



APPENDIX B

UNREGULATED SCHOOL MENTAL HEALTH PROFESSIONAL
PERFORMANCE FRAMEWORK

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality regarding conversations about students, families, staff, community partners, and the school.	Sharing sensitive information about students, families, staff, or community partners with unauthorized individuals, either intentionally or unintentionally. For instance, discussing a student's personal issues in a public setting where others can overhear.	Maintaining confidentiality is crucial. This involves ensuring that any conversations or information about students, families, staff, community partners, and the school are kept private and only shared with authorized individuals. This helps build trust and protects the privacy of all parties involved.
Exhibits professional attitudes and behaviors toward colleagues and students.	Displaying unprofessional behavior such as being rude or dismissive towards colleagues and students. For example, openly criticizing a colleague in front of others or showing favoritism towards certain students.	Exhibiting professional attitudes and behaviors means treating colleagues and students with respect, kindness, and fairness. It involves being a role model, maintaining a positive demeanor, and fostering a supportive and collaborative environment.
Keeps systematic and dated records for students served, completed promptly.	Failing to keep systematic and dated records for students served, resulting in incomplete or inaccurate documentation. For instance, not updating student records promptly, leading to gaps in information that could affect decision-making.	Keeping systematic and dated records for students served is essential. These records should be completed promptly and accurately to ensure that all necessary information is documented and can be referenced when needed. This helps in tracking progress and making informed decisions.
Adheres to the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers.	Violating the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers. For example, engaging in a conflict of interest by accepting gifts from clients or not maintaining professional boundaries.	Adhering to the Code of Ethics and Standard of Practice of the Ontario College of Social Workers and Social Service Workers is fundamental. This includes following ethical guidelines, maintaining professional integrity, and ensuring that all actions are in the best interest of those served.
Submits requested information on time.	Consistently submitting requested information late, causing delays in processes and decision-making. For instance, failing to provide necessary reports or data by the specified deadlines.	Submitting requested information on time is important for maintaining efficiency and ensuring that all necessary data is available for decision-making processes. This demonstrates reliability and organizational skills.
Demonstrates self-awareness, self-monitoring, and professional accountability.	Lacking self-awareness and failing to take responsibility for one's actions. For example, not acknowledging mistakes or blaming others for their own shortcomings and not seeking feedback to improve performance.	Demonstrating self-awareness, self-monitoring, and professional accountability involves being mindful of one's actions, continuously reflecting on and improving one's practice, and taking responsibility for one's professional conduct.

Develops and follows an annual growth plan to maintain and improve professional competence and resilience.	Not developing or following an annual growth plan, leading to stagnation in professional competence and resilience. For instance, not participating in any professional development activities or failing to set and pursue goals for improvement.	Developing and following an annual growth plan is key to maintaining and improving professional competence and resilience. This involves setting goals for professional development, seeking out learning opportunities, and staying updated with the latest practices and knowledge in the field.
Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Builds trusting relationships with students to engage them in programs and services.	Fails to establish rapport with students, leading to a lack of trust and engagement. For instance, being dismissive or indifferent to students' concerns.	Consistently engages students in a warm, empathetic manner, making them feel valued and understood. For example, regularly checking in with students and showing genuine interest in their well-being.
Collaborates with staff to identify student strengths, outcomes, and strategies.	Rarely engages with staff or contributes to discussions, resulting in missed opportunities to identify and support student strengths. For instance, not attending meetings or providing input when required.	Actively participates in team meetings, sharing insights and working collaboratively to develop effective strategies for student success. For example, contributing valuable observations and suggestions during staff discussions.
Develops social and emotional skills with students individually or in groups	Provides minimal or ineffective support for students' social and emotional development. For instance, not following through with planned activities or failing to address students' needs.	Effectively facilitates individual and group sessions that help students develop essential social and emotional skills. For example, using evidence-based techniques to teach conflict resolution and emotional regulation.
Delivers evidence-informed programs to improve academic and behavioral performance.	Relies on outdated or unproven methods, resulting in little to no improvement in students' performance. For instance, not adapting programs to meet the specific needs of students.	Implements programs based on current research and best practices, leading to measurable improvements in students' academic and behavioral outcomes. For example, using data to tailor interventions and track progress.
Provides culturally sensitive programs and services	Fails to consider or respect students' cultural backgrounds, leading to feelings of exclusion or misunderstanding. For instance, using a one-size-fits-all approach that ignores cultural differences.	Demonstrates cultural competence by respecting and incorporating students' diverse backgrounds into programs and services. For example, creating inclusive activities that reflect students' cultural identities.
Acts as a role model to enhance social and emotional competencies.	Displays negative behaviors or attitudes that undermine students' social and emotional development. For instance, showing frustration or impatience in challenging situations.	Consistently exhibits positive behaviors and attitudes that students can emulate. For example, demonstrating empathy, patience, and effective communication skills.

Liaises between students, home, school, and community resources.	Poor communication and coordination, leading to gaps in support for students. For instance, failing to inform parents or teachers about important developments or not following up on referrals.	Effectively communicates and coordinates with all parties to support students' needs. For example, regularly updating parents and teachers on students' progress and connecting families with community resources.
Communicates student progress with administration and teaching staff.	Infrequent or incomplete communication about student progress, causing delays or misunderstandings. For instance, not providing necessary information or missing deadlines for reports.	Provides timely and accurate updates on student progress, ensuring that all relevant parties are informed and involved. For example, submitting detailed reports and participating in regular meetings.
Provides crisis supports & completes risk assessments	Inadequate response to crises, failing to conduct proper risk assessments or provide necessary support. For instance, not recognizing warning signs or not following established protocols.	Responds promptly and effectively to crises, conducting thorough risk assessments and implementing appropriate interventions. For example, using de-escalation techniques and developing safety plans.
Refers students and families to community resources.	Lacks awareness of community resources or fails to make necessary referrals, leaving students and families without needed support. For instance, not following up on identified needs or not providing information about available services.	Knowledgeable about available community resources and makes appropriate referrals to support students and families. For example, connecting families with mental health services or after-school programs.
Advocates for diverse, respectful, and supportive programs and services.	Does not advocate for or support diverse and inclusive programs, leading to a lack of representation and support for all students. For instance, ignoring issues of diversity or not challenging discriminatory practices.	Actively promotes and supports programs that respect and celebrate diversity, ensuring an inclusive environment for all students. For example, advocating for policies that address the needs of marginalized groups.