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.

**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.

**Student Responses**

- Percent who report that most of the time or always:
  - 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.

**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**

- 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.

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