

Murfreesboro City School Board

Monitoring: Review: Annually, in April	Descriptor Term: Intervention Supports and Alternatives to Suspension	Descriptor Code: 6.3132	Issued Date: 4/28/20 08/27/19
		Rescinds: STU 23	Issued: 01/01/01

1 The Discipline Foundation Policy is based on the Multi-Tiered Systems of Support (MTSS) model and
2 incorporates Tennessee’s Response to Instruction and Intervention for Behavior (RTI2-B) Model.
3 RTI2-B is a research-based, effective approach to promote, teach, and reinforce the social, emotional,
4 and academic learning skills necessary to improve and sustain academic achievement as well as the
5 social/behavioral well-being of students. The Response to Instruction and Intervention for Behavior
6 (RTI2-B) model of intervention aligns school-wide positive behavior support and Response to
7 Intervention (RTI) to create comprehensive and integrated multi-tiered systems of support to address
8 the academic and social/behavioral needs of all students.

9 The most effective alternative to suspension is prevention. The Response to Instruction and
10 Intervention for Behavior (RTI2-B) model provides increasingly intensive and individualized
11 intervention to address academic and social/behavioral skill deficits.

12 **Tier One Social/Behavioral Supports and Interventions**

13 These supports and interventions are built on a strong community and school connection that engages
14 all stakeholders (students, parents/guardians, staff, and community members) in the development of
15 universal behavioral and social expectations and procedures. Tier One interventions are preventative in
16 nature and are taught to ALL students throughout the school year. Tier One interventions include:

- 17 • Explicit teaching and modeling school-wide positive behavior expectations and procedures;
- 18
- 19 • Effective instruction and classroom management;
- 20
- 21 • Effective procedures and supervision in non-classroom areas;
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- 23 • Positive reinforcement and recognition for appropriate behaviors for all students;
- 24
- 25 • Bullying prevention program;
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- 27 • Consistent consequences for inappropriate behaviors; and
- 28
- 29 • Active monitoring and supervision across all school related settings.

30 **Tier Two Supports and Interventions**

31 These supports and interventions provide more focused social/behavioral interventions for students
32 who do not respond to Tier One intervention. The goals of Tier Two supports and interventions are to
33 reverse existing social/behavioral challenges that emerge. Tier Two interventions involve specialized
34 intervention groups or low-intensity individualized supports designed to address students' acquisition,
35 fluency, or performance of appropriate social/behavioral skills. Tier Two interventions include:

- 36 • Small group social skills instruction;
- 37
- 38 • Behavior support plans;
- 39
- 40 • Increased academic support;
- 41
- 42 • Mentoring program;
- 43
- 44 • Behavior contracts;
- 45
- 46 • Check-in/check-out program;
- 47
- 48 • Token economies; and
- 49
- 50 • Self-monitoring plans.

51 **Tier Three Supports and Interventions**

52 These supports and interventions provide specialized, intensive systems of support for students who
53 are at heightened risk for school failure because they have not responded to Tier One or Tier Two
54 intervention efforts. Tier Three supports and interventions include:

- 55 • Functional behavioral assessment;
- 56
- 57 • Function-based behavior intervention plan;
- 58
- 59 • Individual counseling;
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- 61 • Intensive academic support based on child's level of need; and
- 62
- 63 • Multi-agency collaboration.

64 **PLEASE NOTE** that the lists of interventions referenced above are intended to provide guidance and
65 are not inclusive of all possible supports and interventions