



**Rondout Valley CSD
2023 School Climate
Survey Report
Marbletown Elementary
School (MES)**

STUDENTS (66 Responses)

ENGAGEMENT

GRADE 3—MES

		MES	District
Do the teachers and other grown-ups at school care about you?	Yes	81.0%	81.0%
	Some of the time	19.0%	19.0%
	No	0.0%	0.0%
Do you have friends at school?	Yes	95.2%	93.0%
	Some of the time	3.2%	6.0%
	No	1.6%	1.0%
Do the teachers and other grown-ups at school try to get to know you?	Yes	73.0%	77.0%
	Some of the time	25.4%	21.0%
	No	1.6%	2.0%
Do the teachers and other grown-ups give you a chance to solve school problems?	Yes	73.0%	78.0%
	Some of the time	25.4%	21.0%
	No	1.6%	1.0%
Do teachers and other grown-ups at school treat students with respect?	Yes	76.2%	78.0%
	Some of the time	22.2%	21.0%
	No	1.6%	1.0%

SAFETY

GRADE 3—MES

		MES	District
Do other kids hit or push you at school?	Yes	11.1%	14.0%
	Some of the time	20.6%	23.0%
	No	68.3%	63.0%
Do other kids at school spread mean rumors or lies about you?	Yes	15.9%	11.0%
	Some of the time	33.3%	37.0%
	No	50.8%	52.0%
Do other kids at school call you bad names or make mean jokes about you?	Yes	9.7%	9.1%
	Some of the time	48.4%	49.5%
	No	41.9%	41.4%
If you tell a teacher that you've been bullied, will the teacher do something to help?	Yes	84.1%	87.0%
	Some of the time	15.9%	13.0%
	No	0.0%	0.0%
Do the teachers and other grown-ups say that bullying is not allowed?	Yes	93.7%	96.0%
	Some of the time	4.8%	3.0%
	No	1.6%	1.0%
Have other kids at school ever teased you about what your body looks like?	Yes	18.3%	19.6%
	Some of the time	10.0%	12.4%
	No	71.7%	68.0%
Have other kids at school ever teased you about your skin color?	Yes	4.8%	5.0%
	Some of the time	4.8%	4.0%
	No	90.5%	91.0%
Do you feel safe at school?	Yes	63.5%	66.0%
	Some of the time	30.2%	27.0%
	No	6.3%	7.0%
Do you feel safe on the bus?	Yes	28.6%	33.0%
	Some of the time	34.9%	31.0%
	No	23.8%	19.0%
	I don't ride the bus	12.7%	17.0%

GRADE 3—MES

		MES	District
Do you feel safe in the bathroom?	Yes	51.6%	52.5%
	Some of the time	33.9%	29.3%
	No	14.5%	18.2%
Do you feel safe in your classroom?	Yes	85.7%	84.0%
	Some of the time	11.1%	13.0%
	No	3.2%	3.0%
Do you feel like you belong?	Yes	63.5%	67.0%
	Some of the time	31.7%	29.0%
	No	4.8%	4.0%
Are you happy to be at this school?	Yes	71.4%	72.0%
	Some of the time	27.0%	27.0%
	No	1.6%	1.0%
Does your school teach students to care about each other and treat each other with respect?	Yes	85.7%	88.0%
	Some of the time	14.3%	12.0%
	No	0.0%	0.0%
Does your school help students when they have a problem with another student?	Yes	77.8%	84.0%
	Some of the time	19.0%	13.0%
	No	3.2%	3.0%

ENVIRONMENT

GRADE 3—MES

		MES	District
Do the teachers and other grown-ups at school tell you when you have good behavior?	Yes	66.7%	64.0%
	Some of the time	27.0%	30.0%
	No	6.3%	6.0%
Do students know what the rules are?	Yes	54.0%	64.0%
	Some of the time	44.4%	35.0%
	No	1.6%	1.0%
Do the teachers and other grown-ups at school listen when you have something to say?	Yes	66.7%	70.0%
	Some of the time	31.7%	28.0%
	No	1.6%	2.0%
Do the teachers and other grown-ups at school tell you when you do a good job?	Yes	65.1%	72.0%
	Some of the time	34.9%	27.0%
	No	0.0%	1.0%
Are your classes interesting?	Yes	55.6%	56.0%
	Some of the time	42.9%	42.0%
	No	1.6%	2.0%
Do your teachers ask you what you want to learn about?	Yes	16.1%	18.2%
	Some of the time	35.5%	31.3%
	No	48.4%	50.5%

PARENTS/GUARDIANS (80 Responses)

Engagement

PARENTS

<i>Data are percent agree (strongly agree + agree)</i>	MES	District
The staff at this school cares about my child.	98.6%	88.9%
The school encourages me to be an active partner in my child's education.	92.6%	78.9%
The school seeks input from parents when making important decisions.	73.3%	59.4%
The staff at this school treats me with respect.	98.6%	90.9%
I feel welcome at this school.	97.0%	90.6%
The school responds to my phone calls, messages or emails in a timely fashion.	100.0%	86.0%
The school communicates school policies and procedures clearly.	93.5%	78.7%
This school provides instructional materials (e.g. textbooks, handouts) that reflect my child's cultural background, ethnicity and identity.	83.1%	78.5%
Adults working at this school treat all students respectfully.	96.6%	77.4%
The school communicates how important it is to respect the practices of all cultures.	94.9%	83.5%
The school communicates how important it is to respect students of all sexual orientations.	90.2%	81.3%

Safety

PARENTS

<i>Data are percent agree (strongly agree + agree)</i>	MES	District
At this school, my child feels they belong.	95.5%	80.8%
The school encourages students to understand how others think and feel.	94.8%	79.6%
The school encourages students to care about how others think and feel.	94.9%	81.2%
Students are taught that they can control their own behavior.	96.4%	79.2%
This school helps students resolve conflicts with one another.	92.2%	68.4%
The school provides high quality services to help students with their social or emotional needs.	88.7%	66.4%
My child's teachers are responsive to my child's social and emotional needs.	96.8%	83.8%
My child is safe at this school.	98.5%	80.2%
I am confident that, if I were to report bullying/harassment, administrators and school staff would take it seriously and respond in a reasonable timeframe.	88.3%	69.4%
Bullying of students at school or school activities is a problem at this school.	20.0%	60.4%
Racial/ethnic conflict among students is a problem at this school.	9.8%	35.7%
Racial/ethnic slurs are a problem at this school.	7.3%	43.7%

Environment

PARENTS

<i>Data are percent agree (strongly agree + agree)</i>	MES	District
Discipline at this school is fair.	90.2%	62.6%
School rules are applied equally to all students.	90.2%	61.8%
When my child does something good at school, I usually hear about it from the school.	71.4%	50.0%
The school clearly informs students what will happen if they break the school rules.	83.3%	75.8%
It is easy for students to get kicked out of class or get suspended.	16.7%	26.5%
Students get in trouble for breaking small rules.	30.3%	34.8%
The school has high expectations for my child.	92.6%	74.2%
Teachers go out of their way to help students who need it.	98.3%	77.9%
The school has high quality education for my child.	91.2%	72.4%
The school encourages students to take challenging courses like honors classes, AP, or IB no matter their race, ethnicity, nationality or cultural background.	90.0%	78.1%
The school building is clean and well-maintained.	100.0%	89.4%
Support staff like counselors, psychologists or social workers are available to my child if they need them.	94.5%	89.8%
The school has enough programs that develop students' social and emotional skills (like self-control, problem solving, or getting along with others).	79.5%	65.2%
The school has enough anti-bias programs that develop students' understanding of and respect for diversity.	80.6%	65.3%
The school helps me figure out what social and emotional skills my child needs to develop (like self-control, problem solving, or getting along with others).	69.2%	57.1%

PARENTS

How concerned are you about...

		MES	District
Your child falling behind academically.	Not at all concerned	61.3%	48.5%
	Slightly concerned	11.3%	17.4%
	Somewhat concerned	14.5%	14.4%
	Very concerned	12.9%	19.7%
Providing financially for your child.	Not at all concerned	79.0%	61.8%
	Slightly concerned	12.9%	15.1%
	Somewhat concerned	4.8%	13.5%
	Very concerned	3.2%	9.5%
Having reliable transportation.	Not at all concerned	85.5%	76.8%
	Slightly concerned	12.9%	10.3%
	Somewhat concerned	0.0%	4.6%
	Very concerned	1.6%	8.3%
Your child's social and emotional well-being.	Not at all concerned	38.3%	24.8%
	Slightly concerned	25.0%	26.1%
	Somewhat concerned	21.7%	21.1%
	Very concerned	15.0%	28.1%
Your child contracting COVID-19.	Not at all concerned	64.5%	63.2%
	Slightly concerned	22.6%	22.7%
	Somewhat concerned	11.3%	10.5%
	Very concerned	1.6%	3.6%

PARTICIPATION IN ACTIVITIES

PARENTS

Since the beginning of the school year, have you done any of the following (in person or remotely):

	MES	District
Attended a school event - academic focused (like an open house)	92.9%	82.0%
Attended a school event - not academic focused (like a sporting event or performance)	85.7%	86.2%
Participated in a school committee meeting	34.3%	20.5%
Attended a School Board meeting	22.9%	20.5%
Met with a school counselor, social worker, or psychologist	30.0%	37.8%
Participated in a parent-teacher conference	94.3%	79.8%

PARENTS

		MES	District
Do you feel comfortable requesting a meeting with your child's teacher(s), counselor(s) or other staff member(s)?	Yes	98.6%	95.5%
	No	1.4%	4.5%
What mode of communication do you prefer that school staff use to contact you about your child?	Text	5.7%	9.3%
	Phone	15.7%	14.1%
	Email	12.9%	15.6%
	Any of the above	65.7%	61.0%
If the school were to offer classes or events for parents/families, would you prefer remote (via Zoom) or in person?	Remote (via Zoom)	11.4%	13.8%
	In person	34.3%	34.2%
	Either	54.3%	44.4%
	I wouldn't attend	0.0%	7.5%

PARENTS

If the school were to offer classes or events for parents/families, would you be more likely to attend:

	Responses N	Building % of Cases	District % of Cases
During school hours	22	31.9%	20.8%
After school	40	58.0%	49.1%
Weeknights	40	58.0%	56.0%
Weekends	16	23.2%	19.9%
Wouldn't attend	1	1.4%	9.0%

PARENTS

If offered, which of the following session topics would you consider attending?

	Responses N	Building % of Cases	District % of Cases
Getting to know other parents/guardians	27	39.7%	28.6%
Supporting my child socially/emotionally	50	73.5%	57.8%
Supporting my child academically	44	64.7%	63.3%
Supporting my child's health and wellness	28	41.2%	40.9%
Supporting my child with life skills	34	50.0%	51.9%
College/career preparation	17	25.0%	48.1%
Diversity, inclusion, and equity topics	28	41.2%	28.9%
Learning about community resources/agencies	14	20.6%	21.1%
Fun activities for families to go together	41	60.3%	45.8%
What parents should know about social media use	30	44.1%	33.4%
Understanding, addressing, and/or preventing bullying harassment	32	47.1%	43.8%
Conflict resolution skills	33	48.5%	38.6%
Student substance/drug use prevention and education	20	29.4%	25.6%

STAFF (56 Responses)

ENGAGEMENT

STAFF

<i>Data are percent agree (strongly agree + agree)</i>	MES	District
Adults who work at this school demonstrate that they care about every student.	100.0%	91.6%
Students in this school respect one another.	94.2%	49.8%
Teachers/school staff at this school communicate with parents about their child's positive actions or accomplishments.	95.2%	80.8%
Students' successes are shared widely (e.g., at assemblies, during staff meetings, in newsletters).	91.8%	73.6%
This school has effective ways of celebrating students who demonstrate care and concern for others.	90.2%	60.3%
At this school, students are given the opportunity to take part in decision-making.	78.3%	76.8%
This school provides instructional materials (e.g. textbooks, handouts) that reflect students' cultural background, ethnicity and identity.	92.7%	70.7%
Adults working at this school treat all students respectfully.	96.2%	81.8%
People of different cultural backgrounds, races, or ethnicities get along well at this school.	98.0%	74.8%
Adults working at this school treat students fairly.	96.2%	84.4%
The school communicates how important it is to respect the practices of all cultures.	96.0%	84.3%
The school communicates how important it is to respect students of all sexual orientations.	87.5%	81.3%

SAFETY

STAFF

<i>Data are percent agree (strongly agree + agree)</i>	MES	District
Teachers make it clear to students that racial/ethnic slurs are not tolerated.	97.7%	92.7%
I think that bullying is a frequent problem at this school.	14.0%	57.3%
Students at this school are teased or picked on about their physical or mental disability.	12.5%	52.1%

STAFF

		MES	District
Racist remarks used in school?	A lot	0.0%	21.5%
	Sometimes	8.3%	37.2%
	Rarely	29.2%	21.9%
	Never	62.5%	19.4%
Sexist remarks used in school?	A lot	0.0%	24.8%
	Sometimes	5.9%	34.1%
	Rarely	27.5%	19.9%
	Never	66.7%	21.1%
The word "gay" used in a negative way or other homophobic remarks used in school?	A lot	0.0%	27.3%
	Sometimes	6.0%	29.8%
	Rarely	14.0%	18.2%
	Never	80.0%	24.8%
Comments about students not acting "masculine" or "feminine" enough?	A lot	2.0%	12.3%
	Sometimes	3.9%	25.0%
	Rarely	9.8%	26.7%
	Never	84.3%	36.0%
Negative remarks about transgender people used in your school?	A lot	0.0%	12.6%
	Sometimes	2.0%	25.5%
	Rarely	2.0%	20.9%
	Never	96.0%	41.0%
Negative remarks about other students' mental or physical ability used in your school?	A lot	2.0%	15.5%
	Sometimes	3.9%	29.8%
	Rarely	19.6%	28.6%
	Never	74.5%	26.1%
Negative remarks about other students' religion used in your school?	A lot	0.0%	5.5%
	Sometimes	0.0%	18.1%
	Rarely	3.9%	30.8%
	Never	96.1%	45.6%
Negative remarks about other students' body size or weight used in your school?	A lot	0.0%	16.3%
	Sometimes	7.7%	31.8%
	Rarely	19.2%	26.5%
	Never	73.1%	25.3%
In the last 12 months, have you personally experienced microaggressions at work? Microaggressions would be considered indirect, subtle, or unintentional behaviors or interactions that communicate bias toward members of a marginalized group.	DK/Unsure	5.8%	11.2%
	A lot	3.8%	7.2%
	Sometimes	9.6%	19.2%
	Rarely	15.4%	20.4%
	Never	65.4%	42.0%

STAFF

<i>Data are percent agree (strongly agree + agree)</i>	MES	District
Adults who work at this school have a strong sense of belonging.	90.2%	65.1%
Students at this school get along well with each other.	96.2%	70.0%
The school encourages students to understand how others think and feel.	98.0%	78.5%
The school encourages students to care about how others feel.	98.0%	82.4%
Students are taught that they can control their own behavior.	97.7%	73.5%
This school helps students resolve conflicts with one another.	94.2%	70.1%
At this school, students talk about the importance of understanding their own feelings and the feelings of others.	100.0%	65.1%
The school provides high quality services to help students with their social or emotional needs.	84.1%	69.0%
This school places a priority on helping students with their social and emotional needs.	84.1%	75.7%
Racial/ethnic conflict among students is a problem at this school.	2.1%	38.7%
Racial/ethnic slurs are a problem at this school.	2.1%	48.2%

ENVIRONMENT

STAFF

<i>Data are percent agree (strongly agree + agree)</i>	MES	District
Discipline at this school is fair.	78.3%	36.8%
The school rules are enforced consistently and fairly.	64.4%	28.6%
Adults working at this school help students develop strategies to understand and control their feeling and actions.	95.9%	76.9%
In this school, students are recognized when they have good behavior.	100.0%	71.8%
I make it clear to students when they have misbehaved in class.	97.6%	94.0%
I clearly inform students what will happen if they break the school rules.	97.9%	90.1%
It is easy for students to get kicked out of class or get suspended.	2.7%	6.9%
Students get in trouble for breaking small rules.	15.6%	9.8%
I expect students to do their best all the time.	90.5%	91.7%
The things I teach are important to my students.	100.0%	91.2%
I connect what I teach to life outside the classroom.	97.6%	97.5%
Teachers in this school go out of their way to help students who need it.	97.6%	94.0%
Teachers in this school give students individual attention when they need it.	97.6%	92.5%
I praise my students when they work hard in school.	100.0%	100.0%
Instructional strategies I use are interesting to students.	100.0%	96.4%

STAFF

<i>Data are percent agree (strongly agree + agree)</i>	MES	District
The school provides high quality education for all children.	92.7%	75.8%
The school encourages students to take challenging classes like honors classes, AP or IB no matter their race, ethnicity, nationality, and/or cultural background.	62.5%	74.8%
The school building is clean and well-maintained.	84.0%	57.4%
Support staff like counselors, psychologists, and social workers are available to students if they need them.	80.0%	77.2%
The school has enough programs that develop students' social and emotional skills (e.g., self-control, problem solving, or getting along with others).	78.4%	53.7%
The school has enough anti-bias programs that develop students' understanding of and respect for diversity.	80.6%	52.8%
The school helps parents figure out what social & emotional skills their child needs to develop (e.g., self-control, problem-solving, or getting along with others).	78.8%	48.2%
Adults who work at this school are open to making changes and trying new things.	87.0%	62.2%
I have a clear understanding of my school's priorities.	89.6%	66.7%
I have a clear understanding of the school district's priorities.	93.8%	62.4%
The leadership teams work collaboratively with staff to set school directions.	63.0%	53.3%
I am kept informed about matters that affect me.	68.0%	50.4%
I have the opportunity to contribute my views before decisions are made that affect me.	51.1%	38.6%

STAFF

<i>Data are percent agree (strongly agree + agree)</i>	MES	District
I think it is safe to challenge the way things are done here.	44.7%	38.8%
This school inspires me to do the best in my job.	90.0%	70.1%
I am treated with respect by my colleagues.	98.0%	87.6%
I feel valued for the work I do.	77.6%	62.0%
I think this school respects individual differences in staff (e.g. cultures, backgrounds, ideas, etc.).	93.9%	79.1%
When I face challenges at work, my school leaders are supportive.	75.0%	66.8%
I feel connected to other adults at my school.	90.0%	82.8%
I receive adequate training to adopt new approaches.	66.7%	53.2%
Communication across support, instructional, and leadership staff in my school is bidirectional, clear and timely.	58.7%	43.3%
My work gives me a sense of personal accomplishment.	95.9%	83.0%
In my school, staff are encouraged to speak openly about their mental wellbeing.	63.8%	47.9%

WORKPLACE PERCEPTIONS AND MENTAL HEALTH

STAFF

Which of the following statements most reflects your current thought about working here?

	MES	District
I want to stay working here until I retire	62.0%	58.9%
I want to stay working here for at least the next three years	18.0%	8.9%
I want to stay working here for at least the next school year	2.0%	3.3%
I want to leave within the next 12 months	4.0%	10.2%
Don't know/prefer not to say	14.0%	18.7%

STAFF

Do you feel that you need more professional development, training, mentorship or other support to do your job in any of the following areas?

		MES	District
Differentiating instruction	Yes	35.1%	28.3%
	No	64.9%	71.7%
Providing academic interventions in the classroom	Yes	28.9%	33.7%
	No	71.1%	66.3%
Providing behavioral interventions in the classroom	Yes	47.5%	45.9%
	No	52.5%	54.1%
Using data to improve instruction	Yes	36.8%	32.4%
	No	63.2%	67.6%

STAFF

		MES	District
How stressful is your job right now (On a scale of 1-10, 1 being not stressful and 10 being the highest level of stress)	10	12.5%	13.1%
	9	8.9%	12.0%
	8	21.4%	21.1%
	7	8.9%	13.1%
	6	12.5%	7.6%
	5	10.7%	9.5%
	4	7.1%	4.4%
	3	0.0%	1.8%
	2	3.6%	2.2%
	1	3.6%	1.8%
	0	0.0%	0.7%

STAFF

		MES	District
How well are you coping with the daily stresses of teaching right now?	DK/Unsure	2.4%	2.5%
	Coping well	43.9%	42.4%
	Somewhat coping	39.0%	43.8%
	Barely coping	14.6%	11.3%
	Not coping at all	0.0%	0.0%

STAFF

To what extent do you find the following scenarios exhausting or draining?

		MES	District
Managing student behavior.	Very draining	44.7%	50.0%
	Somewhat draining	27.7%	23.7%
	Mildly draining	23.4%	18.6%
	Not at all draining	4.3%	7.6%
Covering classes for absent colleague	Very draining	7.7%	21.2%
	Somewhat draining	19.2%	16.0%
	Mildly draining	26.5%	19.2%
	Not at all draining	46.2%	43.6%
Accountability (including performance, test scores, etc.)	Very draining	31.4%	21.8%
	Somewhat draining	25.7%	28.5%
	Mildly draining	31.4%	26.8%
	Not at all draining	11.4%	22.9%
Maintaining safety protocols.	Very draining	12.8%	13.4%
	Somewhat draining	6.4%	21.1%
	Mildly draining	25.5%	26.3%
	Not at all draining	55.3%	39.2%
Time management/juggling multiple responsibilities.	Very draining	42.0%	34.7%
	Somewhat draining	24.0%	28.1%
	Mildly draining	20.0%	22.7%
	Not at all draining	14.0%	14.5%
Being able to complete your job responsibilities within the work day (work/life balance)	Very draining	46.0%	38.2%
	Somewhat draining	18.0%	27.0%
	Mildly draining	16.0%	17.4%
	Not at all draining	20.0%	17.4%

INSTRUCTIONAL PRACTICE

STAFF

		MES	District
I hold class discussions with my students so we can solve class problems.	I implement this practice extremely well	30.8%	29.2%
	I implement this practice reasonably well	28.8%	41.6%
	I struggle to implement this practice	0.0%	6.4%
	I do not implement this practice	9.6%	4.8%
	This does not apply to me/my role	30.8%	18.0%
I teach students strategies to handle the emotions that affect their learning (e.g. Stress, frustration).	I implement this practice extremely well	44.2%	36.4%
	I implement this practice reasonably well	30.8%	41.2%
	I struggle to implement this practice	1.9%	8.0%
	I do not implement this practice	9.6%	6.0%
	This does not apply to me/my role	13.5%	8.4%
I demonstrate to each individual student that I appreciate him or her as an individual (e.g. appropriate eye contact, greeting each student by name).	I implement this practice extremely well	78.8%	70.1%
	I implement this practice reasonably well	5.8%	19.5%
	I struggle to implement this practice	1.9%	2.4%
	I do not implement this practice	13.5%	6.4%
	This does not apply to me/my role	0.0%	1.6%
I create learning experiences in which my students must apply positive social skills to be successful.	I implement this practice extremely well	55.8%	44.6%
	I implement this practice reasonably well	19.2%	34.3%
	I struggle to implement this practice	1.9%	4.0%
	I do not implement this practice	9.6%	4.8%
	This does not apply to me/my role	13.5%	12.4%
I promote positive behaviors by encouraging my students when they display good social skills (e.g., acknowledge positive actions or steps to improve).	I implement this practice extremely well	68.0%	61.8%
	I implement this practice reasonably well	14.0%	22.5%
	I struggle to implement this practice	0.0%	3.2%
	I do not implement this practice	12.0%	6.0%
	This does not apply to me/my role	6.0%	6.4%

STAFF

		MES	District
I use the interests and experiences of my students when teaching.	I implement this practice extremely well	51.9%	49.0%
	I implement this practice reasonably well	21.2%	30.7%
	I struggle to implement this practice	3.8%	5.6%
	I do not implement this practice	7.7%	3.6%
	This does not apply to me/my role	15.4%	11.2%
I create structures in the classroom where my students feel included and appreciated (e.g., morning meetings, small moments, whole-class share outs, Restorative Circles).	I implement this practice extremely well	42.3%	40.6%
	I implement this practice reasonably well	19.2%	24.1%
	I struggle to implement this practice	0.0%	7.6%
	I do not implement this practice	11.5%	7.6%
	This does not apply to me/my role	26.9%	20.1%
I lead unplanned student discussions when student comments and opinions arise.	I implement this practice extremely well	51.0%	46.8%
	I implement this practice reasonably well	21.6%	28.0%
	I struggle to implement this practice	0.0%	7.2%
	I do not implement this practice	11.8%	4.8%
	This does not apply to me/my role	15.7%	13.2%

STAFF

How often do you implement the following lessons/plans?

		MES	District
Proactive Restorative Classroom Circles	Multiple times/week	18.2%	11.4%
	1x/week	20.5%	10.9%
	2-3x/month	4.5%	10.9%
	At least 1x/month	6.8%	15.6%
	I do not implement this	4.5%	27.0%
	This does not apply to me/my role	45.5%	24.2%
Reactive Restorative Classroom Circles	Multiple times/week	20.5%	10.0%
	1x/week	11.4%	7.6%
	2-3x/month	9.1%	8.5%
	At least 1x/month	9.1%	18.0%
	I do not implement this	2.3%	30.8%
	This does not apply to me/my role	47.7%	25.1%
Any SEL Lessons	Multiple times/week	30.2%	21.0%
	1x/week	14.0%	12.4%
	2-3x/month	16.3%	15.2%
	At least 1x/month	11.6%	18.1%
	I do not implement this	0.0%	17.1%
	This does not apply to me/my role	27.9%	16.2%

ALLA BREVE CONSULTING

ANALYTICS WITH ANSWERS

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