Sample IERF Template

Introduction

This IERF Sample Template was created using a combination of real and fictitious actions through multiple small group discussions and does not represent a real school division. Thanks to Dr. Scott Tunison, Dr. Ted Amendt and the IEOG Sample Group members who supported developing this document.

The creation of the document included populating and then conducting a critical analysis of the data with commentary. The **evidence of progress** section is the documented actions by the school division to support the rating on the continuum highlighted in yellow. The *analysis of evidence* is the critical analysis of the actions in the **evidence of progress** listed. The **next steps** are the future actions documented by the school division to support movement on the continuum. The **next steps** were then reviewed and analyzed, and potential questions/comments added for the school division to consider as it progresses along the continuum. The *analysis and questions* section includes reflections to support the **next steps** thinking.

The intent of the document is less about showing a completed template, which will look different for each school division in the province, but rather to help support the administrator or collaborator group reviewing the data in their analysis and planning for next steps.

All learners demonstrate knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation

Stepping Stone	Strategizing		
	Observing	Supporting	Disrupting
Intentional and developmental exposure, experience, and engagement in learning for all staff	Sponsors occasional cultural events and/or projects. Informs teaching and administrative staff about events.	Sponsors and/or creates regular developmental exposure opportunities for all staff to learn about Indigenous worldviews and cultures. Leaders frequently participate and all staff are encouraged to participate in at least some of these opportunities.	Creates multiple developmental exposure opportunities for all staff to learn about Indigenous worldviews and cultures. Clearly communicates expectations that all staff engage in these opportunities and provides time for them to do it. Increases staff engagement in community-based events to extend their learning.

Evidence of progress (What was the net effect of the implemented actions?): Support the four domains of holistic learning. There is regular professional development opportunities and dedicated PLC time for teachers to learn from Elders/Traditional Knowledge Keepers/Cultural Advisors and the learning is coming from Indigenous Peoples. The second staff meeting of the month is focused on Indigenous education and an Elder/Traditional Knowledge Keeper/Cultural Advisor is invited to teach about a topic. Administration meetings, school staff meetings, SCC meetings, board meetings – all provide opportunities for exposure, experience, and engagement – there is a constant place on the agenda of these meetings for small bits of learning each time.

Analysis of Evidence – This school division assessed themselves at the supporting level. We agree because:
- *Actions take place at a variety of levels (e.g., School Community Council, School Board, Administration)*
- *Elders/Traditional Knowledge Keepers/Cultural Advisors appear to be engaged in the work and they are leading/co-planning events.*
- *There are ongoing opportunities for staff to engage in this work – second staff meeting each month is focused on Indigenous education.*
- *Formal leaders (e.g., Senior administrators, school-based administrators) participate in the learning "frequently" and staff are "encouraged" to participate.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to remain or improve):
Supporting staff engagement by sharing communications on community events. Building a relationship with the Métis local. Continuing to have all staff engage in regular professional development opportunities and have dedicated PLC time for teachers to learn from Elders/Traditional Knowledge Keepers/Cultural Advisors. Discussion on relationships at the Tribal Council level to build relationships for professional development days and participating in Tribal Council/community-hosted events. Leaders are aware of and support community events which includes budgeting time to show support.

Analysis – We agree that these actions are viable/appropriate next steps.

Questions to ask/comments to assess positioning on the continuum.
- *Are staff involved in the learning and are staff supported (time, funding, etc.) in attending community events?*
- *Are the staff meetings focused on "Indigenous education" well-attended? Is learning taking place – how do you know/what do we see staff doing differently that suggests a positive effect of the learning?*
- *How are we ensuring Indigenous staff voice has been reflected in the actions?*

Investigate, acknowledge, and respond to truth, history, and land	Mentions historical truths about this land and Indigenous peoples that impact the present day during public events. Permits individuals to pursue opportunities to extend knowledge. Occasionally asks Indigenous peoples for advice but messages are filtered through non-Indigenous leaders' perspectives.	Acknowledges the historical truths about this land and Indigenous peoples that impact the present day. Policy, practice, and public events sometimes address truth – usually indirectly. Incorporates Indigenous peoples' perspectives and sometimes gives them the floor to speak their own truths about "safe" topics. Encourages individuals to pursue opportunities to extend knowledge.	Intentionally addresses truth in policy, practice, and public events – usually explicitly. Actively seeks opportunities to extend knowledge and promotes the learnings and teachings of others to move this work forward. Provides resources for individuals to pursue opportunities to extend their knowledge as well.

Evidence of progress (What was the net effect of the implemented actions?):
All staff meetings begin with a land acknowledgement of the Treaty territory. There is an Elder/Knowledge Keeper that speaks on National Indigenous Peoples Day/Orange Shirt Day/Indigenous Storytelling Month. Division allowing requests for Indigenous specific professional development and includes resources/time. There are hallway displays with Indigenous focus. There are school and student led initiatives and projects in local communities that share knowledge, learning and accepting of historical truths of their area.

Analysis of Evidence – This school division assessed themselves at the observing level. We agree because:
- *Actions seem to be at the "generic" level and not specific to local context.*
- *Staff meeting land acknowledgment potentially addresses historical truths and at minimum is a starting place.*
- *Allowing staff to pursue opportunities for Indigenous-specific professional development is positive but there needs to be opportunity to apply the learning and see it take root in the school/division.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to remain or improve?):
The division will have resources/time set aside for all staff to pursue Indigenous education/ceremony beyond their regular professional development. It is mandatory to ensure that staff have professional development plan learning component that is Indigenous-focused. Exploring opportunities such as anti-racism education and especially supporting/promoting/encouraging opportunities for teachers. Keeping in mind the imperative for teachers/others for educating – responsibility and increased accountability. There is no way to track teaching treaties in the classroom or treaty education assessment. The creation of Indigenous based assessment practices and additional opportunities for Indigenous people to speak to teachers/students. Creating an evergreen calendar for Indigenous days/times to promote ongoing learning and not just on designated days.

Analysis – We agree that these actions are viable/appropriate next steps.

Questions to ask/comments to assess positioning on the continuum.
- How might the division move beyond merely providing opportunities for staff learning to be at a system level? How could it provide active support in other ways?
- To get to "supporting" level you are actively seeking advice and engagement of Indigenous peoples which seems to be translating into policy and practice. To get to "disrupting" you must ask how could Indigenous people be engaged directly in policy development? How do these actions go beyond being performative?

Relationships with Indigenous peoples in the local territory	Rarely takes the opportunity to communicate and engage with Indigenous peoples. Rarely engages Indigenous peoples of the territory in relationship-based projects; when it does happen, it is usually near the end of development and/or implementation.	Accepts opportunities to meet Indigenous peoples. Seeks to engage Indigenous peoples of the territory in relationship-based projects aimed at improving the educational experiences of children and youth. Interacts with Indigenous peoples as they would with non-Indigenous, as in a partnership, friendship, or professional transaction.	Actively seeks opportunities to meet and collaborate with Indigenous peoples. Consistently engages Indigenous peoples throughout all relationship-based projects through co-governance of initiatives that pertain particularly to Indigenous children and youth but affect all students. Policy, administrative procedures, and strategic plans are infused with Indigenous worldviews and Indigenous peoples are consistently present to contribute their perspectives and experiences.

Evidence of progress (What was the net effect of the implemented actions?):
There are no relationships with Indigenous people located in the school division boundary. Leadership is aware of local Indigenous nations in the area but lacks any formal or informal connections currently. Staff demonstrate a lack of motivation and interest in learning about local Indigenous ways or connecting with the people.

Analysis of Evidence – This school division assessed themselves at the observing level. We agree because:
- *Actions are limited in this area due to no relationships or connections.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to remain or improve?):
Finding out the Indigenous nations and First Nations schools in the school division and who the local contacts are. Building relationships with Elders/Traditional Knowledge Keepers/Cultural Advisors. Educating staff on protocols and developing an Indigenous Protocols/Policy document for the division with local Indigenous Elders/Traditional Knowledge Keepers/Cultural Advisors. Creating opportunities for land-based learning. Creating Local Governance Agreements and having an Indigenous Advisory Committee. Having ongoing representation of Indigenous people on all committees not just those with an Indigenous focus. Having everyone in the division initiate a personal path to reconciliation.

Analysis – We agree that these actions are viable/appropriate next steps but require strategy and focus.

Questions to ask/comments to assess positioning on the continuum.
- *What is our strategy to engage and create partnerships with Indigenous nations in the area?*
- *Does the division have any Indigenous policy or protocols for engaging with Indigenous Elders/Traditional Knowledge Keepers/Cultural Advisors, including compensation?*

Equitable opportunities and outcomes for First Nations and Métis learners

Stepping Stone	Strategizing		
	Observing	Supporting	Disrupting
Aware of and challenge bias and stereotypes	Within the context of the *Education Act* and other relevant regulations; the division reviews structures, policies, administrative procedures, and strategic plans occasionally when questions arise by discussing with groups of teachers, families, and community members.	Within the context of the *Education Act* and other relevant regulations; structures, policies, administrative procedures, and strategic plans are systematically reviewed discussing with groups of teachers, families, and community members using a critical lens informed by anti-racist/anti-oppressive theoretical frameworks.	Within the context of the *Education Act* and other relevant regulations, regular systematic reviews of structures, policies, administrative procedures, and strategic plans with groups of teachers, families, and community members result in changes that reflect anti-racist/anti-oppressive theoretical frameworks – making them more equitable and inclusive.

Evidence of progress (What was the net effect of the implemented actions?):
There are reactive reviews of policies, and the division participates in the Ministry of Education's Leading to Learn program.

Analysis of Evidence – This school division assessed themselves at the observing level. We agree because:
- *The reviews of policies are reactive.*
- *Leading to Learn is a good starting place for growth.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to remain or improve?):
Planning proactive reviews. Educating division staff on anti-racist/anti-oppressive theoretical frameworks and key terminology. Continued education in Leading to Learn and putting that into practice. Continuing and supporting education of Indigenous worldviews. Ensure that real discussions can happen at the board, division, and school levels in safe spaces around this topic – some people have no idea how to address their own bias – so a safe place and process for this to happen is important.

Analysis – We agree that these actions are viable/appropriate next steps but require strategy and focus.

Questions to ask/comments to assess positioning on the continuum.
- *There are a wide variety of actions identified but they require prioritization and strategic focus.*
- *Proactive review of board policy and/or administrative procedures would help move to supporting.*
- *Broader engagement of communities and seeing it as a specific action in the school board strategic plan.*

Learning is the "constant" but context matters	Policy and practice decisions are informed through community discussions but often absent of First Nations and Métis voice. There is a common research-informed language and practice related to educational practice and policy matters.	Policy and practice decisions are informed through discussions with local First Nations and Métis representatives. There is a common research-informed language and practice related to educational practice and policy matters but schools retain flexibility to respond to local communities' needs.	Policy and practice decisions are made by committees that include local First Nations and Métis representatives. The community's needs are actively met because the relationships built through developing and using research- and community-informed common language and practice ensures that community's voice is present at all times.

Evidence of progress (What was the net effect of the implemented actions?):
There are no relationships with local Indigenous nations and policy and practice decisions are made by the division. There is a lack of Indigenous resources, and the division is only using provincially promoted resources. There is a lack of understanding of terminology.

Analysis of Evidence – This school division assessed themselves at the observing level. We agree because:
- *There is an inconsistent understanding of terminology that indicates they are not at the stage of having a "common research-informed language."*
- *There are underdeveloped relationships with local Indigenous nations. We do not know the needs of the communities because there is no relationship there.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to remain or improve?):
Find out who the local Indigenous nations are. Explore opportunities for land-based learning, Local Governance Agreements, and an Indigenous Advisory Committee. Work with Indigenous peoples to develop local resources and in supporting the use of appropriate resources. Encouraging teachers and staff to make their own connections to local Indigenous peoples but it must be a real relationship, not something that their school division sets up or makes them do. Creating connections to local Elders/Traditional Knowledge Keepers/Cultural Advisors to support authentic learning. There is funding in place to support access to Elders/Knowledge Keepers/Cultural Advisors, and other resources.

Analysis – We agree that these actions are viable/appropriate next steps but require strategy and focus.

Questions to ask/comments to assess positioning on the continuum.
- *There are a wide variety of actions identified but they require prioritization and strategic focus.*
- *Establishing relationships with local Indigenous Nations allows the school division to become aware of and address local needs, which helps get the division to the observing stage.*

• *Clarifying terminology will occur through relationships, policy and administrative procedures development, and staff professional development which will also help the division move to the supporting stage.*			
Everyone can and will succeed	Academic success is important but not essential – other things (e.g., having a safe place to go, providing a meal, etc.) are just as important. Teacher practice reflects their belief that "all students are the same."	Academic success is important and there are multiple paths to success. Success in other areas is promoted as well. Teacher practice reflects their belief that all students can and will succeed.	Academic success is essential and is achieved and recognized through a holistic perspective. Teacher practice fosters development of the "whole" learner as an essential component of academic success.

Evidence of progress (What was the net effect of the implemented actions?):
Participating in the Ministry of Education's Leading to Learn program, and teachers believe that all students are the same. The assumption that all students are equally equipped to learn (effort equals success).

Analysis of Evidence – This school division assessed themselves at the observing level. We agree because:
- *The assumption that "all students are the same" fits within the observing stage.*
- *Participating in Leading to Learn as a starting place to challenge assumptions and actions associated with them.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to remain or improve?):
School team/staff stand up for equitable opportunities for all students. All division staff want to be involved in knowing how to best support Indigenous students and all staff are advocates at all tables. Provide a wrap-around approach for all students and families – meet them where they are at, remembering that not all families operate within the structure of a school as far as communication and expectations. There is effort to provide multiple opportunities to explore and learn and demonstrate success.

Analysis – We agree that these actions are viable/appropriate next steps.

Questions to ask/comments to assess positioning on the continuum.
- *There needs to be relentless focus on the teaching/learning process.*
- *Is there evidence of the rejection of deficit theorizing when talking about Indigenous students and families? We want to see stated assumptions that demonstrate a belief by board/staff that all students can learn here, and the school division takes ownership and demonstrates leadership to ensure the learning takes place.*

Shared management of the provincial education system by ensuring respectful relationships and equitable partnerships with First Nations and Métis peoples at the provincial and local level

Stepping Stone	Strategizing		
	Observing	Supporting	Disrupting
Trust and authentic engagement	Division develops policy, administrative procedures, and strategic plans; then it seeks input from local First Nations and Métis community.	Division checks with local First Nations and Métis community as policy, administrative procedure, strategic planning, and practice decisions are made.	Division and local First Nations and Métis communities have shared commitment, equitable representation, and active voice as they work collaboratively on policy, administrative procedure, strategic planning and practice decisions.

Evidence of progress (What was the net effect of the implemented actions?):

Strong engagement from one local First Nation which includes regular communication between a provincial and First Nations school. One board member from that First Nation is appointed to the board of education. There are opportunities for input and communication from the school division with the First Nation on programs and the School Community Council. There is active participation in the Ministry of Education's Invitational Shared Services Initiative program.

Analysis of Evidence – This school division assessed themselves at the disrupting level and we disagree because:
- *There is evidence of a relationship with one First Nation. This division is known to have multiple First Nations in its boundaries. There is no evidence of relationship beyond the one First Nation. There is also no evidence of a relationship with the local Métis Nation-Saskatchewan.*
- *There is a mechanism for Indigenous representation from one First Nation at the governance level. The representation does not reflect the diversity of all the Indigenous nations in the school division boundaries.*
- *Participating in the Invitational Shared Services Initiative may support relationships at the operational level between a provincial school and a First Nation school. May only be project specific collaboration and not strategic or policy focused.*
- *It appears that the division and local Indigenous Nations have not formalized a structure or agreement to work together.*
- *It is not disrupting because one, not all, local Indigenous Nations are represented in decision making spaces and therefore there is not an equitable opportunity for Indigenous Nations to collaborate on policy, administrative procedures, strategic planning, and practice decisions. The input seems to be narrow in focus and limited to the School Community Council and school programs.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to remain or improve?):
Finding out who the other local Indigenous nations are. Creating local Governance Agreements that identify mutual areas of interest. Focusing on building relationships with local Indigenous nations means reaching outside the school community walls. Having agreed upon processes in place to ensure authentic representation/collaboration from all local Indigenous nations.

Analysis – We agree that these actions are viable/appropriate next steps. These next steps will situate the school division into supporting and move them to the beginning stage of disrupting.

Questions to ask/comments to assess positioning on the continuum.
- *Develop an approach or create a solution that is developed collaboratively between the board of education and the local Indigenous Nations that reflect the local context, respect school board autonomy, and respect the sovereignty and diversity of First Nations and Métis peoples.*
- *What is the nature of the relationship with local Indigenous nations? Are the relationships at the governance level? Is the relationship at the operational level?*
- *What is the division doing to encourage Indigenous trusteeship? Is there a strategy or actions?*
- *How can you replicate the relationship with the one First Nation to extend to the other Indigenous Nations on policy, administrative procedures, strategic planning, and practice decisions?*
- *How will the school board build relationships with local Indigenous nations to create partnerships?*

| Data/information management | Data are collected and stored following the Registrar's Handbook for School Administrators guidelines and other relevant policies. There is little or no communication with families/caregivers regarding (i) the data that are collected, (ii) the intended uses of those data, and (iii) the ways in which findings from data analysis will be communicated. Data are stored indefinitely for division's use. | Within the context of the Registrar's Handbook for School Administrators and informed by other relevant policies, the division is open and clear about the data that are collected, the purpose of collecting them, the way in which they will be used (and not used), how results will be communicated (and to whom), and how they will be disposed of when no longer needed. | Within the context of the Registrar's Handbook for School Administrators and informed by other relevant policies, data handling protocols are developed collaboratively with local First Nations and Métis communities, to guide data collection, use, communication, and disposal. First Nations and Métis families/caregivers are invited into dialogue regarding data collection and handling processes. |

Evidence of progress (What was the net effect of the implemented actions?):
Celebrations of learning - how schools are bringing in Indigenous families and sharing data, high school achievement/tracking – transiency, taking longer than 3 years, relationship with parents/families and teachers, all school divisions have separate assessment plan, provincially mandated data collection.

Analysis of Evidence – This school division assessed themselves at the observing level:
- *Engaging in conversations with families and caregivers regarding the collection and use of personal information would bring the school division to the observing level.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to remain or improve?):
Increased communication of data use in the division, policies and data collections are co-created and shared back. Supporting relationships with parents/families and scaling that up, eliminating barriers (fees) to LAFOIP for Indigenous parents (boards decide). Supporting parents/families in knowing what is available, advocate/ally for parents/families in providing information/access to student information beyond what is available to teachers' operational policy/policy.

Analysis – We agree that these actions are viable/appropriate next steps.

Questions to ask/comments to assess positioning on the continuum.
- *What is our strategy around parent/caregiver engagement? What evidence do we have that the strategy is being implemented as intended?*
- *How are we engaging parent/caregivers in conversation about the nature of data collection, management of information and data storage?*
- *What is the division doing to empower SCCs to engage in meaningful discussions related to data collection and storage?*

"Ethical space of engagement"	Division provides an annual one-day seminar for employees and trustees led by an outside expert. Employees and trustees are encouraged to reflect on their implementation of that training through their personal learning plans.	Division hires a consultant to develop and implement a training program for creating and sustaining equitable environments and relationships. All employees and trustees participate in annual seminars based on this program. Employees are expected to reflect on their implementation of that training through their personal learning plans.	Through partnerships between the division and local First Nations and Métis communities and individuals, all staff and trustees participate in ongoing training for creating and sustaining equitable environments and relationships. All employees are engaged in regular reflection regarding their implementation of that training through their conversations with their supervisors regarding their personal learning plans.

Evidence of progress (What was the net effect of the implemented actions?):
The board held a retreat on Indigenous Worldviews.

Analysis of Evidence – This school division assessed themselves at the observing level. We agree because:
- *The board has held a retreat for themselves and that is evidence that this is on their radar.*
- *Providing staff with similar learning opportunities would bring the division up to the observing stage.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to remain or improve?):
Find appropriate, applicable, and authentic learning experiences for staff. Keeping the learning going through the year with professional growth plan (PGP) goals. Regular meetings (division and school levels) involve discussions to analyze current practice.

Analysis – We agree that these actions are viable/appropriate next steps.

Questions to ask/comments to assess positioning on the continuum.
- *What evidence is there that the board retreat has influenced trustees' governance work?*
- *Have we engaged with local Indigenous Elders/Knowledge Keepers or consultants to develop and deliver professional development?*
- *Ethical space of engagement speaks to creating the space for Indigenous and non-Indigenous people to communicate/collaborate with the purpose of improvement. What evidence is there to suggest that this is being created?*

Culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes

Stepping Stone	Strategizing		
	Observing	Supporting	Disrupting
Multiple pathways/definitions of success	Assessments tend to rely primarily on "mandated" tools and processes that are set division wide. Reporting takes place via division-sponsored progress reports and parent-teacher interview days; teachers phone home when "there is a problem."	Purpose and process of assessment incorporates a blend of division-wide and classroom-based tools and is clearly communicated. Reporting takes place primarily via division-sponsored progress reports and parent-teacher interview days; but occasional telephone calls or emails are used as well.	Purpose and process of assessment is clear because, while division-wide tools are used as required, a majority of assessments are co-constructed among teacher and students. Teachers, families, and students clearly understand progress because there is an open line of communication that blends division-sponsored progress reports and parent-teacher interview days with regular communication with families and ongoing dialogue with students.

Evidence of progress (What was the net effect of the implemented actions?): Division rubrics are used to assess all students. Data is reported on progress reports (standard way).

Analysis of Evidence – This school division assessed themselves at the observing level. We agree because:
- *Based on the data provided, the division may be at the observing stage.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to remain or improve?):
Use culturally appropriate assessment means. Use triangulation of data for assessment. Provide constructive feedback to students for growth. Consistent contact with families when good things happen, not just bad test scores. Display evidence of learning in portfolios as learning is not just based on the end test score. Student assessment is communicated with families/caregivers and an effort is made to reach out to families/caregivers to build relationships.

Analysis – We agree that these actions are viable/appropriate next steps.

- *How will the division determine what culturally appropriate assessment is? How will we support its implementation?*
- *What is the division strategy for community and family engagement? How are we creating a welcoming and hospitable environment within division schools? How is the board measuring the relationship between school and home?*

Instruction and assessment reflect both Saskatchewan curriculum and local knowledge and experience	Students are sometimes aware of the outcomes being assessed. Educators accept local ways of knowing concepts underlying outcomes being taught as evidence of "enrichment" but not part of the core assessment plan.	Students know the outcomes being assessed. Educators discuss with local Elders and Traditional Knowledge Keepers about community's way of understanding concepts underlying the outcomes and local knowledge is sometimes accepted as a means of demonstrating achievement.	Students know the outcomes being assessed and teachers facilitate and accept multiple ways to demonstrate mastery of outcomes. Educators actively seek advice from local Elders and Traditional Knowledge Keepers about the community's way of understanding concepts underlying the outcomes and local knowledge is valued and welcomed as a means of demonstrating achievement.

Evidence of progress (What was the net effect of the implemented actions?):
Division rubrics that are developed from the Saskatchewan curriculum outcomes are used and students are aware of the assessment criteria. There is little evidence of consultation from local knowledge and experience, and Elders and Traditional Knowledge Keepers are occasionally consulted in some circumstances.

Analysis of Evidence – This school division assessed themselves at the observing level. We agree because:
- *We would assess the school division at the beginning of the observing stage because there is no evidence to support the claim that the rubric reflects curriculum and that students know what the assessment criteria are. There is no engagement with local Elders and Traditional Knowledge Keepers.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to remain or improve?):
Co-creation of assessment and outcome plan with students – make them aware of the outcomes and together come up with a plan to show their learning and how it will be assessed. Students will be aware of the outcomes being assessed. Elders and Traditional Knowledge Keepers will be consulted in the development of division wide rubrics.

Analysis – We agree that these actions are viable/appropriate next steps. These next steps will situate the school division into observing and move them into the beginning stage of supporting.

Questions to ask/comments to assess positioning on the continuum.
How will the division know that students are aware of the criteria that they are being assessed?
What processes/engagement strategies is the school division considering to interact with or include Elders and Traditional Knowledge Keepers in the discussion of approaches to student assessment?

All persons with a stake in student outcomes (i.e., families/caregivers, students, teachers) are intentionally included in assessment of school and division progress	All persons with a stake in student outcomes (i.e., families/caregivers, students, teachers) are told about the staff's vision for the organization and direction of the school and the division.	All persons with a stake in student outcomes (i.e., families/caregivers, students, teachers) are asked about their vision for the organization and direction of the school and the division.	Representatives from groups of persons with a stake in student outcomes (i.e., families/caregivers, students, teachers) are engaged in committees discussing their vision for the organization and direction of the school and the division.

Evidence of progress (What was the net effect of the implemented actions?):
School and division vision and direction are communicated to families/caregivers, students, and teachers.

Analysis of Evidence – This school division assessed themselves at the observing level. We agree because:
- *There is one way communication from the school to families/caregivers, students, and teachers.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to improve?):
Family/caregiver feedback surveys to provide input on school and division vision and mission. Consultation with local School Community Councils and Indigenous families to co-construct school level plans. Having an Elder/Traditional Knowledge Keeper/Cultural Advisor as a member of the local School Community Council. Regular updates to evaluate progress and adjust accordingly.

Analysis – We agree that these actions are viable/appropriate next steps.

Questions to ask/comments to assess positioning on the continuum.
What, specifically will the school division be doing to support the school to engage School Community Council effectively and authentically to carry out their mandate in co-constructing school plans?
How will the school board build relationships with local Indigenous nations to create partnerships?
How will the school division employees ensure that families/caregivers understand approaches to and outcomes from student assessment?
How will the school division have meaningful conversations with families/caregivers about student progress and assessment?
How will the school division know that families/caregivers understand student progress and assessment?

First Nations and Métis languages and cultures are valued and supported

Stepping Stone	Strategizing		
	Observing	Supporting	Disrupting
Territorial languages knowledge, support, and integration	The division develops culturally sustaining programming and expected practices policies.	In discussion with local First Nations and Métis communities and individuals, the division develops culturally sustaining programming and expected practices.	Through partnerships between the division and local First Nations and Métis communities and individuals, culturally sustaining programming and expected practices are defined, developed, and implemented.

Evidence of progress (What was the net effect of the implemented actions?):
Language opportunities are introduced as a special unit during specific awareness campaigns (i.e., Teacher uses the Michif program provided by the Gabriel Dumont Institute during Indigenous cultural month).

Analysis of Evidence – This school division assessed themselves at the observing level. We agree because:
- *The Michif program is confined to a short period of time and not part of an overall culture and language strategy.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to remain or improve?):
Provide opportunities for staff and students to learn local Indigenous languages through guest workshops. Saskatchewan Association of International Languages language lessons - could learn from and adapt from the model and apply to Indigenous languages. Invite Elders/Traditional Knowledge Keepers/Cultural Advisors to assist in the development of regular language programming that begins in Pre-K and develops each year of growth with the students.

Analysis – We agree that these actions are viable/appropriate next steps.

Questions to ask/comments to assess positioning on the continuum.
How will the school board build relationships with local Indigenous nations?
How will the relationships be used to inform/understand the division Indigenous language and culture strategy?

Representative workforce reflects the community	The division has stated publicly that it has a commitment to developing a representative workforce.	The division's commitment to a representative workforce is evidenced in policy and procedure documents and hiring decisions are sometimes influenced by these policy and procedure statements. First Nations and Métis employees are invited to join a mentorship program.	The division's workforce composition reflects local demographics. First Nations and Métis employees are provided with an appropriate mentor and relevant supports.

Evidence of progress (What was the net effect of the implemented actions?):
Indigenous workforce is at 22% that represents the local culture and language.

Analysis of Evidence – This school division assessed themselves at the observing level. We disagree because:
- *The reported workforce statistics appear to be aligned with the local community and depending upon the nature of the mentorship/supports, the division may be at the supporting or disrupting stage.*

Next steps (Based on the net effect of actions, what are the next steps the division commits to in order to remain or improve?):
Supporting a mentorship program for Indigenous employees. Attending University hiring fairs and target Teacher Education Program graduates. Continuing to build local connections and relationships. Examining local agreements and policies that support retention.

Analysis – We agree that these actions are viable/appropriate next steps.

Questions to ask/comments to assess positioning on the continuum.
What is the representative workforce target in the school division?
What work is being undertaken to examine the representative workforce recruitment and retention policies and procedures?
How is the board holding the division accountable to achieve the targets?