

## Modular Scheduling OR Flex Scheduling OR Flexible Modular Scheduling OR Modular Flex Scheduling

*Includes examples from the following districts/schools (among others):*

- *River Bluff High School, Lexington, South Carolina*
- *Westside High School, Westside Community Schools, Omaha, Nebraska*
- *Wausau West High School, Wausau School District, Wausau, Wisconsin*

*Also includes links to a video and articles, etc. on Modular Flex Scheduling*

**Modular Scheduling or Flexible modular scheduling or Flex Scheduling** is a form of academic year scheduling in which a school day is broken into many 10-20 minute modules or "mods." The modular scheduling technique resembles some common college scheduling schemes.

During the 1960s and 70s high schools experimented with flexible or modular scheduling to allow more time for some classes and to break away from a routinized bell schedule. Modular scheduling is similar to the scheduling scheme most colleges use, with some classes meeting every day, some meeting twice or three times a week. Class lengths can vary as well.

### Sample Modular Schedule

<i>Mon</i>	<i>Tues</i>	<i>Wed</i>	<i>Thurs</i>	<i>Fri</i>
Course 1	Course 1	Course 3	Course 5	Course 1
Course 2				Course 2
Course 3	Seminar	Course 4	Course 6	Course 3
Course 4	Remediation			Course 4
Course 5	Course 2	Seminar Internship	Early release	Course 5
Course 6			Teacher Planning	Course 6

A Wikipedia article on modular scheduling describes an example of [high school](#) modular scheduling from the [Bergen County Academies](#) in [New Jersey](#). Wikipedia describes how, "at this school, the day is broken down into twenty-seven 18-minute modules. Classes vary in length/size, from a small class of 2 modules to a larger class of 3 modules. Labs, projects, and certain electives can even run for as long as 9 modules. Student schedules often change between different weekdays (one could have [Literature](#) one day for 3 modules, then 2 modules on the next day, or not at all)."

Flexible modular scheduling allows for free periods during the day as well as the possibility for more classes, especially elective classes. These "free mods" can be used for lunch, study hall, collaborative projects, on-line course work or research, or even socializing.

---

---

### ***River Bluff High School***

Lexington, South Carolina  
Flexible Modular Scheduling

#### **WHY A “FLEX MOD” SCHEDULE?**

“Students at River Bluff High School will engage in comprehensive offerings of rigorous courses within a Flex Mod structure that both support students individually and build community.

Educators will collaborate in the Flex Mod environment, creating research-based programs to facilitate students’ academic and personal growth.

Students and teachers will collaborate one-on-one and in small groups during “independent learning time,” time built in to the Flex Mod schedule specifically to support the learner.

Students will be more involved in making decisions regarding their learning with the support and guidance of educators and parents, giving them opportunity to become better organized, motivated and self-directed.

Students will have greater access to community resources because of the flexibility of the schedule and the variety of class structures.”

Red Bluff High School Includes:

The Center for Media Arts, Design and Production

The Center of Law and Global Policy Development

### ***Westside High School***

Westside Community Schools  
Omaha, Nebraska

From the Westside High School website: “Westside adopted a modular schedule in the fall of 1967. The old schedule was a traditional six period day. It restricted the number of courses a student could take, placed students in mass study halls, limited the opportunities for students to develop self-reliance, and presented many conflicts when students went into the community for learning experiences.

The decision to change schedules was made after defining what the staff believed about learning and after studying the advantages of both schedules. The Westside staff believed that:

Students and teachers should have more time during the day to meet on a one-to-one basis.

Students should be exposed to the fine and practical arts, industrial technology, family and consumer studies, and business courses

Students should be involved in making decisions regarding their use of time. Subject-area resource centers and open laboratories should be developed in place of study halls.

More opportunities should be provided for students to utilize community resources. The program should encourage teachers and administrators to try new approaches to improve the instructional process.

Students should be able to take more courses.

The staff further believed that these objectives could best be accomplished through a modular schedule with four modes of instruction, called *large group, small group, laboratory, and independent study time*.

**LARGE GROUP** The primary purposes of large group are to gain student and teacher time and to use resources (human and material) that are not normally available for long periods of time. Also, it is here that teachers often present introductory ideas and pose questions which motivate students to prepare for small group discussion. Sometimes large groups are used for testing.

**SMALL GROUP** The small group is made up of 12 to 18 students. The purpose of the small group is to provide an opportunity for students to develop communication skills, analytical powers and judgment. Small group discussions are an important aspect of most courses.

**LABORATORY** To "learn by doing" very concisely sums up the purpose of this mode. In some courses, this will mean practice sessions and skill development. In other areas, this will mean the opportunity to test ideas, to explore, to investigate, and to complete projects.

**INDEPENDENT STUDY TIME** All students have a certain amount of time each day when they are not scheduled into classes. This time is called "independent study time". During independent study time, students make decisions about how to best use the time to meet their responsibilities. They may work in instructional materials centers (IMCs) on class assignments or on materials of personal interest. Most students meet regularly with teachers during independent study time for help in a subject or for clarification of assignments. Opportunities for physical activity in open recreation and for socialization with other students are present for everyone, except ninth graders. This time may also be used for conferences with counselors and advisors.

At a time in our society when the age of majority is eighteen years of age, we must help students develop self-reliance. To enhance this development we at Westside are committed to aid each student to learn to effectively use his/her independent study time."

Regular Day Schedule

Homeroom	8:00	8:15
----------	------	------

Mod 1	8:20	9:00
Mod 2	9:00	9:40
Mod 3	9:40	10:20
Mod 4	10:20	10:40
Mod 5	10:40	11:00
Mod 6	11:00	11:22
Mod 7	11:22	11:44
Mod 8	11:44	12:06
Mod 9	12:06	12:28
Mod 10	12:28	12:50
Mod 11	12:50	1:10
Mod 12	1:10	1:50
Mod 13	1:50	2:30
Mod 14	2:30	3:10

Wednesday Schedule

Mod 1	8:00	8:40
Mod 2	8:40	9:20
Mod 3	9:20	10:00
Mod 4	10:00	10:20
Mod 5	10:20	10:40
Mod 6	10:40	11:02
Mod 7	11:02	11:24
Mod 8	11:24	11:46
Mod 9	11:46	12:08
Mod 10	12:08	12:30
Mod 11	12:30	12:50
Mod 12	12:50	1:30
Mod 13	1:30	2:10
Mod 14	2:10	2:50

Sample Freshman Schedule (39 mods)

MOD	Monday	Tuesday	Wednesday	Thursday	Friday
1	Info Tech I	Biology H	Spanish 2	Biology H	Healthy Living
2	Drafting	Group Guidance	Biology H	Healthy Living	English 9
3	Global Geography	Global Geography	Global Geography	Drafting	Spanish 2
4	Lunch	Algebra I	Drafting	Spanish 2	Lunch

5	Lunch	Algebra I	Drafting	Spanish 2	Lunch
6	Biology H	Lunch	Lunch	Lunch	Drafting
7	Biology H	Lunch	Lunch	Lunch	Drafting
8	Algebra I	Drafting	Algebra I	Algebra I	Algebra I
9	Algebra I	Drafting	Algebra I	Algebra I	Algebra I
10	P.E.	Info Tech I	Ind. Study Time	P.E.	Info Tech I
11	P.E.	Info Tech I	Ind. Study Time	P.E.	Info Tech I
12	P.E.	Healthy Living	Info Tech I	P.E.	Healthy Living
13	Spanish 2	Spanish 2	English 9	Info Tech I	Global Geography
14	Ind. Study Time	English 9	P.E.	English 9	Biology H

#### Sample Sophomore Schedule

MOD	Monday	Tuesday	Wednesday	Thursday	Friday
1	Intro to TV Production	Geometry	Intro to TV Production	Drafting	Spanish 2
2	Spanish 2	Drafting	Literature 1	Intro to TV Production	Drafting
3	World History H	P.E.	Earth/Space Sci	P.E.	Earth/Space Sci
4	Earth/Space Sci	P.E.	Drafting	P.E.	Geometry
5	Earth/Space Sci	P.E.	Drafting	P.E.	Geometry
6	Personal Finance	Intro to TV Production	Literature	Geometry	Intro to TV Production
7	Personal Finance	Intro to TV Production	Literature	Geometry	Intro to TV Production
8	Lunch	Literature 1	Lunch	Earth/Space Sci	Lunch
9	Lunch	Literature 1	Lunch	Earth/Space Sci	Lunch
10	Literature 1	Lunch	Geometry	Lunch	Personal Finance
11	Literature 1	Lunch	Geometry	World History H	Personal Finance
12	Geometry	Ind. Study Time	Ind. Study Time	World History H	Ind. Study Time

13	Drafting	Spanish 2	Spanish 2	Spanish 2	Literature
14	Earth/Space Sci	Personal Finance	World History H	Personal Finance	World History H

Credit Hours: Courses earn from 1-5 credit hours per semester. A credit is given for classroom instruction of not less than 40 minutes (60 minutes) for laboratory classes) each week of the semester. Credit hours per courses vary based on the amount of class meeting time.

Freshmen MUST be registered in a minimum of 35 mods per week.

Sophomores MUST be registered in a minimum of 32 mods of in-class time per week.

Juniors MUST be registered for a minimum of 25 credit hours or 28 mods per week.

Seniors MUST be registered for a minimum of 23 credit hours or 25 mods per week.

Additionally, at least three courses must be from the core curriculum.

SEE The Course Handbook for more information on how Westside High School implements the flexible modular schedule and a description of the various courses available to students. <http://www.whs.westside66.org>

### **Wausau West High School**

Wausau School District

Wausau, Wisconsin

See: Four page description of flex-mod schedule at Wausau West High School that includes a sample annotated 9<sup>th</sup> grade student schedule.

<http://www.wausau.k12.wi.us/west/Assets/htm/flexmod.pdf>

**Article: “Implementing High School Flexible Scheduling: Meeting the Diverse Educational Needs of Today and Tomorrow’s High School Students,”** Dave E. Baker, Glynn Academy, Georgia

“The high school flexible scheduling (or flex schedule) is a unique and creative way to increase a high school course offering by creating additional instructional times outside of the traditional high school instructional day. The idea of flexibility and convenience can also be applied to library, guidance, administrative and other student services as well.”

Article describes:

Early Bird Classes

After School Classes

Eighth Graders taking High School Classes

Evening or Saturday Classes

Specialty Classes

Summer School Classes

Academic Coaching Flex Time

Supplemental Contract Opinion for After School Academic Coaching  
Volunteers and Academic Coaching Time Assistance  
Support Staff Flex Scheduling  
<http://www.helpdesk.glynn.k12.ga.us/goals/2009/ga3.6.pdf>

**Video: An Introduction to Flex Mod Scheduling**

“This short video provides basic background information regarding the flexible modular schedule that is used at Merrill High School. The video explains the philosophy behind the schedule and the components of the model. Merrill High School changed to a flex mod scheduling model in the fall of 2009.” Merrill High School’s flex mod template uses 14 half hour phases and the video shows how a sample student’s schedule might be built. Each day of the week is different; however, each Monday is the same as other Mondays, each Tuesday is the same as other Tuesdays, etc. Each student also has a half hour lunch and several resource center times. (Each department has a resource center plus students have other options). The video presentation also describes strategies such as “back scheduling,” or focused support for particular learning needs.

<http://www.youtube.com/watch?v=YV4HWXVVJ08>

**Flyer: Flex Mod Scheduling**

Includes “Why a “Flex Mod” Schedule?,” “What is a “Flex Mod,” “Flex Mod Learning Structures,” “It is Research-Based!,” “Looking at Emily & John’s Schedules...,” “Emily’s Hypothetical Schedule,” “John’s Hypothetical Schedule,” “Read What the Educational Experts Have to Say”

[http://www.schools.springisdorg/docs/97-FlexMod\\_Newsletter.pdf](http://www.schools.springisdorg/docs/97-FlexMod_Newsletter.pdf)

**“Tearing Down Classroom Walls,”** Greg Anrig, Posting on Huff Post’s TED Weekends. Posting includes a description of a study of high-performing schools sponsored by the National Center for Educational Achievement. “Among the most significant commonalities the researchers found in the high-performing schools was a recognition of the importance of breaking from the convention of “self-contained classes.” One teacher at an effective middle school in Shelby, Michigan said, “What makes our school good and unique is really the collegial teamwork. We allow time for colleagues to communicate, to work with and learn from each other.”

[http://www.huffingtonpost.com/greg-anrig/interdisciplinary-education\\_b\\_2253503.html](http://www.huffingtonpost.com/greg-anrig/interdisciplinary-education_b_2253503.html)

*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](mailto:patricia510@gmail.com)) and/or Phil Saroyan ([jp9@jps.net](mailto:jp9@jps.net)) from the College and Career Academy Support Network at the University of California Berkeley, Graduate School of Education.  
Thank you.*