

Pauline Central Expectation Matrix

Be Respectful	Be Responsible	Be Safe																		
<ul style="list-style-type: none"> • Focused attention to speaker or task • Treat others in a kind and respectful manner • Cooperate with students and staff 	<ul style="list-style-type: none"> • Respect the privacy of others • Do your business and leave OR get in and out as quickly as possible • Keep bathrooms clean • Respect school property 	<ul style="list-style-type: none"> • Use respectful school language • Treat others in kind and respectful manner • Use partner talk (level 2) • Eat own food 	<ul style="list-style-type: none"> • Enjoy the artwork- look with your eyes only • Face forward in a single line • Stay in personal space 	<ul style="list-style-type: none"> • Treat others kind; show empathy and compassion • Include others 	<ul style="list-style-type: none"> • Listen to all adult directions the 1st time • Use respectful school language • Wait your turn • Respect space of others 	<ul style="list-style-type: none"> • Focused attention on speaker • Clap and laugh appropriately • Participate in activities • Be a positive role model 	<ul style="list-style-type: none"> • Follow directions 1st time given • Advocate and be assertive when problem solving • Be prepared to learn • Complete work and tasks to best ability • Take care of personal belongings 	<ul style="list-style-type: none"> • Ask for permission • Flush toilet • Clean up after yourself • Wash hands with soap and water • Wait your turn in line 	<ul style="list-style-type: none"> • Follow directions 1st time • Ask permission to leave designated spot • Wait patiently in lunch line order 	<ul style="list-style-type: none"> • Keep your place in line • Go directly to your destination • Walk on the blue line on the right side of the hallway 	<ul style="list-style-type: none"> • Follow staff directions 1st time given • Take turns; play safe and fair • Solve small problems on your own. Report major problems to staff on duty. • Use and return equipment properly. Line up when hall rings 	<ul style="list-style-type: none"> • Be assertive and report bus problems to bus driver or adult • Sit in your seat and keep feet on the floor • Keep the aisle clear • Keep track of belongings • Keep your body and belongings inside the bus 	<ul style="list-style-type: none"> • Follow school wide hand signal (3-2-1) • Raise hand to participate and ask related questions • Respect space of others 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Keep all 4 chair legs on the floor • Walk safely 	<ul style="list-style-type: none"> • Use facility as intended • Respect school property 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Walk 	<ul style="list-style-type: none"> • Walk • Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Respect school property 	<ul style="list-style-type: none"> • Keep all materials in your personal space • Keep hands, feet, and objects to self • Walk 	<ul style="list-style-type: none"> • Sit on bottom with legs crossed • Follow directions the 1st time • Keep hands, feet, and objects to self • Walk • Stay seated

COMPREHENSIVE, INTEGRATED THREE-TIERED (Ci3T) MODEL OF PREVENTION AT PAULINE CENTRAL PRIMARY SCHOOL

What is Ci3T?

Ci3T refers to a school-wide model of prevention that includes three tiers of instruction and support for students for achieving success academically, behaviorally (positive behavior interventions and support, PBIS), and socially (e.g., Second Step). Ci3T is to support all students.

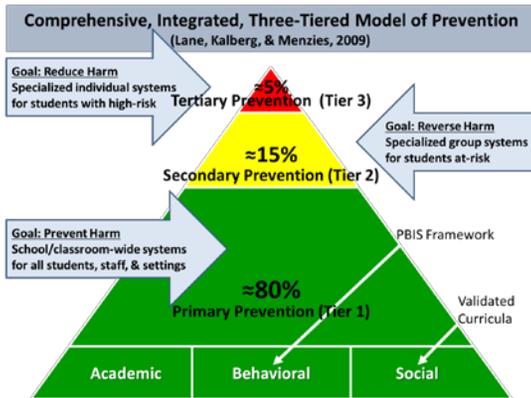
Based on our school-wide expectations:

BE RESPECTFUL
BE RESPONSIBLE
BE SAFE

the PBIS component outlines Pauline Central's behavioral expectations for all of our school settings. These expectations are included here and we invite you to post them at home.



Three Levels of Prevention



Primary Prevention

Primary prevention — also called Tier 1 — provides for a strong core program for all students with the goal of preventing academic and behavioral difficulties before they emerge. Primary prevention supports the needs of approximately 80% of students. Primary prevention is strong academic instruction aligned with College and Career Ready standards, a school-wide positive behavioral interventions and supports (PBIS) framework, and validated social skills/character education curricula.

Secondary Prevention

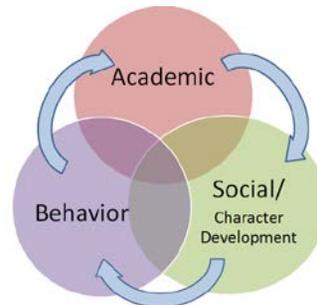
Secondary prevention — also called Tier 2 — provides for the delivery of more focused academic, behavioral, and/or social interventions for students who require more than primary prevention. Secondary prevention supports are provide for students who demonstrate need based on school-wide screening data. Examples are small-group social skills instruction, small-group academic skill instruction, behavior contracts or self-monitoring plans. These supports are low intensity and often provided within the general education classroom. Approximately

10-15% of students in a typical school are likely to require this level of support.

Tertiary Support

Tertiary prevention — often called Tier 3 — entails implementing specialized, one-to-one interventions for students who are experiencing difficulties academically, behaviorally, or socially. We anticipate that approximately 5-7% of students in a typical school may require this level of support. Tertiary supports are decided on in collaboration with families and specific to the individual needs of each student. Examples of tertiary preventions are functional assessment-based interventions, multi-systemic therapy, and one-to-one academic instruction often with specialized programs.

Three Core Components



Academic Component

The academic component of the Ci3T model is content knowledge and skills. These are learning activities for developing in the areas of English language arts, mathematics, the sciences, social sciences, foreign languages, the arts, trades, athletics, technology and more. Using validated curricula adopted at the district level to meet the increased rigor and our desired outcomes for students. Teachers differentiate instruction and collaborate to meet all students' needs.

Behavioral Component

The behavioral component of the Ci3T model is the Positive Behavioral Interventions and Supports (PBIS) framework. The PBIS component was designed by our school faculty and staff and guided by our mission and values. As a community, our school selected 3 behavioral expectations (BE RESPECTFUL, BE RESPONSIBLE, BE SAFE) and defined how each expectation is demonstrated across all of our school settings (e.g., cafeterias, classrooms, clubs, hallways, buses). We take an instructional approach to behavior so that all students understand the behaviors expected at Pauline Central. We use behavioral data, such as screenings, office disciplinary referrals, and attendance to proactively look for students who may require secondary or tertiary preventions so we can support them at the earliest possible time.

Social Component

The social component of the Ci3T model is our research-based character education curriculum, Second Step. Our school team considered the desired character traits important for students' success at school and in the community. The chosen curriculum Second Step addresses current school-wide issues (e.g., bullying) and will be taught school-wide for supporting the development of these skills for all students and for students to support each other in their interactions.

We invite parents to participate by: being aware and following parent academic, behavior, and social responsibilities listed in Pauline Central's Implementation Manual.