



**West Fork  
Community  
School District**  
*Paraeducator/Associate  
Handbook*

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West Fork Para/Associate;

Welcome to the 2025-2026 school year, and thank you for serving as a para/associate for the West Fork Community School District. The position of para/associate is an important one, as you will touch the lives of many students, parents, and fellow staff members throughout the school year, and you will be remembered. As we have said before, it is not “if” you will be remembered, but “how?” You are a valued member of the West Fork School community and will make a difference! All school employees are in the people business and will be helping all of us meet the important goal of providing the best educational experiences for all students who attend classes in the West Fork Community School District. Treat everyone with whom you come in contact with courtesy, dignity, and respect.

Last year, it seemed that it was difficult to make our monthly meetings work. This year, we will plan to have some meetings, but it will be on a need-to-meet basis and not scheduled monthly since it really didn’t work well. (Unless I receive feedback indicating you would like to do the monthly meeting again.) Please know that we value each of our para/associates, and without you in this role, the rest of us couldn’t do our jobs. There are times when we have to pull people and shuffle people around because we have fires that come up each week, and we have to adjust and prioritize where people are at and with whom. We make these decisions on what we feel is best for students and each classroom overall. We appreciate your willingness to help out wherever needed and your flexibility and positive attitude in doing so.

We look forward to working with you to make West Fork Schools the best learning environment for all of our students.

Mike Kruger  
Superintendent of Schools

## Welcome!

You are now part of the West Fork Community School District (WFCSD). Our mission at the West Fork CSD is being dedicated to creating successful learners, citizens, and leaders. You will be an essential component to help directly and indirectly improve student success, and ultimately, student achievement. PURPOSE OF THIS GUIDE: The purpose of this guide is to help you acclimate yourself to your new job. It is written with a newly hired associate in mind, but will also give valuable guidance to our veteran associates. While it will never answer every question, it should give you a broad overview of your duties and where to go to find answers. When in doubt, however, don't hesitate to ask.

### DEFINITION OF AN EDUCATIONAL ASSOCIATE (PARAEDUCATOR):

"An employee who works under the supervision of teachers and other licensed personnel who have the ultimate responsibility for the design and implementation of education and related service programs. An employee whose position is either instructional in nature or who delivers other direct or indirect services to children, youth, and /or their parents." *\*Iowa Department of Education; 1998*

### PARAEDUCATOR CODE OF ETHICS:

The paraeducator will . . .

- \* interact with students in a manner that demonstrates respect and dignity
- \* interact with educational staff and parents in a manner that demonstrates respect and professionalism
- \* maintain confidentiality
- \* demonstrate a commitment to continued professional growth & development
- \* use questions to involve the student and monitor understanding
- \* raise questions and concerns in a professional & appropriate manner

### THE MANY ROLES OF A WFCSD PARAEDUCATOR:

The primary benefit of paraeducator use is the improvement of instruction and services to students. Paraeducators play a significant role in the delivery of instructional activities to students. Associates in the WFCSD are asked to wear a variety of "hats" within the course of each day. In addition to your "main duties", you will be asked to assist in other ways when time allows. This might include office work, classroom work, assisting specific students, organizing special projects or events or simply looking around to see what needs to be done. It is important to remember, however, that your main duty is the reason why you were hired and should come first.

#### DO'S & DON'TS FOR PARAEDUCATORS

Paraeducators May . . .	Paraeducators May Not . . .
Be left alone in the classroom, in a planned way, when the supervising teacher is called away.	Be used as a substitute for licensed teachers unless the paraeducator has the appropriate teaching license and has been directed by the administrator to serve as a substitute teacher.
Work without direct supervision with individuals or groups of students on concepts introduced by the supervising teacher or other teachers.	Teach completely new concepts and skills.
Have specific instructional and management responsibility for an individual student or groups of students.	Be given the primary responsibility for the education of an individual student.
Be involved in student IEP meetings	Be assigned to attend student IEP meetings in place of the supervising teacher.
Support the inclusion of children with disabilities into general education activities such as taking notes, tutoring, giving tests orally, or supporting behavioral interventions.	Be given the primary responsibility for teaching curriculum content to students with or without disabilities.
Maintain records relevant to classroom assignments.	Carry out clerical responsibilities that are assigned to other staff members.

## CHAIN OF COMMAND

Because you will be working with a variety of teachers, it is important to know what is expected of you in each "setting". Expectations may differ from room to room or even from day to day. When you have questions or a conflict occurs, it is best to go directly to the teacher in that "setting" and try to solve it together. If you are a child-specific associate with a student in a special education program, the special education teacher (instructional strategist) should at least be made aware of the student's issues, even if he/she is not directly involved. If you continue to have questions or if the conflict persists, speak with the building principal.

## COMMUNICATION WITH TEACHERS

TEACHING STYLES. Teachers, like everyone else, have unique characteristics and ways of doing things. These characteristics are rarely given much thought by the teacher because they are such an integral part of the individual's teaching style, but for paraeducators who are in support roles, it is imperative that they know as much about these characteristics as possible. Without mutual awareness and understanding of these idiosyncrasies, the effectiveness of the team will be undermined. Every teacher has a style of his or her own.

The style may be flexible, controlling, permissive, and/or a combination of all of these and more. Most teachers have an array of teaching strategies they like to use in a specific situation or with a specific student. They may be topic-related, skill-related, or concept-related. For other teachers, structured behavior management methods may serve as the basic approach for teaching skills and helping students learn to monitor and maintain effective behavior. Some teachers may rely on self-instruction, whereas others will rely on incidental types of learning centers or various types of group or individual projects. No matter what method a teacher uses, it is important for the paraeducator to know what teaching strategies the teacher uses and the reasons why they are used with a specific group or individual student.

SUPERVISORY STYLES. Just as teachers have teaching styles, they also have different types of supervisory styles. One person may be very structured and provide specific directions based on rules, procedures, and program and classroom structures developed by the teacher. Another person may ask the paraeducator to share ideas and information and participate in the decision-making/planning process. Still, a third person may tend to be non-directive and prefer the paraeducator to learn by observing what the teacher does and then model the behavior.

DISCIPLINE STRATEGIES. Discipline is for most teachers something that they hold very close and very dear to themselves. How they discipline and why they discipline is known many times only to them. It is important for the paraeducator to understand why one student requires one disciplinary strategy and another does not.

USE OF TEACHING MATERIALS. Teachers, almost like good mechanics, have their favorite tool. Teachers in the selection and use of teaching materials very often will rely more on one type of teaching material than on another, even though either one might work in the particular learning situation. Like discipline, it is important for the paraeducator to know why that particular material was selected and is of value in a particular learning situation.

CLASSROOM ORGANIZATION AND RULES. Both structure and rules are integral to the strategy of discipline and behavior management used in classrooms. Structure or a lack of it *will* likely determine the type of discipline that is experienced by the youngster in the classroom. The old adage that rules are made to be broken is not a procedure that is going to produce positive results in any educational setting. The paraeducator needs to know why a particular structure has been chosen by the teacher and why and how it complements the instructional delivery and/or processes.

## RESPONSIBILITIES

### Accepting Responsibilities:

- \* Engage only in instructional and non-instructional activities for which you are qualified or trained.
- \* Refer concerns expressed by parents, students, or others to your supervising teacher.
- \* Recognize the supervisor has the ultimate responsibility for instruction and management, and follow the prescribed directions.
- \* Help to see that the best interests of individual students are met.
  - Do not communicate progress or concerns about students to parents.

### Relationships with Students and Parents:

- \* Discuss a child's progress, limitations, and/or educational program only with the supervising teacher in an appropriate setting.
- \* Express differences of opinion with your supervising teacher only when students are absent from the room.
- \* Discuss school problems and confidential matters only with appropriate personnel.
- \* Respect the dignity, privacy, and individuality of all students, parents, and staff members.
- \* Do not engage in discriminatory practices.

### The Paraeducator will make a conscious effort to avoid engaging in the following behaviors:

- \* Failure to begin work at the starting time.
- \* Frequent tardiness, absenteeism, or leaving work early without authorization or just cause.
- \* Working unauthorized hours or violating working hours, rest periods, or lunch periods.
- \* Leaving your workplace during work hours without authorization.
- \* Unauthorized extension of break and/or lunch periods.
- \* Unnecessary visiting or extended visiting during work hours.
- \* Loitering or wasting time during working hours.
- \* Obscene or abusive language.
- \* Poor grooming or hygiene.
- \* Smoking on district property or district vehicles.
- \* Inefficiency.
- \* Violation of safety and health rules.
- \* Negligence, careless errors, or abuse of equipment.

### The Paraeducator will make a conscious effort to avoid engaging in the following behaviors, and failure to do so may result in disciplinary action up to but not limited to termination:

- \* Dishonesty
- \* Deliberately falsifying, altering, or supplying false information on School District records. This includes false sick leave claims and falsifying time sheets.

- \* Sleeping during work hours.
- \* Fighting, disorderly, subversive, insubordinate, immoral, or indecent conduct during working hours or on School District premises.
- \* Working on personal jobs or carrying on secondary employment on School District time.
- \* Deliberate failure to complete School District records.
- \* Violation of safety and health rules which may endanger the employee, other employees or the public.
- \* Excessive absenteeism.
- \* Failure to notify your supervisor that you will be absent from work.
- \* Failure to perform duties as outlined in the employee's job description or carry out reasonable assignments or instructions.
- \* Failure to follow the proper procedures or policies of the School District.
- \* Incompetence.
- \* Two written warnings for any combination of offenses during a twelve (12) month period.
- \* Theft, willful destruction, and/or unauthorized use or alteration of property or equipment belonging to the School District or any employee.
- \* Violation of any provisions of the School District's policy regarding alcohol, tobacco, and drugs.
- \* Obtaining employment promotions under false pretenses.
- \* Conviction of, plea of guilty to, plea of nolo contendere (no contest) to, or deferred judgment or adjudication regarding a crime carrying a penitentiary sentence, regardless of whether a penitentiary sentence is imposed.
- \* Disobedience, insubordination, or refusal to comply with reasonable instructions or authorized supervision as well as publicly speaking negatively of the school district, supervisors, or programs.
- \* Failure to keep current and valid any necessary licenses and/or certifications.
- \* Violation of any provision of the School District's policy concerning Sexual and Other Prohibited Harassment.
- \* Habitual offenders of various School District rules.

#### SUCCESSFUL PARAEDUCATORS WILL:

1. Communicate with the teachers daily.
2. Offer suggestions, although some may not be used.
3. Ask the teacher's opinion on your performance.
4. Discuss problems now. Don't let them grow by ignoring them.
5. Try to follow instructions exactly as they are given to you.
6. Remember that all final decisions are up to the classroom teacher.
7. Maintain confidentiality.
8. Offer the teacher feedback.
9. Let teachers know your strengths.
10. Ask questions, the teacher may assume that you understand his/her directions.
11. Share responsibilities - work as a team, plan together.
12. Be patient with yourself, with the teacher(s), and with the children.
13. Become familiar with every child in the classroom.

**CHILD SPECIFIC ASSOCIATES:** If you are a "child-specific" associate, you will most likely spend the majority of your day with one student. Your main responsibility is the safety and academic advancement (under the direction of a classroom or special education teacher) of that particular child. You will accompany and help him/her in everything he/she does throughout the day. This will probably include work in the classroom, traveling to special classes such as P.E. and music, bus loading/unloading, recess, lunch, assemblies, and field trips.

\* **HOW CLOSE SHOULD I STAY?** If you have been assigned to work one-on-one with a student, there is most likely a sincere concern for that child's safety, the safety of others, or a wide range of other issues. Constant and direct attention can help prevent a variety of problems. Therefore, it is very important to stay within close proximity of your student at all times. (A good rule of thumb: five feet or less\*). It only takes a second for a catastrophe to occur. Some students are quick, like to run, and will exhaust you "running after them" all day. Don't do it. Remind and enforce the rule that it is "*their job to stay with you* ", not the other way around (this skill could be practiced). As you establish a routine with your student, it will be easier to "loosen the reins" a little and know when to give him/her the independence he/she needs and deserves.

\* **SPECIAL EDUCATION PROGRAMS:** Your student may receive services under their IEP where academic work is specifically tailored to his or her needs. If so, you will be working as a team with the Special Education Teacher. The teachers will rely on you to communicate to them how the student is doing "as a whole" throughout the day and in all school settings. Please report any problems to Special Education Teachers and use them as a resource for behavior management, communicating with other teachers, and communicating with parents. Also, because you are with that student all day long, feel free to share areas of concern and suggestions that you see would make the student's day better. Please ask before making changes on your own.

\* **WHAT IS AN IEP?** An IEP is an *Individual Education Plan* written by Special Education Staff to pinpoint specific areas of concern for a student. The curriculum should then address these areas. It is important for you to know the student's goals, modifications, and accommodations as listed in the IEP in order to support the student and the Special Education Teacher in every way. Goals may be either academic or behavioral in nature. Examples of IEP goals:

*"In 36 weeks, John will read at an H-level book with 90% accuracy. "*

*"In 36 weeks, Sara will complete basic addition facts to 18 with 85% accuracy. "*

*"In 36 weeks, Chad will reduce tantrums to one or fewer/day. "*

Smaller benchmarks or objectives may also be included. At times, you may be asked to chart or record behaviors. As with all school information, confidentiality is required.

\* **WHAT IS AN IEP MEETING?** An IEP meeting is held once a year (sometimes more often) for teachers, parents, administration, the Area Education Agency, and a variety of others to "touch base" and monitor the overall progress of a student in Special Needs Programs. You may or may not be asked to attend, but your observations and concerns are important either way. An IEP meeting may also be called to address a new problem.

\* **WALKING A FINE LINE:** Please be careful not to do for the students any tasks that they are able to do themselves. It is often hard to know when to help and when to expect independence. The goal, however, is independence, so under your watchful eye, students should be encouraged to carry their own supplies, turn in homework, lunch money, or notes from home, zip coats, put on shoes, communicate with teachers, etc. Strive for slightly more independence each day.

\* HOW TO DEAL WITH BEHAVIOR ISSUES - The Basics: Entire textbooks are devoted to behavior problems in children that are "beyond the ordinary". However, if you're just getting started, you'll want to remember the very basics. *The ultimate goal is getting students to be in charge of their own (positive) actions or accepting consequences for their misbehavior.*

1. Consistency: All children need consistency. This is especially true for children who have behavioral issues. Decide how best to deal with a given situation (sometimes this takes several tries) and then stick with it. While it is tempting to make exceptions at times, it is best not to. Of course, each student will be different, and you will have to make your own common-sense calls.
2. Set Consequences: With the help of the teacher, set specific consequences for specific problems. Then, deliver those consequences each time the negative behavior occurs. It is best to do this in a calm, matter-of-fact way and remind the student that he or she "chose" the consequence.
3. Reward / Praise: It is important to frequently notice expected/acceptable behavior and encourage it to continue. This can be done formally with charts or tangible rewards. Informally, it can be done with simple (but sincere) statements like *"What a great job you're doing today"*, or *"Wow, you are doing that even better than yesterday"*. Sometimes rewards need to be immediate in order to help modify a behavior. Over a period of time, the positive behavior should become more automatic, and the reward can be less frequent. The classroom or Special Education teacher should develop the program as necessary.
4. Humor: One of the best ways of dealing with difficult children is the use of humor. Most students respond to happy adults who show they care in a variety of ways. Many students like innocent teasing, and it will often put them in a good frame of mind for learning. Over time, humor can help establish a good two-way relationship. Be careful not to use sarcasm or let the teasing get out of hand.
5. The Adult is in Charge: You are in charge of the student. It is important to convey this message to him/her in a respectful yet firm manner. Often, children with behavioral problems are "asking" for someone to set and enforce boundaries. That does not mean, however, that they won't challenge them. If you are perceived as being someone who is easy to "run over", it is likely you will be. Remember: FACT (Firm and Consistent Tactics).
6. Never Argue: Because it is easy to fall into the "argument trap", make a conscious effort to distinguish between explaining (okay) and arguing (not okay). Ignore statements intended to prolong issues that need to be dropped and try redirection.

#### Suggestions for Interacting with Students

1. Establish a positive relationship with the students (respect, courtesy, friendship).
2. Our job is to encourage students rather than to control.
3. Be positive in speaking to the students, avoid "putting them down."
4. When possible, organize ahead of time. Think before speaking.
5. Use the students' names.
6. When giving directions, first get the student's attention.
7. Speak in a calm manner.
8. Try to maintain eye contact with the student.
9. Minimize distractions.
10. Let them know why the topic is important.
11. Let them know that you are talking to them for their benefit.
12. Use questions to involve the student and monitor understanding.
13. Include examples from the student's experience.
14. Avoid discussing students' personal problems when you are uncomfortable about it.
15. If frustration, anger, or boredom occurs, stop.
16. Reinforce and support students in listening.

### Multicultural, Nonsexist Approach to Education

The West Fork School District and all its employees aim to develop and implement the district's educational program in a multicultural and non-sexist manner, free from discriminatory practices of any kind. Inquiries regarding compliance with a multicultural, non-sexist approach to education shall be directed to the Superintendent of Schools at (641) 822-3234.

### Notice of Nondiscrimination

Students, parents, employees, and others doing business with or performing services for the West Fork Community School District are hereby notified that this school district does not discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its employment and personnel practices in admission or access to, or treatment in, its programs and activities.

The West Fork Community School District does not discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family, or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e). The belief in equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Mike Kruger, Supt. and Equity Coordinator(s), PO Box 60, Rockwell, IA 50469, 641-822-3234, [mike.kruger@westforkschool.org](mailto:mike.kruger@westforkschool.org).

### Physical Restraint of Students

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. Additionally, school employees may use "reasonable and necessary force, not designed or intended to cause pain" to do certain things, such as prevent harm to persons or property.

State law also places limits on school employees' abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine, and detain a child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child's parent. West Fork CSD encourages and will support all para-professionals in securing the proper training for proper restraint. (CPI Training). If you do not have the proper training we suggest that you allow another individual who does to take care of the situation unless a child is in danger of hurting themselves or others.

## WEST FORK COMMUNITY SCHOOL DISTRICT

### Associates/Para Educators Wage Advancement and Benefits

The West Fork Community School District has developed a Wage Advancement system for Associates/Para Educators, which includes increases for educational advancement and for extended/difficult student stipends. These increases shall be approved by/determined by the administration.

<b>Associates/Para Educators</b>		
<b>Wage Advancement</b>		
<b>Base Hrl Wage 25-26</b>		<b><u>\$14.50</u></b>
<b>Increase for AA/BA/ or Para Certification (at time of Hire)</b>		\$0.25
<b>Increase for Para Certification after Hire</b>		\$0.25
<b>Increase for Para II Certification</b>		\$0.25
<b>Increase for Renewal of Para I/ or Para II Certification</b>		\$0.10
<b>Quarterly Stipend/Extended Duty Pay</b>		\$200/quarter

The base hourly wage is recalculated each year. All certifications must be completed and turned in to the Business Office by September 1, to receive an hourly increase, or the increase will be added to the following year's contract. All increases will be added to the current per-hour wage and will not affect the annual raise provided by the School Board.

To qualify for the para stipend working with difficult students, one of the following would be in place:

- health needs and/or diapering within the IEP
- toilet training within the IEP
- Student is explosive in nature
- student with a high probability of safe room use, restraint, and/or being removed to protect the safety of themselves or others

The administrator of your building will turn in the quarterly stipends to the Business Office at the beginning of each quarter for processing on Payroll.

Full Single Health and Dental Benefits are offered to all Support Staff working 30+ hours a week. In lieu of this option, Support Staff can take a \$2,500 stipend, which is split over 9 months. We offer 3 health insurance plans at varying rates. The district also covers \$20,000 of Life/LTD insurance for the employee. Insurance is paid through the summer with a signed contract guaranteeing a return to work in the fall. 5 paid Holidays throughout the year, which include: New Year's Day, Labor Day, Good Friday, Thanksgiving Day, Christmas Day. Paid per diem for E-Learning days.

More information can be found at:

<https://sites.google.com/westforkschool.org/west-fork-employee-information/insurance>

## **WEST FORK COMMUNITY SCHOOL DISTRICT**

### **Support Staff Evaluation**

The West Fork Community School District system of evaluation has been developed on the premise that all school support staff employees are evaluated. Regardless of how formal the system for evaluation is, what evidence is collected or analyzed, or how often formal reports are written, school support staff employees are evaluated and they are evaluated often. Students, parents, teachers, administrators, peers, and the general public all evaluate school employees.

The adopted system of formal evaluation for paraprofessionals establishes District standards expected of all paraprofessionals and uses those standards and employee assignment descriptions to judge individual performance. Evaluation procedures will identify areas of employee strengths and weaknesses and utilize those areas to establish goals to be reached for the subsequent evaluation period.

Each support staff employee will be evaluated each contract year by the appropriate supervisor(s), administrator(s), or designee(s). A formal evaluation will be held prior to the issuance of contracts for the subsequent year, at which time the employee's performance will be assessed using the adopted evaluation form, and goals for the subsequent year will be established. At the beginning of the contract year, the employee will be given a copy of the evaluation form and the appropriate assignment description and notified of who will be conducting his or her evaluation.

## WEST FORK COMMUNITY SCHOOL DISTRICT

### General Assessment District Standards

**Appearance:** Employees are expected to maintain a neat and clean appearance, and dress appropriately for their work assignments.

**Punctuality:** Employees are expected to begin work at their assigned time, limit breaks and lunch to prescribed times, and work until the end of their assigned time.

**Dependability:** Employees are expected to report to work on a regular basis, mindful of the days for which they have contracted to work, being absent only when necessary.

**Loyalty:** Employees are expected to be supportive of the District's mission and other employees.

**Confidentiality:** Employees are expected to maintain maximum confidentiality related to their work assignments.

**Attitude:** Employees are expected to maintain a positive, friendly attitude toward their work assignment and toward students, other employees, and the public.

**Productivity:** Employees are expected to work efficiently, using their work time wisely.

**Work Quality:** Employees are expected to maintain a high standard of work ethics and quality in fulfilling their work assignments.

**Organization:** Employees are expected to organize their work and their workstation in an efficient, orderly manner.

**Initiative:** Employees are expected to use initiative within the scope of their work assignment, to enhance the effectiveness of their work.

**Communication:** Employees are expected to communicate in a productive, appropriate manner with students, other employees, and the public.

**Safety:** Employees are to perform their work assignments in a safe manner and observe safety requirements at their workstations.

**Judgment:** Employees are expected to use sound judgment when making decisions related to their work assignments and when dealing with students, other employees, and the public.

**Resource Management:** Employees are expected to respect the District's investment in resources and not be wasteful of time, materials, or equipment.

*See the Document on the next page*

## WEST FORK SCHOOLS – Evaluation Form

NAME \_\_\_\_\_ TITLE \_\_\_\_\_ DATE \_\_\_\_\_

**INSTRUCTIONS:** This evaluation is regarding the position to which the employee is assigned. A check in a column will most nearly express the evaluators overall judgment on each quality.

	Skilled	Competent	Needs Improvement	Unsatisfactory
<b>QUALITY OF WORK/ PERSONAL EFFICIENCY</b>	<input type="checkbox"/> Has exceptional level of skill. Routinely exceeds standards.	<input type="checkbox"/> Has average skills. Sometimes exceeds standards.	<input type="checkbox"/> Has some necessary skills.	<input type="checkbox"/> Seriously lacking in simple skills.
<b>ABILITY TO ORGANIZE</b>	<input type="checkbox"/> Consistently organizes time efficiently to achieve high quality of work.	<input type="checkbox"/> Average.	<input type="checkbox"/> Needs improvement.	<input type="checkbox"/> Unsatisfactory
<b>HUMAN RELATIONSHIPS</b>	<input type="checkbox"/> Sensitive to others' needs, values, and attitudes.	<input type="checkbox"/> Usually understands and respects others' needs, values, and attitudes.	<input type="checkbox"/> Sometimes misjudges others' responses through lack of sensitivity to their needs, values, or attitudes.	<input type="checkbox"/> Shows little or no sensitivity to others' needs, values, or attitudes.
<b>COOPERATION/ TEAMWORK</b>	<input type="checkbox"/> Responds positively to suggestions for improvement.	<input type="checkbox"/> Acceptable.	<input type="checkbox"/> Shows reluctance to cooperate.	<input type="checkbox"/> Very poor cooperation.
<b>PROBLEM-SOLVING</b>	<input type="checkbox"/> Develops workable solutions to problems, but keeps supervisor informed.	<input type="checkbox"/> Normally employs good reasoning but sometimes needs coaching.	<input type="checkbox"/> Occasionally displays sound reasoning.	<input type="checkbox"/> Rarely displays sound reasoning.
<b>ATTITUDE</b>	<input type="checkbox"/> Consistently contributes and seeks to contribute to a positive culture in the building	<input type="checkbox"/> Contributes to a positive culture in the building.	<input type="checkbox"/> Occasionally makes positive contributions to the building's culture.	<input type="checkbox"/> Detracts from a positive culture, negative.

**INITIATIVE**

\_\_\_\_ Resourceful,  
looks for things to  
learn and do.

\_\_\_\_ Shows initiative.

\_\_\_\_ Occasionally  
shows initiative.

\_\_\_\_ Rarely displays  
sound reasoning.

**FLEXIBILITY****PERSONAL  
APPEARANCE**

\_\_\_\_ Neat and well  
groomed.

\_\_\_\_ Appropriate  
appearance.

\_\_\_\_ Often  
inappropriate  
appearance.

\_\_\_\_ Very extreme or  
careless.

**ATTENDANCE AND  
PUNCTUALITY**

\_\_\_\_ Absent or tardy  
only in an emergency.  
Follows daily schedule.

\_\_\_\_ Usually  
dependable.

\_\_\_\_ Not regular in  
attendance.

\_\_\_\_ Too frequently  
absent or late.

Suggestions: \_\_\_\_\_

Special Skills/Talents Noted: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Areas Needing Improvement: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Follow-Up Conference Between Employee and Evaluator: None needed \_\_\_\_\_

Date: \_\_\_\_\_

Employee signature indicates the supervisor has discussed the performance evaluation with the employee and does not necessarily mean agreement with the content of evaluation.

SIGNATURES: \_\_\_\_\_

Employee

\_\_\_\_\_  
Evaluator