
ALBUQUERQUE PUBLIC SCHOOLS ADMINISTRATOR'S GUIDE FOR CUSTODIAL WORK

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Introduction:

Please review the Albuquerque Public Schools Custodian Handbook and ensure each custodian has a copy. The APS Custodian Handbook is posted on the APS Labor Relations website.

This document is not intended to supersede or supplant the negotiated agreement between APS and CWA. The negotiated agreement governs. The negotiated agreement is posted on the APS Labor Relations website.

Please contact Labor Relations or Building Services with any questions or concerns.

You may also contact CWA leadership to work collaboratively to resolve issues as they arise.

Initial Custodial Staff Meeting:

Meet with your custodial staff as soon as you can. This group of folks can provide you with a wealth of information regarding your new school site. It is important that you establish a collaborative partnership with them.

Site Walk-Through:

Have your custodian and/or custodians walk you through the building. Bring a clipboard and a map of the school's site. Make notes about what you see and what issues or concerns the custodians may have about various areas. You may also want to do an individual walk-through with each of your custodial staff through their assigned areas to better understand their individual responsibilities/duties/schedule.

Site Survey:

Request a copy of the school's APS Maintenance and Operations (M&O) Site Survey. If a copy cannot be found at the school, you may request a copy by calling 505-768-1582. This site survey outlines the school site, provides square footage, and provides guidelines as to the requirements for cleaning and upkeep. If your school's Site Survey has not been updated in a couple of years or your school site has recently undergone changes/construction, please put in a request for M&O to do so. This is especially important if you have recently had any changes in the facilities. Please post copies of the surveys in the custodial closets for substitute custodians.

Keys:

Locate and identify all keys that exist in the building. Identify staff who currently have keys, what they have keys to, and why. Set aside any keys that do not seem to go to anything. Label all keys. Ensure that you and your front office have a comprehensive set of all keys. As you learn your school's and staff, determine who needs to have access and who does not. Establish a fair and common criterion for all staff members when deciding access. Identify what keys each of the custodians has and where they are kept. Is there a set of keys that can be given to a substitute if a custodian is out?

Safety Areas:

With the help of your custodians, identify all the "Safety areas" on the school campus. These may be bus zones, drop off/pick up areas, fire alarm stations, electrical/mechanical rooms, grounds, night lights, and equipment areas. Find out all the issues, concerns, and suggestions that your custodians have about these areas. Collect information from other staff members about their thoughts around these areas. Review current school policies and if needed, develop and implement new policies and processes that will improve safety in these areas.

Cafeteria:

Find out which custodians have responsibilities in the cafeteria area. What are those responsibilities and schedules? Who has access to the cafeteria? Please note that custodians are not required to clean tables in the cafeteria.

Large Group Areas (i.e., gym, etc.):

Find out which custodians have responsibilities in these areas. What are those responsibilities and schedules? Who has access to these areas and why?

Accountability:

Discuss the issue of accountability with your custodial staff. Ask them to assist you in being accountable for their actions. They can provide you with information about how they will report their absences, how they can provide assurances for quality work, etc. Together you may want to establish some procedures/processes around accountability and job performance improvement as you understand their work and your school site better.

Working with Staff, Caregivers, and Students:

Encourage all parties to be collaborative, positive, and respectful to one another. Help staff, parents, and students to understand that your custodians are valuable members of the school community. During Staff Orientation, please inform your staff about the extent of the custodians' role and what can or cannot be expected from custodians. The staff needs to understand that the job role of the custodian is limited to certain tasks due to lack of time and shortage of custodial support. Encourage staff and students to pick up after themselves, not to leave objects larger than a quarter lying on the floor, pick up chairs, and to realize that making special requests to custodians may mean that some tasks do not get done. Encourage all internal work needs to be submitted in writing through a process known to all.

This is Our School:

Establish a belief that this school belongs to all members of the school community. It is everyone's responsibility to keep it clean. Help to establish procedures and norms that support and reinforce that belief.

Personal Appearance:

Custodians should always be aware of personal neatness and cleanliness. They should be well groomed and wear clean clothes and their picture ID. Custodians need to wear the uniform approved per APS guidelines during their duty hours. Per the negotiated agreement Article 18 8.6 all employees will follow the APS Employee Handbook guidelines and be professional in appearance. CWA and the District agree that the uniform will consist of a collared shirt without outside logos or a Union shirt/t-shirt, long pants, and safety shoes. Any employee who works with or is exposed to live electricity must wear shirts made of 100% cotton. Trousers can be blue jeans or Docker-type pants. Baggy pants or excessively large shirts are not allowed. Identification badges must always be worn. Custodians may not wear yoga pants/leggings, shorts, sweatpants, sports jerseys, sleeveless shirts, tank tops, or flip flops. Safety shoes must be worn. During the summer months, plain t-shirts in good condition may be worn. Picture ID badges, issued through the District, shall be considered part of the uniform, and shall be worn visibly without distraction of clothing or any other obstacle. The employee shall be responsible for the replacement cost of lost or damaged badges.

Custodial Schedules

Review each of your custodians' schedules. Meet with each custodian to discuss the implications for their schedules and to help you fully understand the scope of their job and responsibilities. Please refer to the included Job Descriptions for the different levels of custodians as depending on their level, there are things that you can expect and things that you cannot expect from them. Please note that custodians' schedules are outlined in the negotiated agreement and may not be altered.

The head custodian has a total of 450 minutes of assigned work; 225 scheduled and 225 miscellaneous. Any additional duties will require time taken from miscellaneous or approved overtime. The Night Lead custodian is to do 4 hours cleaning, 4 hours supervisory duties. In the event of custodian absences, the night lead will assume those duties in place of the 4 hours for the supervisor role.

Work schedules are provided by the district and must be followed. Work schedules may not be altered to include area maps and duty hours. Area maps must be provided to custodial staff and must be posted in the custodial closet. The time required to do each job should be indicated including the frequency with which the job should be done. It may be a daily job, weekly job, monthly job, or a seasonal job/schedule. The daily jobs should be scheduled throughout the day according to the most appropriate time for doing each job.

Head custodians and Night Leads should allot time for doing odd jobs and for doing some of the weekly and monthly jobs. Work schedules shall be posted in custodian closets for use by the sub custodians. Day custodians may not report to work earlier than 5:30 am. Night Custodians shifts may not begin prior to 2:00. Night custodian shifts are 2:00 pm – 10:30 pm. Custodian schedules may not be altered. Night custodians are required to remain at their school site for the duration of their shift. Night Custodians are required to contact School Police at the end of the night from a school landline. Custodians may not contact School Police from a personal cell phone. When they contact School Police, they will provide their name, employee ID number, and school location.

When school is not in session, night custodians may be assigned to workday hours. This would also include .5 custodians who work at two (2) different locations. During the summer months, D1 .5 custodians who work at two (2) different locations will be required to work eight (8) hours a day for one (1) week at one (1) location and alternate the following week at the other location. Custodial work hours during the summer months are 6:00 a.m. to 2:30 p.m. or 7:00 a.m. to 3:30 p.m. for all D-schedule custodians/yardmen. All custodial/yardmen staff at school sites are required to workday shift hours during the summer months. Summer schedules end on the first working day in August.

Daily Custodial Services:

Below is a list provided by M&O and CWA that outlines what you can expect to be completed by the custodians assigned to the Area.

Daily Maintenance Requirements (Daily and Alternating Schedules)

1. Classroom breakfast trash is the head custodian's responsibility.
2. Classroom: Mop-sweep, damp-mop, or vacuum (as applicable)
3. Night Custodians report to work before student dismissal at the end of the school day. While they may not be able to fully access their assigned (surveyed) areas, they are expected to begin working upon arrival at their duty location.

4. Some recommended (but not limited to) duties they may complete before they can get into their assigned areas include yard work (except high schools), help the head custodian clean the cafeteria, clean entry ways in assigned areas, clean door handles (excluding interior classroom door handles), clean windows (not classroom windows), clean drinking fountains, clean classrooms within your assigned areas where students are not present, remove trash from classrooms within your assigned areas where students are not present, and stock custodial closets. This is not an exhaustive list.
5. Once students are dismissed, custodians will prioritize cleaning bathrooms, taking out the trash, and cleaning hallways. Once this is completed, custodians will start cleaning their assigned areas/classrooms. Special Education classrooms, APS Pre-K classrooms, Kindergarten classrooms, Health Offices, and PT/OT areas take priority over other classrooms. Custodians will alternate days for cleaning other areas/classrooms if they are unable to fully clean their area/classrooms in one scheduled 8- (eight-) hour shift.
6. Floor (hard surface): sweep and spot mop as needed.
 - a. Cafeteria floors must be mopped (not spot mopped) daily.
 - b. Health Office floors must be mopped (not spot mopped) daily.
 - c. All restrooms must be mopped (not spot mopped) daily.
7. Floor (carpeted): Vacuum
8. Restrooms: Empty and clean waste receptacles including feminine hygiene receptacles, refill paper towel dispensers as needed, refill toilet tissue dispenser as needed, damp clean molding and sills, clean mirrors and glass, clean wash basins, clean urinals, clean commodes, clean flush handles and fixtures, clean wall tile, refill soap dispenser, clean floor
9. Offices: Empty and clean wastebaskets and sweep or vacuum floor
10. Corridors: Dust sweep and spot mop as needed or vacuum floors
11. Stairwells: Damp dust guardrails and handrails, brush sweep stairs
12. Lounges: clean floor, remove trash, restock paper towel dispensers, and refill hand soap as needed.
13. Custodial Closets: Brushes, brooms, mops, etc., clean properly and re-hang
14. Clean mechanical equipment and slop sink. Restock supplies as needed. Do not sweep debris into or store trash into your custodial closet.

Weekly Maintenance Requirements

1. Doors, Windows, Glass: Wash window, glass partitions wash and polish door kick plate.
2. Clean door glass, annual.
3. Floors (hard surface): Damp mop and buff floor.
4. Floors (carpet): Vacuum thoroughly.
5. Corridors: Wet mop with neutral floor maintainer, vacuum all carpets and clean doors, Clean all drinking fountains.
6. Stairwells: Damp mop stairs or vacuum if carpet. Damp wash guardrails. Clean windows and sills. Wash down doors.
7. Clean out your custodial closet. Keep in mind that personal items should not be left in your closet for extended periods.
8. Lobby Area: Clean floors.
9. Offices: Clean floors.
10. Corridors: Clean floors
11. Locker Rooms and Lounges: Clean floors
12. Custodial storage areas: Clean floors and organize as needed.

As Needed Maintenance Requirements – All Custodians

1. Ceilings: Bathroom spot clean (when students throw wet toilet paper or paper towels on ceiling)

2. Light Fixtures: Replace light bulbs (this is the responsibility of all custodial staff). ALL custodians replace bulbs if they can be reached with a proper 8 ft ladder. Submit a work order only if over 8 ft.
3. Walls: Spot clean or wash if required.
4. Floors: Clean thoroughly and refinish where required (this requires appropriate training and may occur when school is not in session (i.e., Fall Break, Spring Break) if time and personnel allow)
5. Carpet: vacuum thoroughly.

Annual Maintenance Requirements

1. Clean all furniture and fixtures in classrooms.
2. Clean floors.
3. Tile floors: Strip if necessary and refinish with a minimum of three coats of floor finish/sealer.
4. Concrete floors: Top scrub with soap and water. Do not apply wax.
5. Clean all vents, lights, fans, etc. in the cafeteria.
6. Clean and hose down entrances.
7. Venetian Blinds: Dust.
8. Walls.: Damp dust.
9. Office Furniture: Clean and dust furniture, vacuum fabric.
10. Elevators: If applicable, clean floors, damp dust walls and panels.
11. Elevators (where applicable): Wash vents, fans, light. Clean and polish metal trim, thoroughly clean floors (do not use scrubber or wax).
12. Locker Rooms and Lounges: Clean all furniture and equipment (this excludes refrigerators and microwaves). Scrub floors and refinish heavy traffic areas. Clean shower stall walls.
13. Corridors: Clean windows and all ledges.

If there is a custodial shortage at your school because a team member is absent, custodians will prioritize cleaning bathrooms, cleaning the Health Office (unless it is in the Head Custodian's area), taking out the trash, and cleaning hallways. In elementary schools, Kindergarten classrooms, Special Education classrooms, APS Pre- K classrooms, and PT/OT areas are also prioritized.

Develop a plan to communicate any custodial shortage with your custodial staff.

Head Custodian:

- Establish a regularly scheduled meeting to talk about upcoming needs and expectations you may have as well as concerns and issues that your head custodian might have about current issues or around meeting your schools' needs and expectations.
- Understand the duties and responsibilities of the head custodian and how those differ from your other custodial staff.
- Establish performance goals as part of their evaluation and supervision process. Make sure these goals are specific and measurable.
- Establish a process for checking in and checking out if needed.
- Establish communication processes and tools unique to their position.
- Unless there is reason to believe otherwise, trust your head custodian to do their job.
- Review and discuss the budget around cleaning supplies, materials, and equipment.
- Ask for regular input on what you can do to improve your working relationship with your custodians.
- Initiate and follow-through on work orders.

- Develop and implement a process for issues and challenges with other staff members or other custodians and share with the entire custodial staff.
- Discuss process for leaves, absences, and alternate schedules and share with entire custodial staff.

Working with Evening Custodians

- Establish a regularly scheduled meeting for all custodial staff with you and/or your assistant principals.
- Establish routines for any evening custodians.
- Establish a process for checking in and checking out.
- Establish communication processes and tools.
- Solidify what the relationship between the head custodian and any evening custodians will be.

Custodial Processes:

Review any current custodian-related processes and discuss with your custodial staff. You should have established processes and procedures in the following areas:

- Flextime/Comp time (Comp time must be approved by the principal ahead of time)
- Overtime pay policies and procedures (as per the Negotiated Agreement)
- Absences
- Special school events during and after school day
- Checking in and out of the school campus
- Reporting incidents, work orders, etc.
- Staff, parent, and student interaction norms
- Summer cleaning

Custodial Budget: Materials, Tools and Supplies

Your custodial staff cannot perform the tasks you expect them to unless they have the appropriate cleaning supplies, tools, and materials. Here are a few things to consider when budgeting for this area:

- Share the custodial budget information with the head custodian at budget development time, at the beginning of the school year, and throughout the year as expenditures are made.
- Work with your custodial staff to find out what is truly needed to complete their assignments.
- When developing a projected budget, review the expenditures of the prior year; were they adequate, too much, not enough, etc.?
- Consider buying quality tools and equipment that won't easily break and need repairing. Check with Building Services at 505-768-1582 for approved APS vendors who carry quality equipment.
- Provide each of your custodians with a tool belt of basic tools to increase efficiency and self-reliance.

Do's of Working with Your Custodial Staff

Do's:

- Meet with your custodial staff on a regular basis.
- Include/invite your custodial staff to all staff events and functions.
- Provide your custodial staff with copies of all school communications and staff memos; they need to know what is going on in the school.
- Provide your custodial staff with a brief overview of the goals that the school is striving to accomplish and enlist their help in supporting those goals with safe, quality environments.

- Recognize your custodial staff, publicly and privately, as opportunities arise.
- Provide all needed cleaning materials, tools, and equipment to do what it is that you are requesting of them.
- Check on the status of Work Orders on School Dude and what support might be needed.
- Ensure that your custodial staff is knowledgeable about handling emergency and/or hazardous situations. For emergency work orders, please contact 505-765-5950.
- Review process for covering responsibilities when custodians are out, and no relief is available.
- Provide your custodial staff with training, if necessary, to complete their assignments. Contact APS M&O department to assist you in this area.
- Encourage positive, constructive, and respectful relationships between the custodial staff and the rest of the school staff, parents, and students.
- When requesting that custodians perform duties beyond their job description; consult with that custodian first and if possible, provide incentives to him/her.
- Distribute assignments equitably.
- Ensure that all assigned duties are reasonable and equitable.
- Enforce rules equitably.
- Expect custodians to handle student behavior only in a general nature.
- Evaluate custodians annually.

Coverage: What to do when custodial staff is out

It can be a challenge to provide coverage for staff when they are out or when you have a vacancy.

Here are a few things to consider:

- Call M&O, Building Services (505-768-1582), to request a substitute custodian.
- Establish norms with the rest of the school staff on how to handle situations where there are not enough custodial staff so that all participate in keeping the school clean and safe.
- If there is a custodial shortage at your school because a team member is absent, custodians will prioritize cleaning bathrooms, cleaning the Health Office (unless it is in the Head Custodian's area), taking out the trash, and cleaning hallways. In elementary schools, Kindergarten classrooms, Special Education classrooms, APS Pre-K classrooms, Health Offices, and PT/OT areas are also prioritized.

Furniture and Technology Equipment

Limited Furniture Movement

Custodial job descriptions state custodians move limited furniture, supplies, and equipment as necessary and requests for assistance as needed. Custodians can be expected to remove broken furniture from a classroom. Custodians may be asked to move student desks and chairs. More than two (2) classrooms are considered a move and should be done via custodial overtime or compensatory time after hours or during the weekend. Furniture is also moved to deep clean a classroom during the summer. However, Custodians may not move entire classrooms of furniture to another location. If an entire classroom needs to be moved, this is done via custodial overtime, comp time, or hiring a moving company. Additionally, custodians are not expected to move Promethean Boards or other technology equipment.

Summer Cleaning

Please refer to the points below to ensure successful, quality summer cleaning of your school:

- All Custodians desiring three (3) or more consecutive days of annual leave between the end of school in May and the resumption of classes in August will submit their request to the Site Administrator by June 1 as outlined in the Negotiated Agreement between APS and CWA.
- The Site Administrator will approve, disapprove, or discuss other possible dates with the employee(s) with a goal of scheduling and approving in writing, all summer extended leave periods prior to the last week of classes.
- Where conflicting requests cannot all be approved, seniority shall take precedence.
- Ensure that there is at least one custodian at the school on any given day during the summer.
- Be very clear about your expectations that the school will be ready by a certain date.
- Establish guidelines for summer expectations around breaks, dress, presence on campus, number of custodial staff, etc. (APS prohibits all employees from bringing family members to work with them except in extenuating circumstances that have been discussed with the principal.)
- Develop a means for receiving on-going communication around the status of work being completed and possible needs or issues.
- Control the coming and going of teachers in the summer so that rooms that are already cleaned won't be messed up prior to school opening. Ask teachers to take what they need to work on over the summer home with them in May, so they won't be in and out. Also identify the dates for when the school will be open for teachers again. Collecting keys at the end of the school year assists in controlling this situation.
- Even if as a principal you are off contract, you are responsible for monitoring the work of this role group; drop by the school periodically to assess the situation.

Evaluation and Supervision of Your Custodial Staff

Detailed information on the formal process of supervision and evaluation of custodians can be found on the APS Human Resources Website and in your copy of the Negotiated Agreement Between The Albuquerque Municipal School District Number 12 and the Communications Workers of America Maintenance and Operations Unit. The Negotiated Agreement is posted on the APS Labor Relations website.

The APS Human Resources department provides personnel to help you with this role group.

In addition to the above, here a few helpful tips:

- Be sure you follow an established process for scheduling supervision and evaluation; this should not only be discussed at the end of the school year or when there is a problem.
- Set up a timeline and process for how you will supervise this role group; have regular custodian meetings be a part of this process but also meet with individuals alone as well.
- Review custodian's job description and responsibilities at the beginning of each school year.
- Distribute work assignments equitably.
- Start with the most senior employee when there are overtime or comp time opportunities; custodians must be paid overtime if they work more than 40 hours per week at your direction.
- Provide comp time to custodians when it is mutually agreed to by both the administrator and the custodian: expect custodians to use all "comp time" by July 1st (start of a new fiscal year) or be

paid for that time. Encourage employees to take their annual leave and comp time throughout the year and not just during the summer.

- Provide adequate supplies, materials, tools, and training to custodians to do their work.
- Ensure that your custodians understand the expectations of the job and your expectations as their supervisor.
- Enforce the rules equitably and fairly.
- Do not add additional unreasonable duties to an employee's job description responsibilities.
- Address issues and concerns with custodians immediately; do not wait until evaluation time.
- Keep documentation of all your interactions with custodians
- Email copies of your official documentation of incidents (excellent and poor performance) on the job to HR for personnel records.
- Contact your HR Staffer if you are having concerns about your custodian's conduct or performance. HR can also provide you with examples of memorandums you might use to document custodial issues.

In addition, here is some specific information from HR:

- APS uses Progressive Discipline: Progressive discipline is a means of communicating problem issues directly and in a timely fashion so that employees can involve themselves in the problem-solving process. We need to provide the employees with the tools, direction, and training to turn unacceptable behavior into positive output. We, the employer, need to show that we made affirmative efforts to help the employee improve before we decide to terminate.
- When qualifications are met, seniority shall govern.
- Transferred or promoted employees have a six-month orientation period to perform the new job. If they don't, they can be transferred back to their previous job or if that one is not available, they will be placed in a job with similar duties and pay.
- New D-level employees are probationary for six months. A D-Level employee's status with APS will be terminated if the employee fails to report for three consecutive days unless there is an extenuating circumstance, and the employee has provided such documentation.
- Writing up custodians after the fact to take corrective action or to discharge is illegal. Documentation of poor job performance and/or bad behavior must occur immediately following the incident.
- All employees are entitled to Just Cause-Notice, Reasonable Rules, Fair Investigation, Proof (No hearsay), Fair Consequence, and Equal Treatment

A sample copy of the evaluation form used for Custodians is on the next page. Please obtain these forms from the Human Resources Department. Remember, custodians need to be evaluated annually and supervised regularly.

**ALBUQUERQUE PUBLIC SCHOOLS
EVALUATION
NON-SUPERVISORY POSITIONS -- MAINTENANCE AND OPERATIONS
HEAD CUSTODIAN / NIGHT LEAD CUSTODIAN**

Employee Name/Employee #: _____ Department:/School: _____
Job Title: _____ Supervisor: _____

PART I – GENERAL PERFORMANCE EVALUATION

INSTRUCTIONS: Indicate the most appropriate performance level in the space provided.

Performance Level Legend:

a. outstanding b. acceptable c. unacceptable (see Part III)

1. Knowledge of work principles and practices

- ___ a. Has knowledge of the principles and practices pertinent to the field of work that is significantly beyond the requirements of present job.
- ___ b. Has good basic knowledge and can perform the duties of the job independently.
- ___ c. Lacks the basic knowledge needed to function effectively in the present job.

2. Work production

- ___ a. Consistently maintains an exceptionally high standard of work; always completes assignments within allowable time limits.
- ___ b. Maintains an acceptable work standard; usually completes assignments within allowable time limits.
- ___ c. Work is often unacceptable because it is incomplete, of low standard, or because obvious factors have not been considered.

3. Acceptance of responsibility

- ___ a. Willingly accepts full responsibility for one's actions, decision, equipment and tools entrusted to the employee; does not avoid complex or unpleasant tasks.
- ___ b. Accepts responsibility for assigned tasks, related actions, equipment and tools entrusted to the employee.
- ___ c. Often avoids taking a position or is unwilling to support own actions or decisions; consistently offers excuses when results are unfavorable; often is negligent in the use of equipment and tools entrusted to the employee.

4. Work attitude/effort

- ___ a. Consistently demonstrates and promotes a positive attitude toward work assignments; adapts to new or changing working conditions, effectiveness is seemingly unaffected by extreme or varying demands or pressures.
- ___ b. Normally exhibits a positive attitude toward work; accepts procedural changes willingly; meets varying workload demands and can cope with normal job pressures.
- ___ c. Is often negative about work assignments; resists changes in routine procedures; is often flustered by changes in workload or by the pressure of deadlines.

5. Need for supervision

- ___ a. Anticipates things that need to be done and follows through with little, if any, prior instruction or guidance.
- ___ b. Requires only general instructions or direction; can devise appropriate solutions to normal assignments or problems.

___ c. Not a self-starter; easily loses sight of the work objective if not under constant supervision.

6. Relations with others

- ___ a. Works well with others; sensitive to needs of others; an effective team-worker.
- ___ b. Makes an effort to get along with others; a cooperative team-worker.
- ___ c. Does not attempt to help others; generally maintains negative communications with coworkers; sometimes causes dissension.

7. Attendance

- ___ a. Is rarely absent; reports for duty on time; if absent, always provides ample, proper notification; always remains on job for assigned duty period.
- ___ b. Reports for work at the assigned time and remains on job for the assigned duty period; provides proper notification if absent.
- ___ c. Often reports late or is absent from duty without proper notification; leaves early.

8. Work rules/regulations

- ___ a. Always adheres to established work rules, policies and regulations; extends the intent of the work rules into making decisions and judgments.
- ___ b. Complies with established work rules, policies and regulations.
- ___ c. Does not always follow work rules, policies and regulations; often expresses resentment to such.

9. Safety

- ___ a. Demonstrates and constantly promotes the use of proper safety practices in accomplishing job responsibilities.
- ___ b. Performs assigned tasks in accordance with established safety practices.
- ___ c. Safety practices receive little attention; violations of such practices are common.

General Performance Evaluation Remarks: _____

PART II – SPECIFIC PERFORMANCE RATINGS

Performance Responsibility Level of Achievement: (as specified in Job Description)

Specific Performance Ratings:	Not Achieved . . . Achieved				
1. Assign and Direct the work of custodians under supervision to assure effective cleaning of school buildings and grounds.	1	2	3	4	5
2. Responsibly operate, properly clean and store custodial equipment.	1	2	3	4	5
3. Requisition, receive and store custodial materials/equipment; conduct inventory of custodial materials/equipment.	1	2	3	4	5
4. Perform routine building inspections in cooperation with custodial supervisor/ staff.	1	2	3	4	5
5. Perform minor maintenance tasks, i.e. replacing light bulbs, restroom supplies, unstopping/replacing lawn sprinkler heads.	1	2	3	4	5
6. Perform other related tasks as requested by the principal/custodial supervisor.	1	2	3	4	5

Remarks _____

PART III. DEVELOPMENTAL PLAN

Improvement Program (to be completed for each performance criteria evaluated as unacceptable)

*Recommend activities, including time limits, which would provide the employee an opportunity to achieve an acceptable level.

Advancement Program (optional) *Recommend activities which would increase the employee's potential for advancement (training, in-service, assignment modification, etc.)

I have discussed this evaluation with the employee.

Supervisor Title Date

I understand that my signature indicates only that I have had the opportunity to review the completed form and my supervisor has discussed the evaluation with me. My signature does not necessary indicate my concurrence with all or part of the evaluation. I also understand that I make any comments I wish concerning this evaluation in the "Remarks" section below.

Employee Date

Remarks:

PERSONNEL DIVISION USE ONLY

This evaluation has been reviewed by the following Personnel Representative:

Personnel Representative Title Date

Distribution: Original – Personnel File 1st Copy – Work Location 2nd Copy – Employee

Albuquerque Public Schools

PROBATIONARY PERFORMANCE EVALUATION

(Maintenance and Custodial)

School Year _____

The purpose of this evaluation is to bring to the attention of the Administrative Staff the standard of work undertaken by this employee. First Evaluation: _____ Second Evaluation: _____

Employee _____

Position _____

Location _____

Supervisor's Comments

Please check applicable rating:

Qualifications	Good	Average	Poor
Quantity of Work			
Quality of Work			
Initiative			
Dependability			
Cooperation with others			
Character			
Attendance			

Remarks: _____

From your observation of this employee and their performance of duty over the past three (3) months, would you recommend that they be retained for the second probationary period.

Yes _____ **No** _____

Note: If this is the second evaluation:

Do you recommend that this employee be given PERMANENT STATUS?

Yes _____ **No** _____

Employee's Signature Date Supervisor's Signature Date

Distribution: Original - Human Resources

First Copy - Maintenance & Operations

Second Copy - Employee

Third Copy - School Location (if applicable)

Probationary Performance Evaluation: Revised 10/18/06

Needs Supervision:

Seldom () Frequently ()

Occasionally () Constantly ()

Important Phone Numbers

Classified Staffing Assistant	505-889-4879
Classified Staffing Specialist	505-889-4836
Classified Staffing Manager	505-889-4833
APS Labor Relations	505-889-4854
Emergency Work Orders	505-765-5950
Building Services (Sub requests)	505-768-1582