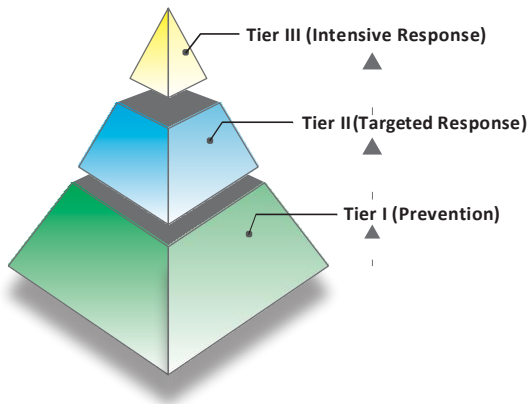
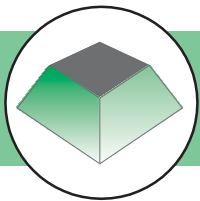


The following graphic demonstrates Austin ISD's approach to the Child Study System and the related Preventative, Response, and Intensive Intervention Supports service menu campuses can utilize to support the implementation of Section 37.005 with alternatives to PK-2 Suspension.



There are no simple solutions to complex student needs. At the core of our response to a PK-2 student, we ask ourselves the following questions: What do we see when we see the student in front of us? What are the root causes of the behavior? What does the student need?

**We do not ask: What is wrong with the student?  
Instead, we do ask: What is going on with the student?**



## Tier I Prevention

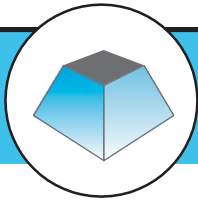
**Cultural Proficiency and Inclusiveness (CP&I)** : An understanding that an adult's personal culture, background, and experiences impact their students' learning and social emotional development. Austin ISD's Cultural Proficiency and Inclusiveness work seeks to provide ongoing, meaningful professional learning opportunities for staff to engage in critical self-reflection regarding their interaction with students and their families in a manner that considers the diverse needs of all.

**Positive Behavioral Interventions and Support (PBIS)** : A broad range of systemic and individualized strategies with emphasis on proactive interventions for promoting, teaching, reinforcing, and monitoring positive student behaviors by all adults on campus while preventing problem behavior with all students.

**Restorative Practices** : A continuum of responsive practices available to a campus to focus on developing a campus culture and climate that supports the needs of each individual student and their family.

**Social and Emotional Learning (SEL)** : A fundamental research-driven approach where students learn critical life skills such as recognizing and managing emotions, solving problems effectively, and establishing positive relationships through explicit instruction and adult-modeling. Austin ISD is moving into the next stage of implementation that includes a deep integration of Social Emotional Learning into core teaching and learning in every classroom, maximizing implementation on every campus, and ensuring seamless delivery systems of intervention and support.

**Trust-Based Relational Interventions (TBRI)** : A trauma-informed intervention designed to meet the needs of children who have experienced abuse, neglect, and/or trauma and students who are not responding to the learning environment.



## Tier II Targeted Response

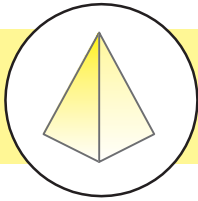
Attachment 1 - Prevention, Response, and Intensive Supports Intervention Supports for PK-2 Students

### Assessment and Monitoring

- Campus and/or campus reflection questions
- Child Study Team meeting or 504, ARD, or LPAC committee meeting as appropriate Conduct Functional Behavior Assessment and develop Behavior Improvement Plan (for 504 or Special Education students)
- Conference with parent or guardian and campus support personnel such as the Parent Support Specialist and the Licensed Mental Health Professional
- Development or monitoring of an eCST academic or behavior plan in partnership with the student, teacher, MTSS coach, and family
- Restorative circle (with support as needed with district staff)

### Supports

- Classroom and peer observations from campus administration, MTSS coach, SEL and/or Early Childhood Specialists to identify resources and academic or behavioral strategies
- Counseling with school counselor or by service provider (based on capacity)
- Development of classroom Peace Area
- Development of campus SEL mindfulness space
- Referral to school mental health center or a licensed mental health professional



## Tier III Intensive Response

### Assessment and Monitoring

- Intensive Intervention District CST meeting co-facilitated by Associate Superintendent and PK-2 Multi-Tiered System of Support Coach to determine additional supports, resources, and/or personnel. Participants may include:
  - District: Associate Superintendent or representative, counseling staff, Multi-Tiered System of Support coaches, Early Childhood specialists, Cultural Proficiency & Inclusiveness coordinator, 504/Dyslexia staff, Special Education staff, Social Emotional Learning specialists, behavioral counselors
  - Family: Parent/Guardian, Student
  - Campus: principal or representative, teacher/s, campus counselor, campus Mental Health Resource Officer (as relevant)
- Licensed Mental Health Professional administers a family needs intake to connect the family to community mental health providers to provide more intensive wraparound support for student and family (as relevant) Provide Intensive wraparound Support for Student, Family

### Supports

- Referral to School Mental Health Centers/Family Resource Center
- Referral to community partners and service providers available at school

### Learning Support Center

- Intensive on-site instructional and behavioral support
- Intensive behavioral counseling by Licensed Mental Health Professional (LMHP) Learning Support Center Behavior Counselor
- Individual Learning Plan in eCST