

**Faculty Practice Resources: Student Support Action Plan**  
**By Dr. Maria-Lucia Di Placito, Humber College**

Student Support Action Plan

**Date of Conversation:**

**Student's Name:**

To follow-up on our previous conversation, please find below our Support Action Plan identifying accommodations.

- Allow submission of assignments electronically on the given or alternative due date with email notification to me at least 24 hours prior to the due date/time
- Allow the completion of tests electronically on the given or alternative due date with email notification to me at least 24 hours prior to the due date/time
- Extend the deadline set for completion of assignments
- Extend the time allotted for completion of tests
- Adjust weight of assignments/tests to accommodate missed/poorly-valued assignments/tests
- Allow tests to be completed in the institution's test centre on the given or another writing date with email notification to me at least two days prior to the writing date/time
- Bi-weekly email check-ins for Q&A
- Offer assignments/tests outlines or reviews a week prior than the offering to the rest of class
- Offer extensive/additional feedback on all assignments/tests
- Connect with Accessibility Services to pursue formal accommodations when appropriate

I am glad we were able to work together in developing this plan. I am eager to see your growth and success in class. Please let me know if there is anything you would like to add/remove/change and please keep in mind that we can modify this plan at any time.

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Mindful of...

- Academic/course expectations (accommodations, rather than modifications)
- Rigidity of some course content designs
- Size of classes
- Instructor time
- Instructor workload

**Faculty Practice Resources: Student Support Communication Templates**  
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Student Support Communication Templates

**Confirmation of Academic Accommodations:**

*This is \_\_\_\_\_, your \_\_\_\_\_ Professor. I would like to check-in with you about your accommodations letter. I received the document from Accessibility Services, but I would like to make sure with you that everything was accurate. Also, I would like to know how exactly you would like the accommodations executed. Perhaps we can have a quick email or in-person conversation. What do you think?*

**Select Student “Check-Ins”:**

*This is \_\_\_\_\_, your \_\_\_\_\_ Professor. I would like to follow-up on our previous meeting/conversation. How is everything going so far? If there is anything else you would like to talk about or arrange, please feel free to let me know.*

**Mid-Semester Mass Student “Check-Ins”:**

*This is \_\_\_\_\_, your \_\_\_\_\_ Professor. I would like to check-in with everyone and see how everything is going so far. If you have any questions about our course (e.g., upcoming assignments/tests, current grades, make-up task opportunities, etc.), please feel free to let me know.*

**Rendering Upon Recognition via Email:**

*This is \_\_\_\_\_, your \_\_\_\_\_ Professor. I would like to check-in with you to see if everything is okay. Please know that if you would like to chat or need help in any way, you can connect with me either through this email address or in-person. Alternatively, you can access our Student Support Services Directory uploaded on our course webpage.*

## Student Mental Health Support Strategies

### Post-Secondary Mental Health Initiatives

Post-Secondary Student Mental Health: Guide to a Systemic Approach (Canadian Association of College and University Student Services, 2013) - <https://healthycampuses.ca/wp-content/uploads/2014/09/The-National-Guide.pdf>

Supporting Students in Distress: Employee Reference Guide (Camosun College) - <http://camosun.ca/about/mental-health/documents/mental-health-initiative.pdf>

Student Mental Health and Well-Being Strategy (Camosun College, 2016-2020) - <http://camosun.ca/about/mental-health/documents/MentalHealthStrategyBooklet.pdf>

New Vision of Wellness: A Timely Strategic Shift (Mohawk College, 2014) - <https://www.mohawkcollege.ca/sites/default/files/Reports%20and%20Documents/New%20Vision%20of%20Wellness.pdf>

Student Affairs Mental Health Strategy (Mount Allison University, 2016) - [https://www.mta.ca/uploadedFiles/Community/Governance\\_and\\_admin/VP\\_International\\_and\\_Student\\_Affairs/Student\\_Affairs\\_Strategic\\_Plan/Student\\_Affairs\\_Mental\\_Health\\_Strategy\\_July\\_2016.pdf](https://www.mta.ca/uploadedFiles/Community/Governance_and_admin/VP_International_and_Student_Affairs/Student_Affairs_Strategic_Plan/Student_Affairs_Mental_Health_Strategy_July_2016.pdf)

Supporting Students in Distress (OCAD University, 2015) - <http://www.ocadu.ca/AssetFactory.aspx?did=2449>

Student Mental Health and Wellness Framework and Recommendations for a Comprehensive Strategy (Queen's University, 2012) - <http://www.queensu.ca/principal/sites/webpublish.queensu.ca.opvcwww/files/files/CMHFinalReport.pdf>

Quick Reference Guide: Assisting Students in Distress (University of Saskatchewan) - [https://students.usask.ca/documents/counselling/Counselling\\_Folder.pdf](https://students.usask.ca/documents/counselling/Counselling_Folder.pdf)

Student Mental Health Strategy (University of Guelph, 2016) - <https://www.uoguelph.ca/studentaffairs/sites/uoguelph.ca.studentaffairs/files/public/University%20of%20Guelph%20-%20Student%20Mental%20Health%20Strategy%20-%20Final%20Document%20-%20April%2022,%202016.pdf>

Report of the Provostial Advisory Committee on Student Mental Health (University of Toronto, 2014) - <http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/REPORT+OF+THE+PROVOSTIAL+ADVISORY+COMMITTEE+ON+STUDENT+MENTAL+HEALTH.pdf>

Quick Reference Guide: Assisting Students in Distress (University of Victoria) - [https://www.uvic.ca/studentaffairs/assets/docs/SMHS\\_reference-folder.pdf](https://www.uvic.ca/studentaffairs/assets/docs/SMHS_reference-folder.pdf)

Student Mental Health Strategy (University of Victoria, 2014-2017) - <https://www.uvic.ca/mentalhealth/assets/docs/StudentMentalHealthStrategy.pdf>