



ATTENDANCE COUNSELLOR WORKER PERFORMANCE FRAMEWORK

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Maintains confidentiality in conversations regarding students, families, staff, community partners, and the school.	Frequently discusses sensitive information about students, families, or staff in public areas or with unauthorized individuals, leading to breaches of confidentiality.	Consistently maintains confidentiality, ensuring that sensitive information is only shared with authorized individuals in appropriate settings.
Exhibits professional attitudes and behaviors toward colleagues and students.	Displays unprofessional behavior, such as being disrespectful or dismissive towards colleagues and students, creating a negative work environment.	Demonstrates respect, courtesy, and professionalism towards colleagues and students, contributing to a positive and collaborative work environment.
Keeps systematic and dated records for students served, ensuring records are completed promptly when events occur or as soon as possible thereafter.	Records are often incomplete, inaccurate, or not updated in a timely manner, leading to potential issues in tracking student progress and compliance.	Maintains accurate, complete, and timely records for all students served, ensuring effective tracking of student progress and compliance.
Complies with Board policies, procedures, and administrative requirements.	Regularly fails to adhere to Board policies, procedures, and administrative requirements, resulting in non-compliance and potential disciplinary actions.	Adheres to all Board policies, procedures, and administrative requirements, ensuring compliance and effective practice.
Demonstrates awareness, understanding, and adherence to relevant Ministry of Education documents, regulations, and standards.	Shows a lack of understanding or disregard for Ministry of Education documents, regulations, and standards, leading to non-compliance and ineffective practice.	Shows a thorough understanding and adherence to Ministry of Education documents, regulations, and standards, ensuring compliance and effective practice.
Compiles and submits requested information on time.	Frequently misses deadlines for submitting requested information, causing delays and potential issues for the school administration.	Consistently meets deadlines for submitting requested information, ensuring timely and efficient communication with school administration.
Exhibits self-awareness, self-monitoring, and professional accountability.	Lacks self-awareness and self-monitoring, often failing to take responsibility for mistakes or seeking improvement in their practice.	Demonstrates self-awareness and self-monitoring, regularly reflecting on their practice and seeking opportunities for professional growth and improvement.
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.

Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Consults with administrative to clarify reasons for all referrals.	Fails to consult with administrative leading to unclear or misunderstood reasons for student referrals.	Regularly consults with administrative ensuring clear and well-understood reasons for student referrals.
Utilizes effective strategies to develop trusting relationships with students and families to determine reasons for non-attendance.	Struggles to build trusting relationships with students and families, making it difficult to identify and address reasons for non-attendance.	Successfully builds trusting relationships with students and families, effectively identifying and addressing reasons for non-attendance.
Collaborates with administration, school staff, and families to implement strategies that support student attendance.	Rarely collaborates with administration, school staff, and families, leading to ineffective or uncoordinated strategies for improving student attendance.	Actively collaborates with administration, school staff, and families, implementing effective and coordinated strategies to improve student attendance.
Ensures that memos for Prolonged Absence forms are in place for the October and March "Count Days."	Fails to ensure that memos for Prolonged Absence forms are prepared and submitted on time, causing issues during "Count Days."	Ensures that memos for Prolonged Absence forms are prepared and submitted on time, facilitating smooth "Count Days."
Maintains an active list of non-attending students and contributing factors.	Does not maintain an updated list of non-attending students and contributing factors, resulting in a lack of accurate data for interventions.	Keeps an updated and accurate list of non-attending students and contributing factors, providing valuable data for interventions.
Provides programs and services that are culturally sensitive.	Shows insensitivity to cultural differences, leading to ineffective or inappropriate services for diverse student populations.	Delivers services in a culturally sensitive manner, effectively supporting diverse student populations.
Communicates regularly with administration and teaching staff regarding pertinent information about student progress.	Fails to communicate regularly with administration and teaching staff, resulting in a lack of shared information about student progress.	Maintains regular communication with administration and teaching staff, ensuring shared information about student progress.
Encourages and refers students and families to various community resources.	Does not actively encourage or refer students and families to community resources, limiting their access to additional support.	Actively encourages and refers students and families to community resources, enhancing their access to additional support.
Ensures equitable access to Attendance Counsellor services for all schools.	Provides inconsistent access to services, with some schools receiving less support than others.	Provides consistent and equitable access to services for all schools, ensuring fair support across the board.
Integrates a mental health focus into their work that aligns with mentally healthy school initiatives.	Fails to incorporate a mental health focus into their work, missing opportunities to support students' mental well-being.	Incorporates a mental health focus into their work, aligning with mentally healthy school initiatives and supporting students' mental well-being.

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Advocates for programs and services that respect diversity, address individual needs, and support the inherent dignity and worth of all students and families.	Does not advocate for diverse and inclusive programs, resulting in a lack of support for marginalized students and families.	Actively advocates for diverse and inclusive programs, ensuring support for marginalized students and families.
Complies with the Board SAL policy in accordance with the Attendance Counsellor's responsibilities.	Regularly fails to comply with the Board SAL policy, leading to non-compliance and potential disciplinary actions.	Consistently complies with the Board SAL policy, ensuring adherence to responsibilities and effective practice.
Prepares and submits all necessary information to the Justice of the Peace for court proceedings, meets with the Crown Attorney to discuss cases, and attends court as needed.	Does not prepare or submit necessary information for court proceedings on time, causing delays and complications in legal processes.	Prepares and submits necessary information for court proceedings on time, facilitating smooth legal processes and effective case management.