



MCHS Continuum of Supports Checklist

Student _____ Course _____ Date _____

Tier 1 - MCHS Universal Practices

Student History

- ☐ Check PowerSchool and Dossier history
- ☐ Check for IEPs and any relevant history and accommodations

Classroom Organization

- ☐ Advise students where to access and how to use required course materials (ex. Google Classroom, equipment)
- ☐ Additional materials/resources available for students (ex. pencils, extra copies of handouts, etc.)
- ☐ Ensure all students have access to technology when required (ex. Chromebooks, CPens, etc.) and practice with it
- ☐ Timely procedures in place for absent students to catch up (ex. Google Classroom, Torch Time, email, etc.)

Clear Classroom Routines and Structures

- ☐ Outline expectations, routines, and activities for classroom operations (ex. greetings, agenda, late, etc.)
- ☐ Agenda/schedule and key dates (due dates) posted or provided to students
- ☐ Intentional active classroom management (ex. seating arrangement, remove distractions)

Communication

- ☐ Introductory email to parents at the beginning of the course including teacher contact information
- ☐ 1:1 conversation with ALL students to build relationships and “know your kids” throughout the term
- ☐ Encouraging student self-advocacy for students to take initiative to solve their own problems

Sound Teaching Practices

- ☐ Scaffold learning (start where the students are at)
- ☐ Model learning skills, competencies, tools, thinking, etc.
- ☐ Regular and timely understanding checks (formative)
- ☐ Provide instruction on technology used, both hardware and software
- ☐ Ensure students use Torch Time effectively, including signing themselves up
- ☐ Provide review prior to summative assessment

Tier 2 - Student Classroom Intervention

Targeted Classroom Management

- ☐ Note where students are within the classroom (ex. alone, friendship groups, preferred location, etc.)
- ☐ Increased monitoring
- ☐ Move students within the room as needed (ex. seating plan)

Differentiation (what is taught, how it's taught, how learning is shown)

- ☐ Explain in different ways by providing multimodal learning experiences (ex. visual, auditory, manipulatives, movement, games, video, text)
- ☐ Chunking, break assignments or assessments into smaller parts
- ☐ Differentiated assessment (ex. typing vs written, take home vs in class, etc.)
- ☐ Simplify workload (ex. avoid duplicate assessing of content, omit sections of assignments)
- ☐ Varied assignment levels (ex. different reading levels)

Targeted Conversations with Students

- ☐ 1:1 conversation to support and understand what is happening with the student
- ☐ Using students strength to foster success
- ☐ Goal setting
- ☐ Targeted homework check
- ☐ In depth IEP review (if applicable) with student

Access Student Network and History

- ☐ Review historical grades
- ☐ Consult Student Services and/or Grade Administrator
- ☐ Contact previous teachers
- ☐ Conversation with parent(s)

Targeted Assistance

- ☐ Pre-teaching
- ☐ Intentional partner/groups (ex match with mentor, match with similar skills, etc)
- ☐ EA support if available
- ☐ Extra help session
- ☐ Sign student up for Torch Time
- ☐ Peer teaching
- ☐ Provide additional review materials
- ☐ Review completed assessment

Supported Student Led Strategies

- ☐ Checklist
- ☐ Movement breaks
- ☐ Personal dictionary
- ☐ Personal schedule (ex. provide reminders, to do lists, and calendars to remind students of tests, quizzes, papers, etc. with due dates)
- ☐ Phone apps
- ☐ Study cards
- ☐ Auditory environment (ex. noise canceling headphones, ear plugs, brown noise, music)

Tier 3 - School Supports

Academic Achievement Centre
Counselor Support
Educational Assistant Support
Grade Administrator Support
Indigenous Based Program
Indigenous Graduation Coach Support
School Based Support Team
School Resource Officer Support
Success in School Plan
Torch Time Sessions
Transitions Program

Tier 4 - Intensive Supports

Addiction Services
Alberta Health Services
Children Services
PSD Behaviour Specialist
PSD Blind/Low Vision Consultant
PSD Deaf/Hard of Hearing Consultant
PSD Sunrise Support
Primary Care Network
VTRA
Youth Mental Health Clinic