

Hazelwood School District Prevention and Intervention Resource List

For more information, please contact your building administrator

	Prevention/Intervention	Specific Program/Resource	Explanation	Specific Focus	Target Audience	Additional Information	Who provides intervention	Other information
Beginning of the Year								
A	Bus Monitoring Surveillance		Install and update cameras on busses for better visibility and support for students, staff, and schools	Safety and Security			District level Installation	
B	Enhanced camera surveillance at all campus sites (installation in process)		Update video cameras for better visibility and support for students, staff, and schools	Safety and Security			District level Installation	
C	Expansive parent orientation		Orient parents to the school and district		Parents		Administrators, Teachers	
D	Instruction on District Standards of Behavior, the Student Behavior Guide, and the Safe Schools Act at building and class level	Student-Parent Handbook and Behavior Guide	Review of expectations, possible actions that could lead to disciplinary actions and interventions	Set expectations	Students, Parents, Staff		Administrators, Teachers, Counselors, Social Workers	
E	Instructional Expectations	District Instructional Expectations	Review of expectations, possible actions that could lead to improved instruction	Set expectations	Staff, Students		Administrators, Teachers, Assistant Superintendents	
F	Structural Expectations	District Structural Expectations	Review of expectations, possible actions that could lead to improved systems	Set expectations	Students, Staff		Administrators, Teachers, Assistant Superintendents	
G	Supervision Plans	Building Supervision Plans	Review of building supervision plans	Building supervision, processes, adult support, and supervision	Staff		Administrators, Teachers, Assistant Superintendents	
H	Bus Supervision Plans	Building Bus Supervision Plans	Review of building bus supervision plans	Bus supervision, behavior and interventions	Staff		Administrators, Teachers, Assistant Superintendents	
I	Student and parent/legal guardian signature on Student-Parent Handbook and Behavior Guide as a part of the registration process; page 98 of Student-Parent Handbook and Behavior Guide	Student-Parent Handbook and Behavior Guide	Student and parent understanding, knowledge and acknowledgement of review of expectations	Understand behavior expectations, interventions, and possible consequences	Students, Parents	Must sign-off as part of the registration process	Link in registration process	
J	Parent video on Student-Parent Handbook and Behavior Guide as part of the registration process	Student-Parent Handbook and Behavior Guide	Student and parent understanding, knowledge and acknowledgement of review of expectations	Understand the parent handbook	Students, Parents	Must view as part of the registration process	Part of the registration process	
K	Class, team or grade level meeting to review behavior expectations	Student-Parent Handbook and Behavior Guide	Student understanding, knowledge and acknowledgement of review of expectations	Understand behavior expectations	Students, Teachers		Administrators, Teachers, Counselors, Social Workers	

L	Information provided to faculty about all building and district expectations	School based expectations; Student-Parent Handbook and Behavior Guide	Staff understanding, knowledge and acknowledgement of all school based expectations	School-based expectations and procedures	Administrators, Staff		Administrators	
M	Teach schoolwide expectations - classroom, arrival/dismissal, bus expectations, restroom	Teach school wide expectations Building Behavior Matrix Positive Behavioral Intervention Support (PBIS) Lessons	Create a building matrix that defines behavior expectations in all areas of the building. Include positive reinforcement for behavior expectations for building, classrooms, and student specific.	School-based expectations	Students, Staff		Administrators, Staff	
N	Teachers develop class expectations with students; collaborative in nature	Teachers and students develop class expectations	Co-development of classroom expectations	Classroom expectations	Students, Staff		Staff with Student Collaboration	
O	PBIS building level expectations and incentives	PBIS Guidelines, MTSS Fidelity Assessment, MTSS Team	Review MTSS guidelines and expectations for PBIS with all staff, students, and parents	Setting building expectations and being proactive on behavior expectations	Students, Parents, Staff		Administrators, Teachers, MTSS Team	
P	Parent orientation for 2024-25 school year	School-based parent orientation	Review of all building/district expectations		Parents		School Administrators	
Q	Child Abuse Prevention Program (CAPP) Safe Touch Lessons (Grades K-5)	Jewish Family Services age appropriate sexual abuse prevention program	20 to 45 minute presentations to learn and practice safety skills that assist with safeguarding against potential dangerous situations	Student Safety Prevention	Students Grades K-5	Parent Opt out forms are provided and parents can preview all materials	Jewish Family Service Providers	
R	Child Abuse Prevention Program (CAPP) Healthy and Unhealthy Relationships and Internet Safety (Grades 6-12)	Jewish Family Services age appropriate sexual abuse prevention program	45 to 60 minute presentations to learn and practice safety skills that assist with safeguarding against potential dangerous situations	Student Safety Prevention	Students Grades 6-12	Parent Opt out forms are provided and parents can preview all materials	Jewish Family Service Providers	
S	Sexual Harassment Student Training	Safe Schools	Prevention and Awareness of Sexual Harassment	Student Safety Prevention	Students Grades 8-12		Administrators, Teachers	
Quarterly - Previously noted Prevention/Interventions highlighted in Light Gray								
A	Class, team or grade level meeting to review behavior expectations; provide students with specific expectations and examples of how they look in the school	Teach schoolwide expectations Building Behavior Matrix PBIS Lessons	Student understanding of all school based expectations; common expectations and common language for staff and students.	School-based expectations	Students, Staff		Administrators, Teachers, MTSS Team	
B	Teach schoolwide expectations four times per year and review as needed; including all areas of the school, arrival/dismissal, bus expectations, restroom	Teach schoolwide expectations Building Behavior Matrix PBIS Lessons	Student understanding of all school based expectations; common expectations and common language for staff and students.	School-based expectations	Students, Staff		Administrators, Staff	
C	Conference with student and/or parents including parent teacher conferences, conferences after concerns with behavior, remediation meeting after suspension	Student-Parent Handbook and Behavior Guide, report card, progress reports, building level student plans, care team plans	Provide specific intervention and supports for students, as well as identify areas of strength and learning needs	Prevention, intervention, and supports	Students, Staff		Administrators, Counselors and Support Staff Specific to Concern	

D	Redirection for inappropriate behavior	Schoolwide expectations, restorative practices, de-escalation strategies, behavior specific feedback	Students understand building and classroom expectations. Staff will remind students of expectations	School-based expectations	Students		Administrators, Teachers, Counselors, Social Workers, Intervention Support Teacher	
E	Individual Career and Academic Plan (ICAP) Advisement	Career Pathway exploration and academic course advisement. A strategic plan of coursework that will meet students postsecondary goals	A multi year process that begins in 8th Grade with the exploration of career, academic and other postsecondary offers such as trade school, military, and college or university offerings	Prevention, intervention and college, career, or trade advisement	Students Grades 8-12	Individual Career and Academic Plan (ICAP) are required by MSIP6	Middle and High School Counselors	
F	Parent University	Caregiver education on topics of interest and supports	Family workshops that are organized in three strands, Academic Support, Health and Wellness, and Social Issues		Students, Parents, Caregivers	Webpage	Federal Programs Staff	
G	Suicide Prevention Classroom Presentations, Signs of Suicide (S.O.S.) (Grades 5-10)	Signs of Suicide (S.O.S.) 30 minute presentations/ CHADS Coalition of Mental Health	Preventing youth risk of harm and completion of suicide by bringing awareness of warning signs and how to seek help when dealing with hard feelings	Prevention, intervention, advocacy, and resources	Students Grades 5-10	Parent Opt out for is provided, parents can preview information, assistance is available to assist students with crisis assistance	CHADS Coalition of Mental Health	
H	Drug Prevention and/or Treatment Referrals (Grades K-12)	Alcohol and Drug Prevention and Education / Drug treatment and intervention	Preventative information about the dangers of alcohol, tobacco/vaping, and cannabis (Grades 4-12), healthy choices (Grades K-3), drug treatment program (Grades 6-12)	Prevention, intervention, advocacy, treatment and resources	Students	Drug treatment programming requires parental consent	Preferred Family Health, Annie Malone, S.A.F.E. Program, and/or Prevent Education	
I	Bullying Prevention lessons in Grades K-5 and Grades 6-12, included in timeout to talk about bullying and fighting Hazelwood School District Initiative	Second Steps Bully Prevention Curriculum (Grades K-5) and Time Out To Talk About Bullying and Fighting Committee Lessons (Grades 4-12)	Teaching students how to recognize, report, and utilize strategies to decrease bullying behaviors	Prevention, intervention, education, and empowerment	Students Grades K-5		Elementary School Counselor / Time Out To Talk Lessons provided by teachers	
J	C217 CareSTL School-Based Health Center Student Advisory	Create a safe space to allow for student voice related to health needs, stressors, concerns, and collaboration	Students and CareSTL staff build relationship and provide valuable feedback concerning center utilization, barriers and communication supports from the student level	School and community-based access and barrier removal through student voice	CAPS Students		CareSTL, CAPS Director, Coordinator of Health Services, High School Administration Designees	
Monthly - Previously noted Prevention/Interventions highlighted in Light Gray								
A	Instructional Expectations	District Instructional Expectations	Review of expectations, possible actions that could lead to improved instruction	Review expectations, plan for interventions and other supports based upon data	Students, Staff		Administrators, Teachers, Assistant Superintendents	

B	Structural Expectations	District Structural Expectations	Review of expectations, possible actions that could lead to improved systems	Review expectations, plan for interventions and other supports based upon data	Students, Staff		Administrators, Teachers, Assistant Superintendents	
C	Supervision Plans	Building Supervision Plans	Review of building supervision plans	Building supervision, processes, adult support, and supervision	Staff		Administrators, Teachers, Assistant Superintendents	
D	Bus Supervision Plans	Building Bus Supervision Plans	Review of building bus supervision plans	Bus supervision, behavior, and interventions	Staff		Administrators, Teachers, Assistant Superintendents	
E	Newsletters and phone blasts containing information about preventative measures	A monthly newsletter to parents covering building initiatives that is also posted on the building website; supplemented by phone blasts and event specific newsletters.	Inform parents about preventions and interventions for students	School-based expectations, current school initiatives, Counselors and Social Workers monthly lesson topics, PBIS initiatives	Students, Parents, Staff		Administrators, Teachers, Counselors	
F	Information provided to faculty about all school and district expectations - monthly staff meetings	School-based expectations Big 5 Data	Staff understanding, knowledge and acknowledgement of all building expectations and the building performance data	School-based expectations and procedures	Administrators, Staff		Administrators, PBIS Team	
G	Teach schoolwide expectations in the classroom	Teach schoolwide expectations Building Matrix	Student understanding of all school-based expectations	Teach schoolwide expectations Building Matrix	Students, Staff		Administrators, Staff	
H	Citizenship, effort, and improvement recognitions	School specific awards	Awards to recognize student progress, growth and achievement	Academics and Behavior	Students		Administrators, Teachers	
I	Parent/legal guardian phone call		Provide parent/legal guardian with information about progress, strengths and areas of need	Academics and Behavior	Parents		Administrators, Teachers	
J	PBIS building level expectations and incentives	Building PBIS Matrix and Incentive Plan, PBIS Guidelines, Multi-Tiered Systems of Support (MTSS) Fidelity Assessment Guideline, MTSS Team	Create a building matrix that defines behavior expectations in all areas of the building. Include positive reinforcement for behavior expectations for building, classrooms, and student specific.	Setting building expectations and being proactive on behavior expectations	Students, Staff		Administrators, PBIS Team, Building Staff	

K	Community Family Coalition - meets monthly	Community Family Coalition members	There are 3 specific foci - Lunch Bunch (focused on suspension reduction), Parent Support Conference (focus on suspension reductions), Presence Community School Walks (provide additional adults to have more presence in selected schools)	Suspension reduction and visibility	Students, Parents	Presence Community School Walks (provide additional adults to have more presence in selected schools - CHS, SEMS, NWMS)	Community Coalition Members	
L	Implementation of restorative Practices - including small group conversations and whole class discussion	Restorative Practice guidelines, restorative questions (MTSS folder of Principal Handbook), supplementary books (Better Than Carrots or Stick, The Restorative Practices Handbook, 2nd addition)	Focus on fostering a sense of community within classrooms, prevent conflict and encourage students to accept responsibility and rebuilding relationships	Building a community where students, staff and families can problem solve through open communication in a safe and responsible environment	Students, Parents, Staff		Administrators, Building Staff	When: Restorative Circles completed daily in each classroom. Following any conflict to rebuild relationships
M	Teaching students de-escalation strategies implemented through specific lessons to individuals, small groups, or whole class	Second Step, Zones of Regulation, Peer Mediation, Missouri School Counselor Association (MSCA) Lessons	Direct instruction and practice to help students self-regulate during escalation and help prevent the student from accelerating	Helping students learn and maintain preventative skills to support lifelong learning	Students, Administration, Staff		Administrators, Counselors, Social Worker, Intervention Support Teacher, Classroom Teacher	
N	Teaching of de-escalation strategies to adults	Nonviolent Crisis Intervention (NCI) training	Teach and reinforce appropriate de-escalation strategies and provide support to students	Defusing situations by making the agitated student feel heard, understood and respected.	Administration, Staff		Administrators, Counselors, Social Worker	
O	Social Skills instruction implemented through specific lessons to individuals, small groups, or whole class	Skillstreaming Curriculum, Second Steps, Missouri School Counselor Association (MSCA) Lessons	Direct instruction and practice of necessary social skills with intent to impact social development and general communication skills	Problem Solving and Conflict Resolution, Building and maintaining positive relationships, Social interaction skills(eye contact, using people's names, tone of voice, etc.), Team building skills	Students		Teachers, Counselors, Social Worker, Intervention Support Teacher	
P	Classroom lessons on behavior expectations by counselors, social workers, or intervention support staff	Building and district expectations, Building Matrix	Direct instruction and practice of school-based behavior expectations.	Be Safe, Be Responsible, Be Respectful, Follow Directions, Building Matrix	Students		Teachers, Counselors, Social Worker, Intervention Support Teacher	

Q	Verbal praise for appropriate behavior (4 positive;1 negative); included in PBIS structure with time carved out during staff Professional Development (PD)	PBIS plan, PBIS.org ,	Student receives behavior specific positive praise and acknowledgment as well as feedback for areas of growth	Increasing expected behavior through positive praise and positive reinforcement. Utilizing pro-active processes to reinforce expected behaviors	Students		Administrators, Building Staff	
R	Classroom life skills lessons	Research based curriculums and counselor created lessons	Direct instruction to give all students the ability to acquire the knowledge and skills to develop healthy identities, manage emotions and goal achievement	Help students attain the desired grade level expectations in the areas of SEL, academic and career development	Students		Teachers, Social Workers, Counselors, Instructional Support Teacher	
S	Student Advisory		High School students engage with district level administrators and the Superintendent to problem solve, provide insight, review areas to address, and provide suggestions to address concerns	Capture student voice	Students, Staff		Superintendent, District Level Leaders, Staff with Student Collaboration	
T	Administrator training using real world scenarios; leadership training in July and at monthly principal meetings	District level created scenarios	Administrators engage in problem solving, identification of prevention/intervention and resource support		Administrators		Assistant Superintendents, Department Leadership, School Principals	
U	Bullying Prevention videos, Safe Schools (Grades 6-12); included in Time out to Talk	Define bullying behaviors and how to get help	Students (Grades 6-12) watch videos that are designed to define bullying behavior and how to prevent and report bullying	Intervention and prevention	Students Grades 6-12		Teachers	
V	Classroom lessons	Academic success, life skills, and college and career readiness	Students are provide classroom lessons to promote academic success, promote life skills, and postsecondary success	Prevention, intervention, and supportive resources	Students		Counselors	
Weekly - Previously noted Prevention/Interventions highlighted in Light Gray								
A	Time out to Talk About Fighting and Bullying (weekly for Grades 4-12); implemented through videos, class discussion questions	Student led discussions about how to prevent bullying and fighting	Students engage in classroom discussions on how to promote a safe environment within the school setting free of fighting and bullying	Intervention and prevention	Students Grades 4-12		Teachers	

B	BJC/Wyman Teen Outreach Program (TOP)	Student enrichment through classroom instruction and community service	Evidenced-based program empowering teens with the tools and opportunities to build social-emotional skills, strengthen relationships, and avoid risky behaviors. Interactive lessons are provided weekly over 9 months. Add'l group projects including community service.	Providing students tools and opportunities to build social-emotional skills, relationship building and positive behaviors through group education and hands on community service	Students Grades 7-8 at Northwest Middle	MOU specific to school site and program availability	Teachers, BJC/Wyman Staff	
As Needed - Previously noted Prevention/Interventions highlighted in Light Gray								
A	Tutoring and Social-Emotional Support Line	Assistance with social-emotional supports as well as academic assistance from teachers	The Tutoring and Social-Emotional Support Line is a resource for tutoring, homework help, and access to general social/emotional needs. Teachers and Social-Emotional Staff will be able to assist students and parents with basic questions and connect families with other resources as needed. The line will offer families fast responses to important questions.	Academic and Social-emotional Support	Students, Parents		HSD Staff	
B	Instruction on District Standards of Behavior, Student-Parent Handbook and Behavior Guide , and the Safe Schools Act at building and class level	Student-Parent Handbook and Behavior Guide	Review of expectations, possible actions that could lead to disciplinary actions and interventions	Review expectations	Students, Parents, Staff		Administrators, Teachers, Counselors, Social Workers	
C	Individualized instruction on guidelines, expectations, etc.	Student-Parent Handbook and Behavior Guide	Review of expectations, possible actions that could lead to disciplinary actions and interventions	Review expectations	Students		Administrators, Teachers, Counselors, Social Workers	
D	Implementation of Restorative Practices including small group conversations and whole class discussion	Restorative Practice guidelines, restorative questions (MTSS folder of Principal Handbook), supplementary books (Better Than Carrots or Stick, The Restorative Practices Handbook, 2nd addition)	Focus on fostering a sense of community within classrooms. To prevent conflict and encourage students to accept responsibility and rebuilding relationships	A building community where students, staff and families can problem solve through open communication in a safe and responsible environment.	Students, Parents, Staff		Administrators, Building Staff	When: Restorative Circles completed daily in each classroom. Following any conflict to rebuild relationships
E	Teaching students de-escalation strategies implemented through specific lessons to individuals, small groups, or whole class	Second Step, Zones of Regulation, Peer Mediation, Missouri School Counseling Association (MSCA) Lessons	Direct instruction and practice to help students self-regulate during escalation and help prevent the student from accelerating	Helping students learn and maintain preventative skills to support lifelong learning	Students, Administration, Staff		Administrators, Teachers, Counselors, Social Worker, Intervention Support Teacher	

F	Teaching adults de-escalation strategies implemented through specific lessons to individuals, small groups, or whole school areas	Nonviolent Crisis Intervention training	Teach and reinforce appropriate de-escalation strategies and provide support to students	To defuse a situation by making the agitated student feel heard, understood and respected.	Administration, Staff		Administrators, Counselors, Social Workers	
G	Support from the school intervention support classroom staff (elementary only)	Second Steps, Tough Kids Tool Box, Teachers' Encyclopedia for Behavior, PBIS.org , MTSS team	Support positive behavioral change in students by developing interventions and behavior plans	Check-In/Check-Out, Zones of Regulation, Check and Connect, Restorative Practices	Students Grades K-5	Provides ongoing consultation and support to school personnel to meet the needs of individual students and school programs.	Teachers, Intervention Support Teacher, Teacher-Aide for Intervention Support Room	
H	Social Skills instruction implemented through specific lessons to individuals, small groups, or whole class	Skillstreaming Curriculum, Second Steps, Missouri School Counseling Association (MSCA) Lessons	Direct instruction and practice of necessary school based social skills. Direct instruction to impact social development and general communication skills	Problem Solving and Conflict Resolution, Building and maintaining positive relationships, Social interaction skills(eye contact, using people's names, tone of voice, etc.), team building skills,	Students		Teachers, Counselors, Social Worker, Intervention Support Teacher	
I	Teach schoolwide expectations to new students	Teach schoolwide expectations	Student understanding of all school based expectations	School-based expectations	New Students		Administrators, Staff	
J	Parent/Legal guardian phone call		Provide parent/legal guardian with information about progress, strengths and areas of need	Academics and behavior	Parents		Administrators, Teachers	
K	Conference with student and/or parents parent teacher conferences, conferences after concerns with behavior, remediation meeting after suspension	Student-Parent Handbook and Behavior Guide, report card, progress reports, building level student plans, care team plans	Provide specific intervention and supports for students, as well as identify areas of strength and learning needs	Prevention, intervention and supports	Students, Parents		Administrators, Teachers, Counselors and Support Staff Specific to Concern	
L	Redirection for inappropriate behavior	Schoolwide expectations, restorative practices, de-escalation strategies, behavior specific feedback	Students understand building and classroom expectations. Staff will remind students of expectations	School-based expectations	Students		Administrators, Teachers, Counselors, Social Workers, Intervention Support Teacher	
M	Refocus area inside the classroom (Grades K-5)	Zones of Regulation, Choose Love, Edutopia.org	Teach students to use the refocus areas in classrooms when encountering a problem	Safe place in the classroom where students can utilize coping/calm down strategies	Students		Administrators, Teachers, Counselors, Support Staff Specific to Concern	
N	School-based Social Workers resource supports	Academic, mental wellness, and residential, food, or clothing needs	School social workers work in collaboration with families to assist with resources to empower students and families meet their basic needs	Resources and services	Students, Parents	Students and families are given resources on a specific need basis.	Social Workers, Title 1 Home School Communicators	

O	Newcomers Groups (Grades 2-5)	To increase a sense of belonging with new students	Newcomer groups are four to six weeks meetings with new students to an elementary school. The purpose is to go over school expectations, to build a sense of community and build the foundation for academic success	Prevention and intervention	New Students Grades 2-5	Parent/Guardian permission is required	Counselors	
P	Student Support teams (Grades K-12)	Academic, behavior, and attendance supports with strategies for interventions	A building team of staff members with input from parents that use data to develop academic, behavioral, and attendance success	Prevention and intervention	Students	Student Support teams use tiered intervention of supports as the framework for interventions	Administrators, Teachers, Counselors	
Q	Multi-Tiered System of Supports	MTSS Fidelity Assessment, PBIS.org , MTSS Team	A preventative and proactive framework based on data to meet the needs of each student. A tiered-framework that increases in intensity for academics, behavioral and SEL support.	Staff works to ensure that the majority of students respond to core instruction. Students who need additional support for enrichment or remediation are identified by data and provided support with the right focus and intensity.	Students, Staff	The MTSS team will support buildings, teachers, and students. The team will guide and teach buildings how to implement interventions so that the buildings can maintain student supports as determined through data. The team can also support building level PBIS teams in developing school wide procedures, protocols, and processes.	Administrators, Teachers, Counselors, Support Staff Specific to Concern	
R	Small group and individual school counseling	Four to six week groups that use data, referrals, and parent feedback data to assist students with tools to assist with academic and health and wellness obstacles	Students with parent permission can participate in short term small groups to learn tools for success at school, with peers, and postsecondary success	Students benefiting from small group instruction to achieve specific goals	Students	Parent/Guardian permission is required	Counselor, Social Worker, or Title 1 Home School Communicator, Dean of Student, Intervention Support Teacher, or Teacher	
S	Lutheran Children's Family Services	School-based outside agency that provides counseling in select school buildings	School-based therapist work with individual students on behavioral and wellness goals	Intervention	Students	Parent/Guardian permission is required	Lutheran Children's Family Service Therapist	Select Schools/Students, parent permission required
T	In-Person Counseling at the School-Based Health Center	CareSTL Hazelwood School-Based Health Center at East High	Provides quality community-based, comprehensive primary and preventive health care and related services, in-person counseling, and referrals as needed beyond the school setting helping the child to learn coping skills and support.	Students supports, teaching and reinforcing positive coping skills for resilience	Students	School-Based Health Services – Authorization to Treat a Minor Child	CareSTL, Parent transports if outside East High/Middle	School-Based Behavioral Health Referral Form For School District Use Only

U	Mental and Behavioral Health Counseling utilizing the virtual platform directly from the students Chromebook without leaving school	Healthy Kids School-Based Counseling Program	Connects St. Louis Children's Hospital therapists to students while at school to provide them with counseling from a licensed medical health professional. The program includes mental and behavioral health counseling with the goal of helping the child learn coping skills that will allow them to stay in the classroom and control emotions.	Assisting students with learning appropriate coping skills and strategies that will allow them to stay in the classroom environment	Students at CMS, Armstrong, McNair, Larimore, East High/East Middle, WHS, WMS, NWMS, Barrington, Twillman, SEMS, Opportunity Center, Cold Water, CHS, NMS, Walker, Lusher, McCurdy	HKE Behavioral Health Information and Consent	Healthy Kids Express, Counselor, Social Worker	HKE Virtual Health Referral Document
								LJ/Students Services/April 2024