

The 75-75-30 Plan

The 75-75-30 scheduling plan is one in which students take three classes each of almost two hours and one class that is less than an hour for two 75-day terms, followed by a 30-day intensive course or enrichment program. Variations include placing the 30 days between the two 75- day terms for a 75-30-75 schedule, or changing the configuration to 75-15-75-15.

75-75-30 plan advantages:

- Students who need more time and instruction can get it during the short term.
- Students are able to engage in a short-term enrichment program of interest to them.
- Time is available to make up incomplete work.
- Teachers and students form close relationships and teachers are better able to engage students in deeper learning and help them learn to use their minds well.

75-75-30 plan disadvantages:

- Students may not retain knowledge of fall courses when taking state and other standardized tests in the spring.

One example of a 75- day term

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 7:45 – 9:35	Period 1 7:45 – 9:35	Period 1 7:45 – 9:35	Period 1 7:45 – 9:35	Period 1 7:45 – 9:35
Period 2 9:45 – 11:35	Period 2 9:45 – 11:35	Period 2 9:45 – 11:35	Period 2 9:45 – 11:35	Period 2 9:45 – 11:35
Lunch	Lunch	Lunch	Lunch	Lunch
Period 3 12:10-2:00	Period 3 12:10 – 2:00	Period 3 12:10 – 2:00	Period 3 12:10 – 2:00	Period 3 12:10 – 2:00
Period 4 2:10 – 3:10	Period 4 2:10 – 3:10	Period 4 2:20 – 3:10	Period 4 2:10 – 3:10	Period 4 2:10 – 3:10

A 30-day term

A 30 day term might involve a single, intensive class (a full-year class in an intensive six weeks that could easily include learning that takes place beyond the classroom walls. It also might involve a three-hour class in the morning and another three-hour class in the afternoon. It might provide opportunities for students to make up credits or raise a grade or take an on-line class. There are many possibilities.

We will continue to update the bell schedule resources in the CCASN Master Schedule Guide. If you are aware of a bell schedule that supports student learning and achievement and includes innovations in the use of time or know someone we should talk with about a particular District or school bell schedule, please share your bell schedule examples and resources with Patricia Clark (patricia510@gmail.com) and/or Phil Saroyan (jp9@jps.net) from the College and Career Academy Support Network at the University of California Berkeley, Graduate School of Education. Thank you.