Compassionate/Trauma Informed Schools
Compassionate Learning Community
Assessment Rubric

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Being a Compassionate School is an intentional mindset. It happens by creating compassionate synergy in all areas of education from the lunchroom, to the bus, to those who sweep the halls, to those who greet everyone in the front office, to teachers, to Educational Staff Associates, to administrators - in other words, anyone who comes into contact with students during the course of the educational day.

Compassionate Schools readily invest in professional development opportunities for staff to be informed about the role schools play in shaping the lives of their students. They understand there are instruction and curriculum strategies that support resiliency and executive function which are essential for trauma impacted students to thrive and to learn.

Throughout this assessment, we encourage schools to use SMART (specific, measureable, attainable, results oriented/relevant, time-bound) goals in all applicable target areas that are put in place to objectively measure progress and determine growth areas needed for successful school operation. Data is used to develop and measure SMART goals.

Vision and Values Statement

Each School is encouraged to develop a working statement from which to develop, implement and operate a Compassionate School. This may not be a first step and may be part of the developmental process. The statement should include an inclusive (schools/students/families/communities) vision and values by which the school will operate.

Considerations for the development of your statement:

- The school's vision for a compassionate environment includes how staff will support all students, families, and each other.

- School staff work together, communicate openly and collegially and respect the confidentiality of their students. There is a strong sense of "teaming" and a mechanism for active input and feedback.

- The school has clear values to support student well-being and achievement and strategies to support that achievement while focusing on improving resiliency, executive function, and health as well as social/emotional learning opportunities.

- The vision and values will be reflected in the overall School Improvement Plan (SIP).

- School policies, instruction, and procedures incorporate a compassionate perspective and support a compassionate environment for all.

- Ongoing training to support elements of your Compassionate School.

Component 1: Understanding Trauma and Learning

CLC Component	4 Fully Functional	3 Mostly Functional	2 Limited Development	1 Little or No Development
Understanding: • **Each student comes to school with different life experiences that will influence how they behave and learn,** • **The potential impact that trauma and adversity can play on a student's ability to learn.** • **Neurological development of the brain through its various stages,** • **How trauma and adversity play a role in a student's behavior based on freeze, flight or fight response,** • **How to separate ourselves as teachers from the negative attitudes we can have regarding student behavior,** • **How body functions impact the brain and how the brain conversely impacts body function, and** • **The experiences we have in our life shape the neural pathways and overall brain health and how we respond to the world around us.**	Seeking knowledge about the effects of trauma on learning is common practice across all staff members in the school including janitors, food preparation and service staff, bus drivers, coaches, front office staff, and all staff that come into contact with students. They include community stakeholders in providing and participating in training. There are frequently, regularly, and consistently scheduled trainings and staff are encouraged and provided time to attend training and to actively participate in follow-up discussions. There are comprehensive planning and brain storming sessions that allow application and implementation of strategies to support all students, especially those impacted by trauma. Staff participate in conversations and literature studies to discuss and deepen their understanding. There are rigorous continuous sustainability and quality improvement processes poised to uncover new ways to impact students whose learning is trumped by survival.	Seeking knowledge about the effects of trauma on learning is present across a majority of staff but may not include all staff categories. They sometimes include community stakeholders in providing and participating in training. There are some regularly scheduled trainings and some staff are encouraged and provided time to attend trainings. There are some planning sessions that allow application and implementation of strategies to support all students, especially those impacted by trauma. Selected staff participate in conversations and literature studies to discuss and deepen their understanding. There is minimal look at a continuous quality improvement process to enhance strategies in working with students whose learning is trumped by survival.	Seeking knowledge about the effects of trauma on learning is thought about as a needed strategy. Limited development opportunities are offered throughout the year. There are few scheduled trainings and some teaching staff are encouraged and provided time to attend trainings. There is some discussion about implementation of trauma informed strategies to support students. Selected staff participate in limited conversations about trauma informed education.	There is no evident focus about the effects of trauma on learning. There may be one or two training opportunities in the year. Only teaching staff are supported in pursuing this work. There is little discussion about implementation of trauma informed strategies to support students. Selected staff participate in limited conversations about trauma informed education.

Component 1: Understanding Trauma and Learning

4. **Fully Functional Level of Development and Implementation:** This component is deeply imbedded in the school's culture. It represents a driving force in the daily work of the school. It is internalized and can survive changes in key personnel.
3. **Mostly Functional level of Development & Implementation:** A critical mass has endorsed this component. School has begun to modify their practice as they attempt to implement this component. Structural changes are being made to align with the component.
2. **Limited Development or Partial Implementation**: An effort has been made to address this component, but the effort has not yet begun to impact a "critical mass."
1. **Little or No Development and Implementation**: School has not yet begun to address this component.

Our Current Level is: **_____**	**Narrative** What is your evidence? What are your questions? What barriers exist? Potential solutions? Next steps?

Compassionate Schools - Adapted from the Puget Sound Educational Service District

Component 2: Safety/Assurance of Wellbeing*

CLC Component	4 Fully Functional	3 Mostly Functional	2 Limited Development	1 Little or No Development
A school who regards safety and wellbeing of students provide: • **A physically and psychologically safe and inviting culture and climate for staff, students and visitors,** • **The knowledge that students and families are heard and actively involved in setting the culture and climate,** • **Active programs to reduce harassment, intimidation and bullying (direct and cyber),** • **Encouragement for staff regarding a comprehensive self-care approach, individually and collectively.** • **Policies, procedures, and protocols that support safety and wellbeing including suicide prevention,** • **Training for staff is ongoing and focused on the wellbeing of staff, students, and families.**	A school team exists that consistently evaluates safety preparedness and ensures all staff members are trained on emergency procedures. There are regularly scheduled drills to practice for emergency situations. Staff members are prepared to deal with bullying behavior and students who have been bullied. They are proactive in their approach. Staff understand that an assurance of wellbeing for students is essential for maximum learning potential. There are policies and procedures in place that articulate which student behaviors will lead to office referral and which students are most at risk to help support them. There are anti-bullying policies and practices throughout the school and school staff receive training on dealing with bullying behavior. There are regularly scheduled trainings for students on specific subjects related to their safety and wellbeing.	A school team exists that annually evaluates safety preparedness. Only some staff are aware of current practices and procedures. There are occasional drills to practice for emergency situations. Some staff members feel adequately prepared to deal with student's bullying behavior as well as those who have been bullied. A clear office referral system is currently being discussed. Staff have addressed bullying in the school and discussed ways to minimize it. There is some practice that follows. There are some trainings scheduled for students on subjects related to their safety and wellbeing including Internet safety and emergency preparedness.	A school team exists but does not annually evaluate safety preparedness. Most staff are not aware of safety procedures. Drills are not scheduled. Discussions are starting regarding bullying prevention and victim awareness. Students are referred for varying reasons. There is an unspoken understanding of reasons students are referred. There is a realization and a subsequent discussion about bullying reduction. There only occasional trainings scheduled for students on subjects related to their safety and wellbeing including Internet safety and emergency preparedness.	There is currently no school team that evaluates safety preparedness. There are no drills beyond those that are required by state law. Staff members feel unsafe and not prepared to deal with emergencies. Staff members currently are not prepared to deal with student's bullying behaviors or those who are bullied. Office referrals are random and not well thought out. There is no training for students on subjects related to their safety and wellbeing.

Compassionate Schools - Adapted from the Puget Sound Educational Service District

Component 2: Safety/Assurance of Wellbeing (continued)

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Compassionate Schools - Adapted from the Puget Sound Educational Service District

Component 3: Cultural Competency

CLC Component	4 Fully Functional	3 Mostly Functional	2 Limited Development	1 Little or No Development
Culturally competent schools: • **Regard each cultural group individually,** • **Have high expectations for all students, and use instructional techniques to support multiple intelligences and cultural founts of knowledge,** • **Encourage staff to understand their position in relation to power and privilege,** • **Recognize diverse cultures within their school as a resource rather than a barrier,** • **Build on the strengths of the culture and make efforts to allow diverse cultures to support one another—as such, each culture is celebrated within the school,** • **Rely on cultural norms as a path of healing for many students and families,** • **Recognize the power and importance of cultures in healing from trauma and adversity.**	Staff are comfortable talking about privilege and admitting its existence with colleagues, students and families. Staff have moved past the guilt stages in accepting areas of privilege. Staff continue to learn and value the histories of students and their families, the struggle for civil rights, their heroes, their cultural norms and communication styles. Staff believe all students can learn which leads to set high expectations for students along with multi-faceted instruction. Staff use a variety of instructional techniques, and review "equitable classroom practices."	Staff can identify areas in which they have little power and more power. Staff read about cultural groups, recognize their challenges, want to learn more about all cultures in order to better relate to students and their families. Many staff have high expectations for students and understand how to scaffold students to meet expectations. Staff vary several instructional techniques to support all students' interests and needs.	Staff have heard the term white privilege and are curious to learn more about it – as well as power imbalance. Staff have some ideas about the different cultural groups in school, but sometimes they are mixed with stereotypes or personal biases. Some staff have higher expectations than others. There is concern for some student's lack of readiness for some courses which impacts decisions about what to teach and when to teach. Staff have minimal understanding of multiple intelligences.	Staff have not heard of power and/or privilege (i.e. white privilege, straight, gay, male etc.) And how it interacts with the "isms." Staff are unfamiliar with different cultural groups and haven't done any reading, or researching at this time to increase knowledge. Staff believe that some students are innately more able to succeed than other students and sometimes lower expectations for some students because "we feel sorry for them." Staff generally don't understand what is meant by multiple intelligences.

Component 3 adapted from Tacoma Public Schools, Tacoma WA, Cultural Competency rubric

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Component 4: Supportive School Climate

CLC Component	4 Fully Functional	3 Mostly Functional	2 Limited Development	1 Little or No Development
Supportive school climates: • **Have staff who genuinely care for students and family wellbeing and see the connection between wellbeing and the ability to learn,** • **Encourage a sense of belonging and attachment for students, staff, families, and the community** • **Include positive physical, social/ emotional, and learning environments designed to inspire learners,** • **Understand that physical environment includes all of the factors that can affect students in a physical way,** • **Understand that the social emotional environment is influenced by the "feeling" of the school and the wellbeing of the staff and students,** • **Encourage family and community stakeholders engagement and being meaningfully included in a culturally-sensitive, solution-focused approach to support student learning.**	There is a strong value placed on family participation and a sense of "belonging" to the school community. Family members routinely serve on SIP teams and other decision making teams, share their respective cultures, volunteer according to their interests/talents, communication is encouraged and open, and family nights are held. There is a focus on continuous quality improvement. All staff are supported by administration and involved in teams and decision making roles. Students are engaged in age appropriate decision making and participate in activities in ways that are meaningful to them. Classroom meetings are a "norm." Professional development for enhancing school climate is encouraged and provided.	Most staff encourage families to volunteer or to join their parent organization. Staff are routinely involved in communicating with and inviting communication from families of their students. Several staff events are held throughout the year and many staff (and students) participate on school teams. Students and families regularly participate with planning events and family nights. Administration is mostly supportive of "climate building" activities. Some professional development is made available for enhancing school climate.	Some staff invite and welcome family members to their classroom or the school. Family members are invited to volunteer on a limited basis. A staff event is held once a year. Some students and families are involved with planning events. Limited professional development is available for enhancing school climate.	Families are not welcomed during the school day–they may attend family nights but are not invited into the school during the day. Parent volunteers are rare, if at all. Staff recognitions are not held. Students are not participants in planning events, or family nights. No professional development is available for enhancing school climate.

Component 4: Supportive School Climate (continued)

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Compassionate Schools - Adapted from the Puget Sound Educational Service District

Component 5: Social-Emotional Skills/Personal Agency

CLC Component	4 Fully Functional	3 Mostly Functional	2 Limited Development	1 Little or No Development
Faculty and staff support social/emotional development by: • **Implementing Evidence Based curriculum that promote the development of social/emotional skills and personal agency,** • **Supporting students' abilities to interact with others in socially acceptable ways,** • **Supporting the use of cognitive skills to succeed in emotional development as well as academic learning,** • **Teach resiliency skills for students as a part of every day curriculum, reframe reactions to events to help students toward responding rather than reactions,** • **Supporting the use of executive functions (e.g., set goals, determine steps, anticipate consequences, make decisions and evaluate results) in daily classroom work and in life.**	Staff and students are taught and provided clear opportunities to show respect for each other at school. Staff role-model respect and appropriate friendship behaviors, as well as discuss them openly with students. Staff encourage peer mentoring in each classroom, especially with regard to students who are isolated or struggling. Staff support students (and seek out those who may be resistant) in verbally articulating their academic work as a way of deepening their understanding of the subject. Staff support and assist students in thinking through and developing a personal plan that involves their academics or personal goals and regularly, intentionally, and consistently teach resiliency skills. Students are expected and encouraged to be actively engaged in committees in making decisions regarding school operation.	Students are taught the value of respect through role-modeling and all staff recognized the power of role-modeling through their actions with students and each other. Specific and targeted opportunities are sometimes provided. Peer mentoring happens in several class rooms. There is discussion of academic concepts with some students who are less resistant to discussing the concepts of their academic work. There is some encouragement and assistance for students to develop academic or personal plans and some teaching of resiliency skills . Students are encouraged to be engaged in making decisions regarding school operation.	Staff are aware, on a limited basis, in role-modeling friendship skills and showing respect to their students and each other. Specific and targeted opportunities are seldom provided. Peer mentoring occurs on occasion in some classrooms. There is limited discussion with students about their work. Assistance is available for those students who are required to have an academic or personal plan as a part of their school assignment. There is limited teaching of resiliency skills. Some students are invited to be engaged in making decisions regarding school operation.	There is little or no attention paid to developing social skills. Some staff do not "role-model" appropriate respect with their students or each other. Peer mentoring is not encouraged. Discussions are minimal or don't happen at all with students on an individual basis. Students are expected to develop plans on their own after minimal instruction. Students are not encouraged to actively engage in decision making regarding school operation.

Component 5: Social-Emotional Skills/Personal Agency (continued)

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Component 6: Behavior/Emotion Regulation

CLC Component	4 Fully Functional	3 Mostly Functional	2 Limited Development	1 Little or No Development
Faculty and staff use curriculum and teaching strategies to help students better: • **Identify and differentiate their feelings,** • **Identify emotional cues of others,** • **Link their feelings with internal and external experiences,** • **Identify immediate resources to safely express their feelings,** • **Use strategies to modulate their response to emotions,** • **Behave in a manner appropriate to the classroom setting,** • **Return to a comfortable emotional state after arousal.**	All staff teach strategies that help students understand the language of feelings. Students are coached to identify triggers that set off their "flight-flight-fright" response and taught skills that relate to conflict resolution. The school provides an environment where students are attuned to their own emotions and the emotions of others. They are respectful to one another and school staff. Behavior issues are addressed as learning opportunities and teachable moments. Teachers are attuned to the climate in their classroom as perceived by students and embrace strategies and curriculum that encourage behavioral and emotional regulation. Staff address transition issues by clearly laying out changes in routine or structure, allowing adequate time for adjustment. There is space within the school/classrooms designated as "calming zones" or "safe places."	Some teachers and staff are teaching strategies that help students identify triggers that set off their "flight-flight-fright" response. Many students are attuned to their own emotions and the emotions of others. Many behavior issues are addressed as learning opportunities. Many teachers are attuned to the climate in their classrooms as perceived by students and make necessary adjustments. Some staff address transition issues by clearly outlining changes in routine or structure. Staff have planned space in their classrooms/school for "calming zones" or "safe places."	School staff are exploring teaching strategies that will help students identify triggers that set off their "flight-flight-fright" response. Some students are attuned to their own emotions and the emotions of others. Some behaviors addressed as learning opportunities. Some teachers are attuned to the climate in their classrooms as perceived by students making minimal adjustments. A few teachers address transition issues by clearly outlining changes in routine or structure. Some staff have discussed creating planned space in their classrooms for "calming zones" or "safe places."	School staff are not teaching or planning to teach students about behavioral/ emotional regulation. Students do not have the language to communicate their triggers that set off a "fight-flight-fright" response in the classroom. Teachers are not attuned or aware of the climate in their classroom as perceived by students. Teachers currently do not pay attention to transitions and how transitions trigger unexpected behaviors. There is no planned space in school or classrooms for "calming zones" or "safe places."

Component 6: Behavior/Emotional Regulation (continued)

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Component 7: Positive Discipline

CLC Component	4 Fully Functional	3 Mostly Functional	2 Limited Development	1 Little or No Development
Positive discipline: • **Utilizes students as part of the discipline solution, Teaches respect, cooperation, and conflict resolution skills which solve behavior issues and enhance classroom management,** • **refocuses students toward learning and not just punishment,** • **Sees behavioral issues as "teachable moments,"** • **Utilizes "unconditional positive regard," and "maintain high expectations" for all students.** **Aspects of Compassionate School discipline includes:** • **Student accountability.** • **Conflict resolution.** • **Respect for ourselves and others.** • **Seeking alternatives.** • **Taking responsibility for our actions.** • **Understanding cause and effect.**	All staff provide targeted instruction regarding expectations for classroom and school behavior on a regular basis. Positive discipline tools and strategies are shared with all school staff. Discipline policies use an "always empower, never disempower," "unconditional positive regard," and "maintain high expectations" approach for all students. (from the six Components, The Heart of Learning and Teaching) School discipline policies reflect an understanding of trauma and adversity as it relates to student behavior in the school setting. The policy should also recognize the behavior may be due to a biological reason for behaving the way they did which is beyond their control. Adding school-based responsibilities a student can excel in for poorly behaved students is utilized as a positive discipline approach.	Most staff teach expectations for classroom and school behaviors a few times a year. Most staff value discipline policies that use an "always empower, never disempower," unconditional positive regard," and "maintain high expectations" strategies for student discipline. School discipline policies reflect a good understanding of trauma and adversity as it relates to student behavior in the school setting. The policy also recognizes the behavior may be due to a biological reason for behaving the way they did which is beyond their control.	Some staff teach expectations for classroom and school behaviors once a year. Some staff value discipline policies that use an "always empower, never disempower," unconditional positive regard," and "maintain high expectations" strategies for student discipline. School discipline policies reflect a very limited understanding of trauma and adversity as it relates to student behavior in the school. The policy may not take into account that student behavior is sometimes beyond the control of the student.	There is no teaching to the expectations for classroom and school behavior. Discipline policies currently do not use an "always empower, never disempower," "unconditional positive regard," and "maintain high expectations" strategies for student discipline. School discipline policies do not reflect an understanding of trauma and adversity as it relates to student behavior in the school.

Component 7: Positive Discipline (continued)

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Compassionate Schools - Adapted from the Puget Sound Educational Service District

Component 8: Family Partnerships

CLC Component	4 Fully Functional	3 Mostly Functional	2 Limited Development	1 Little or No Development
• **Within the operation of the school, families take on many different *meaningful* opportunities,** • **Family partnerships with the school ensures that families will have a "voice" and action in the operation of the school,** • **Parent partnerships guarantee inclusion for parents and provide a platform for communication between parents and the school,** • **Schools invite and include parents in training activities whenever appropriate.** • **Schools empower parents to make decisions on behalf of their students. Decisions are made with families, not for them.** • **Schools train families to advocate with and for other families (especially those of a different culture) who are experiencing challenges.**	Family participation is valued and family members serve on SIP teams and other decision making teams; ethnic cultural events are held and lead by families; communication is encouraged and open; parents volunteer in classrooms and the school in accordance with their interests and skills; and family nights are held routinely and are run by families, for families. Parents are encouraged and trained to take on leadership/outreach roles with other parents or even within the school regarding school operation. Decisions about students are made with families not for them. Support for parent engagement is clearly visible through numerous brochures, websites, e-mail, phone calls, etc. several times a year, targeting key events. Parent advocacy training is provided by the school directly to all interested parents several times a year.	Most staff encourage families to volunteer or join parent organizations. Opportunities are available for parents who are willing to be somewhat assertive. Parent leadership is limited and often mistaken for parent engagement or involvement. Decisions about students may be made with input from the families. Support for family engagement/volunteer opportunities is present but not well executed to its potential. Outreach may be three or four times a year. Parent advocacy training occurs once or twice a year.	Some staff welcome family members to their classroom or the school. Family members are invited to volunteer for specific events. Parent leadership is not encouraged. Parents are relegated to staying within their family unit and receiving support from "professionals" when needed. Decisions about students are made by staff and families are informed. Support for family engagement/volunteer opportunities may happen once a year. Parent advocacy training is not scheduled. It may happen if requested.	Families are not welcomed during the school day – they attend family nights. Decisions for students are made by the school. Parent may be informed when the issue is important enough. Support for family engagement is limited to family nights or nothing at all. No advocacy training offered for families.

Component 8: Family Partnerships (continued)

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Component 9: Community Partnerships

CLC Component	4 Fully Functional	3 Mostly Functional	2 Limited Development	1 Little or No Development
• **Community partners (public and private) maintain common goals with schools in producing thriving citizens,** • **They participate in assessment, training, provision of social/health services, reviews, fund raising, in-kind services and goods, developing action plans that are both internal and external to the school, and continuous quality improvement.** • **Community partners are essential to school operation and provide support to vulnerable students and their families, especially partnerships focused on student mental health.** • **Developing true school/community partnerships enhances school operation, allows the school to focus mostly on their mission of educating children, and contributes to building quality community members for the future.** • **Schools invite community partners to training events that are applicable for cross training.**	The school takes an active role in outreach to and partnerships with the community (including mental health/substance abuse providers). There is a sense of welcome and inclusion. Community and families are invited to participate in an assessment of school operation. Staff are creative, think outside the box, and invite input when it comes to the utilization of community resources to benefit students and families. Community members are given active voice in decisions that govern school operation and participate on the SIP team. The school building is routinely made available for resource allocation of goods and services including public service agencies (mental health and substance abuse providers) and other community based organizations. Space is provided within the school building during and outside the school day for services, e.g. mental health services, social services, health services, after-school community assisted activities, special events, etc. Partners are invited to applicable training events several times a year.	There are some community organizations who partner with the school. The school does targeted outreach into the community and there is a sense of welcoming and inclusion. Community members are invited to provide feedback in the assessment and recommendations for improved school performance. At least one member from the community participates on the SIP team. Space is provided within the school after hours on an "as needed" basis based on current availability. The school building is sometimes made available to deliver services to students and families as needed. Partners are invited to training events once a year.	There has been some discussion with community members and public agencies partnering with schools around vulnerable students. There may be a one or two organizations that have been routinely involved. Input is not routinely sought out from community members regarding school performance. Community members do not have an active voice in the operation of the school. Space is provided only for student/parent events and hosted by the school. Community members may be invited to attend. There is discussion about including/inviting community partners in some training events.	There are currently no outside community organizations involved with the school.

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Component 9: Community Partnerships (continued)

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Component 10: Student/Learner Partnerships

CLC Component	4 Fully Functional	3 Mostly Functional	2 Limited Development	1 Little or No Development
Student voice and action are vital parts of school operation. Creating partnerships with students creates a platform for meaningful involvement. A school run for and by (as much as possible) students provides a sense of belonging at the school and ownership in its operation. **Meaningful ways for students to be involved:** • **Tutoring** • **Mentoring** • **School assessment** • **Fund raising** • **Training** • **Policy and procedure review** • **SIP participation** • **Activities/events planning** • **Outreach to vulnerable students** • **Teaching assistants** • **School staff assistants** • **Special project coordinators** • **Special assignments** • **Liaison between school and community** **Student/learner partnerships provide experiences with accountability, responsibility, and pride and creates a healthy sense of belonging, contributing to building quality community citizens for the future.**	The school takes an active role in providing *meaningful* opportunities for students (including elementary) to be actively engaged in school operation. They create opportunities for volunteering as well as using outreach (from staff or other students) to seek out students who would benefit from such engagement. Volunteer activities are also planned by students. A sense of welcome is created for participation. Students/learners actively participate in the assessment of school operation and in SIP process. Staff encourage creativity and inclusion and think outside the box. They invite active input and follow up on it. They also find new ways to solicit input. Students are given responsibilities in day to day school operation. For all students referred to the office for discipline, adding responsibility is seen as a potential method of discipline – using teachable moments and instilling a sense of pride.	The school provides *meaningful* opportunities for students (including elementary) to be actively involved in school activities. They create opportunities for volunteering as well as using some outreach (from staff or other students) to seek out other students who would benefit from such engagement. A sense of welcome is created for participation. Students/learners participate in the assessment of school operation. Staff invite active input and often follow up on that input. Students are given a responsibility in day to day school operation. For select students, referred to the office for discipline,, adding responsibility is seen as a method of discipline – using teachable moments and instilling a sense of pride.	The school provides some *meaningful* opportunities for students (including elementary) to be actively involved in school operation. They create limited opportunities for volunteering. A sense of welcome that is created for participation. Staff encourage creativity and inclusion. They accept input from students however input is not often acted upon. Students participate in some activities regarding school operation.	Students are there to be taught and are seldom called upon to assist in the overall operation of the school. The school is the rule.

Component 10: Student/Learner Partnerships (continued)

4. **Fully Functional Level of Development and Implementation:** This component is deeply imbedded in the school's culture. It represents a driving force in the daily work of the school. It is internalized and can survive changes in key personnel.
3. **Mostly Functional level of Development & Implementation:** A critical mass has endorsed this component. School has begun to modify their practice as they attempt to implement this component. Structural changes are being made to align with the component.
2. **Limited Development or Partial Implementation**: An effort has been made to address this component, but the effort has not yet begun to impact a "critical mass."
1. **Little or No Development and Implementation**: School has not yet begun to address this component.

Our Current Level is: _____	**Narrative** What is your evidence? What are your questions? What barriers exist? Potential solutions? Next steps?