



APPENDIX I

REGULATED SCHOOL MENTAL HEALTH PROFESSIONAL PERFORMANCE APPRAISAL

SSW Name:

School:

Principal: Date:

Domain 1. PROFESSIONALISM

Expectations	Level of Performance	
	Unsatisfactory	Satisfactory
Registered and in good standing with the 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.	☐	☐
Keeps systematic and dated records for students served, completed promptly.	☐	☐
Adheres to the principles of confidentiality, consent, and privacy when working with students and their families and obtains informed consent before providing any service.	☐	☐
Uses sound professional judgment and acts in accordance with all board policies and procedures and 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.	☐	☐
Exhibits professional attitudes and behaviors toward colleagues and students including respect and courtesy for all in the school environment.	☐	☐
Demonstrates accountability, integrity, respect, and competence in their practice	☐	☐

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.	☐	☐
Has a strong presence in the school, contributing to a welcoming and inclusive school community.	☐	☐
Provides mental health promotion and prevention services including school-wide, class-wide, small group programs, activities, and services.	☐	☐

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.	☐	☐
Consults on such issues as attendance, confidentiality, crisis intervention and child abuse and neglect and provides guidance and support to school staff and parents.	☐	☐
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.	☐	☐
Uses data-based measurement care to guide their practice and intervention with students.	☐	☐
Provides risk assessments for students who experience suicidal ideation and provides appropriate interventions and referrals.	☐	☐
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.	☐	☐
Utilizes effective strategies to develop trusting relationships with students that motivate them to actively participate in support services.	☐	☐
Informs students of their rights and responsibilities such as duty to report and limits of confidentiality.	☐	☐
Assists students and families with pathways to, through, and from care.	☐	☐
Takes the initiative to review student progress on a regular basis with administration and teaching staff.	☐	☐
Effectively communicates with supervisor, supports and provides consultations to school professionals and peers.	☐	☐
Promotes social justice and advocates for the rights and interests of students and their families, especially those who are marginalized, oppressed, or vulnerable.	☐	☐
Provides programs and services that are culturally sensitive.	☐	☐

Strengths	
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Growth Strategies for Ongoing Development	
Supervisor Comments/Summary	
Employee Comments	

PERFORMANCE RATING	
☐	UNSATISFACTORY PERFORMANCE
☐	SATISFACTORY PERFORMANCE

Signature of Regulated School Mental Health Professional

Date

Signature of Mental Health Lead

Date
