

UN VOLUNTEERS-INDIA

# Proper school schedule and etiquette

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## **Proper school schedule and etiquette**

### **Format 1**

A proper schedule of a school depends on various factors, such as the number of classes, the length of each class, the

availability of teachers, the needs of students, and the goals of the curriculum.

However, some general principles can be followed to create an effective and efficient school schedule. Here are some examples of school schedules and some do's and don'ts for each type:

- **Standard Periods:** In a standard bell schedule, typically between 5 to 8 class periods are divided evenly across the day, ranging from 40 to 60 minutes. Each class period is generally equal in length, and students attend each of their classes every day. This is the traditional bell schedule for many schools and has the advantage of providing a predictable schedule for students each day because it's the same each day. In the below example,

the day is divided into 8 class periods of generally equal length with a 25-minute Flex Period included each day between 2nd and 3rd periods

Period	Time
1st	8:00-8:50
2nd	8:55-9:45
Flex	9:50-10:15
3rd	10:20-11:10
4th	11:15-12:05
5th	12:10-1:00
6th	1:05-1:55
7th	2:00-2:50
8th	2:55-3:45

Do's:

- Plan and organize your lessons well to make the best use of the time available.
- Have clear and consistent expectations for students' behavior and academic performance in each class.
- Provide feedback and reinforcement to students regularly to keep them motivated and engaged.

### Don'ts:

- Don't overload students with too much homework or assignments that they cannot complete within the allotted time.
- Don't waste time on unnecessary activities or transitions that disrupt the flow of learning.
- Don't ignore the individual needs and interests of students and try to

differentiate instruction as much as possible.

- Rotating Standard Periods: A rotating standard bell schedule is similar to a standard bell schedule in that students attend each of their classes each day and each class is generally the same length each day, but instead of each class period meeting at a fixed time each day, each class meets during a different period each day. For example, if George attends Language Arts during the first period on Monday, he would attend Language Arts during the second period on Tuesday, and the class periods would continue to rotate each day throughout the week. In this example below, students attend 6 periods each day, but those 6 periods shift each day. Students also attend a Flex Period

each day at the end of the day. This period is also used as an Advisory Period once a week on Mondays (and as needed otherwise).

Day	Period	Time
Mon	1	8:00-8:55
Mon	2	9:00-9:55
Mon	3	10:00-10:55
Mon	4	11:00-11:55
Mon	Lunch	12:00-12:30
Mon	5	12:35-1:30
Mon	6	1:35-2:30
Mon	Flex	2:35-3:15
Tue	2	8:00-8:55
Tue	3	9:00-9:55
Tue	4	10:00-10:55
Tue	5	11:00-11:55
Tue	Lunch	12:00-12:30

Tue	6	12:35-1:30
Tue	1	1:35-2:30
Tue	Flex	2:35-3:15
Wed	3	8:00-8:55
Wed	4	9:00-9:55
Wed	5	10:00-10:55
Wed	6	11:00-11:55
Wed	Lunch	12:00-12:30
Wed	1	12:35-1:30
Wed	2	1:35-2:30
Wed	Flex	2:35-3:15
Thu	4	8:00-8:55
Thu	5	9:00-9:55
Thu	6	10:00-10:55



Thu	1	11:00-11:55
Thu	Lunch	12:00-12:30
Thu	2	12:35-1:30
Thu	3	1:35-2:30
Thu	Flex	2:35-3:15
Fri	5	8:00-8:55
Fri	6	9:00-9:55
Fri	1	10:00-10:55
Fri	2	11:00-11:55
Fri	Lunch	12:00-12:30
Fri	3	12:35-1:30
Fri	4	1:35-2:30
Fri	Flex	2:35-3:15

Do's:

- Use the rotation as an opportunity to vary the instructional strategies and activities for each class.
- Communicate the rotation schedule clearly to students and parents and remind them of any changes or exceptions.
- Take advantage of the Flex Period to provide extra support, enrichment, or guidance to students as needed.

### Don'ts:

- Don't confuse students by changing the rotation order or skipping periods without a valid reason.
- Don't neglect the importance of building relationships with students and creating a positive classroom culture, especially if you see them at different times of the day.

- Don't assume that students will remember everything from one day to the next and review the key concepts and skills regularly.



## **Format 2**

A proper schedule of a school depends on various factors, such as the number of classes, the length of each class, the availability of teachers, the needs of students, and the school's goals and vision. However, some general principles and examples can be helpful to design a suitable schedule for any school.

Some of the principles are:

- Balance the academic and non-academic activities of the students,

such as sports, arts, clubs, etc. This can help to develop their physical, mental, social, and emotional skills, as well as to foster their interests and talents.

- Provide enough breaks and transitions between classes, especially for younger students, to avoid fatigue and boredom. Breaks can also be used for socializing, snacking, or doing some physical exercises.
- Consider the optimal time for learning different subjects, based on the students' attention span, energy level, and cognitive abilities. For example, some studies suggest that math and science are best learned in the morning, while languages and humanities are better in the afternoon.
- Incorporate some flexible periods or blocks in the schedule, where students

can choose from a variety of options, such as remedial classes, enrichment activities, electives, or independent study. This can help to differentiate instruction, cater to diverse learning needs and preferences, and promote student autonomy and engagement.

- Communicate the schedule clearly and consistently to the students, teachers, and parents, and explain the rationale and benefits behind it. This can help to create a sense of order, predictability, and accountability, as well as to gain their support and cooperation.

Some of the examples are:

- A standard schedule, where the day is divided into equal or similar periods of 40 to 60 minutes, and students attend each of their classes every day.

This is the traditional schedule for many schools, and it has the advantage of providing a predictable and consistent routine for students and teachers. However, it may also limit the depth and variety of learning, and cause more interruptions and transitions throughout the day. An example of a standard schedule for a high school is:

Time	Period	Activity
8:00 - 8:10	Pre-assembly	Homeroom
8:10 - 8:30	Assembly	Announcements, Pledge, Prayer, etc.
8:30 - 9:30	1st Period	Math
9:30 - 10:30	2nd Period	Science
10:30 - 10:45	Break	Recess
10:45 - 11:45	3rd Period	English
11:45 - 12:45	4th Period	Social Studies
12:45 - 1:30	Lunch	Cafeteria
1:30 - 2:30	5th Period	Foreign Language
2:30 - 3:30	6th Period	Art

3:30 - 4:00	Post-assembly	Reflection, Dismissal, etc.
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- A block schedule, where the day is divided into longer periods of 80 to 120 minutes, and students attend fewer classes each day, but for a longer duration. This is a popular alternative to the standard schedule, and it has the advantage of allowing more in-depth and varied learning, and reducing the number of interruptions and transitions throughout the day. However, it may also pose challenges for maintaining student attention and retention, and require more planning and preparation from teachers. An



example of a block schedule for a high school is:

Time	Period	Activity
8:00 - 8:10	Pre-assembly	Homeroom
8:10 - 8:30	Assembly	Announcements, Pledge, Prayer, etc.
8:30 - 10:00	A Day	Math (Mon/Wed), Science (Tue/Thu), Elective (Fri)
10:00 - 10:15	Break	Recess
10:15 - 11:45	B Day	English (Mon/Wed), Social Studies (Tue/Thu),

		Elective (Fri)
11:45 - 12:30	Lunch	Cafeteria
12:30 - 2:00	C Day	Foreign Language (Mon/Wed), Art (Tue/Thu), Elective (Fri)
2:00 - 2:15	Break	Recess
2:15 - 3:45	D Day	PE (Mon/Wed), Music (Tue/Thu), Elective (Fri)
3:45 - 4:00	Post- assembly	Reflection, Dismissal

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