



INDIGENOUS STUDENT ADVISOR PERFORMANCE FRAMEWORK

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality in all matters involving students, staff, community partners, and the school.	Fails to maintain confidentiality in sensitive matters.	Consistently maintains confidentiality in all matters.
Demonstrates professionalism through respectful and courteous interactions with colleagues, students, and community partners.	Shows disrespect or discourtesy in interactions.	Always demonstrates respect and courtesy in interactions.
Pursues continuous professional growth by developing an annual learning plan that includes workshops, professional associations, and other development opportunities.	Neglects professional development opportunities.	Actively engages in professional development activities.
Communicates effectively and professionally in both oral and written formats.	Communicates unclearly or unprofessionally.	Communicates clearly and professionally in all formats.
Prepares documents that align with the standards and expectations of the District School Board Ontario North East.	Prepares documents that do not meet board standards.	Prepares documents that meet board standards.
Adheres to all Board policies, procedures, and administrative guidelines.	Disregards policies and guidelines.	Strictly adheres to all policies and guidelines.
Submits required information accurately and within established timelines.	Submits information inaccurately or late.	Submits information accurately and on time.
Maintains accurate records and documentation as directed.	Maintains disorganized or incomplete records.	Maintains precise and organized records.
Responds to referrals by following up and communicating with the appropriate staff members.	Fails to follow up on referrals or communicate effectively.	Promptly follows up on referrals and communicates effectively.
Advocates for inclusive programs and services that honor diversity and uphold the dignity of all students and families.	Does not advocate for diversity or dignity in programs.	Advocates for programs that honor diversity and dignity.
Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Collaborates effectively with school administrators, classroom teachers, and other resource personnel to support student well-being.	Fails to collaborate effectively to support student well-being.	Collaborates effectively to support student well-being.

PROCEDURE 1.2.18, APPENDIX F – INDIGENOUS STUDENT ADVISOR PERFORMANCE FRAMEWORK - 2

Analyzes and interprets data to inform school and board-level planning.	Does not use data to inform planning.	Uses data to inform and improve planning.
Builds strong, trusting relationships with students, families, school staff, and community partners.	Fails to build trusting relationships with stakeholders.	Builds strong, trusting relationships with all stakeholders.
Acts as a liaison to facilitate communication between students, families, schools, and community organizations.	Does not facilitate effective communication between parties.	Facilitates effective communication between all parties.
Supports culturally relevant and inclusive programming that fosters positive school environments.	Does not support programming that fosters positive environments.	Supports programming that fosters positive environments.
Engages students in learning by using strategies that build trust and motivation.	Fails to engage students using trust-building strategies.	Engages students using trust-building strategies.
Provides opportunities for students to explore and appreciate diverse cultural backgrounds.	Does not provide opportunities for cultural exploration.	Provides opportunities for cultural exploration.
Guides students and their families in accessing appropriate board and community resources when needed.	Does not guide students and families to appropriate resources.	Guides students to appropriate resources.
Encourages and supports families in becoming active partners in their child's education.	Fails to encourage families to be active partners in education.	Encourages families to be active partners in education.
Offers consultation to families regarding academic performance, behavior, and other student needs.	Does not offer helpful consultation to families.	Offers helpful consultation to families.
Promotes regular communication between families and schools, emphasizing the importance of attendance and achievement.	Fails to promote regular, effective communication with families.	Promotes regular, effective communication with families.
Informs families about school board policies and procedures.	Does not inform families accurately about policies and procedures.	Informs families accurately about policies and procedures.
Promotes the ISA role by engaging families and community partners in self-identification efforts and inclusive school initiatives.	Fails to engage families and partners in inclusive initiatives.	Engages families and partners in inclusive initiatives.