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—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?

**Connectedness between students and teachers**

- **This school**
- **R.I. elementary schools**

* Too few responses to report?

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

- **This school**
- **R.I. elementary schools**

* Too few responses to report?

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**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.
- 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.

**Percent who report that at least several times a month:**

- At least several times a month, teachers on my team or grade level work well together as a unit.
- I help decide how school policies ought to be changed.
- At least several times a month, teachers on my team or grade level respect each other's ideas and opinions.
- At least several times a month, classroom curricula and topics are integrated across subject areas.
- At least several times a month, staff are involved in school-improvement planning and decisions.
- At least several times a month, there is a group spirit among the staff.

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

- Most of the time or always, teachers on my team or grade level work well together as a unit.
- Most of the time or always, I help decide how school policies ought to be changed.
- Most of the time or always, teachers on my team or grade level respect each other's ideas and opinions.
- Most of the time or always, classroom curricula and topics are integrated across subject areas.
- Most of the time or always, staff are involved in school-improvement planning and decisions.
- Most of the time or always, there is a group spirit among the staff.

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**Student Responses**

- Teachers take a personal interest in students.
- Get individual help and advising from teachers.
- 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 members of their team or grade level:
  - Teachers take a personal interest in students.
  - Get individual help and advising from teachers.
  - 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

**Parent Responses**

- The school views parents as important partners.
- Including parents on school committees such as curriculum, budget and school improvement.

**Student Responses**

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

**Teacher Responses**

- 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.