



**TITLE: PROFESSIONAL STUDENT SERVICES PERSONNEL  
PERFORMANCE APPRAISAL**

**1.0 Rationale:**

Performance Appraisal is an ongoing, constructive, cooperative process which helps the staff of District School Board Ontario North East to foster an attitude leading to lifelong learning and professional growth, instructional excellence, and job satisfaction. This in turn enhances learning for students.

**2.0 Definitions:**

Professional Student Services Personnel (PSSP) at District School Board Ontario North East includes Child and Youth Workers, a District Social Worker, Attendance Counselors and Aboriginal Youth Liaison Officers.

Child and Youth Workers work closely with students, teachers, administration, and parents to support the social, emotional and behavioural needs of individual and/or groups of students.

Attendance Counselors work collaboratively with school personnel, students, parents/guardians and an interdisciplinary team of other professionals to ensure that each child's right to an education is protected.

Aboriginal Youth Liaison Officers are responsible to liaison and advocate for Aboriginal children in a school setting. This includes building relationships with adults and children to strengthen individual capacity for understanding Aboriginal cultures.

District Social Worker offers consultative support to PSSPs, school personnel, students and families, and acts as a liaison with community agencies.

**3.0 Policy:**

This policy outlines a set of procedures to provide the framework for ongoing professional growth and performance appraisal of the professional practices of Professional Student Services Personnel.

## **PROCEDURES:**

- 1) The PSSP will create an annual growth plan to establish professional learning goals.
- 2) The employee's immediate supervisor will provide an appraisal of the PSSP.
- 3) 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) Completed performance appraisals will be sent to Human Resources with copies being routed to the employee file.
- 5) Nothing in the set of procedures will contravene the collective agreement.

### **Annual Growth Plan (Appendix A)**

1. This will be a self-directed process, which will be completed annually between PSSP performance appraisals.
2. 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. 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. 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 Workers (Appendix B)
- Attendance Counsellors (Appendix C)
- Aboriginal Youth Liaison Officers (Appendix D)
- District Social Worker (Appendix E)

### Appraisal of Probationary PSSPs

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

### Appraisal of PSSP Worker Performance

1. The employee's immediate supervisor will appraise the performance of the PSSP once every three (3) years or as required.
2. At the beginning of the appraisal cycle, the employee's immediate supervisor will meet with the PSSP to discuss key performance objectives, identified in Part A, and related performance criteria for the review period as listed in Part B of the Performance Appraisal.
3. 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 have the option to comment in writing on his or her own performance in Part C (Evaluation Results) of the Performance Appraisal.
4. A copy of the Performance Appraisal will be placed in the PSSP's personnel file.

### Appraisal of PSSP at Risk (Appendix F)

1. The notification that a PSSP is **On Review** is a serious point on the continuum of performance appraisal. Before notification to a PSSP that he/she is **On Review**, it is assumed that the employee's immediate supervisor will have made an effort to improve performance through the performance appraisal process.
2. Notification to the PSSP of the **On Review** process will be made in writing from the employee's immediate supervisor. Copies of the letter will be sent to the Supervisory Officer and the Union President. The letter shall state the specific areas of performance requiring improvement with expectations, steps and actions for improvement, assistance to be provided, indicators of success, a time-line for improvement, and method of assessment.
3. At the end of the assessment period the Superintendent, in partnership with the employee's immediate supervisor, will evaluate and prepare a letter stating improvement in performance or recommendation for termination to the Director of Education.

## CHILD AND YOUTH WORKER 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**

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**B GROWTH STRATEGIES & RESOURCES**

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**C TARGET DATES FOR COMPLETION**

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**D OVERALL REVIEW & SUGGESTIONS**

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\_\_\_\_\_  
Signature of PSSP

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

## Performance Appraisal – Child and Youth Workers

**\*\*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;
- Collaborate with students, families, educators and community partners to develop and review Plans of Care for students;
- Monitor student progress and review Plans of Care as needed;
- Communicate program and progress to parents or guardians of minors in consultation with school administration;
- Maintain accurate and timely records of individual and group support and communicate student progress regularly with family, educators 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 by the employee during Performance Appraisal

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

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

### Part B – Appraisal

#### 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.

The performance evaluation includes documentation from multiple sources.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
<p>Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceptional performance will also be noted in this section.</p>				
<b>Professionalism</b>				
1. Uses standard English correctly in oral and written communication.				
2. Treats conversations regarding students, staff, community partners and the school confidentially.				
3. Exhibits professional attitudes and behaviors toward colleagues and students.				
4. Keeps, in Maplewood, systematic and dated records for students served. These records are completed when the event occurs or as soon as possible thereafter.				
5. Creates and maintains records to accurately chronicle mental health and well-being information pertaining to students and the school. This includes but is not limited to referral forms, consents, Plans of Care, SafePlans, etc.				
6. Complies with Board policies, procedures and administrative requirements.				
7. Adheres to the Code of Ethics and Standard of Practice of the Ontario Association of Child and Youth Care.				
8. Compiles and turns in requested information on time.				
9. Exhibits self-awareness, self-monitoring, and professional accountability.				
10. Maintains and improves professional competence and resilience through the development of an annual growth plan.				
<b>Services to Schools</b>				

11. Consults with administrative staff and instructional staff to clarify reasons for all referrals.				
12. Contacts parents and community stakeholders to introduce her/his role and put in place necessary consents.				
13. Utilizes effective strategies to develop trusting relationships with students to engage them in the active participation of programs and services.				
14. Screens all referred students for mental health concerns and makes recommendations for appropriate supports that are included in the Plan of Care.				
15. Collaborates with administration and school staff to create Plans of Care that include an assessment of student strengths, observable and measurable indicators/learning outcomes, strategies to attain these, a monitoring plan and classroom strategies teachers can use to support the student.				
16. Works with students individually or in group settings to develop skills and strategies to attain learning outcomes as set out in the Plan of Care, while respecting students' autonomy.				
17. Prepares and delivers evidence informed programs that improve academic and behavioral performance as well as foster social and emotional competencies.				
18. Provides programs and services in a culturally sensitive manner.				
19. Serves as a role model to positively influence social and emotional competencies within the school environment.				
20. Serves as a liaison between student, home, school, and community resources.				
21. Communicates regularly with administration and teaching staff all pertinent information regarding student's progress.				
22. Encourages and refers students and parents to seek the various resources available in the community.				
23. Contributes to creating caring, safe and healthy school environments.				
24. Advocates for programs and services that respect diversity, addresses individual needs, and supports the inherent dignity and worth of all students and families.				



**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.

The performance evaluation includes documentation from multiple sources.

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

Strengths	
Areas for Professional Growth	
Summative Evaluation Comments	
Employee Comment	

\_\_\_\_\_  
 Employee's Signature

\_\_\_\_\_  
 Supervisor's Signature

\_\_\_\_\_  
 Date (dd/mm/yy)

**Note:** By signing here, the employee acknowledges reading the results and discussing them with the Supervisor

## 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, parents/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 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.

## Part A - Focus Areas Identified for Development by the employee during Performance Appraisal

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

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

## Part B - Appraisal

### 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.

The performance evaluation includes documentation from multiple sources.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE			COMMENTS  Comments and/or suggestions for improvements must be made for all unsatisfactory ratings. Exceptional performance will also be noted in this section.
	UNSATISFACTORY	SATISFACTORY	EXCEEDS EXPECTATIONS	
<b>Professionalism</b>				
1. Uses standard English correctly in oral and written communication.				
2. Treats conversations regarding students, 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.				
9. Maintains and improves professional competence and resilience through the development of an annual growth plan.				
<b>Services to Schools</b>				
10. Consults with administrative staff and instructional staff to clarify reasons for all referrals.				
11. Contacts parents and community stakeholders to introduce her/his role and put in place necessary consents.				

12. Utilizes effective strategies to develop trusting relationships with students and families to determine why students are not attending school.				
13. Collaborates with administration, school staff, and parents to implement strategies that will support student attendance.				
14. Ensures that memos for Prolonged Absence forms are in place for the October and March "Count Days".				
15. Keeps an active list of non-attending students and contributing factors.				
16. Provides services in a culturally sensitive manner.				
17. Communicates regularly with administration and teaching staff all pertinent information regarding student's progress.				
18. Encourages and refers students and parents to seek the various resources available in the community.				
19. Ensures equitable access of Attendance Counselor services to all schools.				
20. Integrates a mental health focus to their work that aligns with mentally healthy school initiatives.				
21. Advocates for programs and services that respect diversity, addresses individual needs, and supports the inherent dignity and worth of all students and families.				
22. After all other alternatives are attempted; offers SAL as an option for students between the ages of 14-17 at risk of dropping out.				
23. Complies with the Board SAL policy in accordance to the Attendance Counsellor's responsibilities.				
24. 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.

The performance evaluation includes documentation from multiple sources.

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

Strengths	
Areas for Professional Growth	
Summative Evaluation Comments	
Employee Comment	

\_\_\_\_\_  
 Employee's Signature

\_\_\_\_\_  
 Supervisor's Signature

\_\_\_\_\_  
 Date (dd/mm/yy)

**Note:** By signing here, the employee acknowledges reading the results and discussing them with the Supervisor

## Performance Appraisal for Aboriginal Youth Liaison Officer

**\*\*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

Aboriginal Youth Liaison Officers (AYLOs) 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. AYLOs must have demonstrated experience in traditional First Nations, Metis and Inuit cultural teachings and practices.

- Act as a liaison 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 by the employee during Performance Appraisal

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

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

## Part B - Appraisal

Performance Expectations	
Career Status	Level of Competence
1-3 years employment	Proficient in 50% or more of the Elements
3 - 5 years employment	Basic in up to 30% and Proficient in 70% of the Elements
5+ years of employment	Proficient in up to 90% and Exceptional in 10% of the Elements

The *Level of Performance* has four ratings:

- **Unsatisfactory or Unacceptable Performance Behaviors:**
  - Little or no competence, requiring a performance improvement action plan
- **Basic or Developing Performance Behaviors:**
  - Partial or inconsistent performance, needing improvement but no action plan
- **Proficient or Expected Performance Behaviors:**
  - The expected level of performance, demonstrating practice excellence
- **Exceptional or Exemplary Performance Behaviors:**
  - Exceeds expected level of performance, demonstrating superb practice

The performance evaluation includes documentation from multiple sources.



PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE				COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory and basic ratings. Exceptional performance will also be noted in this section.
	UNSATISFACTORY	BASIC	PROFICIENT	EXCEPTIONAL	
<b>Professionalism</b>					
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.					
<b>Service to the Board</b>					
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.					
<b>Service to Schools</b>					

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.					
<b>Service to Students</b>					
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.					
<b>Services to Parents</b>					
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

	Unsatisfactory	Basic	Proficient	Exceptional
Level of Performance				
Level of Competence				
<b>Meets Performance Expectations:</b>	<input type="checkbox"/> <b>NO</b>		<input type="checkbox"/> <b>YES</b>	

### Evaluation Report:

Strengths	
Areas for Professional Growth	
Summative Evaluation Comments	
Employee Comment	

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date (dd/mm/yy)

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

## Performance Appraisal for District 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> :

### Part A - Focus Areas Identified for Development by the employee during Performance Appraisal

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

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

## Part B - Appraisal

Performance Expectations	
Career Status	Level of Competence
1-3 years employment	Proficient in 50% or more of the Elements
3 - 5 years employment	Basic in up to 30% and Proficient in 70% of the Elements
5+ years of employment	Proficient in up to 90% and Exceptional in 10% of the Elements

The *Level of Performance* has four ratings:

- **Unsatisfactory or Unacceptable Performance Behaviors:**
  - Little or no competence, requiring a performance improvement action plan
- **Basic or Developing Performance Behaviors:**
  - Partial or inconsistent performance, needing improvement but no action plan
- **Proficient or Expected Performance Behaviors:**
  - The expected level of performance, demonstrating practice excellence
- **Exceptional or Exemplary Performance Behaviors:**
  - Exceeds expected level of performance, demonstrating superb practice

The performance evaluation includes documentation from multiple sources.

PERFORMANCE CRITERIA	LEVEL OF PERFORMANCE				COMMENTS Comments and/or suggestions for improvements must be made for all unsatisfactory and basic ratings. Exceptional performance will also be noted in this section.
	UNSATISFACTORY	BASIC	PROFICIENT	EXCEPTIONAL	
<b>Professional Characteristics</b>					
1. Uses standard English correctly in oral and written communication.					
2. Treats conversations regarding students, 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.					
<b>Service to the Board</b>					
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.					
<b>Service to Schools</b>					
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' dysfunction as it relates to the home, school and community environments.					
16. Implements and monitors multi-tiered evidence informed interventions that improve academic and behavioral performance as well as foster social and emotional competencies.					
17. Provides intervention plans that include an assessment, observable and measurable indicators/learning outcomes, strategies, monitoring forms and a delivery schedule.					
18. Provides programs and services in a culturally sensitive manner.					

19. Facilitates communication between school personnel and students, parents, and the community.					
20. Ensures understanding and the proper implementation of the interventions.					
21. Takes the initiative to review interventions on a monthly basis, with administration and teaching staff.					
22. Provides crisis counseling to students and school staff in emergency situations.					
23. Serves as a liaison between student, home, school, and community resources.					
24. Communicates regularly with administration and teaching staff all pertinent information regarding students' progress.					
25. Encourages, and refers, students and parents to seek the various resources available in the community.					
<b>Service to Students</b>					
26. Utilizes effective strategies to develop trusting relationships with students that motivate them to actively participate in support services.					
27. Engages students in the development of the interventions while respecting their autonomy.					
28. Informs students of their rights and responsibilities.					
29. Accesses specific community resources to address individual student needs.					
<b>Services to Parents</b>					
30. Assists parents in becoming partners in their child's education.					
31. Maintains parents' engagement during the assessment, implementation and evaluation phases of the intervention.					
32. Provides parental consultation regarding their children's academic performance, behavior, and other needs.					
33. Encourages parents to supervise their children's regular attendance and maintain regular communication with the school.					

34. Supports families by informing them of school board policy and procedures.					
35. Informs parents of their rights and responsibilities under the Education Act.					
36. Provides parents with supplemental parenting techniques and home management skills.					
37. Assists parents in identifying and utilizing community resources.					

### Part C – Evaluation Results

To be completed by Supervisor and signed by Employee

	Unsatisfactory	Basic	Proficient	Exceptional
Level of Performance				
Level of Competence				
<b>Meets Performance Expectations:</b>	<input type="checkbox"/> <b>NO</b>		<input type="checkbox"/> <b>YES</b>	

### Evaluation Report:

Strengths	
Areas for Professional Growth	
Summative Evaluation Comments	
Employee Comment	

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date (dd/mm/yy)

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

CC: District Social Worker; Personnel File; Superintendent



## PROCESS FOR UNSATISFACTORY PERFORMANCE APPRAISAL

