



PROFESSIONAL STUDENT SERVICES PERSONNEL PERFORMANCE APPRAISAL

Procedures:

- 1.0** The PSSP will create an annual growth plan to establish professional learning goals.
- 2.0** The employee's immediate supervisor will provide an appraisal of the PSSP.
- 3.0** A performance appraisal will occur as per the probationary period as defined by the collective agreement. Subsequent performance appraisals must occur once every three years. The immediate supervisor may conduct additional appraisals at any time deemed necessary.
- 4.0** Completed performance appraisals will be sent to Human Resources with copies being routed to the employee file.
- 5.0** Nothing in the set of procedures will contravene the collective agreement.

PSSP Annual Growth Plan (Appendix A)

- 1.0** This will be a self-directed process, which will be completed annually between PSSP performance appraisals.
- 2.0** In consultation with the employee's immediate supervisor, the PSSP will determine an appropriate goal for growth based on the PSSP's last appraisal and will draft an Annual Growth Plan. This plan will outline the areas for growth, strategies and resources, target dates for completion and overall review and suggestions.
- 3.0** The PSSP and the employee's immediate supervisor will agree on the time-line for implementing the Annual Growth Plan, methods for monitoring growth, specific indicators of growth and procedure for reporting.
- 4.0** The Annual Growth Plan will be reviewed with the employee's immediate supervisor by the end of the school year.

Performance Appraisals

All PSSPs will be appraised using the performance appraisal tool specific to their job classification:

- Child and Youth Worker (**Appendix B**)
- Attendance Counsellor (**Appendix C**)
- Indigenous Student Advisor (**Appendix D**)
- Regional School Social Worker (**Appendix E**)

Appraisal of Probationary PSSPs

- 1.0** The employee's immediate supervisor will appraise each PSSP during the probationary period as defined by the Collective Agreement.
- 2.0** The report will result in a recommendation for action.

Appraisal of PSSP Worker Performance

- 1.0** The employee's immediate supervisor will appraise the performance of the PSSP once every three (3) years or as required.
- 2.0** At the beginning of the appraisal cycle, the employee's immediate supervisor will meet with the PSSP to discuss key performance objectives and related performance criteria for the review period as listed in Part A of the Performance Appraisal.
- 3.0** The employee's immediate supervisor will prepare the final summary review and evaluation using Part C of the Performance Appraisal. The employee's immediate supervisor will then meet with the PSSP to review the results and, if required, agree to an action plan to enhance performance. The employee will then comment on his or her own performance.
- 4.0** A copy of the Performance Appraisal will be placed in the PSSP's personnel file.

Appraisal of PSSP resulting in a Satisfactory Rating (Appendix F)

- 1.0** If a PSSP receives a Satisfactory rating, the PSSP and Supervisor must identify learning and growth strategies that reflect the findings of the appraisal. The growth strategies must be taken into account in the PSSP's annual growth plan.

Appraisal of PSSP resulting in an Unsatisfactory Rating (Appendix F)

First Unsatisfactory Rating

- 1.0** When a PSSP has received an Unsatisfactory performance appraisal, the Supervisor must ensure that they receive the support, guidance, and monitoring necessary to enable them to improve their performance within a given period.
- 2.0** Within 15 school days of the PSSP receiving the rating, the Supervisor must provide the PSSP with an Improvement Plan that provides a written explanation of what is lacking in the PSSP's performance and sets out the recommended steps and actions the PSSP should take to improve it. The plan will also indicate assistance to be provided, indicators of success, a time-line for improvement, and method of assessment.
- 3.0** The PSSP is responsible for undertaking the steps set out in the Improvement Plan. At the request of either party, the PSSP and Supervisor must meet to discuss the outcome of the appraisal process after the PSSP receives a copy of the completed summative report and Improvement Plan signed by the Supervisor.

Timing of a Second Appraisal Following the First Unsatisfactory Appraisal Rating

- 1.0** The interval between the first performance appraisal that results in an Unsatisfactory rating and the second performance appraisal is at the Supervisor's discretion, subject to any applicable board policies, as long as the second appraisal takes place within 60 school days after the supervisor has given the PSSP written notice of the initial Unsatisfactory rating. In exercising this discretion, Supervisors must balance the desirability of giving PSSPs a reasonable opportunity to improve their performance against the responsibility of providing students with quality services.
- 2.0** If the second appraisal results in a Satisfactory rating, the PSSP and Supervisor must follow the process outlined above in "Appraisal of PSSP resulting in a Satisfactory Rating". If the second appraisal is Unsatisfactory, they must meet the requirements set out below.

Second Unsatisfactory Appraisal Rating

- 1.0** PSSPs who receive two consecutive Unsatisfactory ratings on their summative reports will be placed on review status. In such a case, within 15 school days, the Supervisor must:
 - provide the PSSP with a written Improvement Plan, setting out steps and actions that the PSSP should take to improve his or her performance. The Improvement Plan should take the PSSP's input into account. Before preparing the plan, the Supervisor must consult with the appropriate supervisory officer;
 - give the appropriate supervisory officer a signed copy of the summative report, the Improvement Plan, and all documents relied on in conducting the performance appraisal, together with a brief written summary of the matters discussed with the PSSP at the appraisal meeting(s).

Review Status

Supervisor's Responsibilities

- 1.0** Whenever a PSSP is placed on review status, the Supervisor will:
 - monitor the PSSP's performance;
 - consult regularly with the supervisory officer regarding the PSSP's performance and steps that could be taken to improve it;
 - give the PSSP feedback and recommendations that the Supervisor considers might help the PSSP improve his or her performance.

Timing of the Next Appraisal

- 1.0** When a PSSP is placed on review status, the Supervisor must conduct a performance appraisal within a period of 120 school days that begins with the day on which the PSSP is advised that he or she is on review status.
- 2.0** If this performance appraisal results in a Satisfactory rating, the PSSP immediately ceases to be on review status. The Supervisor must advise the PSSP in writing of that fact and provide a copy of the signed summative report with its notice of the latest appraisal rating. At the request of either party, and after the PSSP receives a copy of the summative report, both the PSSP and Supervisor must meet to discuss the performance appraisal.
- 3.0** If this appraisal results in an Unsatisfactory rating, the PSSP's employment may be terminated.

Recommendation to Terminate Employment

- 1.0** If the performance appraisal conducted while a PSSP is on review status results in an Unsatisfactory rating, the Supervisor must promptly send a written recommendation to the board that the PSSP's employment be terminated. The recommendation must be accompanied by written reasons for the recommendation and copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals.
- 2.0** The Supervisor must promptly provide the PSSP with the following:
- a copy of the written recommendation;
 - a copy of the written reasons for the recommendation;
 - copies of all performance appraisal documents and all documents relied on in conducting the performance appraisals.

Appendices

Appendix A: PSSP Annual Growth Plan

Appendix B: Performance Appraisal – Child and Youth Worker

Appendix C: Performance Appraisal – Attendance Counsellor

Appendix D: Performance Appraisal - Indigenous Student Advisor

Appendix E: Performance Appraisal – Regional School Social Worker

Appendix F: Appraisal Process for Professional Student Service Personnel

APPENDIX A

PSSP ANNUAL GROWTH PLAN

INSTRUCTIONS:

1. COMPLETE "A", "B" AND "C" AND SHARE WITH THE SUPERVISOR BEFORE THE END OF OCTOBER.
2. PART "D" IS COMPLETED BY THE PSSP AND REVIEWED WITH THE SUPERVISOR BEFORE THE END OF THE SCHOOL YEAR.

NAME: _____

DATE: _____

A SPECIFIC AREAS FOR GROWTH

B GROWTH STRATEGIES & RESOURCES

C TARGET DATES FOR COMPLETION

D OVERALL REVIEW & SUGGESTIONS

Signature of PSSP

Date

Signature of Supervisor

Date

APPENDIX B

Performance Appraisal – Child and Youth Worker

****CONFIDENTIAL WHEN COMPLETED****

Home School:	
Employee:	
Supervisor:	
Review Period from <i>(Month/Year)</i> to <i>(Month/Year)</i> :	Date of Review <i>(Day/Month/Year)</i> :

Roles & Responsibilities

The Child and Youth Worker is a professional with training and experience in education, behavioural intervention and positive social interactions. Responsibilities include:

- Assist students, families, educators and the community to attain knowledge and skills to address mental health and well-being;
- Establish and maintain links with key community partners while maintaining a current list of professional services available in the community;
- Collaborate with the school and community partners to facilitate evidence-based mental health and well-being promotion/prevention programs;
- Screen and assess students referred for mental health support services and make recommendations for appropriate supports;
- Negotiate and collaborate with students, families, educators and community partners to develop goal directed interventions that honor individual, cultural and situational diversity;
- Monitor student progress and review goal directed interventions as needed;
- In consultation with school administration, communicate program and progress to parents or guardians of minors;
- Maintain accurate and timely records of individual and group support and communicate student progress regularly to school administrators, educators, families and community partners;
- Provide intervention, liaison and monitoring services that triangulate the students with the school and community service agencies; and
- Promote the development of social emotional learning strategies including:
 - Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior.
 - Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.
 - Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
 - Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.
 - Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Part A – Focus Areas Identified for Development during Performance Appraisal

To be completed by Supervisor and Employee in a pre-assessment meeting.

Areas for Development:	Action Plan/Development Options:	Target Completion Dates:	Results:
1.			
2.			
3.			
4.			

Part B – Appraisal

To be completed by Supervisor and Employee.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceeds Expectations performance will also be noted in this section.
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
Professionalism				
1. Uses standard English correctly in oral and written communication.				
2. Treats conversations regarding students, families, staff, community partners and the school confidentially.				
3. Exhibits professional attitudes and behaviors toward colleagues and students.				
4. Keeps systematic and dated records for students served. These records are completed when the event occurs or as soon as possible thereafter.				
5. Complies with Board policies, procedures and administrative requirements.				
6. Adheres to the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers.				
7. Compiles and turns in requested information on time.				
8. Exhibits self-awareness, self-monitoring, and professional accountability.				
9. Maintains and improves professional competence and resilience through the development of an annual growth plan.				
Services to Schools				
1. Consults with administrative staff and instructional staff to clarify reasons for all referrals.				
2. Utilizes effective strategies to develop trusting relationships with students to engage them in the active participation of programs and services.				
3. Screens all referred students for mental health concerns and makes recommendations for appropriate supports.				

<p>4. Collaborates with administration and school staff to identify student strengths and identify observable and measurable indicators/learning outcomes, strategies to attain these, a monitoring plan and classroom strategies teachers can use to support the student.</p>				
<p>5. Works with students individually or in group settings to develop social and emotional skills and strategies to attain learning while respecting students' autonomy.</p>				
<p>6. Prepares and delivers evidence informed programs that improve academic and behavioral performance as well as foster social and emotional competencies.</p>				
<p>7. Provides programs and services in a culturally sensitive manner.</p>				
<p>8. Serves as a role model to positively influence social and emotional competencies within the school environment.</p>				
<p>9. Serves as a liaison between student, home, school, and community resources.</p>				
<p>10. Communicates regularly with administration and teaching staff all pertinent information regarding student's progress.</p>				
<p>11. Provides crisis counseling to students and school staff in emergency situations.</p>				
<p>12. Encourages and refers students and families to seek the various resources available in the community.</p>				
<p>13. Advocates for programs and services that respect diversity, addresses individual needs, and supports the inherent dignity and worth of all students and families.</p>				

Part C – Evaluation Results

To be completed by Supervisor and signed by Employee.

Performance Rating:

- 3 - **Exceeds Expectations:** Exceeded requirements on most of all important elements of the objectives.
- 2 - **Satisfactory:** Fulfilled requirements and met performance objectives within the standards for the position assessed.
- 1 - **Unsatisfactory:** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation: **Unsatisfactory** **Satisfactory** **Exceeds Expectations**

Supervisor Comments/ Summary	
Growth Strategies for Ongoing Development	
Employee Comments	

Employee's Signature

Supervisor's Signature

Date (dd/mm/yyyy)

Note: The signature of the employee indicates that he/she has received and reviewed a copy of this request.

Performance Appraisal – Attendance Counsellor

CONFIDENTIAL WHEN COMPLETED

District:	
Employee:	
Supervisor:	
Review Period from <i>(Month/Year)</i> to <i>(Month/Year)</i> :	Date of Review <i>(Day/Month/Year)</i> :

Roles & Responsibilities

The Attendance Counsellor works collaboratively with school personnel, students, families / guardians and an interdisciplinary team of other professionals to ensure that each child's right to an education is protected. Responsibilities include:

- Assist schools, families, and students in the development and implementation of a school attendance plan within a school setting or other appropriate Alternative Education settings;
- Meet with students and families to provide support on a one to one basis;
- Assist educators and families to utilize the services of appropriate community agencies;
- Participate in designated Identification, Placement & Review Committee meetings, school and community based case conferences, and Court/Probation liaison as needed;
- Consult with members of a Collaborative Team and community agencies in the provision of family support;
- Enforce the Education Act Legislation and Regulations associated with compulsory school attendance;
- Network with the Ministry of Education, school boards and social agencies in the performance of duties;
- Acts as a resource for the Board Supervised Alternative Learning (S.A.L.) program and attend all meetings as needed.

Part A – Focus Areas Identified for Development during Performance Appraisal

To be completed by Supervisor and Employee in a pre-assessment meeting.

Areas for Development:	Action Plan/Development Options:	Target Completion Dates:	Results:
1.			
2.			
3.			
4.			

Part B - Appraisal

To be completed by Supervisor and Employee.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceeds Expectations performance will also be noted in this section.
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
Professionalism				
1. Uses standard English correctly in oral and written communication.				
2. Treats conversations regarding students, families, staff, community partners and the school confidentially.				
3. Exhibits professional attitudes and behaviors toward colleagues and students.				
4. Keeps systematic and dated records for students served. These records are completed when the event occurs or as soon as possible thereafter.				
5. Complies with Board policies, procedures and administrative requirements.				
6. Demonstrates an awareness, an understanding and adheres to relevant Ministry of Education documents/ regulations/standards.				
7. Compiles and turns in requested information on time.				
8. Exhibits self-awareness, self-monitoring, and professional accountability.				
Services to Schools				
1. Consults with administrative staff and instructional staff to clarify reasons for all referrals.				
2. Contacts families and community stakeholders to introduce her/his role and put in place necessary consents.				
3. Utilizes effective strategies to develop trusting relationships with students and families to determine why students are not attending school.				
4. Collaborates with administration, school staff, and families to implement strategies that will support student attendance.				
5. Ensures that memos for Prolonged Absence forms are in place for the October and March "Count Days".				
6. Keeps an active list of non-attending students and contributing factors.				

7. Provides services in a culturally sensitive manner.				
8. Communicates regularly with administration and teaching staff all pertinent information regarding student's progress.				
9. Encourages and refers students and families to seek the various resources available in the community.				
10. Ensures equitable access of Attendance Counsellor services to all schools.				
11. Integrates a mental health focus to their work that aligns with mentally healthy school initiatives.				
12. Advocates for programs and services that respect diversity, addresses individual needs, and supports the inherent dignity and worth of all students and families.				
13. Complies with the Board SAL policy in accordance to the Attendance Counsellor's responsibilities.				
14. Prepares and puts forward all necessary information to the Justice of the Peace for the purpose of court proceedings, meets with the Crown Attorney to discuss the case and attends court as needed.				

Part C – Evaluation Results

To be completed by Supervisor and signed by Employee.

Performance Rating:

- 3 - Exceeds Expectations:** Exceeded requirements on most of all important elements of the objectives.
- 2 - Satisfactory:** Fulfilled requirements and met performance objectives within the standards for the position assessed.
- 1 - Unsatisfactory:** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation: **Unsatisfactory** **Satisfactory** **Exceeds Expectations**

Supervisor Comments/ Summary	
Growth Strategies for Ongoing Development	
Employee Comments	

Employee's Signature

Supervisor's Signature

Date (dd/mm/yyyy)

Note: The signature of the employee indicates that he/she has received and reviewed a copy of this request.

Performance Appraisal - Indigenous Student Advisor

****CONFIDENTIAL WHEN COMPLETED****

Work Location:	
Employee:	
Supervisor:	
Review Period from <i>(Month/Year)</i> to <i>(Month/Year)</i> :	Date of Review <i>(Day/Month/Year)</i> :

Roles & Responsibilities

Indigenous Student Advisors (ISAs) support the delivery of First Nations, Metis and Inuit programming in elementary and secondary schools. Responsibilities include serving students, schools, parents and community partners, and board level programming. ISAs must have demonstrated experience in traditional First Nations, Metis and Inuit cultural teachings and practices.

- Act as an advisor between staff, parents and students to ensure parents and visitors feel welcome;
- Facilitate positive communication between the school and First Nation communities;
- Speak with students and parents about self-identification, issues related to school involvement, attendance and readiness;
- Work collaboratively to develop and deliver programs to build knowledge and capacity of cultural diversity within schools and with staff;
- As a role model, demonstrate respectful and professional attitudes and behavior; and
- Maintain a list of community services and resources to assist students and parents.

Part A - Focus Areas Identified for Development during Performance Appraisal

To be completed by Supervisor and Employee in a pre-assessment meeting.

Areas for Development:	Action Plan/Development Options:	Target Completion Dates:	Results:
1.			
2.			
3.			
4.			

Part B - Appraisal

To be completed by Supervisor and Employee.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceeds Expectations performance will also be noted in this section.
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
1. Treats conversations regarding students, staff, community partners, and the school confidentially.				
2. Exhibits professional attitudes and behaviors, including respect and courtesy for all, with colleagues, students and community partners.				
3. Maintains and improves professional competence through development of an annual growth plan utilizing workshops, interaction with professional associations, and other professional development activity.				
4. Communicates professionally in both oral and written correspondence.				
5. Produces documents that respect the norms of District School Board Ontario North East.				
6. Complies with Board policies, procedures and administrative requirements.				
7. Effectively communicates and collaborates with school administration, classroom teachers, and other resource persons as required.				
8. Interprets and synthesizes data to support program and board planning.				
9. Creates and maintains records as directed.				
10. Compiles and turns in requested information within requested timeframe.				
11. Attends to, follows through, and communicates with appropriate staff for all referrals.				
12. Advocates for programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students and families.				
13. Contacts parents and community partners to advocate role of AYLO in supporting self-identification, culturally relevant programming, and inclusive school environments.				

14. Utilizes effective strategies to develop trusting relationships with students, families, and community partners and schools.				
15. Consults with administrative and instructional staff to support well-being of students through program delivery.				
16. Collaborates with administration, school staff, and parents to implement strategies that will support student achievement.				
17. Provides programs and services to develop positive culturally relevant inclusive environments.				
18. As liaison, facilitate communication between school personnel and students, parents, and the community.				
19. Utilizes effective strategies to develop trusting relationships with students that motivate them to actively participate in learning.				
20. Provides opportunity through program delivery for students to develop greater understanding and knowledge of diverse backgrounds and cultures.				
21. When appropriate, provides direction for students to seek out resources and individual supports through board and community resources.				
22. Assists parents in becoming partners in their child's education.				
23. Provides parental consultation regarding their children's academic performance, behavior, and other needs.				
24. Encourages parents to supervise their child's attendance, achievement, and to maintain regular communication with the school.				
25. Supports families by informing them of school board policy and procedures.				
26. Assists parents in identifying and utilizing community resources.				

Part C – Evaluation Results

To be completed by Supervisor and signed by Employee.

Performance Rating:

- 3 - **Exceeds Expectations:** Exceeded requirements on most of all important elements of the objectives.
- 2 - **Satisfactory:** Fulfilled requirements and met performance objectives within the standards for the position assessed.
- 1 - **Unsatisfactory:** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation: **Unsatisfactory** **Satisfactory** **Exceeds Expectations**

Supervisor Comments/ Summary	
Growth Strategies for Ongoing Development	
Employee Comments	

Employee's Signature

Supervisor's Signature

Date (dd/mm/yyyy)

Note: The signature of the employee indicates that he/she has received and reviewed a copy of this request.

APPENDIX E

Performance Appraisal - Regional School Social Worker

CONFIDENTIAL WHEN COMPLETED

Work Location:	
Employee:	
Supervisor:	
Review Period from <i>(Month/Year)</i> to <i>(Month/Year)</i> :	Date of Review <i>(Day/Month/Year)</i> :

Roles & Responsibilities

The Regional School Social Worker is part of the Mental Health team. They are a trained mental health professional with a degree in social work and registered with the Ontario College of Social Workers and Social Services Workers (OCSWSSW). They provide mental health promotion, prevention, and early intervention services that enhance the overall functioning and academic performance of students.

Responsibilities include:

- Participate as a member of the multi-disciplinary educational support teams to assist students and their families in academic, behavioral, social and emotional growth;
- Conduct individualized assessments of students in consultation with families and the school to determine the level of service required in each case;
- Develop long-term and short-term intervention plans consistent with curriculum; students' needs, strengths, diversity and life experiences; and social and emotional factors;
- Provide one on one counselling and small group work for students with needs;
- Use a variety of appropriate formal and informal tools and techniques including observations and interviews to evaluate the progress and performance of students and families;
- Liaise with schools and families to facilitate increased positive contact through communication and understanding of individual student needs and circumstances;
- Liaise with district specialists, special education staff and community supports to align and collaborate on multidisciplinary approaches to support;
- Monitor and re-assess student progress on an on-going basis, and adjust intervention strategies accordingly, to ensure that assessment needs are realized;
- Assist students and their families in navigating the health care and/or social services system within our catchment area and advocate for them as needed;
- Consult on such issues as attendance, confidentiality, ethnicity and diversity, mental health, behavior management, discipline, crisis intervention and child abuse and neglect;
- Maintain clear, concise and accurate documentation as per board policies and procedures and as per guidelines established by OCSWSSW;
- Protect privacy and confidentiality in accordance with legislation, board policies and standards established by OCSWSSW;
- Use sound professional judgment and act in accordance with all board policies and procedures and standards of practice set forth by OCSWSSW;
- Maintain professional registration through training development activities including conferences, in-services, workshops, peer support, literature searches and research.

Part A – Focus Areas Identified for Development during Performance Appraisal

To be completed by Supervisor and Employee in a pre-assessment meeting.

Areas for Development:	Action Plan/Development Options:	Target Completion Dates:	Results:
1.			
2.			
3.			
4.			

Part B – Appraisal

To be completed by Supervisor and Employee.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceeds Expectations performance will also be noted in this section.
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
1. Uses standard English correctly in oral and written communication.				
2. Treats conversations regarding students, families, staff, community partners and the school district confidentially.				
3. Maintains and improves professional competence through reading, course work and/or professional activities.				
4. Produces documents that respect the norms of District School Board Ontario North East as well as the Ontario College of Social Workers and Social Service Workers.				
5. Exhibits professional attitudes and behaviors toward colleagues and students including respect and courtesy for all in the school environment.				
6. Complies with Board policies, procedures and administrative requirements.				
7. Abides by and is guided by the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers.				
8. Attends to, follows through, and reports back on all referrals.				
9. Creates and maintains records, in compliance with the Ontario College of Social Workers and Social Service Workers Standards of Practice.				
10. Compiles and turns in requested information on time.				
11. Effectively communicates with, supports and provides consultations to Child and Youth Workers.				
12. Interprets and synthesizes data as well as effectively conveys results to team.				
13. Consults with administrative staff and instructional staff to clarify reasons for the referral.				
14. Contacts parents and community stakeholders to introduce her/his role and put in place necessary consents.				

15. Identifies and explores factors contributing to students' level of function as it relates to their development, home, school and community environments.				
16. Implements and monitors multi-tiered evidence informed interventions that improve academic and behavioral performance as well as fosters social and emotional competencies.				
17. Provides programs and services in a culturally sensitive manner.				
18. Facilitates communication between school personnel and students, families, and the community.				
19. Takes the initiative to review student progress on a regular basis with administration and teaching staff.				
20. Provides crisis counseling to students and school staff in emergency situations.				
21. Serves as a liaison between student, home, school, and community resources.				
22. Encourages and refers, students and families to seek the various resources available in the community.				
Service to Students and Families				
1. Utilizes effective strategies to develop trusting relationships with students that motivate them to actively participate in support services.				
2. Engages students in the development of the interventions while respecting their autonomy.				
3. Informs students of their rights and responsibilities.				
4. Assists students and families in identifying and accessing community resources.				

Part C - Evaluation Results

To be completed by Supervisor and signed by Employee.

Performance Rating:

- 3 - **Exceeds Expectations:** Exceeded requirements on most of all important elements of the objectives.
- 2 - **Satisfactory:** Fulfilled requirements and met performance objectives within the standards for the position assessed.
- 1 - **Unsatisfactory:** Fulfillment of objectives was less than adequate in all or most respects. Performance is below satisfactory level and must improve.

Overall Evaluation: **Unsatisfactory** **Satisfactory** **Exceeds Expectations**

Evaluation Report:

Summative Evaluation Comments	
Strengths	
Areas for Professional Growth	

Employee's Signature

Supervisor's Signature

Date (dd/mm/yyyy)

Note: The signature of the employee indicates that he/she has received and reviewed a copy of this request.

APPENDIX F

APPRAISAL PROCESS FOR PROFESSIONAL STUDENT SERVICES PERSONNEL

