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. elementary schools

* Too few responses to report

? Inadequate data submitted

#### Teacher Responses

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

- Teachers on my team or grade level work well together as a unit.
- I help decide how school policies ought to be changed.
- Classroom curricula and topics are integrated across subject areas.
- Staff are involved in school-improvement planning and decisions.
- There is a group spirit among the staff.

#### Student Responses

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

- Teachers take a personal interest in students.
- Teachers on my team or grade level respect each other's ideas and opinions.
- There is a group spirit among the staff.
- Classroom curricula and topics are integrated across subject areas.

#### Parent Responses

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

- The school views parents as important partners.
- They have a sense (feeling) of belonging in this school.
- It is essential for schools to provide instruction on conflict or violence reduction.
- Students in this school have trouble getting along with each other.

### Connectedness between students and teachers

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 members of their team or grade level:**

- Teachers on my team or grade level respect each other's ideas and opinions.
- Classroom curricula and topics are integrated across subject areas.
- Staff are involved in school-improvement planning and decisions.
- There is a group spirit among the staff.

#### Student Responses

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

- Teachers on my team or grade level respect each other's ideas and opinions.
- Classroom curricula and topics are integrated across subject areas.
- Staff are involved in school-improvement planning and decisions.
- There is a group spirit among the staff.

### Advisory Programs

**Building-principal Responses**

- Question not relevant at this grade level.

**Teacher Responses**

- Question not relevant at this grade level.

**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 throughout the school community as a whole

This school

- R.I. elementary schools

* Too few responses to report

? Inadequate data submitted

#### Parent Responses

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

- The school views parents as important partners.
- They have a sense (feeling) of belonging in this school.
- It is essential for schools to provide instruction on conflict or violence reduction.
- Students in this school have trouble getting along with each other.

#### Student Responses

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

- The school views parents as important partners.
- They have a sense (feeling) of belonging in this school.
- It is essential for schools to provide instruction on conflict or violence reduction.
- Students in my class disrupt what others are doing.

#### Teacher Responses

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

- The school views parents as important partners.
- They have a sense (feeling) of belonging in this school.
- It is essential for schools to provide instruction on conflict or violence reduction.
- Students in my class enjoy working together.