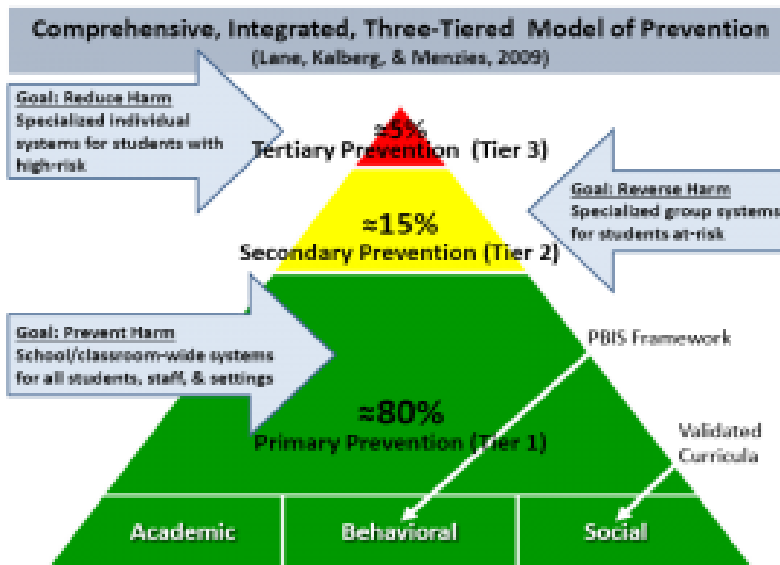


Plattsburgh City School District



Comprehensive Integrated
Three Tiered Model of
Prevention (CI3T)

Introduction of CI3T - “CI3T models are data-informed, graduated systems of support constructed to address academic, behavioral, and social domains, with an overarching goal of supporting all learners in inclusive environments by maximizing available expertise through professional collaborations among school personnel (Lane, Kalberg, & Menzies, 2009). This model recognizes students’ multifaceted needs and offers a structure for school-site leadership teams to consider students’ multiple needs simultaneously in an integrated fashion. In this model, data from multiple sources such as academic screening tools, behavior screening tools, office discipline referrals, and attendance (absenteeism and tardiness) are monitored. These data are analyzed in conjunction with treatment integrity data of primary prevention efforts to accurately (a) assess responsiveness to the primary plan and (b) inform the introduction of additional supports for students needing more intensive assistance in an efficient, effective manner.” (Lane, Oakes, & Menzies, 2014, p. 123).



- Note – This plan is a living document that will be implemented over time. Not all components of the plan have been created to date.

Why CI3T for our District? – The benefits of CI3T are numerous, but the most significant are: 1). Recognizes the relationship between academic, behavior and social skill sets, 2). Supports equal access to resources, 3). Supports communication between stakeholders, 4). Supports collaboration efforts and 5). Offers support to all students. Specific to Plattsburgh City School District, CI3T offers **one** organized district-wide system that our students experience with similar vocabulary for school improvement, consistent academic/behavioral/social expectations and skill sets. A system like this will bring efficiency, effectiveness and accountability to our work with students.

Plattsburgh City School District’s CI3T Plan – Roles and Responsibilities Procedures for Teaching, Reinforcing and Monitoring		
Mission Statement		Educate all students and empower them to be responsible citizens and life-long learners in a changing world.
Purpose Statement		Plattsburgh City School District strives to create a clear, consistent commitment and pathway to meet all students’ academic, behavioral and social needs.
District-wide Expectations		<ol style="list-style-type: none"> 1. Respectfulness 2. Responsibility 3. Safety
<p>Area I: Academic Responsibilities</p> <p>Students:</p> <ul style="list-style-type: none"> • Arrive at school and leave school on time • Participate actively in all instructional activities • Produce quality work through best efforts • Complete all classroom work on time • Bring all necessary materials – come prepared 	<p>Area II: Behavior Responsibilities</p> <p>Students:</p> <ul style="list-style-type: none"> • Meet school-wide expectations stated in the expectation matrix • Follow expectations outlined in the student handbook • Take responsibility for your own actions and the impact they have on others • Participate in the PBIS program 	<p>Area III: Social Skills Responsibilities</p> <p>Students:</p> <ul style="list-style-type: none"> • Participate in school provided social skills curriculum • Actively engage and apply lessons learned in social skills curriculum • Meet school-wide expectations stated in the expectation matrix
<p>Area I: Academic Responsibilities</p> <p>Staff:</p> <ul style="list-style-type: none"> • Use district mandated curriculum, assessments and instructional resources in the 	<p>Area II: Behavior Responsibilities</p> <p>Staff:</p> <ul style="list-style-type: none"> • Implement PBIS with fidelity • Teach and reteach expectations (September 	<p>Area III: Social Skills Responsibilities</p> <p>Staff:</p> <ul style="list-style-type: none"> • Teach/support the teaching of the social skills curriculum • Model social skills expectations of students

<p>classroom</p> <ul style="list-style-type: none"> • Provide feedback in a timely manner to students and parents • Differentiate instruction to meet the needs of all students • Use proactive strategies to support student engagement. Examples: <ul style="list-style-type: none"> - Active supervision - Precorrection - Instructional feedback - Instructional choice - Increase opportunities for student response - Behavior specific praise • Use school-wide data and District Placement Pathways to consider and guide students' Tier 2 and Tier 3 needs. • Communicate with students and parents in a variety of ways • Plan and implement effective lessons 	<p>and January)</p> <ul style="list-style-type: none"> • Display and model school-wide expectations • Have consistent expectations for each student • Provide behavior specific praise and positive reinforcement to students who display school-wide expectations during academic and transition times at a ratio of 5:1 • Demonstrate professional behavior and a positive attitude • Foster a safe environment for all students • Use a positive response to initial indicators of not meeting expectations: <ul style="list-style-type: none"> - Praise students meeting expectations first - Redirect students who are struggling - Reteach expectations - Recognize and reinforce changed behavior • Use school-wide data and District Placement Pathways to consider and guide students' Tier 2 and Tier 3 needs. 	<ul style="list-style-type: none"> • Provide universal reinforcers with behavior specific praise when students meet expectations • Respect and value the uniqueness of each child and his/her family • Communicate with students and parents in a variety of ways
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District Placement Pathways – Attached are the District Placement Pathways for Academics, Behavior and Social Skills that outline the universal screening tool, diagnosis criteria, focus/skill, intervention to be used, duration of intervention and progress monitoring tools. The pathways are district wide pathways that are mandated to be used in each school. **Any individual school blueprint must have the items in this document and the pathways documents embedded.**

