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. Data on this report comes from the annual SALT Survey.

**Connectedness among professional colleagues, teachers, and administrators**

This school
R.I. high schools

* Too few responses to report
? Inadequate data submitted

**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:

- Co-worker stimulation and support
- Opportunities to accomplish something worthwhile
- There is a group spirit among the staff.

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

- There is a group spirit among the staff.

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

- Students in this school have trouble getting along with each other.
- Students in this school disrupt what others are doing.
- Students in my class enjoy working together.

**Student Responses**
Percent who report that most of the time or often:

- Students in this school have trouble getting along with each other.

**Parent Responses**
Percent who agree or strongly agree that:

- The school views parents as important partners.

**Teacher Responses**
Percent who report that they agree or strongly agree that members of their team or grade level:

- Teachers take a personal interest in students.
- Get individual help and advising from teachers.

**Teacher Responses**
Percent who report they agree or strongly agree that members of their team or grade level:

- Interact with children in ways that show interest and respect
- Use positive approaches to help children behave constructively

**Advisory Programs**
Building-principal Responses
Teacher Responses

**Advisory Programs**
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

**Connectedness between students and teachers**

This school
R.I. high schools

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? Inadequate data submitted

**Teacher Responses**
Percent who report they agree or strongly agree that members of their team or grade level:

- Teachers take a personal interest in students.
- Get individual help and advising from teachers.

**Teacher Responses**
Percent who report that they agree or strongly agree that members of their team or grade level:

- Interact with children in ways that show interest and respect
- Use positive approaches to help children behave constructively

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

- 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.

**Connectedness throughout the school community as a whole**

This school
R.I. high schools

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**Parent Responses**
Percent who agree or strongly agree that:

- The school views parents as important partners.

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

- They have a sense (feeling) of belonging in this school.
- Students in this school have trouble getting along with each other.

**Teacher Responses**
Percent who agree or strongly agree that:

- 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.

Information Works! School Year 2005-06