

## Secondary School Possibilities for Scheduling

Intervention Scheduling Idea	Considerations
<p><b>In Place of an Elective:</b> Students identified with reading needs are enrolled in an intervention course in place of one of their elective options.</p>	<p>Communicating with families and students about the decision is important. There should be established rules for decision making about when students exit interventions based on their progress.</p> <p>The school and district should have an established group size for intervention courses so that the group is not too large to benefit from the intervention.</p>
<p><b>Zero Period:</b> The school creates an optional period before the start of the school day. During this time, students can choose to take core or elective courses. Those students needing intervention support can take a core course during zero period, freeing up a time slot within the school day to receive their intervention assistance. Students who ride a bus to school would not be scheduled to receive intervention at this time.</p>	<p>This option requires that staff teaching zero-period classes receive extra compensation or adjustment of their school-day teaching schedule. Also, parents and students must make a firm commitment to attend zero-period classes, as these courses entail additional work and potential inconvenience – including an earlier wake-up time and home responsibility for transportation.</p> <p>The school and district should have established group size for intervention courses so that the group is not too large to benefit from the intervention.</p>
<p><b>Credit Recovery:</b> A school that has access to online credit recovery courses offer students the option to take a course online on their own time. This option frees up a time slot during the school day for that learner to get intervention assistance.</p>	<p>The credit-recovery option requires that a student be self-motivated and willing to take on extra work to access intervention support. While this option may be a good fit for some adolescents, many may lack the motivation and skill set necessary for success in an online course taken outside of the school day.</p> <p>The school and district should have established group size for intervention courses so that the group is not too large for students to benefit from the intervention.</p>

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<p><b>Core Course with Extended Time:</b> The school creates two-period sections of selected core area courses (for example, English language arts). Middle and high school students are recruited for these extended-time sections based on reading screening and archived records indicating they need additional time to master course concepts and complete assigned work. The two-period course affords sufficient time for the teacher to provide core instruction and supplemental reading intervention.</p>	<p>Students placed in an extended-time core course that occupies two class periods may have to give up or postpone the opportunity to take another course. The extended-time course is most effective if the school can assign additional staff (for example, a co-teacher or trained paraeducator) to push into the setting for at least a part of the class to provide additional support.</p> <p>The school and district should have established group size for reading intervention courses so that the group is not too large to benefit from the intervention.</p>
<p><b>Block Schedule:</b> The school has a 90-minute block schedule. 30 minutes of the block schedule are allocated for intervention. The students that do not receive intervention access differentiated instruction for the core subject class.</p>	<p>Intervention time provided during the block schedule is most effective if the school can assign additional staff (for example, a co-teacher or trained paraeducator) to push into the setting to provide the intervention instruction. Pushing into the classroom setting reduces transition time to the intervention classroom space. The core subject teacher provides differentiated instruction to other students in the classroom.</p>

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.