Findings:
The school demonstrated numerous strengths. The specifics are best represented in the indicators documents itself. The following indicators were rated as Very Evident by both the internal and external review teams. They reflect the overall strengths of the school. These include:
• Indicator 3: Student data are routinely gathered, analyzed and monitored.
• Indicator 6: The school community is actively involved in creating a culturally rich environment.
• Indicator 8: In collaboration with partners, school personnel identify at-risk groups of students and implement interventions and supports.
• Indicator 9: Processes are in place to provide access for all students and families to be involved in the school.
• Indicator 11: School administrators are visible in the school and model quality interactions with staff members and students.
• Indicator 14: Teams meet regularly to discuss instructional and intervention strategies and innovations.
• Indicator 18: There is a culture of reflection, evidence-informed inquiry, and innovation, towards student growth.
• Indicator 20: The school staff ensures that the learning environment is welcoming, orderly, healthy and safe.
• Indicator 31: Classroom teachers take primary responsibility for teaching students with diverse learning needs and ensuring that appropriate accommodations, modifications, interventions and/or supports are in place.

Implications:
• The school review process unveiled that FN schools are places where students and teachers can flourish despite common beliefs and perceptions that FN schools underperform their provincial counterparts both academically and culturally.
• School review processes can be used to assess the extent to which positive school leadership, student and teacher well-being or school culture flourishes in schools.
Purpose:
This roundtable discussion will highlight a school review process that was used in one First Nation community school in New Brunswick. It shows evidence of positive school leadership, well-being, and a school culture where all may flourish.

Context:
- There are 634 First Nation (FN) communities in Canada (more than 50 nations and 50 languages)
- Several communities have schools; the majority are elementary schools
- In New Brunswick (NB) there are 15 FN communities with two RMO’s supporting the educational outcomes of FN students

School Review Process:
- Lead by the FN Director of Education meeting with the school staff to explain the school review process.
- Thirty-one indicators or look fors linked to four domains (Systemic School Planning, Leadership and Teaming, Learning Environments, and Classroom Practice) were introduced and reviewed by all staff.
- An Internal Review Team (IRT) was established; their task was to self-evaluate all indicators using a scale that ranged from Very Evident to Not Evident.
- In a similar fashion, all teaching staff was provided an opportunity to self-evaluate 2 of the 4 domains (Leadership and Teaming and Classroom Practice).
- In addition, the Director of Education, in collaboration with the school administration, sent home a parent survey as well as a questionnaire for the educational assistants.
- Once all internal data was completed, an External Review Team (ERT) visited the school for two days and rated the school using the same indicators as the IRT.
- Using both sets of results (Internal and External), the Director of Education then met with the staff and discussed both the IRT and ERT findings.
- The focus of this collaborative dialogue was to discuss the evidence for arriving at the ratings and to share any additional information.
- The external ratings document also identified specific areas of recommended growth.
- The results of this review were used to inform next steps in relation to the development of a new School Success Plan.