

Dimension #3: Providing Supports for Success

Indicators	Parents	Students grades 4-6	Students grades 7-12	Staff	Leaders
	<i>"At my child's school..."</i>	<i>"At my school..."</i>	<i>"At my school..."</i>	<i>"My colleagues and I..."</i>	<i>"In my school/authority..."</i>
A. Differentiated instruction is integrated into classroom practice and school-wide learning opportunities.	1. Teachers use differentiated instruction to meet the diverse learning needs of all students.	1. Teachers make sure all students in the class can learn.	1. Teachers make sure all students in the class can learn.	1. Use differentiated instruction to meet the diverse learning needs of all students.	1. Differentiated instruction is an integral part of classroom practice.
B. Positive behaviour supports are embedded in classroom and school-wide routines.	2. Classroom and school routines are organized to support positive behaviour.	X	X	2. Embed positive behaviour supports in classroom and school-wide routines.	2. Positive behaviour supports are embedded in classroom and school-wide routines.
C. School routines and practices provide a level of structure and consistency that creates a safe, positive and supportive learning environment for students and their families.	3. The environment is safe and supportive so all students can participate and learn.	2. My classroom is a safe place for me to learn and ask questions.	2. I feel safe and supported in my classes so that I can ask questions and learn.	3. Ensure school routines and practices provide a level of structure and consistency that creates a safe, positive and supportive learning environment for students and their families.	3. School routines and practices provide a level of structure and consistency that creates a safe, positive and supportive learning environment for students and their families.

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D. Professional learning activities help staff value and respond to student diversity.	4. Staff value and respond to student diversity.	X	X	4. Believe that the professional learning opportunities open to me help me to value and respond to student diversity.	4. Professional learning activities help staff value and respond to student diversity.
E. Teaching staff have regular and structured opportunities to engage in collaborative problem solving.	X	X	X	5. Have regular and structured opportunities to solve problems collaboratively.	5. Teaching staff have regular and structured opportunities to engage in collaborative problem solving.
F. Ongoing assessment identifies when students are in need of additional supports, interventions and services.	X	3. Teachers check to see if students need more help.	3. Teachers check to see if students need more help.	6. Use ongoing assessments to identify where students need additional supports, interventions and services.	6. Ongoing assessment identifies when students are in need of additional supports, interventions and services.

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G. Teaching staff have access to consultation and support from specialists to help them meet the diverse needs of all students.	X	X	X	7. Have access to consultation and support from specialists that will help us meet the diverse needs of all students.	7. Teaching staff have access to consultation and support from specialists who help them meet the diverse needs of all students.
H. School staff and external service providers work together in collaborative and purposeful ways.		X	X	8. Work with external service providers in collaborative and purposeful ways.	8. School staff and external service providers work together in collaborative and purposeful ways.
I. As much as possible, services and interventions support classroom learning.	X	X	X	9. Access services and interventions to support classroom learning.	9. Services and interventions support classroom learning.
J. Assistive technologies, including communication devices, are used to support individual students.		X	4. Technologies are there to help students that need them.	10. Use assistive technologies, including communication devices, to support individual students.	10. Assistive technologies, including communication devices, are used to support individual students.

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K. First Nations, Métis and Inuit learners receive the academic and cultural support they need to be successful learners and active members of the school community.	X	X	X	11. Provide First Nations, Métis and Inuit learners with the academic and cultural support they need to be successful learners and active members of the school community.	11. First Nations, Métis and Inuit learners receive the academic and cultural support they need to be successful learners and active members of the school community.
L. Students learning English as an additional language receive the academic and cultural support they need to be successful learners and active members of the school community.	X	X	X	12. Provide students learning English as an additional language the academic and cultural support they need to be successful learners and active members of the school community.	12. Students learning English as an additional language receive the academic and cultural support they need to be successful learners and active members of the school community.
M. Supports and interventions are in place to reduce barriers to attendance.	7. Staff work with parents to ensure all students attend school regularly.	X	5. Adults work together to ensure all students attend school regularly.	13. Ensure supports and interventions are in place to reduce barriers to attendance.	13. Supports and interventions are in place to reduce barriers to attendance.

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N. Supports and interventions are in place to reduce problem behaviours, including bullying.	8. There are supports in place to reduce problem behaviors.	4. Teachers try to help students who have problems.	6. There are supports available for students who have problems.	14. Ensure supports and interventions are in place to reduce problem behaviours, including bullying.	14. Supports and interventions are in place to reduce problem behaviours, including bullying.
O. Supports and interventions are in place to reduce or eliminate suspensions and expulsions.	X	X	7. Adults try to help students instead of suspending or expelling them.	15. Ensure supports and interventions are in place to reduce or eliminate suspensions and expulsions.	15. Supports and interventions are in place to reduce or eliminate suspensions and expulsions.
P. Supports are in place to ensure that students are well prepared for successful transitions from one learning setting to another.	9. Students are supported as they move between grades or to a different school.	5. Teachers help me get ready to move from one grade to the next.	8. Teachers help me get ready to move from one grade to the next.	16. Ensure supports are in place to make sure students are well prepared for successful transitions from one learning setting to another.	16. Supports are in place to ensure that students are well prepared for successful transitions from one learning setting to another.