

Is Your School Implementing Response to Intervention? If So, You'll Need an Intervention/Enrichment Period



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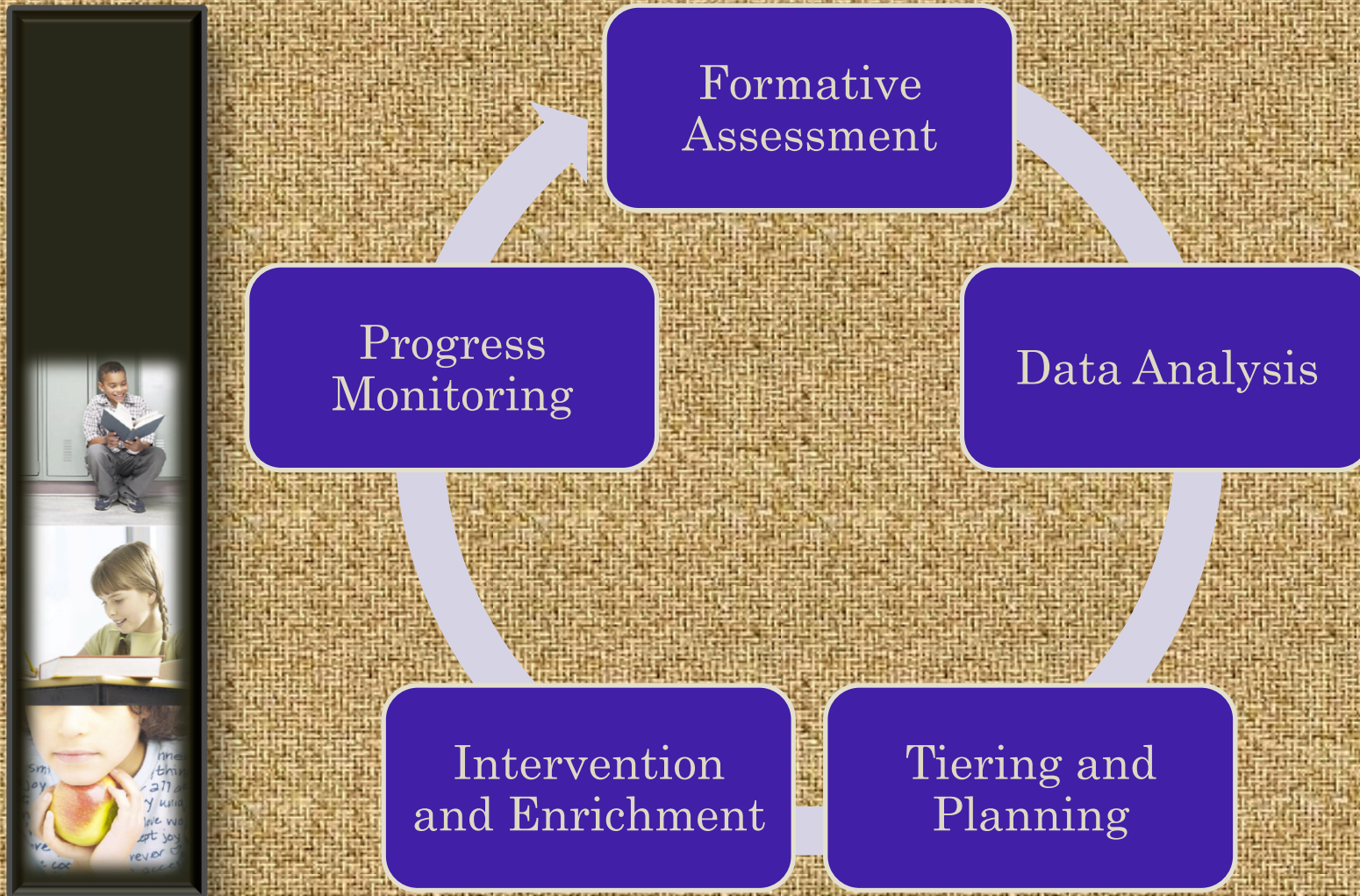
Handouts Can be Downloaded from:<http://schoolschedulingassociates.com/handouts.htm>

AGENDA

- ❖ **What is an Intervention/Enrichment (I/E) Period?**
- ❖ **Why do schools need/implement the I/E period?**
- ❖ **Where we get the time for the I/E period?**
- ❖ **Scheduling time for intervention and enrichment in elementary, middle, and high schools.**
- ❖ **Organizing the I/E period.**



RESPONSE TO INTERVENTION PROCESSES



What is an Intervention/Enrichment Period?

- ❖ A period (or periods) of time built into the school master schedule during which no basic core instruction or courses are delivered.
- ❖ 30-90 minutes are devoted to this period(s) daily.
- ❖ Tier 2 and sometimes Tier 3 interventions are provided during this time. For students not receiving intervention, enrichment opportunities must be provided. Special education services may be provided as well.



RTI STUDENT TIERS

- ❖ Tier 1: About 80% of students learn basic curriculum through typical instruction w/ differentiation.
- ❖ Tier 2: About 15-20% of students need regular intervention; generally this is provided by special service providers or classroom teachers during the I/E period.
- ❖ Tier 3: About 2-5% of students need long-term and intensive intervention; faithful implementation of RTI requires that this intervention be in addition to the Tier 2 intervention, though in some schools it replaces the Tier 2 intervention.

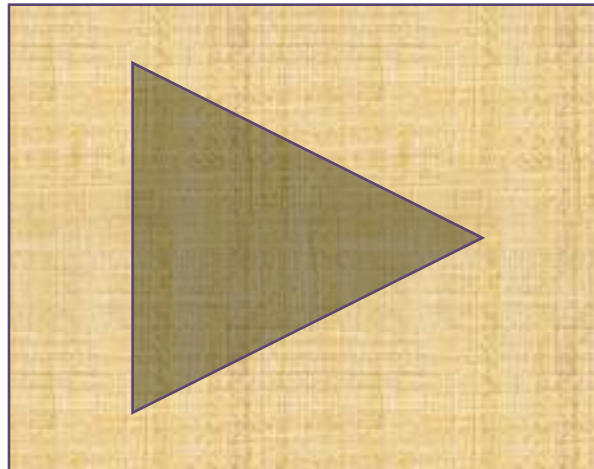


Your school may need an I/E period, but remember the prime rule of school scheduling:

To put something in, you must take something out!

WHERE DO WE FIND THE TIME?

Elementary



What are Elementary School Scheduling Needs for RTI?

A Master Schedule (Not just PE, art, music, lunch and recess schedules) which includes the following:

- ❖ **Encore classes scheduled to preserve large blocks of core time and common planning time.**
- ❖ **An I/E period (or periods) for Tier 2 (and perhaps Tier 3) interventions and enrichment.**
- ❖ **A well-thought-out plan for the scheduling of special services.**
- ❖ **Occasional extended planning blocks for PLC work.**



ELEMENTARY SCHEDULING TERMS

- ❖ Encore Teachers-”Specials” like art, music, physical education, etc.
- ❖ Special Service Providers-special education, Title 1 reading and math, ESOL, gifted, and instrumental music and other instructors who provide instruction to some students, but not all.
- ❖ I/E- Intervention/Enrichment Period
 - ❖ Intervention
 - ❖ Based upon identified (data-driven) skill needs
 - ❖ Focused on literacy and mathematics
 - ❖ Provided by a variety of personnel, including classroom teachers and special service providers.
 - ❖ Enrichment
 - ❖ Provided for Tier 1 students proficient in literacy and mathematics
 - ❖ Focused on moving proficient students to advanced proficiency
 - ❖ Organized around enrichment units in science, social studies, writing, etc.
 - ❖ Staffed by a variety of personnel, such as gifted/talented coordinator, other resource personnel, classroom teachers, and perhaps community members.

MASTER SCHEDULING STEPS

1. Form a scheduling committee that includes grade level representatives, an encore representative, and special service providers. It helps if several committee members have the “scheduling gene.”
2. Determine time allocations for all subjects/grade levels including academic time, time for encore, the number and length of Intervention/Enrichment periods, and lunch/recess.
3. Determine the encore rotation. Consider personnel shared between/among buildings.
4. Consider your special service providers (special education, ESOL, Title 1, gifted, instrumental music, etc.) that are shared across multiple grade levels and devise a plan which specifies the amount of time they will spend in each aspect of their deployment. Place a line on the schedule for each provider.
5. Begin scheduling encore blocks.
6. Begin to schedule academic blocks for grade levels in tandem with scheduling their special service providers working from the most restrictive to the least restrictive scheduling requirements. Start with the most restrictive situation (i.e a departmentalized grade, a special program requirement, a special education teacher shared in two or more grades).
7. Schedule intervention/enrichment (I/E) blocks as part of Step 6.
8. Schedule lunch/recess as part of Step 6.
9. Steps 5-8 are completed with the “Goals” in mind, moving back and forth through the steps until the “best” schedule is created. (The order of steps 5-8 often must be changed; creating the schedule is less linear than one would think).



ENCORE CLASSES 3-DAY ROTATION

	Day 1	Day 2	Day 3
Teacher 3A	PE	Art	Music
Teacher 3B	Music	PE	Art
Teacher 3C	Art	Music	PE

ENCORE CLASSES 6-DAY ROTATION

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Teacher 3A	PE	Art	Music	PE	Library	Music
Teacher 3B	Music	PE	Art	Music	PE	Library
Teacher 3C	Library	Music	PE	Art	Music	PE

ENCORE CLASSES 4-DAY ROTATION

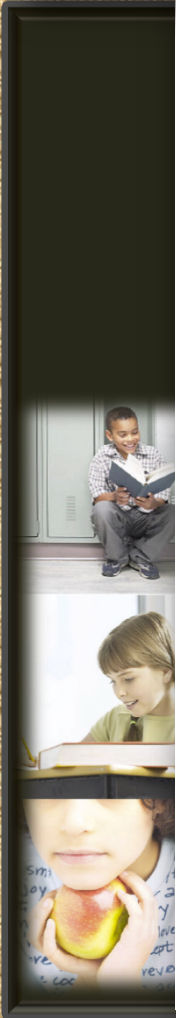
	Day 1	Day 2	Day 3	Day 4
Teacher 3A	PE	Art	Spanish	Music
Teacher 3B	Music	PE	Art	Spanish
Teacher 3C	Spanish	Music	PE	Art
Teacher 3D	Art	Spanish	Music	PE

6-DAY ROTATION ALT.

30 Minutes		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
	4A	AA	MA	PEA	L	MA	PEA
	4B	PEA	AA	MA	PEA	L	MA
	4C	MA	PEA	AA	MA	PEA	L
Next 30 Minutes		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
	4A	AA	PEA	MA	G	PEA	MA
	4B	MA	AA	PEA	MA	G	PEA
	4C	PEA	MA	AA	PEA	MA	G

FACTORS TO CONSIDER WHEN DETERMINING AN ENCORE ROTATION

- ❖ What program should students receive (how much PE, art, music, etc.)?
- ❖ What encore staff do you have and how are they assigned to the building?
- ❖ How many sections do you have at each grade level?
- ❖ What length and frequency should the meeting periods have?



HAVE AN “EXTRA” CLASS?

- ❖ Divide the “extra” class among others at the grade level.
- ❖ Add something to the rotation for that grade level.
- ❖ Place the “extra” class in an open slot at another grade level on a rotating basis.
- ❖ Remunerate the encore teachers for instructing an “extra” class during their planning time.
- ❖ Add a “piece” of an itinerant teacher to cover the “extra” class.

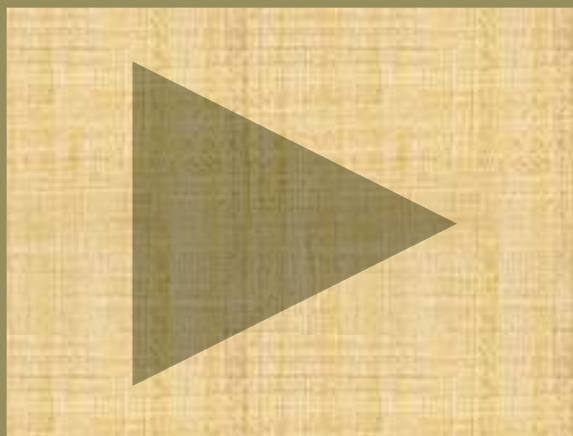


ELEMENTARY I/E SCHEDULING OPTIONS

- ❖ How many I/E periods should be scheduled?
- ❖ How long should the periods be?
- ❖ Where in the schedule should the periods be placed?
- ❖ What should be scheduled to occur during the I/E periods and what should not?
- ❖ Must all I/E periods be non-conflicting?



ELEMENTARY INTERVENTION/ENRICHMENT SCHEDULING IN WISCONSIN



Elementary School Scheduling

**Enhancing Instruction
for Student Achievement**

Available at

www.eyeeducation.com

**Robert Lynn Canady
Michael D. Rettig**



Caveat emptor!

Scheduling the Intervention/
Enrichment period is relatively easy.

Changing the culture of a school to one in which teachers and administrators collaborate on data analysis, progress monitoring, and the organizational tasks necessary to make the I/E period truly responsive to students' learning needs is very difficult!

TWO BASIC APPROACHES TO I/E PERIOD ORGANIZATION IN ELEMENTARY SCHOOL

The Centers Approach

- ❖ Individual classroom teachers organize enrichment centers for Tier 1 students.
- ❖ Classroom teachers pull small groups from centers to provide some Tier 2 (moderate, short-term) interventions.
- ❖ Clinical specialists pull-out (or push-in) for other Tier 2 interventions.
- ❖ Tier 3 (intense, longer-term) interventions are provided as pull-outs or push-ins either in place of Tier 2 during I/E or in addition to Tier 2 as a second intervention.

The Re-grouping Approach

- ❖ Classes are re-grouped across a team or grade level to form tiered groups.
- ❖ Tier 1 students are provide enrichment by one more classroom teachers or other personnel (Gifted, encore, etc.).
- ❖ Tier 2 students are provide interventions by other classroom teachers or special service providers.
- ❖ Tier 3 students are provided interventions by clinical specialists either in place of Tier 2 during I/E or in addition to Tier 2 as a second pull-out.

KEY FACTORS: I/E ELEMENTARY

- ❖ Scheduling the Intervention/Enrichment period is easy compared to organizing and preparing for instruction within it.
- ❖ A Response to Intervention (RTI) type tier structure based upon assessment is necessary to allocate students to tiers for enrichment, moderate intervention and intensive intervention groups.
- ❖ A standard assessment tool should be used to determine tiers (Dibles, PALS, etc.).
- ❖ Planning time must be allocated for assessment, data analysis, tiering, and the preparation of both intervention and enrichment activities.
- ❖ It may be wise to select specific programs for enrichment and/or intervention activities rather than having teachers design their own. The creation of enrichment units also could be a summer curriculum project.
- ❖ It may be wise to start out providing interventions in one subject only, most likely reading.
- ❖ A decision must be made as to whether or not special services (i.e. special education or ESOL) will be “the” intervention for some qualifying students during the I/E time or will they be served at a different time by those professionals.



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SCHOOL
SCHEDULING
ASSOCIATES

School Scheduling Associates, LLC is dedicated to the proposition that time is a valuable resource and that school scheduling - elementary school, middle and high school scheduling - is far more important than the simple mechanical assignment of students to teachers, spaces, and time periods. We aim to harness the power of the school schedule to address problems and facilitate the successful implementation of effective instructional practices.

VIEW SAMPLE SCHEDULES

VIEW EXCEL TIPS

CONNECT WITH OTHER EDUCATORS:

Visit the SSA Social Networking Site for School Principals and Schedulers

FIND OUT THE LATEST SSA INFO:

Read Dr. Rettig's Blog

Time to Learn

Done



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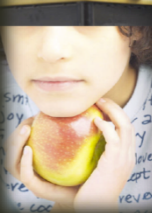
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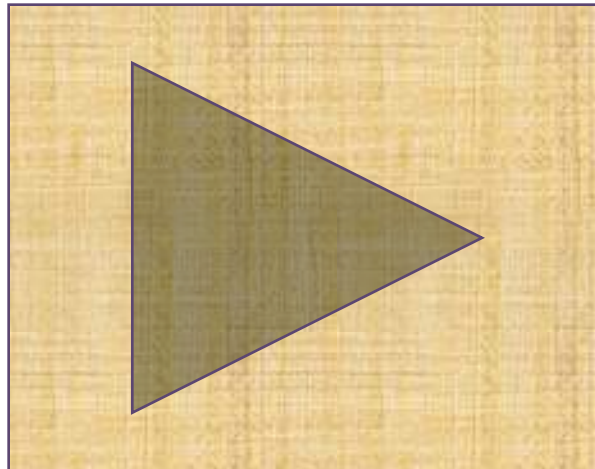
SECONDARY I/E SCHEDULING OPTIONS

- ❖ Where do we get the time?
- ❖ How many I/E periods should be scheduled?
- ❖ How long should the period(s) be?
- ❖ How frequently should the period occur?
- ❖ What should happen on each day?
- ❖ Where in the schedule should the period(s) be placed?



WHERE DO WE FIND THE TIME?

Secondary



THE INTERVENTION/ENRICHMENT PERIOD

GARNET VALLEY HIGH SCHOOL Bell Schedule 2008-2009			
PERIOD 1		7:30 - 8:50	80 minutes
class change			5 minutes
PERIOD 2		8:55 - 10:18	83 minutes
class change			5 minutes
ENHANCEMENT		10:23 - 11:08	45 minutes
class change			5 minutes
LUNCH 1 11:13 - 11:43 <i>30 minutes</i>	PERIOD 3 11:13 - 11:53 <i>40 minutes</i>	PERIOD 3 11:13 - 12:34 <i>81 minutes</i>	114 minutes TOTAL
PERIOD 3 11:46 - 1:07 <i>81 minutes</i>	LUNCH 2 11:55 - 12:25 <i>30 minutes</i>		
	PERIOD 3 12:26 - 1:07 <i>40 minutes</i>		
	LUNCH 3 12:37 - 1:07 <i>30 minutes</i>		
class change			5 minutes
PERIOD 4		1:12- 2:32	80 minutes

Sample “Enhancement Period” Schedule

Teacher	A Day	B Day	C Day	D Day	E Day	F Day
Math TA	Dept.	ALG. 1 Int.	Advisory	ALG. 1 Int.	Math Club	Alg. 1 Int.
Math TB	Dept.	AP Calc. Help	Advisory	ALG. 2 Int.	AP Calc. Help	ALG. 2 Int.
SS TA	Forensics	Dept.	Advisory	WH Int.	WH Int.	Project Groups
SS TB	US H Int.	Dept.	Advisory	US H Int.	US H Int.	Stu. Gov't
SC TA	AP Bio. Help	Bio. Int.	Advisory	Dept.	Bio. Int.	Bio. Int.
SC TB	AP Chem. Help	Chem. Int.	Advisory	Dept.	Chem. Int.	Chem. Int.
Spanish	SP I Int.	SP Club	Advisory	SP 1 Int.	Dept.	SP 2 Int.
Eng. TA	Eng. 9 Int.	Eng. 10 Int.	Advisory	Eng. 9 Int.	Dept.	Eng. 10 Int.
Eng. TB	Writing Lab	Eng. 12 Int.	Advisory	Eng. 11 Int.	Dept.	AP Eng. Help
Band	Band	Jazz Band	Advisory	Band	Jazz Band	Dept.
Choir	Girls CH	Choral	Advisory	Girls CH	Choral	Dept.
SPED	Learning Support	Learning Support	Advisory	Learning Support	Learning Support	Dept.
Attendance	Make-up	Make-up	Advisory	Make-up	Make-up	Make-up
CTE TA	LAB	LAB	Advisory	U Tube	LAB	Dept.

Westfield HS, Fairfax County, VA morphed from this...

2009-10 Regular Bell Schedule (Monday, Wednesday, Thursday)

TIME	A	B
7:20-9:08	Period 1	Period 2
9:16-10:54	Period 3	Period 4
11:02-1:02	Period 5	Period 6
A Lunch		
Lunch 11:02-11:32		
Class 11:37-1:02		
B Lunch		
Class 11:02-11:32		
Lunch 11:32-12:02		
Class 12:07-1:02		
C Lunch		
Class 11:02-12:02		
Lunch 12:02-12:32		
Class 12:37-1:02		
D Lunch		
Class 11:02-12:32		
Lunch 12:32-1:02		
1:10-2:05	Period 7	Period 7

2009-10 Bulldog Block Schedule (Tuesday & Friday)

TIME	A	B
7:20-8:44	Period 1	Period 2
8:52-9:32	Bulldog Block	Bulldog Block
9:40-10:54	Period 3	Period 4
11:02-1:02	Period 5	Period 6
A Lunch		
Lunch 11:02-11:32		
Class 11:37-1:02		
B Lunch		
Class 11:02-11:32		
Lunch 11:32-12:02		
Class 12:07-1:02		
C Lunch		
Class 11:02-12:02		
Lunch 12:02-12:32		
Class 12:37-1:02		
D Lunch		
Class 11:02-12:32		
Lunch 12:32-1:02		
1:10-2:05	Period 7	Period 7

To this: Westfield HS, Fairfax County, VA

**2011-12 Daily Bulldog Block
Schedule**

TIME	A	B
7:20-8:50	Period 1	Period 2
8:56-9:31	Bulldog Block	Bulldog Block
9:37-11:02	Period 3	Period 4
11:06-1:07	Period 5	Period 6
A Lunch		
Lunch 11:06-11:32		
Class 11:42-1:07		
B Lunch		
Class 11:08-11:37		
Lunch 11:37-12:07		
Class 12:12-1:07		
C Lunch		
Class 11:08-12:07		
Lunch 12:07-12:37		
Class 12:42-1:07		
D Lunch		
Class 11:08-12:37		
Lunch 12:37-1:07		
1:13-2:05	Period 7	Period 7

Bulldog Block Rules: [http://www.fcps.edu/WestfieldHS/about_whs/
bulldog_block.pdf](http://www.fcps.edu/WestfieldHS/about_whs/bulldog_block.pdf)

THE 8 A/B SCHEDULE WITH AND INTERVENTION/ENRICHMENT
BLOCK

	Day 1	Day 2
Block I	1	2
Block II	3	4
Block III	5	6
Block IV	7	Intervention/ Enrichment

8 A/B BLOCK AND SINGLE PERIOD HYBRID SCHEDULE W/I/E (2-DAY BLOCK)

	M	T	W	TH	F
Period 1	Class 1	Class 1	Class 1	Class 2	Class 1
Period 2	Class 2	Class 2			Class 2
			I/E	I/E	
Period 3	Class 3	Class 3	Class 3	Class 4	Class 3
Period 4	Class 4	Class 4			Class 4
Period 5	Class 5	Class 5	Class 5	Class 6	Class 5
Period 6	Class 6	Class 6			Class 6
Period 7	Class 7	Class 7	Class 7	Class 8	Class 7
Period 8	Class 8	Class 8			Class 8

8 A/B BLOCK AND SINGLE PERIOD HYBRID SCHEDULE W/I/E (4-DAY BLOCK)

	M	T	W	TH	F
Period 1	Class 1	Class 1	Class 2	Class 1	Class 2
Period 2	Class 2				
		I/E	I/E	I/E	I/E
Period 3	Class 3	Class 3	Class 4	Class 3	Class 4
Period 4	Class 4				
Period 5	Class 5	Class 5	Class 6	Class 5	Class 6
Period 6	Class 6				
Period 7	Class 7	Class 7	Class 8	Class 7	Class 8
Period 8	Class 8				

8 A/B SCHEDULE WITH I/E

	A Day	B Day
Block 1	Class 1	Class 2
Intervention/Enrichment		
Block 2	Class 3	Class 4
Block 3	Class 5	Class 6
Block 4	Class 7	Class 8

**HORACE GREELEY HIGH SCHOOL
2011-2012 BELL SCHEDULE**

	Day 1			Day 2			Day 3			Day 4		
1	7:45-8:45 Course 1			7:45-8:45 Course 2			7:45-8:45 Course 3			7:45-8:45 Course 4		
2	8:50-9:50 Course 2			8:50-9:50 Course 3			8:50-9:50 Course 4			8:50-9:50 Course 1		
3	9:55-10:25 Early Lunch	9:55-10:50 Course 3	9:55-10:50 Course 3	9:55-10:25 Early Lunch	9:55-10:50 Course 4	9:55-10:50 Course 4	9:55-10:25 Early Lunch	9:55-10:50 Course 1	9:55-10:50 Course 1	9:55-10:25 Early Lunch	9:55-10:50 Course 2	9:55-10:50 Course 2
4	10:30-11:25 Course 3	10:55-11:25 Middle Lunch	10:55-11:50 Course 5	10:30-11:25 Course 4	10:55-11:25 Middle Lunch	10:55-11:50 Course 6	10:30-11:25 Course 1	10:55-11:25 Middle Lunch	10:55-11:50 Course 7	10:30-11:25 Course 2	10:55-11:25 Middle Lunch	10:55-11:50 Course 8
5												
6	11:30-12:25 Course 5	11:30-12:25 Course 5	11:55-12:25 Late Lunch	11:30-12:25 Course 6	11:30-12:25 Course 6	11:55-12:25 Late Lunch	11:30-12:25 Course 7	11:30-12:25 Course 7	11:55-12:25 Late Lunch	11:30-12:25 Course 8	11:30-12:25 Course 8	11:55-12:25 Late Lunch
7												
8	12:30-1:30 Course 6			12:30-1:30 Course 7			12:30-1:30 Course 8			12:30-1:30 Course 5		
9	1:35-2:35 Course 7			1:35-2:35 Course 8			1:35-2:35 Course 5			1:35-2:35 Course 6		

	Day 5		
1	7:45-8:25 Activity Period 9 th Grade Workshops		
2			
3	8:30-9:50 Course 1		
4	9:55-10:25 Early Lunch	9:55-11:15 Course 3	9:55-11:15 Course 3
5	10:30-11:50 Course 3		
6		11:20-11:50 Middle Lunch	11:20-12:35 Course 5
7	11:55-1:10 Course 5	11:55-1:10 Course 5	
8			12:40-1:10 Late Lunch
9	1:15-2:35 Course 7		

	Day 6	
1	7:45-9:05 Course 2	
2	9:10-10:30 Course 4	
3	10:30-11:45 Multi-Use Block Professional Learning Time Peer Leadership Guidance Groups	
4		
5		
6		
7		
8	11:50-1:10 Course 6	
9	1:15-2:35 Course 8	

THE FOUR-BLOCK SCHEDULE WITH AN INTERVENTION/ENRICHMENT PERIOD

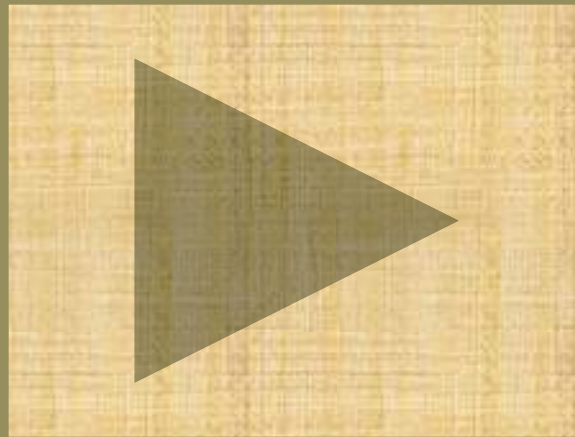
	Day 1	Day 2
9 th Period	PE/Exp./Elec./Interv./Enr.	
Block I	Language Arts and Reading	
Block II	Mathematics	
Block III	Social Studies	Science
Block IV	PE/Exp./Elec.	PE/Exp./Elec.

Wisconsin HS

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Wisconsin HS 2																																																																																										
LUNCH 1	Block 1/5 84	8:00 AM	8:05 AM	8:10 AM	8:15 AM	8:20 AM	8:25 AM	8:30 AM	8:35 AM	8:40 AM	8:45 AM	8:50 AM	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:24 AM	9:29 AM	9:34 AM	9:39 AM	9:44 AM	9:49 AM	9:54 AM	9:59 AM	10:04 AM	10:09 AM	10:14 AM	10:19 AM	10:24 AM	10:29 AM	10:34 AM	10:39 AM	10:44 AM	10:49 AM	10:53 AM	10:58 AM	11:03 AM	11:08 AM	11:13 AM	11:18 AM	11:23 AM	11:28 AM	11:33 AM	11:38 AM	11:43 AM	11:48 AM	11:53 AM	11:58 AM	12:03 PM	12:08 PM	12:13 PM	12:18 PM	12:23 PM	12:28 PM	12:33 PM	12:38 PM	12:43 PM	12:48 PM	12:52 PM	12:57 PM	1:02 PM	1:07 PM	1:12 PM	1:17 PM	1:22 PM	1:27 PM	1:32 PM	1:37 PM	1:42 PM	1:47 PM	1:52 PM	1:57 PM	2:02 PM	2:07 PM	2:12 PM	2:17 PM	2:21 PM	2:26 PM	2:31 PM	2:36 PM	2:41 PM	2:46 PM	2:51 PM	2:56 PM	3:01 PM	3:06 PM	3:13 PM	3:18 PM
		Block 2/6 84	Lunch 30	Block 3/7 84	Block 4/8 84	I/E 47																																																																																				
LUNCH 2	Block 1/5 84	8:00 AM	8:05 AM	8:10 AM	8:15 AM	8:20 AM	8:25 AM	8:30 AM	8:35 AM	8:40 AM	8:45 AM	8:50 AM	8:55 AM	9:00 AM	9:05 AM	9:10 AM	9:15 AM	9:20 AM	9:24 AM	9:29 AM	9:34 AM	9:39 AM	9:44 AM	9:49 AM	9:54 AM	9:59 AM	10:04 AM	10:09 AM	10:14 AM	10:19 AM	10:24 AM	10:29 AM	10:34 AM	10:39 AM	10:44 AM	10:49 AM	10:53 AM	10:58 AM	11:03 AM	11:08 AM	11:13 AM	11:18 AM	11:23 AM	11:28 AM	11:33 AM	11:38 AM	11:43 AM	11:48 AM	11:53 AM	11:58 AM	12:03 PM	12:08 PM	12:13 PM	12:18 PM	12:22 PM	12:27 PM	12:32 PM	12:37 PM	12:42 PM	12:47 PM	12:52 PM	12:57 PM	1:02 PM	1:07 PM	1:12 PM	1:17 PM	1:22 PM	1:27 PM	1:32 PM	1:37 PM	1:42 PM	1:47 PM	1:52 PM	1:57 PM	2:02 PM	2:07 PM	2:12 PM	2:17 PM	2:21 PM	2:26 PM	2:31 PM	2:36 PM	2:41 PM	2:46 PM	2:51 PM	2:56 PM	3:01 PM	3:06 PM	3:13 PM	3:18 PM
		Block 2/6 84	Block 3/7 84	Lunch 30	Block 4/8 84	I/E 47																																																																																				

MIDDLE SCHOOL INTERVENTION/ENRICHMENT SAMPLES



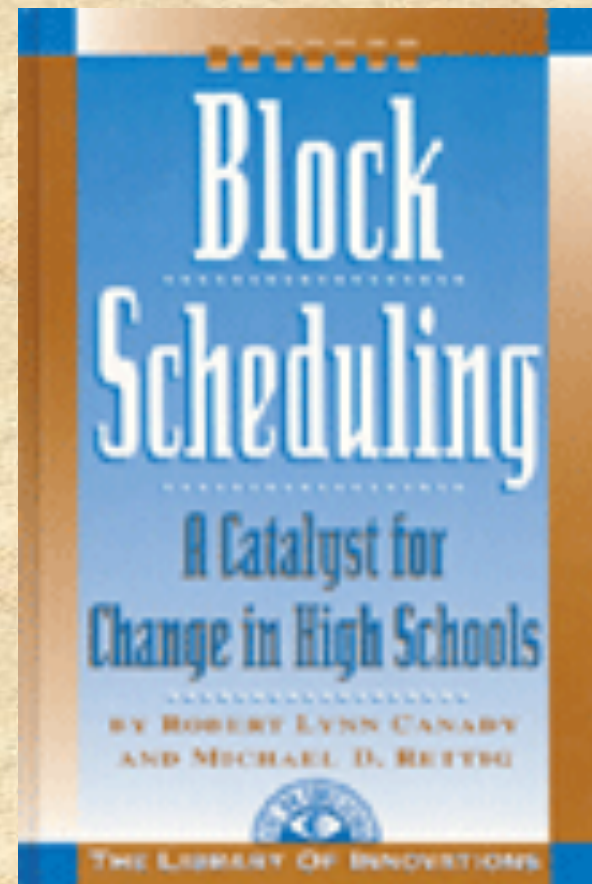
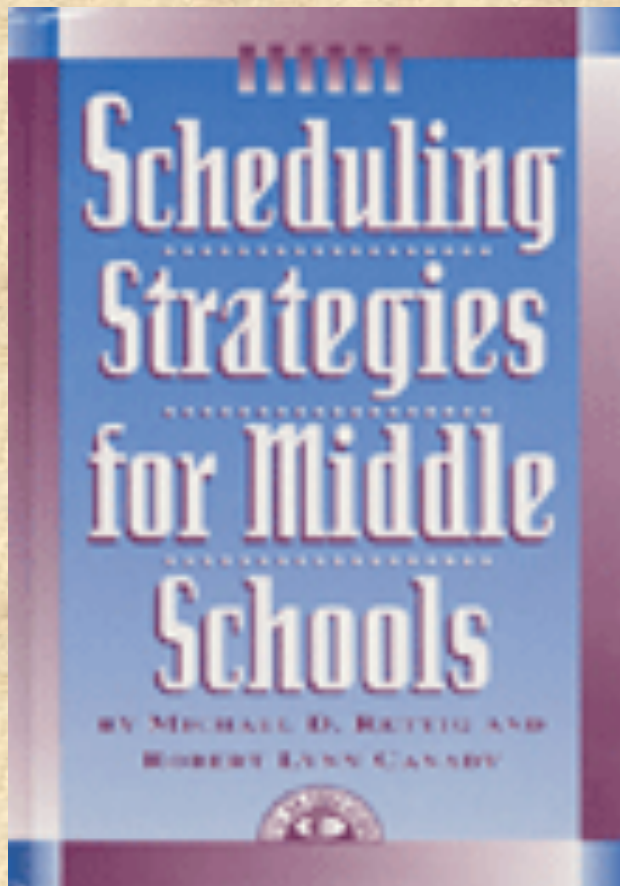
KEY FACTORS: SECONDARY I/E AND RTI

- Scheduling the Intervention/Enrichment period is easy compared to organizing and preparing for instruction within it.
- All students and staff must be productively engaged during the period.
- A decision must be made as to what role students' choice plays in the I/E period.
- A computer management program with capability of tracking students' I/E choice/assignment and attendance is necessary.
- Clear, consistent, and involved leadership is required to ensure that assessment, data analysis, tiering, planning intervention and enrichment instruction, and progress monitoring all are carried through.
- Time must be allocated for planning for groupings and instructional activities.

KEY FACTORS: SECONDARY I/E AND RTI CON'T.

- A Response to Intervention (RTI) type tier structure based upon clearly defined assessments is necessary to allocate students to Tier 2 and 3 interventions.
- Providing extra help during the I/E period on an as needed basis may be a more practical way of delivering Tier 1 interventions than an expectation of differentiation within regular class time.
- It is recommended that specific programs for Tier 2 and Tier 3 interventions be adopted rather than having teachers design their own.
- If Tier 3 students are to receive both Tier 2 and Tier 3 interventions, Tier 2 is provided during the I/E period and Tier 3 most likely replaces a class in the regular schedule.
- A decision must be made as to whether or not special services (i.e. special education or ESOL) will be “the” intervention for some qualifying students during the I/E time or will they be served at a different time by those professionals.
- While some school-wide, grade level, or team activities (assemblies, pep rallies, school pictures, guidance meetings, course registration, seminars, etc.), may usurp some meetings of this period, the primary purpose is for Intervention/Enrichment.

MS AND HS I/E SCHEDULING IDEAS



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