

PYRAMID OF INTERVENTION STRATEGIES



FRANCIS HOWELL
HIGH SCHOOL

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Principals:

Dr. Dave Wedlock	Principal		851.4728
Mr. Jon Schultz	Associate Principal		851.4725
Mike Parker	Assistant Principal	O-Z	851.4701
Dr. Brian Thompson	Assistant Principal	Gp-N	851.4760
Dr. Holly Avis	Assistant Principal	A-Go	851.4759
Sean Erwin	Activities Director		851.4765
Bret Jansen	Resource Officer		851.4806

Counselors:

Chelsea Reilmann	Guidance Counselor/A+	A - Con	851.4783
Brett Griffin	Guidance Counselor	Coo-Hal	851.4791
Jennifer Eagan	Guidance Counselor	Ham-Loo	851.5311
Sandra Davenport	Guidance Counselor	Lop-Pos	851.5348
Kristin Adams	Guidance Counselor	Pot-Schu	851.4889
Lauren Ginn	Guidance Counselor	Schw-Z	851.4810
Erin Young	Guidance ESC		851.4861
Jennifer Lowrey	College/Career Counselor		851.4772

Administrative Assistants and Office:

Lori Litzinger, Dr. Wedlock's office	851.4728
Kim Noland, Finance	851.4736
Kathy Hasty, Mr. Schultz's office	851.4725
Stacy Casey, Dr. Avis's office	851.4759

Cherri Deubel, Dr. Thompson's office	851.4760
Julie Johnson, Attendance Main Line	851.4849
TBA, Attendance	851.4781
Gina Kerns, Activities Office	851.4765
Gina Hoffman, Building Information Office	851.4837
Tina Medley, Guidance	851.4789
Angie Deal, Mr. Parker's office	851.4701
Stacy Machado, Guidance	851.6270

Nurses:

Rose Holmes	851.4807
Roxann Monti	851.4809

A list of teachers can be found on the school website at:

https://fhh.fhdschools.org/contact_us

The Pyramid's Purpose

Assessment, intervention strategies, and monitoring begin in eighth grade for each student and continue throughout high school. These steps in the Pyramid of Intervention are listed and explained on the following pages for your convenience. Please contact your student support team (assigned principal and counselor) if you are interested in learning more about them.

1. To provide initial and ongoing assessment of students to determine individual student needs.
2. To provide opportunities, strategies, and services to address individual student needs.
3. To monitor the success of provided intervention strategies to measure their success with an individual student's needs.

The strategies below are listed in a recommended order from the base (Prevention) to the apex (Level III- Special Education Placement). The order of the strategies can be adjusted depending on the needs of the individual student. The number of students involved at each level should diminish as intervention strategies approach the apex of the pyramid.



Intervention Strategies Defined

EARLY ASSESSMENT AND PREVENTION UNIVERSAL SUPPORTS

8th Grade Open House This event, held during the spring of the students' 8th grade year, is designed to introduce the students and parent(s) to the expectations, the environment, and the routines at Francis Howell High School.

8th Grade Registration A student works with a counselor on a four-year plan and a freshman year schedule. Counselors assist students in the registration process while addressing the needs of the students.

A+/NHS Tutoring A+ and NHS tutoring are supplemental services designed to aid students. These tutorial programs allow students to assist other students and are supervised by district personnel. This tutoring takes place on Francis Howell School District property.

Attendance Letters Regular attendance is essential to achieving success in school, FHHS strives to keep students and parents abreast of attendance patterns that may impact students' learning and credits. Letters about attendance are sent regularly to update families about their students' level of connection to their learning environment. It is our goal for all students to be above 95% attendance. The state terms students below 90% daily attendance as "Chronically Absent."

Community Building Meetings One Wednesday a month, during an extended 2nd hour, our students participate in structured community building activities to get to know each other, support each other, and build a sense of belonging. This time is also meant for students to build the school culture and share their "voice." This work is focused on the agreed upon values that work to establish and value the dignity of each of our students and staff.

Early Release Wednesday Collaboration Most Wednesday afternoons, FHHS regular classroom instruction ends 1 hour early (1:20 pm) in an effort to provide time for teacher collaboration on best teaching practices.

Eligibility Checks This strategy keeps check on a student's progress during an activity/ sport season. The supervisor or coach becomes part of the team of peers and staff who assist and encourage students.

E-news Daily student announcements are available to be sent home via email. Parents can sign up for this service through accessing the FHHS website. <https://fhh.fhdschools.org/>

Freshman Transition Day The purpose of acquiring familiarity and information necessary for a smooth start to their high school experience. Freshmen will meet their Viking Edge mentors, experience their academic schedule in a shortened format, and be exposed to offerings in academic and athletic activities. Teachers and mentors introduce freshmen to routines such as lunches, bus transportation, and school policies as well as lead out activities to build relationships and attachment to school.

Howell Time Three Wednesdays a month students attend Howell Time. Students have a 40 minute Howell Time period as part of the academic schedule. During this time, all students report to a homeroom to manage school business, provide mentorship to Freshman, take time to catch up on work, or simply have a moment to decompress.

Infinite Campus Parent/Student Portal (online grade book) Parents and students will have access, with a login and password, to view their student's grades for each class that they're enrolled in. This will allow parents to have instant information about how their students are doing at school and be able to more effectively monitor their student's work habits at home. If you need access to the parent portal, please call your building administrator.

Parent Forums These events are designed to meet the needs of high school parents. These topics range from how to transition *to* and *from* high school to drug and alcohol prevention. The purpose of Parent Forums is to engage Howell parents in what's happening at FHHS and how they can better support their students.

Parent/Teacher Conferences Parents are invited to attend FHHS hosted parent/Teacher conferences held each fall and spring. Parents will have the opportunity to meet with each teacher. This event may occur virtually.

Professional Development Teachers learn in faculty meetings, PLC meetings, and District Learning Strands improve instruction and positively impact student achievement. Teachers work on developing best practices that are proven to meet student needs. Specific practices are identified through district initiatives and the school improvement plan.

Progress Reports These reports will be available online via the Parent Portal described above. If you need access to the parent portal, please call your building administrator. Progress Reports occur 8 times during a school year, approximately every 4.5 and 10 weeks.

Semester Reports Report Cards will note a student's quarter progress in a class; however, they are not part of the students record. Only the semester grades are entered on the transcripts. Semester grades are 90% of the students total semester average and 10% of the students final exam grades. Parents and students can access report cards after the official posting date through the Infinite Campus Portal.

Principal's Advisory Council The Principal's Advisory Council exists to increase the amount of contact time between the educational stakeholders of Francis Howell High School. Members include students, teachers, support staff, parents and community members. By providing an avenue for stakeholders to have a voice in the programs provided at FHHS, our vision is to improve the learning environment for students at Howell.

Schedule Pick-up Day This is another chance for students to communicate with their school support team if they need scheduling support and guidance.

Universal At-Risk Screening All students will be screened 8 times a school year and identified for being at risk of academic and/or behavioral concerns based on an algorithmic analysis. Students identified will then

be discussed with their respective administrator and counselor and based upon the student's need, appropriate levels of support will be put into place.

Viking Edge This program is designed to provide support for all students through community building activities designed to recognize the dignity of all people on campus. Within this initiative, school leadership provides programming to increase awareness and positively impact the climate of the school through activities that support the mission of the school.

Viking Edge Leaders Upperclassmen mentors are assigned to homerooms across the school to assist in leading the monthly discussion topics throughout the school year. Mentors also meet with freshmen during the transition day time to discuss specific issues related to making positive choices at school. Topics include study skills, extra-curricular involvement, and building relationships with peers and school staff.

Viking Way This program is designed to recognize the accomplishments of staff and students. Activities range from student assemblies and carnivals to monthly awards for staff members.

LEVEL II INTERVENTION STRATEGIES

At-Risk Behavior Meeting Individual students who commit seven or more discipline infractions within a semester will be counseled by an assistant principal to explore any factors that may be contributing to the behaviors, prevention strategies that may prohibit the behaviors, and intervention activities that allow the students to have greater opportunities for behavioral success at school.

At-Risk Math Tutoring This program is set up to provide systemic support for those students who are struggling in math classes. Math develops specific skill building activities that are needed to improve performance in their respective courses. Students receive support during the hours that their class meets.

Behavior Support Teams A team of counselors, teachers and administrators meets frequently to monitor the progress of individual students identified as at-risk for success in school. They may establish contracts, improvement plans, and interventions to provide additional student support.

Credit Recovery Program This fee based credit recovery program allows students to retake previously failed classes and earn credit toward graduation. Depending on enrollment, multi-week sessions may be offered before and/or after school in several courses during each semester. Interested students and parents should contact their guidance counselor for further details.

E-mail Communications Parents may communicate regarding the academic or behavioral progress of their child via district email. Simply connect to the school's web site (<http://fhh.fhdschools.org>) and then select the Staff tab to find a faculty member's email address.

O.S.S. Re-entry Meeting Upon a student's return to school from an out-of-school suspension, they will meet with an assistant principal to discuss their behavior that led to the suspension and alternative behaviors that will prevent them from making inappropriate choices in the future.

LEVEL III INTERVENTION STRATEGIES

Educational Support Counselor A Licensed Mental Health Professional is available to support the building with a solution focused intervention design to assist students and parents. Students are referred through their guidance counselors through the Care Team process. If deemed necessary students will be added to the caseload. The following services are available: crisis intervention, school based counseling, home based family counseling, group counseling, at-risk counseling, and referral to appropriate community resources.

Care Team Students are identified as having social, emotional, or academic concerns that impact their performance in the academic setting by teachers, staff and families. Once referred to a Care Team the team will review the students current data and implement appropriate level interventions to support the student. The Care Team consists of a group of counselors, administrators and other faculty members that are directly involved with the student.

Success Classes These classes, specific to the content areas of science, math, and communication arts, are provided to support freshmen and sophomores in the academic transition to the rigors of high school course work. Students will gain remediation of skills and time for concept mastery in a guided study setting.

Behavior Support Specialist The BSS works to provide interventions and support for students based on our Care Teams directions and guidance.

Special Services and Education FHHS follows the school district guidelines and compliance plan for the implementation of State Regulations for the Individuals with Disabilities Act (IDEA).

Language Live! Reading Instruction Students will be provided with an intensive reading instruction course that is proven to make significant gains in reading skills. Upon mastering the ability to read at grade level, students will be removed from this course at semester breaks.

Counseling Support Groups Support groups are available to provide support. These groups typically run 8 weeks. They are designed to help students cope with emotional needs and provide opportunities to improve empowerment.

Homebound Education Available for students who, because of a disabling condition , are unable to attend school safely or adequately. This includes students who require instruction because of a physical condition which prevents school attendance. Homebound applications must be completed by a student's attending physician. Homebound Applications are available through student services at the FHSD Central Office 636.851.4000. Contact your student's assistant principal or counselor for more information.

OUTSIDE INTERVENTION STRATEGIES

Alternative Learning Center This program is designed to provide students who are on a long term suspension, the opportunity to complete their studies while addressing the issues which lead to their suspension. This program incorporates both education and counseling services for the student and family.

Alternate Intervention Program The purpose of the Alternate Intervention Program is to provide students who are on suspension for Alcohol or or Drugs to complete their studies while addressing the issues which lead to their suspension. This program incorporates both education and counseling services for the student and family.

Westwood Alternative Program This program provides a supportive environment for students in special education who have been diagnosed with significant emotional concerns and have not been successful in their local middle or high school. Students are given direct instruction relating to the improvement of behavior and are taught techniques to manage their anger and deal appropriately with conflict. The goal is to move students back to their home schools as quickly as possible. The two special education options can only be determined by the IEP Team and are options only for students with disabilities.

Union High School Designed to meet the needs of at-risk students whose educational outcomes are in jeopardy due to academic deficits, disillusionment with school and learning or other factors impeding educational and social development. FHU enhances student education, decreases academic deficits, improves interpersonal skills and aids in character development.