

Atlanta Public Schools

Targeted Intervention Plan:

Guidelines for Providing Face-to-Face Interventions

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Section 1: Overview

Why are we offering face-to-face intervention for APS students?

The twin pandemics of COVID-19 and Racial Injustice have caused unprecedented challenges for APS' students. Our students have:

- Lost invaluable learning time, placing them at a greater risk of not being prepared for college and careers
- Experienced the loss of loved ones
- Grappled with racial injustices and police brutality
- Faced food and income insecurity
- Encountered multiple additional challenges to their mental, physical, and emotional well-being
- Missed socializing and connecting with their family and friends leading to maladjustment in typical social and emotional development

APS schools and staff have responded to these challenges with extraordinary care and courage. However, we know more must be done to serve APS students with the highest needs.

In order to support the academic, social-emotional, and overall well-being of APS' highest-need students and fulfill our equity commitments, we will launch Face-to-Face intervention for our highest-need students this November. All face-to-face interventions will be offered in alignment with APS' health and safety protocols, developed in close collaboration with public health officials and as recommended by the CDC.

APS' face-to-face intervention plan is aligned to and in support of APS' whole-child framework. Through face-to-face interventions, we aspire to address students' needs in the areas of wellness, social-emotional learning, and positive behavior supports.

What will face-to-face intervention include?

APS' face-to-face intervention plans will be based on the following guiding principles:

1. All schools must offer **up to 2 days** of face-to-face intervention, Tuesday-Friday or Saturdays (where applicable), for their highest need students in order to ensure equitable outcomes for students.
2. All schools will offer face-to-face interventions within the parameters of APS' health and safety protocols.
3. Schools know their students best and as such will have the autonomy to determine what interventions are offered, how interventions are staffed and delivered, and when (before school, during school, after school) interventions are offered.
4. Schools will regularly meet to identify the highest needs students for face-to-face intervention based on their Academic needs, Wellness needs, and Engagement, ensuring the highest-need students are identified for intervention.
5. **Given that this is targeted intervention, this should not replace core instruction and should be scheduled around core instruction.**


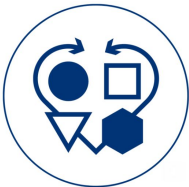
When will face-to-face interventions begin?


All APS schools should begin offering face-to-face interventions the week of November 16, 2020 and plan to submit a face-to-face intervention plan to their Associate Superintendents by no later than November 9th. Guidance for developing a face-to-face intervention plan can be found in this document and will be discussed further during the **November 3, 2020** principal's meeting.

Section 2: Face-to-Face intervention guidance and the screening team

How do we identify high-need students for face-to-face intervention?

Face-to-face interventions should target the highest need students in your school using the following guidelines. Schools should work with their leadership teams and teachers in order to identify students who meet one or more of the criteria below. As indicated through these criteria, school teams should use data already on hand to capture who could benefit most from this additional intervention effort prior to reopening.

Intervention Type	Criteria for selecting students
 <p>Academics</p>	<ul style="list-style-type: none"> ● Failing 2 or more courses ● Credit deficient or incompletes from previous school year's transcripts ● Tier 2 or 3 Academic Plans ● Students with Disabilities attending Low Incidence Programs <i>(Note: ALL SWD are eligible for participation in intervention programs as recommended by the Screening Team. However, SWD in Low Incidence classes may receive additional face-to-face instruction via this model).</i> ● Students who scored in the Urgent intervention range on Star assessments ● Other school-based academic criteria to aid in selection of students
 <p>Wellness (Supports from Social Workers, Counselors, Mental Health Providers, Psychologists,</p>	<ul style="list-style-type: none"> ● Referred by staff ● Referred by a parent/guardian ● Referred by a student ● Students who have demonstrated a need for mental health supports ● Students in need of wraparound supports ● Students who have been referred for Psychological Evaluations ● Students currently being served under McKinney-Vento ● Tier 2 or 3 Behavior Plans

Behavior Specialists, etc.)	
 <p>Engagement</p>	<ul style="list-style-type: none"> ● Less than 50% weekly engagement as measured by: <ul style="list-style-type: none"> ○ Low or no attendance and participation during synchronous virtual instruction ○ Lack of access to technology or connectivity challenges ○ Students with active truancy referrals

What is the screen team and what is their role?

We recommend that all schools institute a school-based “screen team” that convenes weekly to coordinate all school interventions. This team will play an important function in ensuring students are receiving the interventions they need. Members of the screen team could include designated administrators, instructional support personnel, and student support staff (SELT, counselors, social workers, psychologists, behavior specialists, SEL school-based staff, etc.). During weekly meetings, the screen team should collaboratively complete the following steps:

1. **Review** academic, behavioral and wellness related data to identify students most in need of access to in-person interventions given the identified parameters. The screen team will also evaluate referrals received from teachers, students, and parents to determine the best pathway for wellness-related interventions (virtual or in-person).
2. **Coordinate** problem-solving conversations with parents of students in need of access to in-person interventions. In order to confirm participation, families will complete and return an opt-in letter indicating their desire for their student to attend school-based interventions face-to-face.
3. **Triage** intervention services to ensure that the widest range of eligible students are matched to the needed academic, wellness and engagement intervention

What health and safety guidelines need to be followed?

APS’ Health & Safety Guidelines
<p>All schools are expected to adhere to the district’s guidelines for health and safety in the implementation of in-person interventions as follows:</p> <ul style="list-style-type: none"> ★ Temperature screening upon arrival for all students and staff ★ Intervention groups limited to 8 or less (inclusive of students and staff) within each setting ★ Campus capacity limited to 25% at all times ★ Consistent and correct use of masks for all students and staff ★ Social (physical distancing) at a minimum of 6ft within each setting ★ Hand hygiene and respiratory etiquette are followed

- ★ Cleaning and disinfection procedures are maintained throughout the day and between groups
- ★ CARE Rooms must be identified and staffed for all schools

How should we budget for face-to-face interventions?

Schools can use Power Up funds and other money that is in their current budget. No new funds will be allocated for this program.

Will transportation be provided and how do I submit requests for transporting students?

Yes. APS transportation is available for students Tuesday through Friday. If a student requires transportation, the Transportation Department requires the following: a universal student list, complete with first name, last name and student number from each school along with frequency, start time and end time and whether the student will have breakfast at school. Transportation will use the student's address in Infinite Campus so it is important to ensure addresses are accurate and updates take place timely.

For schools utilizing district provided transportation, the routing process will take four days with a practice day and admin day after the student list is received from the school. Seven complete days are needed before the programs can be launched if the plan includes using district buses. Additionally, schools are responsible for any/all transportation costs for plans occurring outside of the normal instructional day.

Schools will be responsible for communicating bus info to the students (pick-up time, location and bus number). A list with this information will be sent to the Principal. For any students with disabilities, Transportation will review the most recent RST and apply the requirements of the student (monitor or wheelchair).

Will nutrition be provided and what is the process for requesting meals for my school?

Classroom meal services will be provided with 7 day (1 week) notice to the expected date of service. Requests should be made via the following link:

https://docs.google.com/forms/d/e/1FAIpQLSeUTlgl-LzjK_O1aXOm72wNXzuW8q7TY9CVS5j0Sd1SjBK70A/viewform

How should we staff face-to-face interventions?

- Academic interventions should be staffed by school-based teachers and instructional staff.
- Wellness interventions should be staffed by counselors, social workers, psychologists, and other school-based staff trained in providing social-emotional and mental health support
- Engagement interventions may be staffed by instructional staff, administrators, counselors, social workers, psychologists, and other school-based staff aligned to address barriers to engagement.

- Staff persons providing interventions before and after school or weekends will be provided a stipend.
- If you have a need for staff for intervention support beyond school based teachers and instructional staff, you may consider external partners and providers and volunteer tutors. All external partners and volunteers should be background checked through the APS process.

Section 3: Tools & Resources

Sample Intervention Plan

The following school intervention plan is provided as an example to spark ideas. **Please note that all schools should develop plans with members of the screen team, in accordance with the guidelines above, that meet the needs of their students.** (For Pre-K intervention plan samples - that may also be adaptable for other grades - visit [here](#).)

On-going virtual interventions

Face-to-face interventions


Planning Meetings

	Monday	Tuesday	Wednesday	Thursday	Friday
Academics	Virtual intervention blocks	Virtual intervention blocks Reading: Academic Intervention block (in-person direct reading instruction for 2 hours) Credit recovery/AP/College/Career/Academic counseling	Virtual intervention blocks Reading: Academic Intervention block (in-person direct reading instruction for 2 hours) Credit recovery/AP/College/Career/Academic counseling	Virtual intervention blocks	"Screen Team" staff meeting to identify students for intervention and students that no longer need intervention
Wellness	Daily advisory circles and	Daily advisory circles and SEL	Daily advisory circles and	Daily advisory circles and	

	SEL instruction	instruction Mental health services via support staff (counselors, psychologists, social workers) and yoga available between 4-6pm	SEL instruction Mental health services via support staff (counselors, psychologist, social workers) and yoga available between 4-6pm	SEL instruction	
Low to no engagement	Weekly in-person check-ins	Weekly in-person check-ins Tech support for students with technology challenges	Weekly in-person check-ins	Weekly in-person check-ins	
SWD Low Incidence	Daily Virtual Instruction	Daily Virtual Instruction In-Person Learning Opportunity to address IEP goals	Daily Virtual Instruction	Daily Virtual Instruction In-Person Learning Opportunity to address IEP goals	

Reminder: Given that this is targeted intervention, this should not replace core instruction and should be scheduled around core instruction to the greatest extent possible.

Sample Interventions

Intervention Type	Examples
<div data-bbox="435 1003 561 1129" style="text-align: center;">  </div> <p data-bbox="420 1136 576 1167" style="text-align: center;">Academics</p>	<p data-bbox="821 422 915 453"><u>Virtual</u></p> <ul data-bbox="873 489 1414 1157" style="list-style-type: none"> ● 1:1 academic support before or after school ● Recovery opportunities ● Offer a menu of options of learning experiences that allow for different types and levels of engagement ● Technology programs (I-ready, Moby Max, Khan Academy, Starfall, etc) ● Extended time for learning and reflection ● Meaningful and manageable tasks and projects ● Administer a brief learning styles profile to find out how they learn best ● Administer student survey to find out what student needs to be successful so that learning recommendations can leverage student interest and identity as assets. <p data-bbox="821 1266 959 1297"><u>In-Person</u></p> <ul data-bbox="873 1333 1403 1755" style="list-style-type: none"> ● 1:1 academic support (use of digital platforms if necessary, to provide additional varied supports) ● Recovery opportunities alongside the help of teacher in person ● Tutoring or Active Re-teaching of a particular standard/skill ● Transcript evaluation and academic advisement ● Small group or 1:1 skill reinforcement ● Small group or 1:1 intervention administration
	<p data-bbox="821 1822 915 1854"><u>Virtual</u></p>



Wellness

- Opportunities to connect with teachers and peers virtually outside of instruction
- Daily 5 min check-ins from a staff member
- Counselors, social workers, and Psychologists set up zoom office hours daily where students can just pop in! (Have zoom set with a waiting room and a message for others that may join when you are talking with a student)
- Create a virtual Zen room for students to pull up on their computer that is soothing.
- Arrange a “live” lunch time online to allow students to maintain that social element with their classmates

In-Person

- Invite 2-3 students to a socially distanced small group lunch with staff member
- Invite a small group of students no more than 5 to a “I See YOU. I Care. How Can I Help You” small group or individual session
- Arrange an “in-person” lunch time to allow students to maintain a social element with their classmates at least once a week.
- Send out a daily mental health check-in survey to students and invite students to come in-person if the results are not favorable for a special meeting with a staff member to make sure they are okay.
- Small group, individual counseling, or skills training
- Therapy sessions provided by the clinical therapist



Engagement

Virtual

- Daily wake-up call from a staff member
- Attainable Attendance goal with incentive (ie: if a student is not showing up to class at all, the goal must start very small)

In-Person

- Arrange for student to come to school to log into a class virtually sitting alongside a staff member (socially distanced) to help with engagement
- Do a socially distanced drive-by to the home of a student to say hello, leave a small token and encourage students to attend class.
- Hold a lunchtime or afterschool activity to promote engagement and invite a small number of students where social distancing guidelines can be followed.
- Create small groups of learning pods for students who have connectivity issues and allow them to attend on the designated intervention days.
- Goal-setting activities
- Technology check (devices/hotspots, etc.)
- Technology tutorials
- Needs Assessment and plan to reduce barriers to engagement
- Coordinated activities for structured in-person social time
- Incentives for most-improved engagement

Key Dates

Task	Date
November 3, 2020	Rollout of T.I.P. Guidelines
November 9, 2020	T.I.P. Due to Associate Superintendents for Review
November 16, 2020	Implementation Window Begins

Appendix:
Intervention Plan Template
Transportation Request Log