

River Heights Elementary

Relationship Mapping 2022-2023 Summary

Overview

River Heights Elementary School, in accordance with SDMA 2022-2023 school year goals, conducted a relationship mapping activity with the following objectives:

- To identify students who do (or do not) have positive and stable relationships with adults in school
- To connect at least one adult in school to every student who does not currently have a positive and trusting relationship with an adult

The [RH Relationship Mapping \(Dot Activity\) 2022-2023](#) process and guidelines were developed to support River Heights staff in meeting the activity objectives.

Process/Timeline

→ October 13, Initial Relationship Mapping with Staff

- ◆ Staff looked at a list of all River Heights students and identified those they felt they had a positive relationship with, as well as students they would identify as being “At Risk”.

→ October 24-28, Relationship Mapping Student Survey

- ◆ Students were asked to complete a survey identifying their thoughts on whether or not they have a positive relationship with at least one adult at River Heights.
- ◆ Students were also asked to explain what staff can do to help them feel like they have a positive relationship with at least one adult.

→ October 31 - November 4, Relationship Mapping Analysis

- ◆ In collaborative groups, staff worked together to analyze the relationship map and identified students who were in need of positive relationship intervention.
- ◆ Through discussion and collaboration, staff identified students in need of a positive relationship to begin working with. All students identified as in need of a positive relationship were addressed by staff throughout the building.

→ November 11, Building Leadership Team Meeting to Reflect on School-Wide Data Trends

- ◆ The River Heights Building Leadership Team reflected on potential barriers keeping disconnected students from having positive relationships with adults, as well as impacts of school culture and climate on student relationships with staff.

- ◆ BLT identified the following building-level action steps to improve our systems and culture for building relationships with students:
 - Continued support of student attendance at school. Students who do not attend school regularly tend to have less positive relationships with staff.
 - Development of an inventory of students' names that is accessible by all staff. Student survey data suggests that a majority of students feel their relationship with staff is positive when staff simply know their name.

→ December 5-9, Initial Follow-Up Meetings

- ◆ Staff reconvened to discuss successes and challenges in the relationship-building process.
- ◆ If staff felt connections have not yet been established, they discussed ways to overcome challenges and strategies for making connections with students.
- ◆ If a connection was made but the student did not respond positively, alternative strategies were discussed.

→ January 16, Final Follow-Up Meetings

- ◆ Staff reconvened to determine if connections have been sustained and if progress has been made for all students.
- ◆ No additional concerns were identified by staff. Staff confirmed that all students had been accounted for through the relationship mapping process as having a positive relationship with at least one staff member.