

PYRAMID OF INTERVENTION STRATEGIES



FRANCIS HOWELL
HIGH SCHOOL

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STUDENT SUPPORT PERSONNEL



Principals:

Dave Wedlock	Principal		851.4728
Angie Kozlowski	Associate Principal		851.4724
Jessie Altman	Assistant Principal	Mb - R	851.4701
Brian Thompson	Assistant Principal	H – Ma	851.4760
Jon Schultz	Assistant Principal	S - Z	851.4759
Sean Erwin	Activities Director		851.4765
Ryan Johnson	Dean of Students	A - G	851.4781
Bret Jansen	Resource Officer		851.4806

Counselors:

Chelsea Reilmann	Guidance Counselor/A+	A - Col	851.4783
Brett Griffin	Guidance Counselor	Com - Gor	851.4791
Kim Potts	Guidance Counselor	Gos - J	851.5311
Jennifer Lowrey	Guidance Counselor	K - Mon	851.4772
Kristin Adams	Guidance Counselor	Moo - Rop	851.4810
Kim Vest	Guidance Counselor	Roq - Stam	851.4767
Lauren Ginn	Guidance Counselor	Stan - Z	851.4810
Rhonda Wurm	Guidance ESC		

Administrative Assistants:

Amy Collins	851.4728
Kim Noland	851.4736
Kathy Davis	851.4759
Cherri Deubel	851.4760
Carla Hazer	851.4781
Julie Johnson	851.4849
Gina Kerns	851.4765
Martin, Yvonne	851.4837
Hasty, Kathy	851.4725
Medley, Tina	851.4789
Surtin, Shelton	851.4701
Wood, Francis	851.6270

Nurses:

Rose Holmes	851.4807
Roxann Monti	851.4809

A list of teachers can be found on the school website at:
<http://fhhs.fhdschools.org>

THE PYRAMID'S PURPOSE

Francis Howell High School's Pyramid of Intervention is built on the premise that early preventive measures such as indepth and ongoing orientation and school ownership programs combined with a heavily structured environment, intervention procedures, and frequent monitoring of individual and strategy success will have a positive effect on every student enrolled at FHHS. The Pyramid of Intervention's programs and services are designed to achieve three purposes:

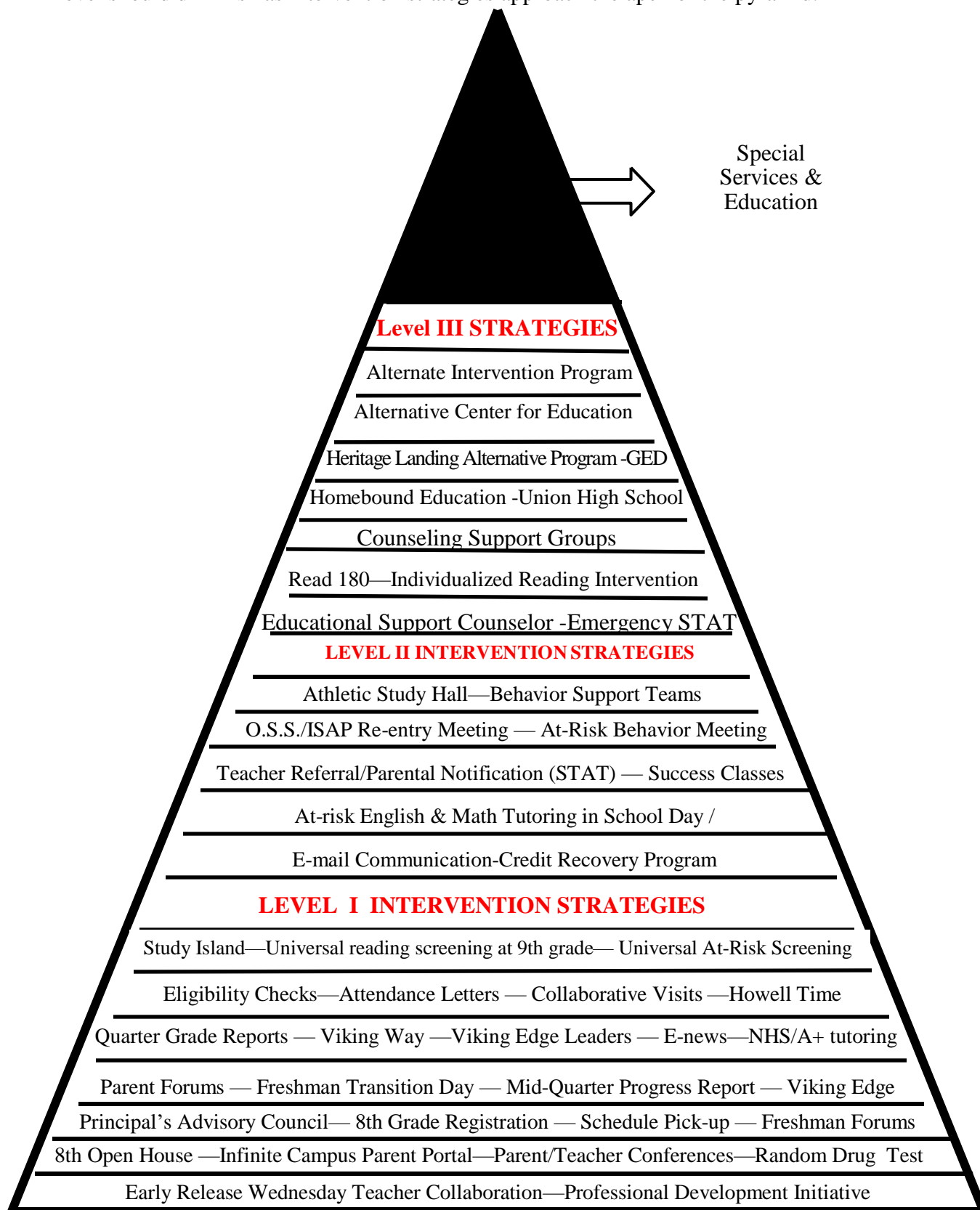
1. To provide initial and ongoing assessment of students to determine individual student needs.
2. To provide opportunities, strategies, and services to address individual student needs.
3. To monitor the success of provided intervention strategies to measure their success with an individual student's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

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.



INTERVENTION STRATEGIES

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 need 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

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 the 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 is supervised by district personnel. This tutoring takes place on Francis Howell School District property.

Attendance Letters As 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.

Early Release Wednesday Collaboration Each Wednesday afternoon, FHHS regular classroom instruction ends 45 minutes early (1:35 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 e-mail. Parents can sign up for this service through accessing the FHHS web site.
<http://fhh.fh.sd.sc.ho.ols.org>

Freshman Forums This program, created through the Viking Edge, is designed to help freshman students successfully transition to high school. Within this program, freshmen attend breakout sessions approximately once a month to discuss specific strategies to assist 9th graders in making positive decisions. Forum topics include respect, goal setting & monitoring, GPA, Final Exam preparation, prescription drug use, conflict resolution, and bullying.

Freshman Transition Day Freshmen start school one day early for 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 Each Wednesday, unless there is a non-student attendance day during the week, students will have a 40 minute Howell Time period as part of the academic schedule. During this time, all students report to a homeroom and may request to visit teachers who can provide extra support and/or enrichment. This is also the time when our Vi-

INTERVENTION STRATEGIES DEFINED

King Edge mentors hold Freshman Forums and other grade level activities are scheduled.

Infinite Campus Parent/Student Portal (on-line 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. This will allow parents to have instant information about how they're students are doing at school and be able to more effectively monitor their student's work habits at home. If a parent needs access to the parent portal, please call 851-4760.

Mid-Quarter Progress Reports These reports will be available online via the Parent Portal described above. If a parent does not have access to the portal, please contact 851-4760 to gain access or request a copy. Progress Reports occur four times during a school year, approximately 4.5 weeks into each quarter. Reports include a letter grade and optional comments.

Parent Forums These events are designed to meet the needs of high school parents. Information that is gathered from the Parent Action Team is used to determine Forum topics. These topics range from how to transition *to* and *from* high school to drug and alcohol prevention. The purpose of Parent Forums are 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 seated arena-style in the commons.

Professional Development Initiative This initiative provides effective professional development to teachers during faculty meetings and professional development days to help 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.

Quarter Grade Reports Report Cards will not be distributed to each student. Parents and students can access report cards after the official posting date through the Infinite Campus Portal.

INTERVENTION STRATEGIES DEFINED

Principal's Advisory Council The Principals 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.

Random Drug Testing Research shows that people who make it through their teenage years without using drugs are much less likely to start using them when they are older. Kids on drugs cannot perform as well in school as their drug-free peers of equal ability. The primary purpose is to deter use and guide those who do into counseling and treatment programs.

Schedule Pick-up Day Scheduled during the last week of July, this is another chance for students to communicate with their school support team.

Study Island For students enrolled in Algebra I, Biology, and English II, and those preparing for the ACT, this online study aid provides students with interactive assessments, assistance in understanding how to find the correct solutions to the given problems, and rewards for high performance to motivate students to improve their academic proficiency.

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.

Universal Reading Screening 9th Grade All incoming 9th grade students will be identified through an analysis of their 8th grade Gates MacGinitie test as well as meetings with previous middle school. The level of student intervention is based up on their personalized need.

Viking Edge This program is designed to provide support for students who need academic and social support. Within this initiative, school leadership provides programming to increase awareness and positively impact the climate of the school through activities that support character education.

Viking Edge Leaders Upperclassmen mentors are assigned to freshman students to support 9th graders with their transition to high school. Mentors meet with freshman during their "forum" time to discuss specific issues related to making positive choices at school. Topics include study skills, extra-curricular involvement, and character education.

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.

INTERVENTION STRATEGIES DEFINED

LEVEL I 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 or dean 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 Communication Arts and Math Tutoring This program is set up to provide systemic support for those students who are struggling in math and communication arts classes (D or F). Each department develops specific skill building activities that are needed to improve performance in their respective courses. Students receive support during the hours that their communication arts or math classes meet.

Behavior Support Teams This team comprised of counselors 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 e-mail. Simply connect to the school's web site (<http://fhh.fhdschools.org>) and then select the Staff tab to find a faculty member's e-mail address.

O.S.S./ISAP 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.

INTERVENTION STRATEGIES DEFINED

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.

Teacher Referral / Parent Notification (STAT Team Referral)

The purpose and goals of a STAT referral are

- 1) to identify “at-risk” students not previously identified,
- 2) to collect and disseminate information to all interested staff members working with the student,
- 3) and to decide upon a course of action, strategies, and/or intervention.

A student may be referred by a parent, staff member, school administrator, outside agency, or by the referred student. Reasons for referral include, but are not limited to these areas:

- suicide - runaway - academic concerns - eating disorders - teen pregnancy
- abuse and/or neglect - gang involvement - abusive relationship - family crisis
- chemical dependency/abuse - cult involvement or obsession - severe behavior change
- suicide concerns/prevention - severe stress and/or depression

The referral process follows the following steps:

- A. Referral is made to student’s counselor or principal.
- B. Objective feedback forms are completed by each teacher of the student.
- C. STAT team members meet to complete the student profile.
- D. STAT team establishes plans for further action. These plans could include meetings with the student and/or parent(s), suggestion to seek outside assessment (not paid for by district), consider a request for a special education evaluation or “504” development plan.
- E. Follow-up. The STAT teams reconvenes three to six weeks after referral to monitor progress of interventions.

INTERVENTION STRATEGIES DEFINED

LEVEL II INTERVENTION STRATEGIES

Educational Support Counselor This support person provides a solution focused intervention designed to assist students and parents. Students are referred through their guidance counselors with parental consent. 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.

Emergency STAT Referral This referral made by school personnel or parent or guardian, skips interventions recommended previously in an effort to address the needs of specific student who 1.) has violated chemical use rules and/or laws within the school or community, 2.) is enrolled in an early intervention or out-patient program pertaining to chemical use or 3.) is returning from in-patient treatment, day treatment, or out-patient substance abuse treatment who has identified substance abuse issues.

Read 180 Students will be provided with an intensive reading instruction course that is proven to make significant gains in reading skill. Upon mastering the ability to read at grade level, students will be removed from this course at semester breaks.

Individualized Reading Intervention Students who are not responding to reading intervention services will be assessed and provided with a prescriptive reading intervention plan delivered by the building reading specialist. Upon meeting the goals of this intervention, students will be placed back into the appropriate level of reading intervention.

Counseling Support Groups This intervention is born from STAT team recommendation. Support groups during Howell Time are available to provide support and assist students with tobacco, alcohol, or drug-related issues.

Social Support Groups This intervention is born from STAT team recommendation. Support groups on campus are available to provide support and assist students and their families.

INTERVENTION STRATEGIES DEFINED

LEVEL II INTERVENTION STRATEGIES

A student support team, student, and family members may determine that alternative education will best meet the assessed needs of a student. In that case, Francis Howell High School may provide the following options:

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. This recommendation may come from the student's special education team. Homebound applications must be completed by a student's attending physician. Homebound Applications are available through student services. Your student's assistant principal or counselor will give you the number to call to get application.

INTERVENTION STRATEGIES DEFINED

LEVEL III INTERVENTION STRATEGIES

Alternative Center for Education This program is designed to provide students who are on a long term suspension of more than 90 days, 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 of 45 days, 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.

General Education Diploma Designed to meet the needs of a specific group of students: those who have the ability to meet the regular graduation requirements but are so far behind in earning credit that they cannot reasonably expect to graduate with their cohort group. This program allows students to stay in school while receiving meaningful support services to graduate with an alternative school diploma.

Heritage Landing Alternative Program The Heritage Landing Alternative 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.

After Intervention Strategies Implemented and Unsuccessful

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).

FRANCIS HOWELL HIGH SCHOOL SUPPORT GROUPS & HOTLINES

(CONTACT NUMBERS ARE UPDATED EACH SUMMER.
THE NUMBERS LISTED MAY CHANGE FROM THE TIME IT WAS UPDATED.

EMERGENCY CRISIS SERVICES	636.949.7370
UNITED WAY INFO & REFERRAL	314.421.4636
YOUTH IN NEED	636.946.3771
WOMEN'S SELF-HELP CENTER	314.531.2003
	646.7500
WOMEN'S CENTER	636.946.6854
RAPE HOTLINE / INCEST	314.531.2003
RAINN (Rape, Abuse, and Incest National Network)	1.800.656.4673
LIFE CRISISHOTLINE	314.647.4357
GAY & LESBIAN INFO	314.367.0084
CRIME VICTIMS	1.800.347.6881
FREE JUVENILE LEGAL INFORMATION	1.877.936.1600

RUNAWAY SERVICES	
RUNAWAY HOTLINE	1.800.621.4000
MARIAN HALL – GIRLS	314.531.7233
YOUTH IN NEED	636.946.3771
YOUTH EMERGENCY SERVICES	314.727.6294

CHILD ABUSE	
CHILD ABUSE HOTLINE	1.800.392.3738
NATIONAL DOMESTIC ABUSE HOTLINE	1.800.799.7233
YOUTH IN NEED	636.946.3771
FAMILY SUPPORT NETWORK	314.963.1450

DRUG & ALCOHOL SERVICES	
ALCOHOLIC ANONYMOUS	314.647.3677
	731.4654
NA	314.830.3232
ALANON	314.645.1572
DARE—ST. CHARLES	636.949.3526
DRUG & ALCOHOL HELPLINE	1.800.662.4357

FRANCIS HOWELL

SUPPORT GROUPS & HOTLINES

COUNSELING

CATHOLIC FAMILY SVCS.	636.391.9966
CRIDER CENTER	636.332.6000
KIDS IN THE MIDDLE	314.909.9922
KUTO (Kids under 21)	314.644.5886
LUTHERAN FAMILY & CHILDREN SERVICES	314.787.5100
PROVIDENT COUNSELING	314.533.8200
STEP FAMILY RESOURCES	314.644.3366
YOUTH IN NEED	636.946.0101

BIRTH CONTROL, PREGNANCY, VD, AIDS

AIDS HOTLINE	1.800.342.2437
BIRTH RIGHT	314.962.5300
PLANNED PARENTHOOD	314.531.7526
ST. LOUIS CO. STD'S/AIDS	314.522.6410
ST. LOUIS EFFORT FOR AIDS	314.645.6451
TEEN PARENT/YOUTH IN NEED	636.946.0101

SHELTERS

MARIAN HALL . GIRLS (11-18 YRS)	314.531.7233
SALVATION ARMY	636.946.7966
COVENANT HOUSE . BOYS (16-21)	314.351.8306
SHELTER THE CHILDREN - GIRLS (16-21)	314.231.5954
WOMEN'S CENTER	636.946.6854
YOUTH EMERGENCY SERVICES	314.727.6294
YOUTH IN NEED	636.946.0101

