DENVER PUBLIC SCHOOLS | Whole Child

Support Descriptors
DRAFT – Updated 10/28

Challenged

Excellent	Strong	Developing	Low
• Students perceive that adults at school expect they will continue their learning beyond the basic curriculum. • Students have individualized learning goals that are driven by the students themselves. • Students seek out their own applied/experiential learning activities. • Students push one another to stretch their learning. • Students engage in critical thinking and transfer learning across disciplines. • Students seek out a variety of enrichment opportunities in school and community that stretch their skills and interests.	• Students perceive that adults at school expect they can achieve success with the curriculum. • Students have individualized learning goals that are defined by their teacher. • Students take part in individualized learning activities with teacher facilitation. • Students work independently to stretch their skills and learning. • Students engage in critical thinking within a given discipline. • Students have access to a variety of enrichment opportunities in the school and community.	• Students have inconsistent perceptions about adults' expectations for their learning. • Students have classroom-wide learning goals. • Students take part in whole-group learning activities. • Students work with substantial scaffolding from their teacher. • Students engage in rote application of procedures within a given discipline. • Students have access to enrichment opportunities in school.	• Students perceive that adults at school have low expectations regarding their learning. • Students do not have specific learning goals. • Whole-group learning activities are at an inappropriate level for the majority of students. • Students have limited productive work. • Students engage in rote recitation of facts from a given discipline. • Students have limited access to enrichment opportunities.

Engaged

Excellent	Strong	Developing	Low
• Students exhibit a passion for learning that goes beyond school. • Students actively participate in their greater community, in addition to one another, their school, and their learning.	• Students pursue their interests in learning at school through personalized learning activities. • Students are actively connected to one another, their learning, and their school.	• Students do not go beyond requirements in order to pursue their interests. • Students are connected to their learning, but not other students; or students are connected to other students, but not their learning.	• Students have narrow expression of and opportunities to pursue their interests. • Students have limited connections with other students, their learning, and their school.
• Students see that the "why" of learning goes beyond themselves. • Students sustain a positive and consistent school wide culture.	• Students understand how their learning will benefit themselves. • Students help create a positive and consistent school wide culture.	• Students are unsure of the "why" of learning. • Students experience a positive and consistent school wide culture.	• Students are not interested in why they need to learn. • Students do not experience a positive and consistent school wide culture.
• Students create enrichment and extracurricular activities in their school and community.	• Students participate in enrichment and extracurricular activities in the school and community.	• Students participate in enrichment and extracurricular activities in school.	• Students have limited participation in enrichment and extracurricular activities.
• Students advocate for others in their school and in society; when they see a need, they pursue a solution.	• Students advocate for ways to engage with and demonstrate their own learning in school.	• Students do not always feel that their voice matters and inconsistently advocate for ways to engage with and demonstrate their own learning in school.	• Students do not feel that their voice matters and do not advocate for ways to engage with and demonstrate their own learning in school.

Supported

Excellent	Strong	Developing	Low
• Students identify and seek out support for their own learning.	• Students engage in personalized supports for their learning.	• Students participate in extra help for learning (e.g., tutoring) when directed.	• Students receive limited or no differentiation of learning activities.
• Students seek out opportunities to experience success beyond school.	• Students have opportunities to experience success at school.	• Students have inconsistent opportunities to experience success.	• Students have limited opportunities to experience success.
• Students participate in mentoring relationships.	• All students have an adult that they can turn to if they have a problem.	• Staff in specific roles provide support to students in the most distress.	• Few students have access to an adult to help them through difficulties.
• Students create a caring and inclusive environment through peer support systems without adult facilitation.	• Students experience school as a caring and inclusive environment that acknowledges and honors their background and ability.	• Students experience school as an inconsistently caring and inclusive environment.	• Students experience school as a hostile environment.
• Students encourage one another to access additional supports when they need them.	• Students independently access additional supports when they need them.	• Students access additional supports when invited by an adult.	• Students rarely access additional supports when they need them.
• Students seek out ways for their families to support their learning.	• School staff help families provide support for their students' learning.	• School staff inconsistently engage families to provide support for their students' learning.	• School staff do not engage families to provide support for their students' learning.
• Students help design school systems of support.	• Students have access to basic-needs supports in school.	• Students have inconsistent access to basic-needs supports.	• Students have limited access to basic-needs supports.

Healthy

Excellent	Strong	Developing	Low
• Students encourage others to make healthy choices within their control.	• Students know about healthy lifestyles (including nutrition, hygiene, and physical activity) and make healthy choices within their control.	• Students have limited knowledge of healthy lifestyles and inconsistently make healthy choices within their control.	• Students have limited knowledge of healthy lifestyles and make few healthy choices within their control.
• Students promote to their peers the use of health supports for self-care.	• Students make use of health supports for self-care.	• Students make inconsistent use of health supports for self-care.	• Students do not make use of health supports for self-care.
• Students have access to a variety of mental and physical health services and screening in school.	• Students have access to mental and physical health services and screenings, some of which are at school.	• Students have limited access to mental and physical health services and screenings in or out of school.	• Students have no access to health services and screenings.
• Student support others' access to food.	• Students have consistent access to food (3 meal/day, every day).	• Students have inconsistent access to food (2 meals per day or only at school).	• Students experience substantial hunger (1 meal per day, no food on weekend).
• Students support peer learning when sickness occurs.	• Students learning is not interrupted when sickness occurs.	• Students learning is inconsistent when sickness occurs.	• Students learning is substantially interrupted when sickness occurs.
• Students develop peer support systems.	• All students have a safe and caring adult with whom they can talk about their mental health.	• Students accept help when needed for mental health.	• Students do not have safe and supportive adults with whom they can connect for mental health.
• Students engage in student-led health activities and help set wellness policies and practices in their school.	• Students participate in health education with standards-aligned curriculum.	• Students receive health education that is not fully aligned to standards.	• Students do not receive health education.

Safe

Excellent	Strong	Developing	Low
• Students utilize school systems to promote physical safety for one another.	• Students do not feel threatened by physical violence, theft, or property damage at school.	• Students sometimes feel threatened by physical violence, theft, or property damage at school.	• Students often feel threatened by physical violence, theft, or property damage at school.
• Students have a voice in establishing school safety plans and remind one another of the expectations for safety at school.	• Students know and follow clear expectations for safety at school and understand the school's behavior system.	• Students have limited knowledge of expectations for safety at school.	• Clear expectations for safety at school have not been established and communicated.
• Students develop systems to help keep the school clean and well maintained.	• The school is clean and well maintained.	• The school is inconsistently cleaned and maintained.	• The school is untidy and poorly maintained.
• The school practices student-driven bully prevention.	• The school practices adult-driven bully prevention or other evidence-based adult-driven prevention programs.	• Staff intervene to stop bullying.	• The school has no bullying prevention or intervention.
• Students create emotionally safe spaces for one another.	• Students experience school as an emotional safe space with trusted relationships in which they can feel known.	• Students are sometimes afraid of experiencing verbal or emotional injury from students or adults.	• Students are often afraid of experiencing verbal or emotional injury from students or adults.
• Students encourage and stand up for the respect of one another.	• Students and adults consistently treat one another with mutual respect.	• Students and adults inconsistently treat one another with mutual respect.	• Students do not often feel respect from students or adults.
• Students of all abilities help to create an environment with safe accommodations for students with special needs.	• Students with disabilities have consistent access to an environment with safe accommodations for their needs.	• Students with disabilities have inconsistent access to safe accommodations for their needs.	• Students with disabilities do not have access to safe accommodations for their needs.

Socially and Emotionally Intelligent

Excellent	Strong	Developing	Low
Self	**Self**	**Self**	**Self**
• Students have a hypothetical awareness of their own emotions ("If that happened, I would feel…").	• Students are aware of and appropriately express their current emotions and needs.	• Students are inconsistently aware of and express their current emotions and needs, with help from adults.	• Students are not aware of their current needs and express their emotions in inappropriate ways.
• Students have a productive outlook and take action to pursue long-term plans.	• Students have a productive outlook that looks ahead to long-term outcomes.	• Students have a productive outlook focused on tasks or short-term outcomes.	• Students do not have a productive outlook for their future.
• Students take appropriate risks with confidence and are excited about trying new things.	• Students try new things and take appropriate risks with encouragement.	• Students avoid taking risks and trying new things.	• Students engage in excessively risky behavior.
• Students provide peer counseling and mentorship.	• Students seek appropriate help from adults to persevere through challenges.	• Students accept help when offered or required to persevere through challenges.	• Students give up easily.
• Students celebrate their identity with others.	• Students are proud of their identity.	• Students are ambivalent about their identity.	• Students have poor self-concept or no sense of identity.
Others	**Others**	**Others**	**Others**
• Students' strengths are celebrated.	• Students consistently operate in a strengths-based environment.	• Students inconsistently operate in a strengths-based environment.	• Students operate in a deficit-based environment.
• Students think about consequences for others before acting.	• Students understand and verbalize how their actions have affected others.	• Students sometimes understand how others feel with help.	• Students do not care how their actions affect others.
• Students participate in proactive resolution of ruptured relationships without adult facilitation.	• Students participate in resolution of ruptured relationships with adult facilitation.	• The school has no established system for restoring ruptured relationships.	• Students engage in violence or coercion in response to ruptured relationships.
• Students respect differences and seek out cross-cultural relationships.	• Students tolerate differences and engage in cross-cultural working relationships.	• Students avoid differences.	• Students exhibit active disdain for differences.
• Students have voice in establishing school wide social emotional learning systems.			