

Canton Intermediate School: School Climate Improvement plan

School Name: Canton Intermediate School

School Year: 2025 - 2026

Date Submitted:

1. School Climate Vision Statement:

CANTON INTERMEDIATE SCHOOL MISSION

The Canton Intermediate School Community

--develops the whole individual;

--fosters mutual respect, support, and tolerance;

--challenges and nurtures students to become enthusiastic, lifelong learners for a rapidly changing world.

2. School Climate Team

- School Climate Specialist: Rebecca Coiteux
- School Climate Committee Members:
 - Teacher representatives: Stevie Juliano, Robin Nardini, Becky Truscio
 - Family representatives: Carrie Curran, Patrick Tebeccio
 - School Community members: Kristy Johnson, Jessica Goralski, Liz Nardi, Kaityln Kennedy, Thomas Falzone, Erik Perotti, Tracey Reichen

3. School Climate Assessment Data: A summary of the school climate survey results and other relevant data including areas to celebrate and identified areas for improvement.

In the area of family connectedness, 83% of parents/guardians reported feeling well informed about what is going on at school when surveyed in the spring, a decline from the previous year. 81% of parents/guardians reported feeling they are aware of their child's progress before report cards are sent home. Roughly 95% of students had a family member participate in both the fall and spring conferences.

In the areas of engagement and belonging, 7.6% of students were identified as chronically absent with 12.6 % of High Needs students identified in this category. Longitudinal schoolwide data depicts a pattern of decreased chronic absenteeism amongst high needs students since '22-'23 (27.8%), however, rates are not yet back to where they were pre-COVID (10.1%). Amongst all students, rates are again lower than at their peak in '22-'23 (12.1%) but still higher than '18-'19 (3.7%).

Upon a review of fall office referrals and discipline data, recess times for each grade represent a time of day of great struggle, behaviorally, for all students. The month of October resulted in the most office referrals. Of all office referrals made in the fall, the core value most frequently not met was being Respectful (towards teachers, classmates, and or property). The number of behavior infractions in which students took responsibility for their actions was more than double the number of times when students did not.

4. Goals and Objectives: outline 3-5 school climate improvement goals and actions steps for improving school climate.

School Climate Goal 1 - Canton Intermediate School will enhance communication about and parent/community involvement in school initiatives.

School goal 1.1: 90% of parents/guardians will report feeling well informed about what is going on at school when surveyed in the spring (2024-2025 survey: 83%).

School goal 1.2: 85% of parents/guardians will report feeling they are aware of their child's progress before report cards are sent home (2024-2025 survey: 81%).

School Climate Goal 2 - Canton Intermediate School will decrease its rates of Chronic Absenteeism.

School Goal 2.1: For the 2025-2026 school year, no more than 5% of students will be identified as chronically absent (2024-2025 rate: 7.6%).

School Goal 2.2: For the 2025-2026 school year, no more than 8% of High Needs students will be identified as chronically absent (2024-2025 rate: 12.6%).

School Climate Goal 3 - Canton Intermediate School will introduce restorative practices.

School Climate Improvement Goal	CT School Climate Standard	Supporting Data	Action Steps	Responsible Parties	Timeline
Canton Intermediate School will enhance communication about and parent/ community involvement in school initiatives.	2b	<p>School goal 1.1: 90% of parents/guardians will report feeling well informed about what is going on at school when surveyed in the spring (2024-2025 survey: 83%).</p> <p>School goal 1.2: 85% of parents/guardians will report feeling they are aware of their child's progress before report cards are sent home (2024-2025 survey: 81%).</p>	<ul style="list-style-type: none">● Sustain the weekly Star Guide and biweekly Principal Updates to the broader school community.● Send communications from the school level at the start of each unit informing parents of the work of the unit.● Utilize Instagram to celebrate student positive choices through “Star of the Day” each day.● Create and share a Grading Handbook to make clear the grading practices at CIS.● Develop a comprehensive Student and Family Handbook that communicates school practices and legally required notices.	Building leaders Counseling Department (PD) Personnel from content areas	Sept ‘25 to June ‘26

			<ul style="list-style-type: none"> ● Create a “Welcome Center” in the main entrance of the building that allows visitors to feel welcomed and informed of current school events. ● Seek parent feedback after Open House and Conferences. 		
Canton Intermediate School will decrease its rates of Chronic Absenteeism.	4	<p>Longitudinal schoolwide data depicts a pattern of decreased chronic absenteeism amongst high needs students since ‘22-’23 (27.8%), however, rates are not yet back to where they were pre-COVID (10.1%). Amongst all students, rates are again lower than at their peak in ‘22-’23 (12.1%) but still higher than ‘18-’19 (3.7%).</p> <p>School Goal 2.1: For the 2025-2026 school year, no more than 5% of students will be identified as chronically absent (2024-2025 rate: 7.6%).</p> <p>School Goal 2.2: For the 2025-2026 school year, no more than 8% of High Needs students will be identified as chronically absent (2024-2025 rate: 12.6%).</p>	<ul style="list-style-type: none"> ● Identify the most prevalent barriers to attending school. ● Adopt and utilize Home Visit protocol when appropriate. ● Hold attendance team meetings to develop, implement, and track interventions for students with inconsistent attendance. ● Explore research based programs for promoting school attendance. ● Bolster ‘positive’ messaging from school. ● Explore tools for regular and automated communication to parents related to attendance (truancy, tardy, absences). 	Principal Counseling Department Nurse	Sept ‘25 to June ‘26

Canton Intermediate School will introduce restorative practices.	2d & 5	Canton Intermediate School has not fully adopted restorative practices and approach.	<ul style="list-style-type: none"> ● Participate in Restorative Practices PD through CAS (Dec. 2025). ● Implement Restorative Practices processes for mediation from office discipline referrals that involve peer conflict. ● Develop training for noncertified and certified staff (possible collaboration with CBPS). ● Behavioral data reviewed by PBIS coaches and presented to the school SIT team bimonthly ● Continue to implement community building circles during Morning Meeting. ● Explore ways to model effective uses for Closing Circle for community building and restoration. 	Principal Elementary Department Coordinator Counseling Department	Dec. '25 to June '26
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SAFE SCHOOL CLIMATE AND CULTURE STRUCTURES

Canton Intermediate School

School-Wide Activities

- Star Cards - Support
- Advisory
- SEL/Guidance
- Spirit Week
- Responsive Classroom
- Closing Circle
- Morning Meeting
- Cheer Committee plans community building and care events for staff

Staff Development/Trainings

- Responsive Classroom Training
- District Equity Team Training
- School Safety Committee meetings
- Restorative Practice Training
- Crisis Prevention Institute Training

Instructional Practices

- Responsive Classroom
- Classroom rules developed
- MTSS behavior and academic team meetings

Targeted Supports

- In class social skills lesson provided by certified staff in the Counseling Department
- Groups with counselors/ social workers/ school psychologists

Community Activities

- Fright Night
- Night at the Wolf Pack
- Family Paint Night
- Scholastic Book Fair Family Night
- Walk, Bike, and Roll to School Day
- Food and Toy Drives to support the community
- Student versus Faculty Basketball game (and food drive)

POSITIVE SCHOOL CLIMATE AND BEHAVIORAL PRACTICES

Canton Intermediate School

1. Expectations - Define Positive Behaviors and Expected Outcomes

- **School-Wide Expectations:**
 - Be Respectful
 - Be Responsible
 - Be a Role Model
- **How are Behavioral Expectations Shared Across Settings:**
 - Behavior Matrix is included in the Student and Parent Handbook
 - Hallways: Posters are hanging in the hallways aligned with language from the Behavior Matrix
 - Classrooms: Posters assigned and filled out by each classroom
 - Cafeteria: Posters are hanging in the cafeteria aligned with language from the Behavior Matrix
 - Restrooms: Posters are hanging in and outside the restrooms aligned with language from the Behavior Matrix
 - Playground/Recess: Posters are hanging at the exit aligned with language from the Behavior Matrix
 - Bus/Arrival/Dismissal: Posters are hanging at the exit aligned with language from the Behavior Matrix, students practice by grade levels run by Mrs. DeMillo
- **Expected Outcomes:**
 - Academic Growth
 - Reduced Referrals
 - Better relationships and rapport
 - Student Buy-in
 - Students role models, reinforcing each other

2. Acknowledgement - Methods for Acknowledging Behaviors

- **Positive Behaviors:**
 - Star Cards recipients announced each morning
 - Star of the Day and Star of the Month selected at random and announced, celebrated on social media
 - Classroom rewards

- Positive emails home
- Positive postcards mailed home
- **Negative Behaviors:**
 - Teacher redirection
 - Communication home
 - Logical consequences
 - Office Referrals
 - Restorative Conversations

3. Response - Methods of Intercession for Positive and Negative Behaviors

- **Positive Behavior Support:**
 - Star Cards announced each morning
 - Star of the Day, Star of the Month
 - Classroom rewards
 - Positive emails home
 - Positive postcards mailed home
- **Redirection of Negative Behaviors:**
 - Tier 1 (Universal): non-verbal signals, matrix review, class expectations, class contracts
 - Tier 2 (Targeted): re-direction of desired behavior, reteaching of expected behavior
 - Tier 3 (Individualized): student conference, reteaching, risk and threat assessment, CARES evaluation, notification of outside agency

4. Collection - Cataloging Behavioral Data

- **What data will be collected?**
 - Office discipline referrals (ODRs)
 - [5003 - Challenging Behavior Forms.docx](#)
 - Bullying, harassment, or incidents that result in a suspension
 - Number of Star Cards collected by month
 - Attendance
 - Student-specific Behavior Improvement Plan (BIP) data
- **How will data be collected?**
 - Office discipline referrals are collected by office staff and maintained by a secretary in a binder.
 - Bullying, harassment or incidents that result in a suspension are entered into Powerschool by an office secretary.

- PBIS coaches input office discipline referral (ODRs) data into a spreadsheet to help aggregate information on behavioral patterns and needs
- BIP data analyzed by Special Education case managers, related service providers, and consulting Board Certified Behavior Analyst (BCBA)
- **Who is responsible for data collection?**
 - Office Secretary
 - PBIS coaches
 - Counseling Team
 - Health Office
 - Special Education case managers, related service providers, and consulting Board Certified Behavior Analyst (BCBA)

5. Reflection - Analyzing Trends and Developing Improved Practices

- **How often will behavioral data be reviewed and with whom?**
 - School-wide data is analyzed bi-monthly: Behavioral data reviewed by PBIS coaches and presented to the school SIT team (including Principal, Counseling Department, and Instructional Coordinators)
 - Student-specific data is analyzed per the BIP/student need/Individualized Education Plan (IEP)
- **What patterns or trends will be analyzed?**
 - Location
 - time of day
 - type of behavior
 - grade level
- **What steps may be taken based on the data?**
 - Modify Tier 1 supports
 - add targeted interventions
 - implement professional development for staff
 - revisit positive behavior expectations for students thru Advisory campaigns or special assemblies
 - Planning and Placement Team (PPT) meeting to review and revise IEPs and BIPs, as needed