

## Relationship Framework

### Learning Relationships Support for Students

0. Isolated	Students feel significant isolation from teachers, peers, or even parents. Students lack any emotional, social connection to peers and teachers.
1. Known	Students are known by others, frequently called by name. Teachers know students and their families, interests, aspirations, and challenges. Students are known by peers that they interact with in school.
2. Receptive	Students have contact with peers, parents, and teachers in multiple settings. Teachers exhibit positive behaviors of “being there” that show genuine interest and concern.
3. Reactive	Teachers, parents, and peers provide help to students when requested, but support may be sporadic and inconsistent among support groups.
4. Proactive	Others take an active interest in a student’s success. Teachers take initiative to show interest and provide support. Students and others express verbal commitment for ongoing support and validate this commitment with their actions.
5. Sustained	There is extensive, ongoing, pervasive, and balanced support from teachers, parents, and peers that is consistent and sustained over time.
6. Mutually Beneficial	Positive relationships are everywhere and commonplace among the way that students, teachers, and parents interact and support the student as learner.