Safe and Supportive Schools: Connectedness

Social and Emotional Connectedness of the School Community

In a school community, both the adults and children can perform at their best only when they communicate well and feel connected to one another. Everyone needs to feel safe, nurtured, and supported - or teaching and learning are compromised. (Only students in 4th grade and above take the SALT survey.)

Connectedness among professional colleagues, teachers, and administrators

This school
R.I. elementary schools

Teacher Responses
Percent who report they agree or strongly agree that:

- My job lets me use my skills and knowledge.
- I help decide how school policies ought to be changed.
- Teachers on my team or grade level respect each other's ideas and opinions.

Teacher Responses
Percent who report they are satisfied or very satisfied with:

- My job lets me use my skills and knowledge.
- I help decide how school policies ought to be changed.
- Teachers on my team or grade level respect each other's ideas and opinions.

Teacher Responses
Percent who report that most of the time or always:

- My job lets me use my skills and knowledge.
- I help decide how school policies ought to be changed.
- Teachers on my team or grade level respect each other's ideas and opinions.

Social and Emotional Connectedness of the School Community

- Safe and Supportive Schools: Connectedness
  - Connectedness throughout the school community as a whole
    - This school
      - R.I. elementary schools
    - Too few responses to report
      * Inadequate data submitted

  - Teacher Responses
    - Percent who report they agree or strongly agree that:
      - The school views parents as important partners.
      - Including parents on school committees such as curriculum, budget and school improvement
      - They have a sense (feeling) of belonging in this school.
      - Students in this school have trouble getting along with each other.
      - It is essential for schools to provide instruction on conflict or violence reduction.
      - Students in my class disrupt what others are doing.
      - Students in my class enjoy working together.

  - Student Responses
    - Percent who report that:
      - The school views parents as important partners.
      - Including parents on school committees such as curriculum, budget and school improvement
      - They have a sense (feeling) of belonging in this school.
      - Students in this school have trouble getting along with each other.
      - It is essential for schools to provide instruction on conflict or violence reduction.
      - Students in my class disrupt what others are doing.
      - Students in my class enjoy working together.

  - Parent Responses
    - Percent who agree or strongly agree that:
      - The school views parents as important partners.
      - Including parents on school committees such as curriculum, budget and school improvement
      - They have a sense (feeling) of belonging in this school.
      - Students in this school have trouble getting along with each other.
      - It is essential for schools to provide instruction on conflict or violence reduction.
      - Students in my class disrupt what others are doing.
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  - Advisory Programs
    - Building-principal
      - Percent reporting that their school has a 'teacher-led' advisory program
    - Teacher
      - Percent reporting that their school has a 'teacher-led' advisory program
      - Percent of teachers who report they serve as an advisor in the school's advisory program
      - ?

  - Teacher Responses
    - Percent who report that:
      - The school views parents as important partners.
      - Including parents on school committees such as curriculum, budget and school improvement
      - They have a sense (feeling) of belonging in this school.
      - Students in this school have trouble getting along with each other.
      - It is essential for schools to provide instruction on conflict or violence reduction.
      - Students in my class disrupt what others are doing.
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