



# JHS I/E Time FAQs

1. What is our goal in creating I/E-time?
  - a. This schedule and approach will be **flexible** enough to provide more targeted learning time for students who need it and **more learning and incentives-based choices for students who don't**. FlexiSched software is the tool to make this possible for JHS.
2. What does I/E stand for?
  - a. Interventions and Enrichment
3. What is the difference between I/E-time and FlexiSched?
  - a. I/E-time is what JHS has named this time of the day and educational design. FlexiSched is the software program we procured through CESA 5 in Portage, WI which runs our I/E-time schedule.
4. What is FlexiSCHED?
  - a. FlexiSCHED is a simple software program and database that tracks and maintains attendance records of where students go for targeted intervention periods or high-engagement enrichment periods. It is designed to be “flexible” in all ways so each school can fit it into their school culture and philosophy.
5. Are there high schools in our area using this innovative approach?
  - a. In our region, no. JHS is pioneering a new and innovative approach intended to meet the needs of all students.
6. Are there Wisconsin high schools not in our immediate region using this approach?
  - a. Yes, large, medium, and small high schools throughout WI
  - b. Adams-Friendship, Appleton East, North, West, Baraboo, Barneveld, Berlin, Burlington, Clintonville, Cudahy, Gibraltar, Granton, Hartford, Jefferson, Kenosha Bradford, Lodi, Manitowoc, Marinette, Marshall, Mauston, McFarland, Oakfield, Osceola, River Falls, Sauk Prairie, South Milwaukee, Spencer, Verona, Wautoma, and Wisconsin Rapids.
7. Will JHS use this approach the same/similar to other high schools?
  - a. Faculty at JHS visited Lodi High School twice and Marshall high school once. These two high schools were the first in WI to adopt this approach. We will use many of their ideas and we have some ideas of our own we feel will enhance the program by providing improved and meaningful opportunities.
8. What is the weekly and daily schedule for JHS?
  - a. M = Blocked with Odd Classes, periods 1, 3, 5, 7 and a *35 minute homeroom* 2:30 to 3:05
  - b. T = Blocked with Even Classes, periods 2, 4, 6, 8 and a *35 minute I/E* from 2:30 to 3:05

- c. W = Blocked with Odd Classes, periods 1, 3, 5, 7 and a 35 minute I/E from 2:30 to 3:05
  - d. Th = Blocked with Even Classes, periods 2, 4, 6, 8 and a 35 minute I/E from 2:30 to 3:05
  - e. F = All day with all classes 1, 2, 3, 4, 5, 6, 7, 8 and a 35 minute I/E from 2:30 to 3:05
9. Is JHS reducing instructional time by creating the 35 minutes of I/E-time and homeroom Monday-Friday?
- a. Actually we are changing instruction time to better meet the individual needs of ALL students.
  - b. By adding block time, we are saving hallway passing time saving 28 minutes per week.
  - c. We eliminated our Wednesday club time saving 29 minutes per week
  - d. We eliminated our Tuesday homeroom saving 29 minutes per week
  - e. We are starting our day at 7:45 am rather than 7:50 am adding 25 minutes per week.
  - f. We lengthened our instructional time on early dismissal days.
  - g. We eliminated the late starts on Tuesdays and Wednesdays at 8:05 from 2013-14.
  - h. Grand totally the weekly minutes of instruction is almost the same as this past year.
10. What is accomplished during I/E-time?
- a. This may be the most important question to answer in this FAQs sheet. This is best answered by breaking this question down into 4 color-coded categories of **Red**, **Green**, **Yellow**, and **Blue**.
11. **Red "Interventions"**- students who need and deserve deep and lengthy academic interventions (math, English, Reading) or social-emotional interventions.
- a. How many students at JHS might need/deserve these deeper interventions?
    - i. Across the nation and WI, this is likely less than 10% of all students.
    - ii. In Jefferson we anticipate this to be 5% of our students which equates to approximately 35 students.
    - iii. This would be in very small group settings of approximately 1:5 teacher-to-students ratios.
  - b. How are students assigned these intense academic interventions?
    - i. Identified through standardized tests.
    - ii. Identified by counselors and administrators
    - iii. Identified and referred by teachers and parents
    - iv. Student self-referrals
  - c. Is this time required of the students?
    - i. Yes, if they are identified with the need for academic interventions, they must attend.
  - d. What will these assigned students learn during academic interventions?
    - i. Math/English/Reading- researched based interventions to build skills & opportunities for re-teaching.
  - e. Will this extra academic help require more homework for these students?
    - i. No, we do not want to turn students off to the idea of needing and deserving more help by adding more homework to their plates.
  - f. How long will these more intense academic interventions last?
    - i. 1-3 days per week during I/E-time
    - ii. 6 to 9 weeks

- g. What about social-emotional interventions, can the school actually “assign a student to go?”
  - i. No, not without parent/student permission
- h. What are these types of social-emotional interventions called?
  - i. Operation Success Workshops
- i. What are Operation Success Workshops?
  - ii. Many years ago these were known as SAP (Student Assistance Programs) and intended to help students experiencing deficits in any one or more of the following (newcomers to Jefferson, school attendance, healthy relationships, girls’ group, anger management, proper dating relationships, AODA, study skills, organization, motivation, grief groups (death, loss, divorce), conflict resolution, and high risk behaviors). This is not an exhaustive list.
  - ii. How are students identified?
    - 1. Student self-referrals
    - 2. Parent referrals
    - 3. Teacher referrals
    - 4. Counselor/Administrator referrals
  - iii. Will we seek parent permission prior to student participation in Operations Success?
    - 1. Yes, for students under the age of 18
  - iv. Who facilitates Operations Success Workshops?
    - 1. Counselors, social workers, school psychologists, and teachers trained specifically in facilitating such groups
    - 2. These interventions are in small group settings anywhere from one student to five students always with a minimum of two teachers.

12. Green “Teacher office hours”- Teachers may choose students who are overall successful but may be struggling on a particular unit, test, lab, concept, and etc. Students may have questions for teachers and this provides students’ access to their teachers. In other words, teachers may choose to meet with the student OR the student may choose to meet with the teacher.

- a. For what reasons may a teacher choose a student for office hours?
  - i. Student was absent and needs to make up a test, lab, PE class, music lesson, or review of class lessons covered.
  - ii. Student appears to be struggling on a particular topic or concept and the teacher feels it is necessary to meet to review
  - iii. Student dropped from A’s to C’s and the teacher wants to help
- b. For what reasons may a student choose to meet with a teacher?
  - i. The student is confused on a topic discussed/learned
  - ii. The student needs extra assistance on homework
  - iii. The student needs to review to build deeper understanding and confidence
- c. How often will teachers have office hours?
  - i. Goal is to have office hours a minimum of one I/E-time per week per teacher.

13. Yellow “Enrichment through Clubs”- JHS clubs and organizations meet. JHS is proud of the fact we offer so many clubs. We are also proud of the fact about 80% of our students are in one or more clubs. However, it has been noted students share concerns in past years

students could only be involved with 2 clubs due to scheduling conflicts. In this new I/E approach, students will be able to take advantage of many more clubs.

- a. What enrichment benefits do clubs offer?
  - i. Leadership, service learning, civic responsibilities, citizenship, teamwork, goal setting, sense of ownership and belonging, and time management.
- b. When will these clubs meet?
  - i. During I/E-time on Tuesdays-Fridays. Each club would meet approximately two times per month OR on an as-needed basis.

14. Blue- "Enrichment Passion Projects"- Projects may have a targeted outcome, or simply be for exploratory. These projects may be teacher initiated or student initiated.

- a. How and when are these projects offered?
  - i. During I/E-time anytime throughout the year. Some of these passion projects are special interests focused and may meet one time per week for 4-10 weeks.
- b. What are some examples of targeted outcome passion projects or special interests?
  - i. Fire Fighting certification, 1<sup>st</sup> aide & CPR certification, sign language, study skills course, scholarship application process, ACT prep workshops, AP testing workshops, AP Primer, Auditorium Technologies, Seven Habits of Highly Effective Teens- Sean Covey, How to Pick a College, Guest Speakers, Stress Management, Resume Writing, Interview Skills, Solo Ensemble Preparation, study hall
- c. What are some examples of Exploratory Passion Projects or special interests?
  - i. Forensic sciences, digital photography, The Soup Bowl Project, video gaming, computer use, library use, study hall, coffee with the principal, film critique, how to change oil, home organic gardening, container gardening, foreign film critique, weightlifting & aerobics room, volleyball, how to rotate tires, fantasy sports league, NCAA march madness statistical analysis.
- d. Who teaches these passion projects of special interests?
  - i. Teachers with those passions and talents.
  - ii. Guests with teacher supervision. (I.e. Local Fire Chief could teach courses on Fire Fighting leading to certification, pharmacist and JHS graduate to share pharmacology)
- e. How will students/parents know what special interest opportunities are coming up?
  - i. These will be posted on the website, posted on bulletin boards, shared over PA announcements, and shared in homeroom.

15. Can students just use their I/E-time for study hall?

- a. Yes, but students will be encouraged to:
  - i. Get involved with clubs
  - ii. Take advantage of teachers who are available for help
  - iii. Take advantage of opportunities to learn about professions and career paths, etc.

16. What if a student wants to go to a passion project or club but they were requested by a teacher?

- a. Red has priority over Green, Yellow, and Blue
- b. Green has priority over Yellow and Blue

17. I heard there are two types of study halls, what does this mean?

- a. Traditional Study Hall during I/E time is supervised, structured, and quiet. These will be located in a traditional classroom setting and/or the library.
- b. Honors Study Hall- called "The Upper Deck" is supervised, less structured, and allows for reasonable volume of talking and a reasonable volume of music.

18. What is Upper Deck?

- a. This is located on the balcony area above the library doors in the hallway between the counseling office and the main office. This location is how it was given the name....upper deck.
- b. This less structured study hall will be supervised.
- c. This less structured study hall may have a cap for the number of students who can attend on any given day. We suspect this cap will about 40 students.
- d. Students will have access to the school store, food, water/drink, electronics, TVs, bistro style tables, chairs, couches, and a charging station for electronics. Low volume TV and music will be allowed.
- e. What is the criterion for a student to earn this "upper deck" privilege?
  - i. Students must be a sophomore or junior.
  - ii. Students must be earning a B or better for all current grades based on the most recent progress report grades.
  - iii. The principal or associate principal may revoke Upper Deck privileges due to poor behavior, truancy, tardies, attendance, or other concerns as deemed necessary by high school administration.
- f. Sophomores who qualify for Upper Deck may only attend one day per week. This is to encourage students to take advantage of clubs, teacher supports, and other opportunities as available.
- g. Juniors who qualify for Upper Deck may only attend two days per week. This is to encourage students to take advantage of clubs, teacher supports, and other opportunities as available.
- h. If a student meets the criterion for upper deck, but they are requested for Red or Green, then they must attend the Red or Green request.

19. What is Senior Privilege?

- a. Seniors who meet specific criteria may choose to leave school early at 2:30 pm other than Monday when we have homeroom until 3:05 pm.
- b. Seniors under the age of 18 need parent permission via a signed form letter provided by the JHS office in order to participate in senior privilege early release.
- c. Seniors who are 18 or older do not need parent permission.
- d. Seniors requested by Red or Green MUST attend the Red or Green intervention.
- e. Seniors who are in clubs are encouraged to attend their club.
- f. Seniors who hold an office in a club may lose their office seat if they do not attend their club.
- g. What is the criterion for a student to earn this Senior Privilege?
  - i. Students must be senior.
  - ii. Students must have earned a minimum of 18 credits by the end of their junior year.
  - iii. The senior students must have earned a "C" or better in all classes on the most recent progress report.

20. How and when do teachers “choose” to see a student for RED or GREEN time?

- a. For RED-time, students are identified through a process and these in-depth interventions are placed into the student’s schedules for several weeks.
- b. For GREEN-time, teachers have access to the FlexiSched software anytime from Friday at noon, through the weekend, and until Monday at noon. This access allows the teacher to select a student they need to see and schedule that student for office hours for the upcoming week.

21. How and when do students sign up?

- a. Every Monday is homeroom for the last 35 minutes of the day.
- b. The first 10 minutes of homeroom is I/E time sign-up.
- c. I/E time is Tuesday, Wednesday, Thursday, and Friday the last 35 minutes of the day.
- d. It is during the first 10 minutes of Monday homeroom students meet with their homeroom teacher to:
  - i. Learn that they have Red or Green scheduled time in their schedule
  - ii. Choose to see a teacher for office hours
  - iii. Choose Yellow Club time
  - iv. Choose Blue passion projects
  - v. Choose Upper Deck or Senior Privileges

22. Scenario Sally

- a. Sally needs some in-depth intervention in Reading as identified by Red on the FlexiSched software. This will be on Tuesday.
- b. Sally missed school last week and her science teacher would like her to come to make up the lab as identified by green on the FlexiSched software. This will be on Wednesday.
- c. Sally wants to go to her FFA club on Wednesday, but she cannot because of science teacher selecting Sally to meet with her.
- d. Sally would like to meet with her math teacher to get help on math because of her absence this past week. Sally chooses office hours to see her math teacher via green on the FlexiSched software. This will be on Thursday.
- e. Sally plans to use the library on Friday to study.

23. Scenario Jorge

- a. Jorge seems to be confused regarding the last few lessons in chemistry. His chemistry teacher chooses to see Jorge during office hours on Tuesday.
- b. Jorge is on student council and they are planning for homecoming. He plans to go to the student council meeting on Wednesday.
- c. Jorge heard about a college guest speaker coming to JHS to discuss the various fields of emphasis in engineering. He chooses to attend on Thursday.
- d. Jorge is a junior and signs up for Upper Deck on Friday.

24. Scenario Todd

- a. Todd is a senior but did not meet the criteria for senior privilege. He cannot leave school early but can work to improve his grades for the next marking period to take advantage of senior privilege in the future.

- b. Todd was absent for three straight days. His math teacher chooses to see him on Tuesday, Science teacher Wednesday, Business Education teacher on Thursday, and English teacher on Friday.

25. Scenario Emily

- a. Emily is a senior and did meet the criteria for senior privilege.
- b. Emily chooses to leave school at 2:30 on Tuesday and Thursday, go home, get a bite to eat, do some homework, and get back to JHS for her basketball games that evening.
- c. Emily chooses on Wednesday to go to the AP test preparation session.
- d. Emily chooses on Friday to access the aerobics room.

26. Scenario Roxanne

- a. A teacher noticed some cuts on Roxanne's arms. The teacher reported it to the counselor and parents were notified. The parents share concerns as well. Although the parents have already activated the use of outside counseling, the parents were excited to hear the school offers some assistance during I/E time called Operation Success. Roxanne and her parents agree to have her attend this group two days per week for eight weeks on Thursday's and Friday's.
- b. On Tuesday's and Wednesday's Roxanne likes to access study hall and her favorite two clubs (FBLA and Drama).

27. Will attendance be taken during I/E time?

- a. Yes
- b. This amazing FlexiSched software has an attendance package. All Red, Green, Yellow, Blue, Upper Deck, and Senior Privileges are monitored with high expectations of attendance. Absent students will be considered truant.

28. Student's schedules will change week to week during I/E time, how will they remember where to go?

- a. During homeroom on Monday afternoon students learn of their assigned (Red and Green) schedules.
- b. During homeroom on Monday afternoon students choose other areas of (Green, Yellow, or Blue).
- c. The homeroom teacher must hit the "submit" button on the FlexiSched software by 3:45 on Monday.
- d. At 5:00 pm, every Monday, all students will receive an e-mail to their JHS provided g-mail secure account. This e-mail will have their I/E schedule for the next four days. Students may also have this texted to them if they wish. Parents may also have this e-mailed and/or texted to them if they wish.
- e. If a student does not have access to e-mail or texting, the schedules will be provided for the student hard copy at JHS. Our records indicate this is only about 5% of the students, but we certainly want to assure of proper communication to this group of students as well.

29. When does I/E start and how will students be trained?

- a. I/E is coming to JHS the fall of 2015.
- b. It will officially start about the 3<sup>rd</sup> week of school.
- c. This May (2015) we are meeting with juniors, sophomores, and freshmen to explain.

d. This September (2015) we will offer training during homeroom.

30. JHS will monitor this new program.

a. Over the course of the 2015-16 school year we will gather feedback via surveys from students, teachers, and parents regarding the effectiveness of this new program and approach.

b. We anticipate there will be some areas that need refining, improving, and adjustments.