Positive Relationships:
- Ensure each individual feels respected, acknowledged, and valued for their uniqueness;
- Cultivate a sense of community through caring, nurturing, and compassionate connections; and
- Demonstrate empathy and teamwork that supports the well-being of oneself and others.

Environments:
- Prioritize the physical and psychological safety and security of each individual;
- Adapt for site and situation;
- And are intentionally-organized for support, inclusiveness, & flexibility (e.g., app or online layout, audio, lighting, seating, displays, and materials).

Prevention:
- Reduces challenges and obstacles to learning with procedures and settings that are conducive to learning, build readiness, and promote prosocial behavior.
- Examples: Groupings, Visual schedules, Precorrections.

Learning Design:
- Plans for each learning experience define supportive, differentiated approaches to ensure responsiveness to the performance, needs, and cultures of each learner.
- Measurable learning goals are defined and communicated for continuous growth.
- Collaborative and intentional backwards planning is driven by standards and evidence-based practices.
- Clear connections are made between units of study, content, and life.
- Technology is embedded.

Learning Delivery:
- Learning experiences are student-centered.
- Opportunity and access is provided so that each learner is included and can excel.
- All Universal, Targeted, and Intensive supports include:
  - Plans for each learning experience define supportive, differentiated approaches to ensure responsiveness to the performance, needs, and cultures of each learner.
  - Measurable learning goals are defined and communicated for continuous growth.
  - Collaborative and intentional backwards planning is driven by standards and evidence-based practices.
  - Clear connections are made between units of study, content, and life.
  - Technology is embedded.

Evaluations of Learning:
- Regular monitoring of student performance, progress, and growth is a responsibility of each stakeholder.
- Measures of knowledge and skills are aligned to the Colorado Academic Standards and success criteria.
- Checks for Understanding are varied, matched to targets, and allow for immediate adjustments.
- Meaningful information is collected for next steps.

Communication:
- Encourages respect, dialogue, and participation with positive tone, language, requests, and responses;
- Is two-way (reciprocal), ongoing, and interactive;
- Values multiple perspectives and each person’s identity;
- And uses various methods.

Engagement:
- Is fostered through the explicit teaching of expectations that are mutually agreed upon, modeled, and reinforced; and
- Reflects predictability through routines and clear identification of roles.