 6wks 72LS-09 6wks 72LS-10 6wks 72LS-11 6wks		7 th Grade Activity Pd.	Life Skills Teacher 2 of 2 71LS-12 6wks 71LS-07 6wks 71LS-08 6wks 71LS-09 6wks 71LS-10 6wks 71LS-11 6wks

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
B122 D105 Tech. Ed.	Tech. Ed. Teacher 2 of 2 61TE-07 6wks 61TE-08 6wks 61TE-09 6wks 61TE-10 6wks 61TE-11 6wks 61TE-12 6wks	Tech. Ed. Teacher 2 of 2 62TE-07 6wks 62TE-08 6wks 62TE-09 6wks 62TE-10 6wks 62TE-11 6wks 62TE-12 6wks	Tech. Ed. Teacher 2 of 2 63TE-07 6wks 63TE-08 6wks 63TE-09 6wks 63TE-10 6wks 63TE-11 6wks 63TE-12 6wks			Tech. Ed. Teacher 2 of 2 73TE-07 6wks 73TE-08 6wks 73TE-09 6wks 73TE-10 6wks 73TE-11 6wks 73TE-12 6wks	C	Tech. Ed. Teacher 2 of 2 72TE-07 6wks 72TE-08 6wks 72TE-09 6wks 72TE-10 6wks 72TE-11 6wks 72TE-12 6wks		7 th Grade Activity Pd.	Tech. Ed. Teacher 2 of 2 71TE-07 6wks 71TE-08 6wks 71TE-09 6wks 71TE-10 6wks 71TE-11 6wks 71TE-12 6wks
B123 D106 SCSE	SE Teacher 1 Self-Contained 71811-01 SE LA	SE Teacher 1 Self-Contained 71811-01 SE LA	SE Teacher 1 Self-Contained 71831-01 SE Math	SE Teacher 1 Self-Contained 71841-01 SE SS	Day 1	SE Teacher 1 Self-Contained 71801-01 SE-H/PE	C	SE Teacher 1 Self-Contained 71821-01 SE Science		SE Teacher 1 Self-Contained 71ACT-07 7 th Grade Activity Pd.	
B109 D107 Phys. Sci. Biology	Science Teacher Team 7-1 71201-04	Sci. Teacher Team 7-1 71201-03	Sci. Teacher Team 7-1 71201-06	Sci. Teacher Team 7-1 71201-05		Sci. Teacher Team 7-1 71201-02	C	Sci. Teacher Team 7-1 71201-01		Sci. Teacher Team 7-1 71ACT-04	
B124 D109 Gen. Science	Science Teacher Team 7-2 72201-04	Sci. Teacher Team 7-2 72201-03	Sci. Teacher Team 7-2 72201-06	Sci. Teacher Team 7-2 72201-05	B	Sci. Teacher Team 7-2 72201-02		Sci. Teacher Team 7-2 72ACT-04 7 th Grade Activity Pd.		Sci. Teacher Team 7-2 72ACT-04 7 th Grade Activity Pd.	Sci. Teacher Team 7-2 72201-01
B126 D110 KeyDB						Keyboarding Tchr .5 of 1.5 73KE-09 6wks 73KE-10 6wks 73KE-11 6wks 73KE-12 6wks 73KE-07 6wks 73KE-08 6wks	C	Keyboarding Tchr .5 of 1.5 72KE-09 6wks 72KE-10 6wks 72KE-11 6wks 72KE-12 6wks 72KE-07 6wks 72KE-08 6wks		7 th Grade Activity Pd.	Keyboarding Tchr .5 of 1.5 71KE-09 6wks 71KE-10 6wks 71KE-11 6wks 71KE-12 6wks 71KE-07 6wks 71KE-08 6wks
B129 D111 SCISE											

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Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00	
B111 D114 Phys. Sci Biology	Science Teacher Team 7-3 73201-04	Sci. Teacher Team 7-3 73201-03	Sci. Teacher Team 7-3 73201-06		Sci. Teacher Team 7-3 73201-05				Sci. Teacher Team 7-3 73201-02	D	Sci. Teacher Team 7-3 73ACT-04	Sci. Teacher Team 7-3 73201-01	
B107 D116 Art	Art Teacher 2 of 2 61AR-10 6wks 61AR-11 6wks 61AR-12 6wks 61AR-07 6wks 61AR-08 6wks 61AR-09 6wks	Art Teacher 2 of 2 62AR-10 6wks 62AR-11 6wks 62AR-12 6wks 62AR-07 6wks 62AR-08 6wks 62AR-09 6wks	Art Teacher 2 of 2 63AR-10 6wks 63AR-11 6wks 63AR-12 6wks 63AR-07 6wks 63AR-08 6wks 63AR-09 6wks				Art Teacher 2 of 2 73AR-10 6wks 73AR-11 6wks 73AR-12 6wks 73AR-07 6wks 73AR-08 6wks 73AR-09 6wks	C	Art Teacher 2 of 2 72AR-10 6wks 72AR-11 6wks 72AR-12 6wks 72AR-07 6wks 72AR-08 6wks 72AR-09 6wks			7 th Grade Activity Pd.	Art Teacher 2 of 2 71AR-10 6wks 71AR-11 6wks 71AR-12 6wks 71AR-07 6wks 71AR-08 6wks 71AR-09 6wks
B110 D117	LA Teacher #1 Team 7-3 73101-01	LA Teacher #1 Team 7-3 73101-01	LA Teacher #1 Team 7-3 73101-03		LA Teacher #1 Team 7-3 73101-03				LA Teacher #1 Team 7-3 73101-05	D	LA Teacher #1 Team 7-3 73ACT-01	LA Teacher #1 Team 7-3 73101-05	
B112 D118	LA Teacher #2 Team 7-3 73101-02	LA Teacher #2 Team 7-3 73101-02	LA Teacher #2 Team 7-3 73101-04		LA Teacher #2 Team 7-3 73101-04				LA Teacher #2 Team 7-3 73101-06	D	LA Teacher #2 Team 7-3 73ACT-02	LA Teacher #2 Team 7-3 73101-06	
B113 D119	Math Teacher Team 7-3 73301-03	Math Teacher Team 7-3 73301-04	Math Teacher Team 7-3 73301-05		Math Teacher Team 7-3 73301-06				Math Teacher Team 7-3 73300-01-Acc.	D	Math Teacher Team 7-3 73ACT-03	Math Teacher Team 7-3 73301-02	
B114 B120 SG/SE				A	.5 SE Teacher Resource Rm 73881-01 RR		.5 SE Teacher Resource Rm 73881-02 RR		.5 SE Teacher Resource Rm 73881-03 RR		.5 SE Teacher Resource Rm 7 th Grade Activity Pd.	.5 SE Teacher Resource Rm 73881-03 RR	
B125 E106	Math Teacher Team 7-2 72301-03	Math Teacher Team 7-2 72301-04	Math Teacher Team 7-2 72301-05		Math Teacher Team 7-2 72301-06	B	Math Teacher Team 7-2 72300-01-Acc.				Math Teacher Team 7-2 72ACT-03	Math Teacher Team 7-2 72301-02	
B135 E108	Social St. Tch Team 7-2 72401-05	Social St. Tch Team 7-2 72401-06	Social St. Tch Team 7-2 72401-01		Social St. Tch Team 7-2 72401-02	B	Social St. Tch Team 7-2 72401-03				Social St. Tch Team 7-2 72ACT-05	Social St. Tch Team 7-2 72401-04	

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
B130 E109	Math Teacher Team 7-1 71301-03	Math Teacher Team 7-1 71301-04	Math Teacher Team 7-1 71301-05	X	Math Teacher Team 7-1 71301-06	X	Math Teacher Team 7-1 71300-01-Acc.	C	Math Teacher Team 7-1 71301-02	X	Math Teacher Team 7-1 71ACT-03	
B131 E110	LA Teacher #2 Team 7-1 71101-01	LA Teacher #2 Team 7-1 71101-01	LA Teacher #2 Team 7-1 71101-03	X	LA Teacher #2 Team 7-1 71101-03	X	LA Teacher #2 Team 7-1 71101-05	C	LA Teacher #2 Team 7-1 71101-05	X	LA Teacher #2 Team 7-1 71ACT-01	
B132 E111	LA Teacher #1 Team 7-1 71101-02	LA Teacher #1 Team 7-1 71101-02	LA Teacher #1 Team 7-1 71101-04	X	LA Teacher #1 Team 7-1 71101-04	X	LA Teacher #1 Team 7-1 71101-06	C	LA Teacher #1 Team 7-1 71101-06	X	LA Teacher #1 Team 7-1 71ACT-02	
B133 E112	Social St. Tch Team 7-1 71401-05	Social St. Tch Team 7-1 71401-06	Social St. Tch Team 7-1 71401-01	X	Social St. Tch Team 7-1 71401-02	X	Social St. Tch Team 7-1 71401-03	C	Social St. Tch Team 7-1 71401-04	X	Social St. Tch Team 7-1 71ACT-05	
B134 E113	LA Teacher #1 Team 7-2 72101-01	LA Teacher #1 Team 7-2 72101-01	LA Teacher #1 Team 7-2 72101-03	X	LA Teacher #1 Team 7-2 72101-03	B	LA Teacher #1 Team 7-2 72101-05			X	LA Teacher #1 Team 7-2 72ACT-01	LA Teacher #1 Team 7-2 72101-05
B136 E114	LA Teacher #2 Team 7-2 72101-02	LA Teacher #2 Team 7-2 72101-02	LA Teacher #2 Team 7-2 72101-04	X	LA Teacher #2 Team 7-2 72101-04	B	LA Teacher #2 Team 7-2 72101-06			X	LA Teacher #2 Team 7-2 72ACT-02	LA Teacher #2 Team 7-2 72101-06
G202 A220 Flex				X		X				X		
G201 A221 Flex	FLEX Tch Team 7-2/7-3 72501-06	FLEX Tch Team 7-2/7-3 72501-05	FLEX Tch Team 7-2/7-3 72501-02	D	FLEX Tch Team 7-2/7-3 72501-01	B	FLEX Tch Team 7-2/7-3 72501-04			X	FLEX Tch Team 7-2/7-3 73ACT-06	FLEX Tch Team 7-2/7-3 72501-03
	FLEX Tch Team 7-2/7-3 73501-06	FLEX Tch Team 7-2/7-3 73501-05	FLEX Tch Team 7-2/7-3 73501-02	X	FLEX Tch Team 7-2/7-3 73501-01	D			FLEX Tch Team 7-2/7-3 73501-04	D		FLEX Tch Team 7-2/7-3 73501-03

Encore Schedule: Sept. 8 - Oct. 20; Oct. 21 - Dec. 7; Dec. 8 - Jan. 27; Jan. 28 - March 10; March 13 - May 1; May 2 - June 13 (30 day sessions)

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
8th Grade Classrooms												
B127 E105 Comp Lab-2bb												
B137 E107 Comp Lab-8th												
M132 E115												
M121 F104												
M130 F105 Key3d												
M122 F106												
M131 F107												
M133 F108 Lip- Stubs												
M134 F109												

Encore Schedule: Sept. 8 - Oct. 20; Oct. 21 - Dec. 7; Dec. 8 - Jan. 27; Jan. 28 - March 10; March 13 - May 1; May 2 - June 13 (30 day sessions)

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
M135 F110 Tech. Ed.												
M113 G104												
M112 G105												
M110 G106		H/PE Teacher Team 6-1/6-2 61001-06	H/PE Teacher Team 6-1/6-2 61001-05	A	H/PE Teacher Team 6-1/6-2 61001-02	Day 1	H/PE Teacher Team 6-1/6-2 61001-01		H/PE Teacher Team 6-1/6-2 61001-04		H/PE Teacher Team 6-1/6-2 61001-03	H/PE Teacher Team 6-1/6-2 61ACT-06
M109 G107	H/PE Teacher Team 6-1/6-2 62001-06		H/PE Teacher Team 6-1/6-2 62001-05	Day 2	H/PE Teacher Team 6-1/6-2 62001-02	B	H/PE Teacher Team 6-1/6-2 62001-01		H/PE Teacher Team 6-1/6-2 62001-04		H/PE Teacher Team 6-1/6-2 62001-03	
M107 G108												
M106 G109												
M104 G110	H/PE Teacher Team 6-3/7-1 63001-06	H/PE Teacher Team 6-3/7-1 63001-05		Day 1	H/PE Teacher Team 6-3/7-1 63001-02		H/PE Teacher Team 6-3/7-1 63001-01	C	H/PE Teacher Team 6-3/7-1 63001-04		H/PE Teacher Team 6-3/7-1 63001-03	H/PE Teacher Team 6-3/7-1 63ACT-06

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
	H/PE Teacher Team 6-3/7-1 71001-06	H/PE Teacher Team 6-3/7-1 71001-05	H/PE Teacher Team 6-3/7-1 71001-02		H/PE Teacher Team 6-3/7-1 71001-01	Day 2	H/PE Teacher Team 6-3/7-1 71001-04	C	H/PE Teacher Team 6-3/7-1 71001-03		H/PE Teacher Team 6-3/7-1 71ACT-06	
M105 G111												
M100 G117 Self-Contained												
M101 G113 SCSE	SE Teacher 2 Self-contained 72811-01 SE LA	SE Teacher 2 Self-contained 72811-01 SE LA	SE Teacher 2 Self-contained 72831-01 SE Math		SE Teacher 2 Self-contained 72841-01 SE SS	B	SE Teacher 2 Self-contained 72801-01 SE-H/PE SE Teacher 2 Self-contained 72851-01 SE FLEX	Day 1 Day 2			SE Teacher 2 Self-contained 72ACT-07 7 th Grade Activity Pd.	SE Teacher 2 Self-contained 72821-01 SE Science
G114 Self Work Room												
M120 G117 SGT SE	SE Teacher 3 Resource Room 72881-01 RR	SE Teacher 3 Resource Room 72881-02 RR	SE Teacher 3 Resource Room 72881-03 RR		SE Teacher 3 Resource Room 72881-04 RR	B	SE Teacher 3 Resource Room 72881-05 RR				SE Teacher 3 Resource Rim 7 th Grade Activity Pd.	SE Teacher 3 Resource Room 72881-06 RR
M102 G123 Phys. Sci. Biology												
M105 G125 Instrument Music												

Encore Schedule: Sept. 8 - Oct. 20; Oct. 21 - Dec. 7; Dec. 8 - Jan. 27; Jan. 28 - March 10; March 13 - May 1; May 2 - June 13 (30 day sessions)

Room	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	A L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	B L	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	C L	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	D L	Period 7 1:30-2:15	Period 8 2:15-3:00
M123 G130 SGISE												
M124 G133 SG1 SE												
M108 G134 Phys. Sci. Biology												
M111 G136 Phys. Sci. Biology	H/PE Teacher Team 7-2/7-3 72001-06	H/PE Teacher Team 7-2/7-3 72001-05	H/PE Teacher Team 7-2/7-3 72001-02	Day 1	H/PE Teacher Team 7-2/7-3 72001-01	B	H/PE Teacher Team 7-2/7-3 72001-04				H/PE Teacher Team 7-2/7-3 72ACT-06	H/PE Teacher Team 7-2/7-3 72001-03
M125 G137 Sp. Occupation	H/PE Teacher Team 7-2/7-3 73001-06	H/PE Teacher Team 7-2/7-3 73001-05	H/PE Teacher Team 7-2/7-3 73001-02		H/PE Teacher Team 7-2/7-3 73001-01	Day 2			H/PE Teacher Team 7-2/7-3 73001-04	D		H/PE Teacher Team 7-2/7-3 73001-03
G211 A209 Art												

CLASSROOM USE CHART 4/3/99

Appendix I
Tentative Daily Schedules
1999 - 2000
Lakeside Middle School

**Tentative Daily Schedule
1999 - 2000
Lakeside Middle School**

Schedule 6A (Lunch A)		Schedule 6B (Lunch B)		Schedule 7A (Lunch C)		Schedule 7B (Lunch D)	
Pd.		Pd.		Pd.		Pd.	
1/HR	8:30-9:15 (45 min.)	1/HR	8:30-9:15 (45 min.)	1/HR	8:30-9:15 (45 min.)	1/HR	8:30-9:15 (45 min.)
2	9:15-10:00 (45 min.)	2	9:15-10:00 (45 min.)	2	9:15-10:00 (45 min.)	2	9:15-10:00 (45 min.)
3	10:00-10:45 (45 min.)	3	10:00-10:45 (45 min.)	3	10:00-10:45 (45 min.)	3	10:00-10:45 (45 min.)
AL	10:45-11:15 (30 min.)	4	10:45-11:30 (45 min.)	4	10:45-11:30 (45 min.)	4	10:45-11:30 (45 min.)
4A	11:15-12:00 (45 min.)	BL	11:30-12:00 (30 min.)	5	11:30-12:15 (45 min.)	5	11:30-12:15 (45 min.)
5A	12:00-12:45 (45 min.)	5A	12:00-12:45 (45 min.)	CL	12:15-12:45 (30 min.)	6	12:15-1:00 (45 min.)
6A	12:45-1:30 (45 min.)	6A	12:45-1:30 (45 min.)	6A	12:45-1:30 (45 min.)	DL	1:00-1:30 (30 min.)
7	1:30-2:15 (45 min.)	7	1:30-2:15 (45 min.)	7	1:30-2:15 (45 min.)	7	1:30-2:15 (45 min.)
8	2:15-3:00 (45 min.)	8	2:15-3:00 (45 min.)	8	2:15-3:00 (45 min.)	8	2:15-3:00 (45 min.)

One Period will be an Activity Period

6th Grade Core Subjects:

Language Arts
Language Arts
Math
Science
Social Studies

Encore Subjects:

Day 1, 2 - H/PE & World Language

1/4 Blocks - Tech Ed., Music, Art,
Lifeskills

Lunch (30 minutes)

7th Grade Core Subjects:

Language Arts
Language Arts
Math
Science
Social Studies

Encore Subjects:

Day 1, 2 - H/PE & Linguistics

1/4 Blocks - Tech Ed., Keyboarding, Art,
Lifeskills

Lunch (30 minutes)

**Tentative 6th Grade Student's Schedule
1999 - 2000 Lakeside Middle School**

Team 6-1 Pd. (Lunch A)	
1/HR	8:30-9:15 (45 min.) Encore Subjects - Each 30 days Tech Ed. Sept. 8 - Oct. 20 Life Skills Oct. 21 - Dec. 7 Music Dec. 8 - Jan. 27 Art Jan. 28 - March 10 Keyboarding March 13 - May 1 Health May 2 - June 13
2/3	9:15-10:45 (90 min.) Language Arts Reading Writing
AL 10:45-11:15 (30 min.) Lunch	
4A	11:15-12:00 (45 min.) Social Studies
5A	12:00-12:45 (45 min.) Health & Physical Education - Day 1 World Language - Day 2
6A	12:45-1:30 (45 min.) Math
7	1:30-2:15 (45 min.) Science
8 2:15-3:00 (45 min.) Activity Period Band Choir Enrichment Remediation	

**Tentative 7th Grade Student's Schedule
1999 - 2000 Lakeside Middle School**

Team 7-2 Pd. (Lunch B)	
1/HR	8:30-9:15 (45 min.) Science
2	9:15-10:00 (45 min.) Math
3 & 4	10:00-11:30 (90 min.) Language Arts Reading Writing
BL	11:30-12:00 (30 min.)
5A	12:00-12:45 (45 min.) Health & Physical Education - Day 1 Foreign Language Exploration - Day 2
6A	12:45-1:30 (45 min.) Encore Subjects - Each 30 days Art Sept. 8 - Oct. 20 Keyboarding Oct. 21 - Dec. 7 Health Dec. 8 - Jan. 27 Tech. Ed. Jan. 28 - March 10 Life Skills March 13 - May 1 Music May 2 - June 13
7	1:30-2:15 (45 min.) Activity Period Band Choir Enrichment Remediation
8	2:15-3:00 (45 min.) Social Studies

Appendix J
Encore Matrix
Lakeside Middle School

**Encore Matrix
Lakeside Middle School
1999-2000
Each Course - 30 Days per Section**

	Technology Ed.	Life Skills	Music	Art	Keyboarding	Health
Sept. 8- Oct. 20	01	06	05	04	03	02
Oct. 21 - Dec. 7	02	01	06	05	04	03
Dec. 8 - Jan. 27	03	02	01	06	05	04
Jan. 28 - March 10	04	03	02	01	06	05
March 13 - May 1	05	04	03	02	01	06
May 2 - June 13	06	05	04	03	02	01

Appendix K
Lakeside Middle School
Master Course Schedule
1999 - 2000

Lakeside Middle School Master Course Schedule 1999-2000 (revised 3/13/99)

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
61101	01	Language Arts			02-03	10	22	20		1234	MTWRF	Y
	02	Language Arts			02-03	10	22	20		1234	MTWRF	Y
	03	Language Arts			04-05	10	22	20		1234	MTWRF	Y
	04	Language Arts			04-05	10	22	20		1234	MTWRF	Y
	05	Language Arts			06-07	10	22	20		1234	MTWRF	Y
	06	Language Arts			06-07	10	22	20		1234	MTWRF	Y
61301	01	Math			06	30	22	20		1234	MTWRF	Y
	02	Math			07	30	22	20		1234	MTWRF	Y
	03	Math			02	30	22	20		1234	MTWRF	Y
	04	Math			03	30	22	20		1234	MTWRF	Y
	05	Math			04	30	22	20		1234	MTWRF	Y
	06	Math			05	30	22	20		1234	MTWRF	Y
61201	01	Science			07	20	22	20		1234	MTWRF	Y
	02	Science			06	20	22	20		1234	MTWRF	Y
	03	Science			03	20	22	20		1234	MTWRF	Y
	04	Science			02	20	22	20		1234	MTWRF	Y
	05	Science			05	20	22	20		1234	MTWRF	Y
	06	Science			04	20	22	20		1234	MTWRF	Y
61401	01	Social Studies			04	40	22	20		1234	MTWRF	Y
	02	Social Studies			05	40	22	20		1234	MTWRF	Y
	03	Social Studies			06	40	22	20		1234	MTWRF	Y
	04	Social Studies			07	40	22	20		1234	MTWRF	Y
	05	Social Studies			02	40	22	20		1234	MTWRF	Y
	06	Social Studies			03	40	22	20		1234	MTWRF	Y
61001	01	H/PE			05	00	22	20		1234	M-W-F	Y
	02	H/PE			04	00	22	20		1234	M-W-F	Y
	03	H/PE			07	00	22	20		1234	M-W-F	Y
	04	H/PE			06	00	22	20		1234	M-W-F	Y
	05	H/PE			03	00	22	20		1234	M-W-F	Y
	06	H/PE			02	00	22	20		1234	M-W-F	Y

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
62001	01	H/PE			05	00	22	20		1234	-T-Th-	Y
	02	H/PE			04	00	22	20		1234	-T-Th-	Y
	03	H/PE			07	00	22	20		1234	-T-Th-	Y
	04	H/PE			06	00	22	20		1234	-T-Th-	Y
	05	H/PE			03	00	22	20		1234	-T-Th-	Y
	06	H/PE			01	00	22	20		1234	-T-Th-	Y
61501	01	World Language			05	50	22	20		1234	-T-Th-	Y
	02	World Language			04	50	22	20		1234	-T-Th-	Y
	03	World Language			07	50	22	20		1234	-T-Th-	Y
	04	World Language			06	50	22	20		1234	-T-Th-	Y
	05	World Language			03	50	22	20		1234	-T-Th-	Y
	06	World Language			02	50	22	20		1234	-T-Th-	Y
61ACT	01	Activity Rm 6 th (Block to 61101-01)			08	--	22	20		1234	MTWRF	No Grd
	02	Activity Rm 6 th (Block to 61101-02)			08	--	22	20		1234	MTWRF	No Grd
	03	Activity Rm 6 th (Block to 61301-03)			08	--	22	20		1234	MTWRF	No Grd
	04	Activity Rm 6 th (Block to 61201-04)			08	--	22	20		1234	MTWRF	No Grd
	05	Activity Rm 6 th (Block to 61401-05)			08	--	22	20		1234	MTWRF	No Grd
	06	Activity Rm 6 th (Block to 61001-06)			08	--	22	20		1234	MTWRF	No Grd
	07	Activity Rm 6 th (Block to 61811-01)			08	--	22	20		1234	MTWRF	No Grd
62501	01	World Language			05	50	22	20		1234	M-W-F	Y
	02	World Language			04	50	22	20		1234	M-W-F	Y
	03	World Language			07	50	22	20		1234	M-W-F	Y
	04	World Language			06	50	22	20		1234	M-W-F	Y
	05	World Language			03	50	22	20		1234	M-W-F	Y
	06	World Language			01	50	22	20		1234	M-W-F	Y
62101	01	Language Arts (Block to 62101-07)			01	10	22	20		1234	MTWRF	Y
	02	Language Arts (Block to 62101-08)			01	10	22	20		1234	MTWRF	Y
	03	Language Arts			04-05	10	22	20		1234	MTWRF	Y

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
	04	Language Arts			04-05	10	22	20		1234	MTWRF	Y
	05	Language Arts			06-07	10	22	20		1234	MTWRF	Y
	06	Language Arts			06-07	10	22	20		1234	MTWRF	Y
	07	Language Arts			03	10	22	20		1234	MTWRF	No Grd
	08	Language Arts			03	10	22	20		1234	MTWRF	No Grd
62301	01	Math			01	30	22	20		1234	MTWRF	Y
	02	Math			07	30	22	20		1234	MTWRF	Y
	03	Math			01	30	22	20		1234	MTWRF	Y
	04	Math			03	30	22	20		1234	MTWRF	Y
	05	Math			04	30	22	20		1234	MTWRF	Y
	06	Math			05	30	22	20		1234	MTWRF	Y
62201	01	Science			07	20	22	20		1234	MTWRF	Y
	02	Science			06	20	22	20		1234	MTWRF	Y
	03	Science			03	20	22	20		1234	MTWRF	Y
	04	Science			01	20	22	20		1234	MTWRF	Y
	05	Science			05	20	22	20		1234	MTWRF	Y
	06	Science			04	20	22	20		1234	MTWRF	Y
62401	01	Social Studies			04	40	22	20		1234	MTWRF	Y
	02	Social Studies			05	40	22	20		1234	MTWRF	Y
	03	Social Studies			06	40	22	20		1234	MTWRF	Y
	04	Social Studies			07	40	22	20		1234	MTWRF	Y
	05	Social Studies			01	40	22	20		1234	MTWRF	Y
	06	Social Studies			03	40	22	20		1234	MTWRF	Y
62ACT	01	Activity Rm 6 th (Block to 62101-01)			08	--	22	20		1234	MTWRF	No Grd
	02	Activity Rm 6 th (Block to 62101-02)			08	--	22	20		1234	MTWRF	No Grd
	03	Activity Rm 6 th (Block to 62301-03)			08	--	22	20		1234	MTWRF	No Grd
	04	Activity Rm 6 th (Block to 62201-04)			08	--	22	20		1234	MTWRF	No Grd
	05	Activity Rm 6 th (Block to 62401-05)			08	--	22	20		1234	MTWRF	No Grd
	06	Activity Rm 6 th (Block to 6250-06)			08	--	22	20		1234	MTWRF	No Grd

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
	07	Activity Rm 6 th (Block to 62811-01)			08	--	22	20		1234	MTWRF	No Grd
63101	01	Language Arts			01-02	10	22	20		1234	MTWRF	Y
	02	Language Arts			01-02	10	22	20		1234	MTWRF	Y
	03	Language Arts			04-05	10	22	20		1234	MTWRF	Y
	04	Language Arts			04-05	10	22	20		1234	MTWRF	Y
	05	Language Arts			06-07	10	22	20		1234	MTWRF	Y
	06	Language Arts			06-07	10	22	20		1234	MTWRF	Y
63301	01	Math			06	30	22	20		1234	MTWRF	Y
	02	Math			07	30	22	20		1234	MTWRF	Y
	03	Math			01	30	22	20		1234	MTWRF	Y
	04	Math			02	30	22	20		1234	MTWRF	Y
	05	Math			04	30	22	20		1234	MTWRF	Y
	06	Math			05	30	22	20		1234	MTWRF	Y
63201	01	Science			07	20	22	20		1234	MTWRF	Y
	02	Science			06	20	22	20		1234	MTWRF	Y
	03	Science			02	20	22	20		1234	MTWRF	Y
	04	Science			01	20	22	20		1234	MTWRF	Y
	05	Science			05	20	22	20		1234	MTWRF	Y
	06	Science			04	20	22	20		1234	MTWRF	Y
63401	01	Social Studies			04	40	22	20		1234	MTWRF	Y
	02	Social Studies			05	40	22	20		1234	MTWRF	Y
	03	Social Studies			06	40	22	20		1234	MTWRF	Y
	04	Social Studies			07	40	22	20		1234	MTWRF	Y
	05	Social Studies			01	40	22	20		1234	MTWRF	Y
	06	Social Studies			02	40	22	20		1234	MTWRF	Y
63ACT	01	Activity Rm 6 th (Block to 63101-01)			08	--	22	20		1234	MTWRF	No Grd
	02	Activity Rm 6 th (Block to 63101-02)			08	--	22	20		1234	MTWRF	No Grd
	03	Activity Rm 6 th (Block to 63301-03)			08	--	22	20		1234	MTWRF	No Grd
	04	Activity Rm 6 th (Block to 63201-04)			08	--	22	20		1234	MTWRF	No Grd

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
	05	Activity Rm 6 th (Block to 63401-05)			08	--	22	20		1234	MTWRF	No Grd
	06	Activity Rm 6 th (Block to 63001-06)			08	--	22	20		1234	MTWRF	No Grd
63001	01	H/PE			05	00	22	20		1234	M-W-F	Y
	02	H/PE			04	00	22	20		1234	M-W-F	Y
	03	H/PE			07	00	22	20		1234	M-W-F	Y
	04	H/PE			06	00	22	20		1234	M-W-F	Y
	05	H/PE			02	00	22	20		1234	M-W-F	Y
	06	H/PE			01	00	22	20		1234	M-W-F	Y
71001	01	H/PE			04	00	22	20		1234	-T-Th-	Y
	02	H/PE			03	00	22	20		1234	-T-Th-	Y
	03	H/PE			06	00	22	20		1234	-T-Th-	Y
	04	H/PE			05	00	22	20		1234	-T-Th-	Y
	05	H/PE			02	00	22	20		1234	-T-Th-	Y
	06	H/PE			01	00	22	20		1234	-T-Th-	Y
63501	01	World Language			05	50	22	20		1234	-T-Th-	Y
	02	World Language			04	50	22	20		1234	-T-Th-	Y
	03	World Language			07	50	22	20		1234	-T-Th-	Y
	04	World Language			06	50	22	20		1234	-T-Th-	Y
	05	World Language			02	50	22	20		1234	-T-Th-	Y
	06	World Language			01	50	22	20		1234	-T-Th-	Y
71501	01	FLEX			04	50	22	20		1234	M-W-F	Y
	02	FLEX			03	50	22	20		1234	M-W-F	Y
	03	FLEX			06	50	22	20		1234	M-W-F	Y
	04	FLEX			05	50	22	20		1234	M-W-F	Y
	05	FLEX			02	50	22	20		1234	M-W-F	Y
	06	FLEX			01	50	22	20		1234	M-W-F	Y
71101	01	Language Arts			01-02	10	22	20		1234	MTWRF	Y
	02	Language Arts			01-02	10	22	20		1234	MTWRF	Y
	03	Language Arts			03-04	10	22	20		1234	MTWRF	Y
	04	Language Arts			03-04	10	22	20		1234	MTWRF	Y
	05	Language Arts			05-06	10	22	20		1234	MTWRF	Y

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
	06	Language Arts			05-06	10	22	20		1234	MTWRF	Y
71300	01	Math-Acc			05	30	22	20		1234	MTWRF	Y
71301	01	Math			X		22	20		1234	MTWRF	Y
	02	Math			06	30	22	20		1234	MTWRF	Y
	03	Math			01	30	22	20		1234	MTWRF	Y
	04	Math			02	30	22	20		1234	MTWRF	Y
	05	Math			03	30	22	20		1234	MTWRF	Y
	06	Math			04	30	22	20		1234	MTWRF	Y
71201	01	Science			06	20	22	20		1234	MTWRF	Y
	02	Science			05	20	22	20		1234	MTWRF	Y
	03	Science			02	20	22	20		1234	MTWRF	Y
	04	Science			01	20	22	20		1234	MTWRF	Y
	05	Science			04	20	22	20		1234	MTWRF	Y
	06	Science			03	20	22	20		1234	MTWRF	Y
71401	01	Social Studies			03	40	22	20		1234	MTWRF	Y
	02	Social Studies			04	40	22	20		1234	MTWRF	Y
	03	Social Studies			05	40	22	20		1234	MTWRF	Y
	04	Social Studies			06	40	22	20		1234	MTWRF	Y
	05	Social Studies			01	40	22	20		1234	MTWRF	Y
	06	Social Studies			02	40	22	20		1234	MTWRF	Y
71ACT	01	Activity Rm 7 th (Block to 71101-01)			07	--	22	20		1234	MTWRF	No Grd
	02	Activity Rm 7 th (Block to 71101-02)			07	--	22	20		1234	MTWRF	No Grd
	03	Activity Rm 7 th (Block to 71301-03)			07	--	22	20		1234	MTWRF	No Grd
	04	Activity Rm 7 th (Block to 71201-04)			07	--	22	20		1234	MTWRF	No Grd
	05	Activity Rm 7 th (Block to 71401-05)			07	--	22	20		1234	MTWRF	No Grd
	06	Activity Rm 7 th (Block to 71001-06)			07	--	22	20		1234	MTWRF	No Grd
	07	Activity Rm 7 th (Block to 71811-01)			07	--	22	20		1234	MTWRF	No Grd

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
72101	01	Language Arts			01-02	10	22	20		1234	MTWRF	Y
	02	Language Arts			01-02	10	22	20		1234	MTWRF	Y
	03	Language Arts			03-04	10	22	20		1234	MTWRF	Y
	04	Language Arts			03-04	10	22	20		1234	MTWRF	Y
	05	Language Arts (Block to 72101-07)			05	10	22	20		1234	MTWRF	Y
	06	Language Arts (Block to 72101-08)			05	10	22	20		1234	MTWRF	Y
	07	Language Arts			08	10	22	20		1234	MTWRF	No Grd
	08	Language Arts			08	10	22	20		1234	MTWRF	No Grd
72300	01	Math-Acc			05	30	22	20		1234	MTWRF	Y
72301	01	Math			X		22	20		1234	MTWRF	Y
	02	Math			08	30	22	20		1234	MTWRF	Y
	03	Math			01	30	22	20		1234	MTWRF	Y
	04	Math			02	30	22	20		1234	MTWRF	Y
	05	Math			03	30	22	20		1234	MTWRF	Y
	06	Math			04	30	22	20		1234	MTWRF	Y
72201	01	Science			08	20	22	20		1234	MTWRF	Y
	02	Science			05	20	22	20		1234	MTWRF	Y
	03	Science			02	20	22	20		1234	MTWRF	Y
	04	Science			01	20	22	20		1234	MTWRF	Y
	05	Science			04	20	22	20		1234	MTWRF	Y
	06	Science			03	20	22	20		1234	MTWRF	Y
72401	01	Social Studies			03	40	22	20		1234	MTWRF	Y
	02	Social Studies			04	40	22	20		1234	MTWRF	Y
	03	Social Studies			05	40	22	20		1234	MTWRF	Y
	04	Social Studies			08	40	22	20		1234	MTWRF	Y
	05	Social Studies			01	40	22	20		1234	MTWRF	Y
	06	Social Studies			02	40	22	20		1234	MTWRF	Y
72ACT	01	Activity Rm 7 th (Block to 72101-01)			07	--	22	20		1234	MTWRF	No Grd
	02	Activity Rm 7 th (Block to 72101-02)			07	--	22	20		1234	MTWRF	No Grd
	03	Activity Rm 7 th (Block to 72301-03)			07	--	22	20		1234	MTWRF	No Grd

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
73101	01	Language Arts			01-02	10	22	20		1234	MTWRF	Y
	02	Language Arts			01-02	10	22	20		1234	MTWRF	Y
	03	Language Arts			03-04	10	22	20		1234	MTWRF	Y
	04	Language Arts			03-04	10	22	20		1234	MTWRF	Y
	05	Language Arts (Block to 73101-07)			06	10	22	20		1234	MTWRF	Y
	06	Language Arts (Block to 73101-08)			06	10	22	20		1234	MTWRF	Y
	07	Language Arts			08	10	22	20		1234	MTWRF	No Grd
	08	Language Arts			08	10	22	20		1234	MTWRF	No Grd
73300	01	Math-Acc			06	30	22	20		1234	MTWRF	Y
73301	01	Math			X		22	20		1234	MTWRF	Y
	02	Math			08	30	22	20		1234	MTWRF	Y
	03	Math			01	30	22	20		1234	MTWRF	Y
	04	Math			02	30	22	20		1234	MTWRF	Y
	05	Math			03	30	22	20		1234	MTWRF	Y
	06	Math			04	30	22	20		1234	MTWRF	Y
73201	01	Science			08	20	22	20		1234	MTWRF	Y
	02	Science			06	20	22	20		1234	MTWRF	Y
	03	Science			02	20	22	20		1234	MTWRF	Y
	04	Science			01	20	22	20		1234	MTWRF	Y
	05	Science			04	20	22	20		1234	MTWRF	Y
	06	Science			03	20	22	20		1234	MTWRF	Y
73401	01	Social Studies			03	40	22	20		1234	MTWRF	Y
	02	Social Studies			04	40	22	20		1234	MTWRF	Y
	03	Social Studies			06	40	22	20		1234	MTWRF	Y
	04	Social Studies			08	40	22	20		1234	MTWRF	Y
	05	Social Studies			01	40	22	20		1234	MTWRF	Y
	06	Social Studies			02	40	22	20		1234	MTWRF	Y
73ACT	01	Activity Rm 7 th (Block to 73101-01)			07	--	22	20		1234	MTWRF	No Grd
	02	Activity Rm 7 th (Block to 73101-02)			07	--	22	20		1234	MTWRF	No Grd
	03	Activity Rm 7 th (Block to 73301-03)			07	--	22	20		1234	MTWRF	No Grd

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
	04	Activity Rm 7 th (Block to 73201-04)			07	--	22	20		1234	MTWRF	No Grd
	05	Activity Rm 7 th (Block to 73401-05)			07	--	22	20		1234	MTWRF	No Grd
	06	Activity Rm 7 th (Block to 73501-06)			07	--	22	20		1234	MTWRF	No Grd
	07	Activity Rm 7 th (Block to 73911-01)			07	--	22	20		1234	MTWRF	No Grd
73911	01	BIL Lang. Arts			01-02	90	22	20		1234	MTWRF	Y
73921	01	BIL Science			03	90	22	20		1234	MTWRF	Y
73941	01	BIL Social St.			04	90	22	20		1234	MTWRF	Y
73931	01	BIL Math			06	90	22	20		1234	MTWRF	Y
73901	01	BIL H/PE			08	90	22	20		1234	M-W-F	Y
73951	01	BIL FLEX			08	90	22	20		1234	-T-Th-	Y
61TE	01	Technology Ed.			01	60	22	20		1---	MTWRF	Y
	02	Technology Ed.			01	60	22	20		12--	MTWRF	Y
	03	Technology Ed.			01	60	22	20		-23-	MTWRF	Y
	04	Technology Ed.			01	60	22	20		--3-	MTWRF	Y
	05	Technology Ed.			01	60	22	20		--34	MTWRF	Y
	06	Technology Ed.			01	60	22	20		---4	MTWRF	Y
62TE	01	Technology Ed.			02	60	22	20		1---	MTWRF	Y
	02	Technology Ed.			02	60	22	20		12--	MTWRF	Y
	03	Technology Ed.			02	60	22	20		-23-	MTWRF	Y
	04	Technology Ed.			02	60	22	20		--3-	MTWRF	Y
	05	Technology Ed.			02	60	22	20		--34	MTWRF	Y
	06	Technology Ed.			02	60	22	20		---4	MTWRF	Y
63TE	01	Technology Ed.			03	60	22	20		1---	MTWRF	Y
	02	Technology Ed.			03	60	22	20		12--	MTWRF	Y
	03	Technology Ed.			03	60	22	20		-23-	MTWRF	Y
	04	Technology Ed.			03	60	22	20		--3-	MTWRF	Y
	05	Technology Ed.			03	60	22	20		--34	MTWRF	Y
	06	Technology Ed.			03	60	22	20		---4	MTWRF	Y

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
73TE	01	Technology Ed.			05	60	22	20		1---	MTWRF	Y
	02	Technology Ed.			05	60	22	20		12--	MTWRF	Y
	03	Technology Ed.			05	60	22	20		-23-	MTWRF	Y
	04	Technology Ed.			05	60	22	20		--3-	MTWRF	Y
	05	Technology Ed.			05	60	22	20		--34	MTWRF	Y
	06	Technology Ed.			05	60	22	20		---4	MTWRF	Y
726TE	01	Technology Ed.			06	60	22	20		1---	MTWRF	Y
	02	Technology Ed.			06	60	22	20		12--	MTWRF	Y
	03	Technology Ed.			06	60	22	20		-23-	MTWRF	Y
	04	Technology Ed.			06	60	22	20		--3-	MTWRF	Y
	05	Technology Ed.			06	60	22	20		--34	MTWRF	Y
	06	Technology Ed.			06	60	22	20		---4	MTWRF	Y
71TE	01	Technology Ed.			08	60	22	20		1---	MTWRF	Y
	02	Technology Ed.			08	60	22	20		12--	MTWRF	Y
	03	Technology Ed.			08	60	22	20		-23-	MTWRF	Y
	04	Technology Ed.			08	60	22	20		--3-	MTWRF	Y
	05	Technology Ed.			08	60	22	20		--34	MTWRF	Y
	06	Technology Ed.			08	60	22	20		---4	MTWRF	Y
61LS	01	Life Skills			01	60	22	20		12--	MTWRF	Y
	02	Life Skills			01	60	22	20		-23-	MTWRF	Y
	03	Life Skills			01	60	22	20		--3-	MTWRF	Y
	04	Life Skills			01	60	22	20		--34	MTWRF	Y
	05	Life Skills			01	60	22	20		---4	MTWRF	Y
	06	Life Skills			01	60	22	20		1---	MTWRF	Y
62LS	01	Life Skills			02	60	22	20		12--	MTWRF	Y
	02	Life Skills			02	60	22	20		-23-	MTWRF	Y
	03	Life Skills			02	60	22	20		--3-	MTWRF	Y
	04	Life Skills			02	60	22	20		--34	MTWRF	Y
	05	Life Skills			02	60	22	20		---4	MTWRF	Y
	06	Life Skills			02	60	22	20		1---	MTWRF	Y

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
63LS	01	Life Skills			03	60	22	20		12--	MTWRF	Y
	02	Life Skills			03	60	22	20		-23-	MTWRF	Y
	03	Life Skills			03	60	22	20		--3-	MTWRF	Y
	04	Life Skills			03	60	22	20		--34	MTWRF	Y
	05	Life Skills			03	60	22	20		---4	MTWRF	Y
	06	Life Skills			03	60	22	20		1---	MTWRF	Y
71LS	01	Life Skills			08	60	22	20		12--	MTWRF	Y
	02	Life Skills			08	60	22	20		-23-	MTWRF	Y
	03	Life Skills			08	60	22	20		--3-	MTWRF	Y
	04	Life Skills			08	60	22	20		--34	MTWRF	Y
	05	Life Skills			08	60	22	20		---4	MTWRF	Y
	06	Life Skills			08	60	22	20		1---	MTWRF	Y
72LS	01	Life Skills			06	60	22	20		12--	MTWRF	Y
	02	Life Skills			06	60	22	20		-23-	MTWRF	Y
	03	Life Skills			06	60	22	20		--3-	MTWRF	Y
	04	Life Skills			06	60	22	20		--34	MTWRF	Y
	05	Life Skills			06	60	22	20		---4	MTWRF	Y
	06	Life Skills			06	60	22	20		1---	MTWRF	Y
73LS	01	Life Skills			05	60	22	20		12--	MTWRF	Y
	02	Life Skills			05	60	22	20		-23-	MTWRF	Y
	03	Life Skills			05	60	22	20		--3-	MTWRF	Y
	04	Life Skills			05	60	22	20		--34	MTWRF	Y
	05	Life Skills			05	60	22	20		---4	MTWRF	Y
	06	Life Skills			05	60	22	20		1---	MTWRF	Y
61MU	01	Music			01	70	22	20		-23-	MTWRF	Y
	02	Music			01	70	22	20		--3-	MTWRF	Y
	03	Music			01	70	22	20		--34	MTWRF	Y
	04	Music			01	70	22	20		---4	MTWRF	Y
	05	Music			01	70	22	20		1---	MTWRF	Y
	06	Music			01	70	22	20		12--	MTWRF	Y

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
62MU	01	Music			02	70	22	20		-23-	MTWRF	Y
	02	Music			02	70	22	20		--3-	MTWRF	Y
	03	Music			02	70	22	20		--34	MTWRF	Y
	04	Music			02	70	22	20		---4	MTWRF	Y
	05	Music			02	70	22	20		1---	MTWRF	Y
	06	Music			02	70	22	20		12--	MTWRF	Y
63MU	01	Music			03	70	22	20		-23-	MTWRF	Y
	02	Music			03	70	22	20		--3-	MTWRF	Y
	03	Music			03	70	22	20		--34	MTWRF	Y
	04	Music			03	70	22	20		---4	MTWRF	Y
	05	Music			03	70	22	20		1---	MTWRF	Y
	06	Music			03	70	22	20		12--	MTWRF	Y
71MU	01	Music			08	70	22	20		-23-	MTWRF	Y
	02	Music			08	70	22	20		--3-	MTWRF	Y
	03	Music			08	70	22	20		--34	MTWRF	Y
	04	Music			08	70	22	20		---4	MTWRF	Y
	05	Music			08	70	22	20		1---	MTWRF	Y
	06	Music			08	70	22	20		12--	MTWRF	Y
72MU	01	Music			06	70	22	20		-23-	MTWRF	Y
	02	Music			06	70	22	20		--3-	MTWRF	Y
	03	Music			06	70	22	20		--34	MTWRF	Y
	04	Music			06	70	22	20		---4	MTWRF	Y
	05	Music			06	70	22	20		1---	MTWRF	Y
	06	Music			06	70	22	20		12--	MTWRF	Y
73MU	01	Music			05	70	22	20		-23-	MTWRF	Y
	02	Music			05	70	22	20		--3-	MTWRF	Y
	03	Music			05	70	22	20		--34	MTWRF	Y
	04	Music			05	70	22	20		---4	MTWRF	Y
	05	Music			05	70	22	20		1---	MTWRF	Y
	06	Music			05	70	22	20		12--	MTWRF	Y

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
61AR	01	Art			01	70	22	20		--3-	MTWRF	Y
	02	Art			01	70	22	20		--34	MTWRF	Y
	03	Art			01	70	22	20		---4	MTWRF	Y
	04	Art			01	70	22	20		1---	MTWRF	Y
	05	Art			01	70	22	20		12--	MTWRF	Y
	06	Art			01	70	22	20		-23-	MTWRF	Y
62AR	01	Art			02	70	22	20		--3-	MTWRF	Y
	02	Art			02	70	22	20		--34	MTWRF	Y
	03	Art			02	70	22	20		---4	MTWRF	Y
	04	Art			02	70	22	20		1---	MTWRF	Y
	05	Art			02	70	22	20		12--	MTWRF	Y
	06	Art			02	70	22	20		-23-	MTWRF	Y
63AR	01	Art			03	70	22	20		--3-	MTWRF	Y
	02	Art			03	70	22	20		--34	MTWRF	Y
	03	Art			03	70	22	20		---4	MTWRF	Y
	04	Art			03	70	22	20		1---	MTWRF	Y
	05	Art			03	70	22	20		12--	MTWRF	Y
	06	Art			03	70	22	20		-23-	MTWRF	Y
71AR	01	Art			08	70	22	20		--3-	MTWRF	Y
	02	Art			08	70	22	20		--34	MTWRF	Y
	03	Art			08	70	22	20		---4	MTWRF	Y
	04	Art			08	70	22	20		1---	MTWRF	Y
	05	Art			08	70	22	20		12--	MTWRF	Y
	06	Art			08	70	22	20		-23-	MTWRF	Y
72AR	01	Art			06	70	22	20		--3-	MTWRF	Y
	02	Art			06	70	22	20		--34	MTWRF	Y
	03	Art			06	70	22	20		---4	MTWRF	Y
	04	Art			06	70	22	20		1---	MTWRF	Y
	05	Art			06	70	22	20		12--	MTWRF	Y
	06	Art			06	70	22	20		-23-	MTWRF	Y

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
73AR	01	Art			05	70	22	20		--3-	MTWRF	Y
	02	Art			05	70	22	20		--34	MTWRF	Y
	03	Art			05	70	22	20		---4	MTWRF	Y
	04	Art			05	70	22	20		1---	MTWRF	Y
	05	Art			05	70	22	20		12--	MTWRF	Y
	06	Art			05	70	22	20		-23-	MTWRF	Y
61KE	01	KeyBd			01	60	22	20		--34	MTWRF	Y
	02	KeyBd			01	60	22	20		---4	MTWRF	Y
	03	KeyBd			01	60	22	20		1---	MTWRF	Y
	04	KeyBd			01	60	22	20		12--	MTWRF	Y
	05	KeyBd			01	60	22	20		-23-	MTWRF	Y
	06	KeyBd			01	60	22	20		--3-	MTWRF	Y
62KE	01	KeyBd			02	60	22	20		--34	MTWRF	Y
	02	KeyBd			02	60	22	20		---4	MTWRF	Y
	03	KeyBd			02	60	22	20		1---	MTWRF	Y
	04	KeyBd			02	60	22	20		12--	MTWRF	Y
	05	KeyBd			02	60	22	20		-23-	MTWRF	Y
	06	KeyBd			02	60	22	20		--3-	MTWRF	Y
63KE	01	KeyBd			03	60	22	20		--34	MTWRF	Y
	02	KeyBd			03	60	22	20		---4	MTWRF	Y
	03	KeyBd			03	60	22	20		1---	MTWRF	Y
	04	KeyBd			03	60	22	20		12--	MTWRF	Y
	05	KeyBd			03	60	22	20		-23-	MTWRF	Y
	06	KeyBd			03	60	22	20		--3-	MTWRF	Y
71KE	01	KeyBd			08	60	22	20		--34	MTWRF	Y
	02	KeyBd			08	60	22	20		---4	MTWRF	Y
	03	KeyBd			08	60	22	20		1---	MTWRF	Y
	04	KeyBd			08	60	22	20		12--	MTWRF	Y
	05	KeyBd			08	60	22	20		-23-	MTWRF	Y
	06	KeyBd			08	60	22	20		--3-	MTWRF	Y

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
72KE	01	KeyBd			06	60	22	20		--34	MTWRF	Y
	02	KeyBd			06	60	22	20		---4	MTWRF	Y
	03	KeyBd			06	60	22	20		1---	MTWRF	Y
	04	KeyBd			06	60	22	20		12--	MTWRF	Y
	05	KeyBd			06	60	22	20		-23-	MTWRF	Y
	06	KeyBd			06	60	22	20		--3-	MTWRF	Y
73KE	01	KeyBd			05	60	22	20		--34	MTWRF	Y
	02	KeyBd			05	60	22	20		---4	MTWRF	Y
	03	KeyBd			05	60	22	20		1---	MTWRF	Y
	04	KeyBd			05	60	22	20		12--	MTWRF	Y
	05	KeyBd			05	60	22	20		-23-	MTWRF	Y
	06	KeyBd			05	60	22	20		--3-	MTWRF	Y
61HE	01	Health			01	00	22	20		---4	MTWRF	Y
	02	Health			01	00	22	20		1---	MTWRF	Y
	03	Health			01	00	22	20		12--	MTWRF	Y
	04	Health			01	00	22	20		-23-	MTWRF	Y
	05	Health			01	00	22	20		--3-	MTWRF	Y
	06	Health			01	00	22	20		--34	MTWRF	Y
62HE	01	Health			02	00	22	20		---4	MTWRF	Y
	02	Health			02	00	22	20		1---	MTWRF	Y
	03	Health			02	00	22	20		12--	MTWRF	Y
	04	Health			02	00	22	20		-23-	MTWRF	Y
	05	Health			02	00	22	20		--3-	MTWRF	Y
	06	Health			02	00	22	20		--34	MTWRF	Y
63HE	01	Health			03	00	22	20		---4	MTWRF	Y
	02	Health			03	00	22	20		1---	MTWRF	Y
	03	Health			03	00	22	20		12--	MTWRF	Y
	04	Health			03	00	22	20		-23-	MTWRF	Y
	05	Health			03	00	22	20		--3-	MTWRF	Y
	06	Health			03	00	22	20		--34	MTWRF	Y

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
71HE	01	Health			08	00	22	20		---4	MTWRF	Y
	02	Health			08	00	22	20		1---	MTWRF	Y
	03	Health			08	00	22	20		12--	MTWRF	Y
	04	Health			08	00	22	20		-23-	MTWRF	Y
	05	Health			08	00	22	20		--3-	MTWRF	Y
	06	Health			08	00	22	20		--34	MTWRF	Y
72HE	01	Health			06	00	22	20		---4	MTWRF	Y
	02	Health			06	00	22	20		1---	MTWRF	Y
	03	Health			06	00	22	20		12--	MTWRF	Y
	04	Health			06	00	22	20		-23-	MTWRF	Y
	05	Health			06	00	22	20		--3-	MTWRF	Y
	06	Health			06	00	22	20		--34	MTWRF	Y
73HE	01	Health			05	00	22	20		---4	MTWRF	Y
	02	Health			05	00	22	20		1---	MTWRF	Y
	03	Health			05	00	22	20		12--	MTWRF	Y
	04	Health			05	00	22	20		-23-	MTWRF	Y
	05	Health			05	00	22	20		--3-	MTWRF	Y
	06	Health			05	00	22	20		--34	MTWRF	Y
61811	01	Lang. Arts C			02-03	80	9	9		1234	MTWRF	Y
61831	01	Math C			04	80	9	9		1234	MTWRF	Y
61841	01	Social Studies C			05	80	9	9		1234	MTWRF	Y
61801	01	H/PE C			06	80	9	9		1234	M-W-F	Y
61851	01	World Lang. C			06	80	9	9		1234	-T-Th-	Y
61821	01	Science C			07	80	9	9		1234	MTWRF	Y
62811	01	Lang. Arts C			01	80	9	9		1234	MTWRF	Y
62811	02	Lang. Arts C			03	80	9	9		1234	MTWRF	Y
62831	01	Math C			04	80	9	9		1234	MTWRF	Y
62841	01	Social Studies C			05	80	9	9		1234	MTWRF	Y
62801	01	H/PE C			06	80	9	9		1234	-T-Th-	Y
62851	01	World Lang. C			06	80	9	9		1234	M-W-F	Y
62821	01	Science C			07	80	9	9		1234	MTWRF	Y

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
62881	01	Resource Room			01	80	10	10		1234	MTWRF	Y
	02	Resource Room			03	80	10	10		1234	MTWRF	Y
	03	Resource Room			04	80	10	10		1234	MTWRF	Y
	04	Resource Room			05	80	10	10		1234	MTWRF	Y
	05	Resource Room			06	80	10	10		1234	MTWRF	Y
	06	Resource Room			07	80	10	10		1234	MTWRF	Y
63881	01	Resource Room			01	80	10	10		1234	MTWRF	Y
	02	Resource Room			02	80	10	10		1234	MTWRF	Y
	03	Resource Room			04	80	10	10		1234	MTWRF	Y
	04	Resource Room			05	80	10	10		1234	MTWRF	Y
	05	Resource Room			06	80	10	10		1234	MTWRF	Y
	06	Resource Room			07	80	10	10		1234	MTWRF	Y
61881	01	Resource Room			01	80	10	10		1234	MTWRF	Y
	02	Resource Room			02	80	10	10		1234	MTWRF	Y
	03	Resource Room			03	80	10	10		1234	MTWRF	Y
	04	Resource Room			04	80	10	10		1234	MTWRF	Y
71811	01	Lang. Arts C			01-02	80	9	9		1234	MTWRF	Y
71831	01	Math C			03	80	9	9		1234	MTWRF	Y
71841	01	Social Studies C			04	80	9	9		1234	MTWRF	Y
71801	01	H/PE C			05	80	9	9		1234	M-W-F	Y
71851	01	FLEX C			05	80	9	9		1234	-T-Th-	Y
71821	01	Science C			06	80	9	9		1234	MTWRF	Y
72811	01	Lang. Arts C			01-02	80	9	9		1234	MTWRF	Y
72831	01	Math C			03	80	9	9		1234	MTWRF	Y
72841	01	Social Studies C			04	80	9	9		1234	MTWRF	Y
72801	01	H/PE C			05	80	9	9		1234	-T-Th-	Y
72851	01	FLEX C			05	80	9	9		1234	M-W-F	Y
72821	01	Science C			08	80	9	9		1234	MTWRF	Y
72881	01	Resource Room			01	80	10	10		1234	MTWRF	Y
	02	Resource Room			02	80	10	10		1234	MTWRF	Y
	03	Resource Room			03	80	10	10		1234	MTWRF	Y
	04	Resource Room			04	80	10	10		1234	MTWRF	Y

Crs#	Sec	Course Name	Teacher	Room	Pd	Dept	Max	Opt	Tkn	MP	Day	Graded
7199C	01	Lunch C 7-1 Block to Pd 5 71001-04 71501-04 71101-05 71101-06 71300-01 71201-02 71401-03 71801-01 71851-01 71881-05		CAFE	05	--	140	140		1234	MTWRF	No Grd
7299B	01	Lunch B 7-2 Block to Pd 4 72101-03 72101-04 72301-06 72201-05 72401-02 72001-01 72501-01 72841-01 72881-04		CAFE	04	--	140	140		1234	MTWRF	No Grd
7399D	01	Lunch D 7-3 Block to Pd 6 73001-04 73501-04 73101-05 73101-06 73300-01 73201-02 73401-03 73931-01 73881-03		CAFE	06	--	140	140		1234	MTWRF	No Grd

Appendix L
Lakeside Middle School
Teachers' Master Schedule
1999 - 2000

Lakeside Middle School - Teacher's Master Schedule 1999-2000 (4/3/99)

Teacher	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	Period 7 1:30-2:15	Period 8 2:15-3:00
6 th Grade Core Teams									
LA Teacher #1 Team 6-1	Team Mtg. Prep	61101-01 Y131	61101-01 Y131	A	61101-03 Y131	61101-03 Y131	61101-05 Y131	61101-05 Y131	61ACT-01 Activity Pd. Y131
LA Teacher #2 Team 6-1	Team Mtg. Prep	61101-02 Y130	61101-02 Y130	A	61101-04 Y130	61101-04 Y130	61101-06 Y130	61101-06 Y130	61ACT-02 Activity Pd. Y130
Math Teacher Team 6-1	Team Mtg. Prep	61301-03 Y133	61301-04 Y133	A	61301-05 Y133	61301-06 Y133	61301-01 Y133	61301-02 Y133	61ACT-03 Activity Pd. Y133
Science Teacher Team 6-1	Team Mtg. Prep	61201-04 Y124	61201-03 Y124	A	61201-06 Y124	61201-05 Y124	61201-02 Y124	61201-01 Y124	61ACT-04 Activity Pd. Y124
Social St. Teacher Team 6-1	Team Mtg. Prep	61401-05 Y100	61401-06 Y100	A	61401-01 Y100	61401-02 Y100	61401-03 Y100	61401-04 Y100	61ACT-05 Activity Pd. Y100
H/PE Team 6-1/6-2	Team Mtg. Prep	61001-06 M110	61001-05 M110	A	61001-02 M110	61001-01 M110	61001-04 M110	61001-03 M110	61ACT-06 Activity Pd. M110
BSI Teacher Team 6-1	Team Mtg. Prep	62001-06 M110	62001-05 M110	B	62001-02 M110	62001-01 M110	62001-04 M110	62001-03 M110	6 th Grade Activity Pd.
SE Teacher Team 6-1	Team Mtg. Prep	Inclusion	Inclusion	A	Inclusion	Inclusion	Inclusion	Inclusion	6 th Grade Activity Pd.

Lunch A 10:45 - 11:15 Lunch B 11:30 - 12:00 Lunch C 12:15 - 12:45 Lunch D 1:00 - 1:30
 Encore Schedule: Sept. 8 - Oct. 20; Oct. 21 - Dec. 7; Dec. 8 - Jan. 27; Jan. 28 - March 10; March 13 - May 1; May 2 - June 13 (30 day sessions)

Lakeside Middle School - Teacher's Master Schedule 1999-2000 (4/3/99)

Teacher	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	Period 7 1:30-2:15	Period 8 2:15-3:00
World Language Team 6-2/6-1	62501-06 G203	Team Mtg. Prep	62501-05 G203	B	62501-02 G203	62501-01 G203	62501-04 G203	62501-03 G203	62ACT-06 Activity Pd. G203
	Team Meeting Prep	61501-06 G203	61501-05 G203	A	61501-02 G203	61501-01 G203	61501-04 G203	61501-03 G203	
LA Teacher #1 Team 6-2	62101-01 Y102	Team Mtg. Prep	62101-01 Y102	B	62101-03 Y102	62101-03 Y102	62101-05 Y102	62101-05 Y102	62ACT-01 Activity Pd. Y102
LA Teacher #2 Team 6-2	62101-02 Y103	Team Mtg. Prep	62101-02 Y103	B	62101-04 Y103	62101-04 Y103	62101-06 Y103	62101-06 Y103	62ACT-02 Activity Pd. Y103
Math Teacher Team 6-2	62301-03 Y107	Team Mtg. Prep	62301-04 Y107	B	62301-05 Y107	62301-06 Y107	62301-01 Y107	62301-02 Y107	62ACT-03 Activity Pd. Y107
Science Teacher Team 6-2	62201-04 Y106	Team Mtg. Prep	62201-03 Y106	B	62201-06 Y106	62201-05 Y106	62201-02 Y106	62201-01 Y106	62ACT-04 Activity Pd. Y106
Social St. Teacher Team 6-2	62401-05 Y105	Team Mtg. Prep	62401-06 Y105	B	62401-01 Y105	62401-02 Y105	62401-03 Y105	62401-04 Y105	62ACT-05 Activity Pd. Y105
BSI Teacher Team 6-2	Inclusion	Team Mtg. Prep	Inclusion	B	Inclusion	Inclusion	Inclusion	Inclusion	6 th Grade Activity Pd.
SE Teacher Team 6-2	Inclusion	Team Mtg. Prep	Inclusion	B	Inclusion	Inclusion	Inclusion	Inclusion	6 th Grade Activity Pd.
LA Teacher #1 Team 6-3	63101-01 Y108	63101-01 Y108	Team Mtg. Prep	C	63101-03 Y108	63101-03 Y108	63101-05 Y108	63101-05 Y108	63ACT-01 Activity Pd. Y108

Lunch A 10:45 - 11:15 Lunch B 11:30 - 12:00 Lunch C 12:15 - 12:45 Lunch D 1:00 - 1:30
 Encore Schedule: Sept. 8 - Oct. 20; Oct. 21 - Dec. 7; Dec. 8 - Jan. 27; Jan. 28 - March 10; March 13 - May 1; May 2 - June 13 (30 day sessions)

Lakeside Middle School - Teacher's Master Schedule 1999-2000 (4/3/99)

Teacher	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	Period 7 1:30-2:15	Period 8 2:15-3:00
LA Teacher #2 Team 6-3	63101-02 Y110	63101-02 Y110	Team Mtg. Prep	C	63101-04 Y110	63101-04 Y110	63101-06 Y110	63101-06 Y110	63ACT-02 Activity Pd. Y110
Math Teacher Team 6-3	63301-03 B100	63301-04 B100	Team Mtg. Prep	C	63301-05 B100	63301-06 B100	63301-01 B100	63301-02 B100	63ACT-03 Activity Pd. B100
Science Teacher Team 6-3	63201-04 Y109	63201-03 Y109	Team Mtg. Prep	C	63201-06 Y109	63201-05 Y109	63201-02 Y109	63201-01 Y109	63ACT-04 Activity Pd. Y109
Social St. Teacher Team 6-3	63401-05 B101	63401-06 B101	Team Mtg. Prep	C	63401-01 B101	63401-02 B101	63401-03 B101	63401-04 B101	63ACT-05 Activity Pd. B101
H/PE Team 6-3/7-1	63001-06 M104	63001-05 M104	Team Mtg. Prep	C	63001-02 M104	63001-01 M104	63001-04 M104	63001-03 M104	63ACT-06 Activity Pd. M104
	71001-06 M104	71001-05 M104	71001-02 M104	C	71001-01 M104	71001-04 M104	71001-03 M104	71ACT-06 Activity Pd. M104	Team Mtg. Prep
BSI Teacher Team 6-3	Inclusion	Inclusion	Team Mtg. Prep	C	Inclusion	Inclusion	Inclusion	Inclusion	6 th Grade Activity Pd.
SE Teacher Team 6-3	Inclusion	Inclusion	Team Mtg. Prep	C	Inclusion	Inclusion	Inclusion	Inclusion	6 th Grade Activity Pd.

Lunch A 10:45 - 11:15 Lunch B 11:30 - 12:00 Lunch C 12:15 - 12:45 Lunch D 1:00 - 1:30
 Encore Schedule: Sept. 8 - Oct. 20; Oct. 21 - Dec. 7; Dec. 8 - Jan. 27; Jan. 28 - March 10; March 13 - May 1; May 2 - June 13 (30 day sessions)

Lakeside Middle School - Teacher's Master Schedule 1999-2000 (4/3/99)

Teacher	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	Period 7 1:30-2:15	Period 8 2:15-3:00
7 th Grade Core Teams									
World Languages Linguistics Team 7-1/ 6-3	71501-06 G205	71501-05 G205	71501-02 G205	C	71501-01 G205	71501-04 G205	71501-03 G205	71ACT-06 Activity Pd. G205	Team Mtg Prep
	63501-06 G205	63501-05 G205	Team Mtg Prep	C	63501-02 G205	63501-01 G205	63501-04 G205	63501-03 G205	63ACT-06 Activity Pd. G205
LA Teacher #1 Team 7-1	71101-01 B132	71101-01 B132	71101-03 B132	C	71101-03 B132	71101-05 B132	71101-05 B132	71ACT-01 Activity Pd. B132	Team Mtg Prep
LA Teacher #2 Team 7-1	71101-02 B131	71101-02 B131	71101-04 B131	C	71101-04 B131	71101-06 B131	71101-06 B131	71ACT-02 Activity Pd. B131	Team Mtg Prep
Math Teacher Team 7-1	71301-03 B130	71301-04 B130	71301-05 B130	C	71301-06 B130	71300-01-Acc. B130	71301-02 B130	71ACT-03 Activity Pd. B130	Team Mtg Prep
Science Teacher Team 7-1	71201-04 B109	71201-03 B109	71201-06 B109	C	71201-05 B109	71201-02 B109	71201-01 B109	71ACT-04 Activity Pd. B109	Team Mtg Prep
Social St. Teacher Team 7-1	71401-05 B133	71401-06 B133	71401-01 B133	C	71401-02 B133	71401-03 B133	71401-04 B133	71ACT-05 Activity Pd. B133	Team Mtg Prep
BSI Teacher Team 7-1	Inclusion	Inclusion	Inclusion	C	Inclusion	Inclusion	Inclusion	7 th Grade Activity Pd.	Team Mtg Prep
SE Teacher Team 7-1	Inclusion	Inclusion	Inclusion	C	Inclusion	Inclusion	Inclusion	7 th Grade Activity Pd.	Team Mtg Prep

Lunch A 10:45 - 11:15 Lunch B 11:30 - 12:00 Lunch C 12:15 - 12:45 Lunch D 1:00 - 1:30
 Encore Schedule: Sept.8 - Oct. 20; Oct. 21 - Dec. 7; Dec. 8 - Jan. 27; Jan. 28 - March 10; March 13 - May 1; May 2 - June 13 (30 day sessions)

Lakeside Middle School - Teacher's Master Schedule 1999-2000 (4/3/99)

Teacher	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	Period 7 1:30-2:15	Period 8 2:15-3:00
LA Teacher #1 Team 7-2	72101-01 B134	72101-01 B134	72101-03 B134	B	72101-03 B134	72101-05 B134	Team Mtg. Prep	72ACT-01 Activity Pd. B134	72101-05 B134
LA Teacher #2 Team 7-2	72101-02 B136	72101-02 B136	72101-04 B136	B	72101-04 B136	72101-06 B136	Team Mtg. Prep	72ACT-02 Activity Pd. B136	72101-06 B136
Math Teacher Team 7-2	72301-03 B125	72301-04 B125	72301-05 B125	B	72301-06 B125	72300-01-Acc. B125	Team Mtg. Prep	72ACT-03 Activity Pd. B125	72301-02 B125
Science Teacher Team 7-2	72201-04 B124	72201-03 B124	72201-06 B124	B	72201-05 B124	72201-02 B124	Team Mtg. Prep	72ACT-04 Activity Pd. B124	72201-01 B124
Social St. Teacher Team 7-2	72401-05 B135	72401-06 B135	72401-01 B135	B	72401-02 B135	72401-03 B135	Team Mtg. Prep	72ACT-05 Activity Pd. B135	72401-04 B135
H/PE Team 7-2/7-3	72001-06 M111	72001-05 M111	72001-02 M111	B	72001-01 M111	72001-04 M111	Team Mtg. Prep	72ACT-06 Activity Pd.M111	72001-03 M111
BSI Teacher Team 7-2	73001-06 M111	73001-05 M111	73001-02 M111	D	73001-01 M111	Team Mtg. Prep	73001-04 M111	72ACT-06 Activity Pd. M111	73001-03 M111
SE Teacher Team 7-2	Inclusion	Inclusion	Inclusion	B	Inclusion	Inclusion	Team Mtg. Prep	7 th Grade Activity Pd.	Inclusion
Linguistics Team 7-2/7-3	72501-06 G201	72501-05 G201	72501-02 G201	B	72501-01 G201	72501-04 G201	Team Mtg. Prep	73ACT-06 Activity Pd. G201	72501-03 G201

Lunch A 10:45 - 11:15 Lunch B 11:30 - 12:00 Lunch C 12:15 - 12:45 Lunch D 1:00 - 1:30
 Encore Schedule: Sept. 8 - Oct. 20; Oct. 21 - Dec. 7; Dec. 8 - Jan. 27; Jan. 28 - March 10; March 13 - May 1; May 2 - June 13 (30 day sessions)

Lakeside Middle School - Teacher's Master Schedule 1999-2000 (4/3/99)

Teacher	Period 1 8:30-9:15	Period 2 9:15-10:00	Period 3 10:00-10:45	L	Period 4/4A 4 10:45-11:30 4A 11:15-12:00	Period 5/5A 5 11:30-12:15 5A 12:00-12:45	Period 6/6A 6 12:15-1:00 6A 12:45-1:30	Period 7 1:30-2:15	Period 8 2:15-3:00
	73501-06 G201	73501-05 G201	73501-02 G201	D	73501-01 G201	Team Mgt. Prep	73501-04 G201	73ACT-06 Activity Pd. G201	73501-03 G201
LA Teacher #1 Team 7-3	73101-01 B110	73101-01 B110	73101-03 B110	D	73101-03 B110	Team Mgt. Prep	73101-05 B110	73ACT-01 Activity Pd. B110	73101-05 B110
LA Teacher #2 Team 7-3	73101-02 B112	73101-02 B112	73101-04 B112	D	73101-04 B112	Team Mgt. Prep	73101-06 B112	73ACT-02 Activity Pd. B112	73101-06 B112
Math Teacher Team 7-3	73301-03 B113	73301-04 B113	73301-05 B113	D	73301-06 B113	Team Mgt. Prep	73300-01-Acc. B113	73ACT-03 Activity Pd. B113	73301-02 B113
Science Teacher Team 7-3	73201-04 B111	73201-03 B111	73201-06 B111	D	73201-05 B111	Team Mgt. Prep	73201-02 B111	73ACT-04 Activity Pd. B111	73201-01 B111
Social St. Teacher Team 7-3	73401-05 B105	73401-06 B105	73401-01 B105	D	73401-02 B105	Team Mgt. Prep	73401-03 B105	73ACT-05 Activity Pd. B105	73401-04 B105
BSI Teacher Team 7-3	Inclusion	Inclusion	Inclusion	D	Inclusion	Team Mgt. Prep	Inclusion	7 th Grade Activity Pd.	Inclusion
SE Teacher Team 7-3	Inclusion	Inclusion	Inclusion	D	Inclusion	Team Mgt. Prep	Inclusion	7 th Grade Activity Pd.	Inclusion
Bilingual Teacher Team 7-3	73911-01 Language Arts B103	73911-01 Language Arts B103	73921-01 Science B103	D	73941-01 Social St. B103	Team Mgt. Prep	73931-01 Math B103	73ACT-07 Activity Pd. B103	73901-01 H/PE B103 73951-01 Ling. B103

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Encore Subjects 6 Weeks Each									
Technology Ed. Teacher 1 of 2	61TE-01 6wks 61TE-02 6wks 61TE-03 6wks 61TE-04 6wks 61TE-05 6wks 61TE-06 6wks Y126	62TE-01 6wks 62TE-02 6wks 62TE-03 6wks 62TE-04 6wks 62TE-05 6wks 62TE-06 6wks Y126	63TE-01 6wks 63TE-02 6wks 63TE-02 6wks 63TE-02 6wks 63TE-02 6wks 63TE-02 6wks Y126	C	Prep	73TE-01 6wks 73TE-02 6wks 73TE-03 6wks 73TE-04 6wks 73TE-05 6wks 73TE-06 6wks Y126	72TE-01 6wks 72TE-02 6wks 72TE-03 6wks 72TE-04 6wks 72TE-05 6wks 72TE-06 6wks Y126	7 th Grade Activity Pd.	71TE-01 6wks 71TE-02 6wks 71TE-03 6wks 71TE-04 6wks 71TE-05 6wks 71TE-06 6wks Y126
Technology Ed. Teacher 2 of 2	61TE-07 6wks 61TE-08 6wks 61TE-09 6wks 61TE-10 6wks 61TE-11 6wks 61TE-12 6wks B122	62TE-07 6wks 62TE-08 6wks 62TE-09 6wks 62TE-10 6wks 62TE-11 6wks 62TE-12 6wks B122	63TE-07 6wks 63TE-08 6wks 63TE-09 6wks 63TE-10 6wks 63TE-11 6wks 63TE-12 6wks B122	C	Prep	73TE-07 6wks 73TE-08 6wks 73TE-09 6wks 73TE-10 6wks 73TE-11 6wks 73TE-12 6wks B122	72TE-07 6wks 72TE-08 6wks 72TE-09 6wks 72TE-10 6wks 72TE-11 6wks 72TE-12 6wks B122	7 th Grade Activity Pd.	71TE-07 6wks 71TE-08 6wks 71TE-09 6wks 71TE-10 6wks 71TE-11 6wks 71TE-12 6wks B122
Life Skills Teacher 1 of 2	61LS-06 6wks 61LS-01 6wks 61LS-02 6wks 61LS-03 6wks 61LS-04 6wks 61LS-05 6wks Y123	62LS-06 6wks 62LS-01 6wks 62LS-02 6wks 62LS-03 6wks 62LS-04 6wks 62LS-05 6wks Y123	63LS-06 6wks 63LS-01 6wks 63LS-02 6wks 63LS-03 6wks 63LS-04 6wks 63LS-05 6wks Y123	C	Prep	73LS-06 6wks 73LS-01 6wks 73LS-02 6wks 73LS-03 6wks 73LS-04 6wks 73LS-05 6wks Y123	72LS-06 6wks 72LS-01 6wks 72LS-02 6wks 72LS-03 6wks 72LS-04 6wks 72LS-05 6wks Y123	7 th Grade Activity Pd.	71LS-06 6wks 71LS-01 6wks 71LS-02 6wks 71LS-03 6wks 71LS-04 6wks 71LS-05 6wks Y123
Life Skills Teacher 2 of 2	61LS-12 6wks 61LS-07 6wks 61LS-08 6wks 61LS-09 6wks 61LS-10 6wks 61LS-11 6wks B108	62LS-12 6wks 62LS-07 6wks 62LS-08 6wks 62LS-09 6wks 62LS-10 6wks 62LS-11 6wks B108	63LS-12 6wks 63LS-07 6wks 63LS-08 6wks 63LS-09 6wks 63LS-10 6wks 63LS-11 6wks B108	C	Prep	73LS-12 6wks 73LS-07 6wks 73LS-08 6wks 73LS-09 6wks 73LS-10 6wks 73LS-11 6wks B108	72LS-12 6wks 72LS-07 6wks 72LS-08 6wks 72LS-09 6wks 72LS-10 6wks 72LS-11 6wks B108	7 th Grade Activity Pd.	71LS-12 6wks 71LS-07 6wks 71LS-08 6wks 71LS-09 6wks 71LS-10 6wks 71LS-11 6wks B108

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Music Teacher	61MU-05 6wks 61MU-06 6wks 61MU-01 6wks 61MU-02 6wks 61MU-03 6wks 61MU-04 6wks G200	62MU-05 6wks 62MU-06 6wks 62MU-01 6wks 62MU-02 6wks 62MU-03 6wks 62MU-04 6wks G200	63MU-05 6wks 63MU-06 6wks 63MU-01 6wks 63MU-02 6wks 63MU-03 6wks 63MU-04 6wks G200	C	Prep	73MU-05 6wks 73MU-06 6wks 73MU-01 6wks 73MU-02 6wks 73MU-03 6wks 73MU-04 6wks G200	72MU-05 6wks 72MU-06 6wks 72MU-01 6wks 72MU-02 6wks 72MU-03 6wks 72MU-04 6wks G200	7 th Grade Activity Pd.	71MU-05 6wks 71MU-06 6wks 71MU-01 6wks 71MU-02 6wks 71MU-03 6wks 71MU-04 6wks G200
Art Teacher 1 of 2	61AR-04 6wks 61AR-05 6wks 61AR-06 6wks 61AR-01 6wks 61AR-02 6wks 61AR-03 6wks Y120	62AR-04 6wks 62AR-05 6wks 62AR-06 6wks 62AR-01 6wks 62AR-02 6wks 62AR-03 6wks Y120	63AR-04 6wks 63AR-05 6wks 63AR-06 6wks 63AR-01 6wks 63AR-02 6wks 63AR-03 6wks Y120	C	Prep	73AR-04 6wks 73AR-05 6wks 73AR-06 6wks 73AR-01 6wks 73AR-02 6wks 73AR-03 6wks Y120	72AR-04 6wks 72AR-05 6wks 72AR-06 6wks 72AR-01 6wks 72AR-02 6wks 72AR-03 6wks Y120	7 th Grade Activity Pd.	71AR-04 6wks 71AR-05 6wks 71AR-06 6wks 71AR-01 6wks 71AR-02 6wks 71AR-03 6wks Y120
Art Teacher 2 of 2	61AR-10 6wks 61AR-11 6wks 61AR-12 6wks 61AR-07 6wks 61AR-08 6wks 61AR-09 6wks B107	62AR-10 6wks 62AR-11 6wks 62AR-12 6wks 62AR-07 6wks 62AR-08 6wks 62AR-09 6wks B107	63AR-10 6wks 63AR-11 6wks 63AR-12 6wks 63AR-07 6wks 63AR-08 6wks 63AR-09 6wks B107	C	Prep	73AR-10 6wks 73AR-11 6wks 73AR-12 6wks 73AR-07 6wks 73AR-08 6wks 73AR-09 6wks B107	72AR-10 6wks 72AR-11 6wks 72AR-12 6wks 72AR-07 6wks 72AR-08 6wks 72AR-09 6wks B107	7 th Grade Activity Pd.	71AR-10 6wks 71AR-11 6wks 71AR-12 6wks 71AR-07 6wks 71AR-08 6wks 71AR-09 6wks B107
Keyboarding Teacher 1 of 1.5	61KE-03 6wks 61KE-04 6wks 61KE-05 6wks 61KE-06 6wks 61KE-01 6wks 61KE-02 6wks Y122	62KE-03 6wks 62KE-04 6wks 62KE-05 6wks 62KE-06 6wks 62KE-01 6wks 62KE-02 6wks Y122	63KE-03 6wks 63KE-04 6wks 63KE-05 6wks 63KE-06 6wks 63KE-01 6wks 63KE-02 6wks Y122	C	Prep	73KE-03 6wks 73KE-04 6wks 73KE-05 6wks 73KE-06 6wks 73KE-01 6wks 73KE-02 6wks Y122	72KE-03 6wks 72KE-04 6wks 72KE-05 6wks 72KE-06 6wks 72KE-01 6wks 72KE-02 6wks Y122	7 th Grade Activity Pd.	71KE-03 6wks 71KE-04 6wks 71KE-05 6wks 71KE-06 6wks 71KE-01 6wks 71KE-02 6wks Y122

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Keyboarding Teacher .5 of 1.5				C	Prep	73KE-09 6wks 73KE-10 6wks 73KE-11 6wks 73KE-12 6wks 73KE-07 6wks 73KE-08 6wks B126	72KE-09 6wks 72KE-10 6wks 72KE-11 6wks 72KE-12 6wks 72KE-07 6wks 72KE-08 6wks B126	7 th Grade Activity Pd.	71KE-09 6wks 71KE-10 6wks 71KE-11 6wks 71KE-12 6wks 71KE-07 6wks 71KE-08 6wks B126
Health	61HE-02 6wks 61HE-03 6wks 61HE-04 6wks 61HE-05 6wks 61HE-06 6wks 61HE-01 6wks G210	62HE-02 6wks 62HE-03 6wks 62HE-04 6wks 62HE-05 6wks 62HE-06 6wks 62HE-01 6wks G210	63HE-02 6wks 63HE-03 6wks 63HE-04 6wks 63HE-05 6wks 63HE-06 6wks 63HE-01 6wks G210	C	Prep	73HE-02 6wks 73HE-03 6wks 73HE-04 6wks 73HE-05 6wks 73HE-06 6wks 73HE-01 6wks G210	72HE-02 6wks 72HE-03 6wks 72HE-04 6wks 72HE-05 6wks 72HE-06 6wks 72HE-01 6wks G210	7 th Grade Activity Pd.	71HE-02 6wks 71HE-03 6wks 71HE-04 6wks 71HE-05 6wks 71HE-06 6wks 71HE-01 6wks G210

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6 th Grade SE									
SE Teacher 1 Self-Contained	Team Mtg Prep	61811-01 SE LA Y134	61811-01 SE LA Y134	A	61831-01 SE Math Y134	61841-01 SE SS Y134	61801-01 SE-H/PE Y134 61851-01 SE WL Y134	61821-01 SE Science Y134	61ACT-07 Activity Pd. Y134
SE Teacher 2 Self-Contained	62811-01 SE LA Y101	Team Mtg Prep	62811-02 SE LA Y101	B	62831-01 SE Math Y101	62841-01 SE SS Y101	62801-01 SE-H/PE Y101 62851-01 SE WL Y101	62821-01 SE Science Y101	62ACT-07 Activity Pd. Y101
SE Teacher 3 Resource Room	62881-01 RR Y121	Team Mtg Prep	62881-02 RR Y121	B	62881-03 RR Y121	62881-04 RR Y121	62881-05 RR Y121	62881-06 RR Y121	6 th Grade Activity Pd.
SE Teacher 4 Resource Room	63881-01 RR Y104	63881-02 RR Y104	Team Mtg Prep	C	63881-03 RR Y104	63881-04 RR Y104	63881-05 RR Y104	63881-06 RR Y104	6 th Grade Activity Pd.
.5 SE Teacher Resource Room	61881-01 RR Y125	61881-02 RR Y125	61881-03 RR Y125	B	61881-04 RR Y125				6 th Grade Activity Pd.

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7 th Grade SE									
SE Teacher 1 Self-Contained	71811-01 SE LA B123	71811-01 SE LA B123	71831-01 SE Math B123	C	71841-01 SE SS B123	71801-01 SE-H/PE B123 71851-01 SE FLEX B123	71821-01 SE Science B123	71ACT-07 Activity Pd. B123	Team Mgt Prep
SE Teacher 2 Self-contained	72811-01 SE LA M101	72811-01 SE LA M101	72831-01 SE Math M101	B	72841-01 SE SS M101	72801-01 SE-H/PE M101 72851-01 SE FLEX M101	Team Mgt Prep	72ACT-07 Activity Pd. M101	72821-01 SE Science M101
SE Teacher 3 Resource Room	72881-01 RR M120	72881-02 RR M120	72881-03 RR M120	B	72881-04 RR M120	72881-05 RR M120	Team Mgt Prep	7 th Grade Activity Pd.	72881-06 RR M120
SE Teacher 4 Resource Room	71881-01 RR Y127	71881-02 RR Y127	71881-03 RR Y127	C	71881-04 RR Y127	71881-05 RR Y127	71881-06 RR Y127	7 th Grade Activity Pd.	Team Mgt Prep
.5 SE Teacher Resource Room				A	73881-01 RR B114	73881-02 RR B114	73881-03 RR B114	7 th Grade Activity Pd.	73881-04 RR B114

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Biographical Data

Name	Scott M. Sheppard
High School	Bridgeton High School Bridgeton, NJ
Undergraduate	Bachelor of Arts Secondary Education Trenton State College Trenton, NJ
Graduate	Master of Arts Educational Leadership Rowan University Glassboro, NJ Master of Arts Student Personnel Glassboro State University Glassboro, NJ
Present Occupation	K-12 Guidance Supervisor Millville School District Millville, NJ

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