



REGULATED SCHOOL MENTAL HEALTH PROFESSIONAL PERFORMANCE FRAMEWORK

Domain 1. PROFESSIONALISM		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Registered and in good standing with the OCSWSSW.	Worker is not registered or is not in good standing with the Ontario College of Social Workers and Social Service Workers (OCSWSSW).	The social worker is registered and in good standing with the Ontario College of Social Workers and Social Service Workers (OCSWSSW).
Maintains accurate and timely records of their interventions in compliance with the Ontario College of Social Workers and Social Service Workers Standards of Practice.	Records are often incomplete, inaccurate, or not updated in a timely manner, leading to potential issues in compliance with the standards of practice.	Records are consistently accurate, complete, and updated in a timely manner, ensuring compliance with the standards of practice.
Adheres to the principles of confidentiality, consent, and privacy when working with students and their families and obtains informed consent before providing any service.	Fails to consistently adhere to confidentiality, consent, and privacy principles, resulting in breaches of student and family privacy.	Consistently adheres to confidentiality, consent, and privacy principles, ensuring the protection of student and family privacy.
Uses sound professional judgment and acts in accordance with all board policies and procedures and standards of practice set forth by OCSWSSW	Frequently makes decisions that do not align with board policies, procedures, or the standards of practice set forth by OCSWSSW.	Makes decisions that align with board policies, procedures, and the standards of practice set forth by OCSWSSW.
Produces documents & case notes that respect the professional expectations of District School Board Ontario North East as well as the OCSWSSWs.	Documents and case notes are poorly written, lack detail, and do not meet the professional expectations of the District School Board Ontario North East or the OCSWSSWs.	Documents and case notes are well-written, detailed, and meet the professional expectations of the District School Board Ontario North East and the OCSWSSWs.
Exhibits professional attitudes and behaviors toward colleagues and students including respect and courtesy for all in the school environment.	Displays unprofessional attitudes and behaviors, such as disrespect or discourtesy towards colleagues and students.	Consistently displays professional attitudes and behaviors, such as respect and courtesy towards colleagues and students.
Demonstrates accountability, integrity, respect, and competence in their practice	Shows a lack of accountability, integrity, respect, and competence in their practice, leading to a negative impact on their professional reputation and effectiveness.	Shows a high level of accountability, integrity, respect, and competence in their practice, positively impacting their professional reputation and effectiveness.

Domain 2. SERVICES TO SCHOOLS		
Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Collaborates effectively with school administration, school staff, parents, and community partners to support student well-being and achievement using a multi-tiered system of support.	Fails to collaborate effectively, leading to poor communication and lack of coordinated support for student well-being and achievement.	Works collaboratively with all stakeholders to ensure coordinated support for student well-being and achievement.
Has a strong presence in the school, contributing to a welcoming and inclusive school community.	Rarely seen in the school environment, does not contribute to creating a welcoming and inclusive atmosphere.	Regularly seen in the school environment, actively contributing to a welcoming and inclusive atmosphere.
Provides mental health promotion and prevention services including school-wide, class-wide, small group programs, activities, and services.	Does not provide or poorly implements mental health promotion and prevention services, resulting in limited support for students.	Effectively implements mental health promotion and prevention services, providing comprehensive support for students.
Uses evidence-based and research-informed programs and services that are relevant, effective, and responsive to the needs and strengths of students and their families.	Relies on outdated or ineffective programs and services that do not meet the needs of students and their families.	Utilizes up-to-date, evidence-based programs and services that meet the needs of students and their families.
Consults on such issues as attendance, confidentiality, crisis intervention and child abuse and neglect and provides guidance and support to school staff and parents.	Fails to provide adequate consultation and support on critical issues, leaving school staff and parents without necessary guidance.	Provides thorough consultation and support on critical issues, ensuring school staff and parents have the guidance they need.
Offers a stepped model of care for students that includes peer programs, small groups, single sessions and brief interventions for early identification and early intervention of mental health issues.	Does not implement a stepped model of care, resulting in missed opportunities for early identification and intervention of mental health issues.	Implements a stepped model of care, ensuring early identification and intervention of mental health issues.
Uses data-based measurement care to guide their practice and intervention with students.	Does not use data-based measurements, leading to ineffective practice and interventions.	Consistently uses data-based measurements to guide effective practice and interventions.
Provides risk assessments for students who experience suicidal ideation and provides appropriate interventions and referrals.	Fails to conduct risk assessments or provide appropriate interventions and referrals for students experiencing suicidal ideation.	Conducts thorough risk assessments and provides appropriate interventions and referrals for students experiencing suicidal ideation and adheres to DSB1 policies.

Responds to students who are experiencing severe, complex, or acute mental health problems and supports their access and navigation to community mental health services or urgent mental health services.	Does not respond adequately to students with severe mental health problems, failing to support their access to necessary services.	Responds promptly and effectively to students with severe mental health problems, supporting their access to necessary services.
Utilizes effective strategies to develop trusting relationships with students that motivate them to actively participate in support services.	Struggles to build trusting relationships with students, resulting in low participation in support services.	Builds strong, trusting relationships with students, motivating them to actively participate in support services.
Informs students of their rights and responsibilities such as duty to report and limits of confidentiality.	Does not adequately inform students of their rights and responsibilities, leading to confusion and mistrust.	Clearly informs students of their rights and responsibilities, fostering trust and understanding.
Assists students and families with pathways to, through, and from care.	Provides little to no assistance to students and families in navigating care pathways.	Provides comprehensive assistance to students and families in navigating care pathways.
Takes the initiative to review student progress on a regular basis with administration and teaching staff.	Does not take the initiative to review student progress, resulting in lack of coordinated support.	Proactively reviews student progress with administration and teaching staff, ensuring coordinated support.
Effectively communicates with supervisor, supports and provides consultations to school professionals and peers.	Poor communication with supervisors and peers, leading to ineffective collaboration and support.	Communicates effectively with supervisors and peers, fostering collaboration and support.
Promotes social justice and advocates for the rights and interests of students and their families, especially those who are marginalized, oppressed, or vulnerable.	Fails to promote social justice or advocate for the rights and interests of marginalized students and families.	Actively promotes social justice and advocates for the rights and interests of marginalized students and families.
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