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

Connectedness between students and teachers

This school
- R.I. elementary schools
* Too few responses to report?
? Inadequate data submitted

Connectedness throughout the school community as a whole

This school
- R.I. elementary schools
* Too few responses to report?
? Inadequate data submitted

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

Question not asked at this grade level.

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

Question not asked at this grade level.

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

Question not asked at this grade level.

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

Question not asked at this grade level.

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

Question not asked at this grade level.

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.

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

Percent who report that at least several times a month:

Percent who report that most of the time or always:

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