

THE BOARD OF TRUSTEES OF
STANFORD SCHOOL DISTRICT #12 WILL
HOLD A **REGULAR MEETING ON**
TUESDAY, AUGUST 11, 2020 AT 7:00 PM
IN THE SCHOOL LIBRARY. ANY
PERSON OR GROUP THAT DESIRES TO
BE SCHEDULED ON THE AGENDA OR
WISHES TO ADD SOMETHING TO THE
AGENDA FOR DISCUSSION MUST
CONTACT THE SCHOOL BOARD
CHAIRMAN OR THE SUPERINTENDENT
AT LEAST SEVEN (7) BUSINESS DAYS IN
ADVANCE OF THE MEETING.

**STANFORD SCHOOL DISTRICT #12
BOARD OF TRUSTEE'S MEETING
STANFORD SCHOOL LIBRARY**

**August 11, , 2020
7:00 PM**

- I. **Call to Order**
 - A. **Establish Quorum**
 - B. **Pledge of Allegiance**

- II. **Public Comment**

During the Public Comment part of the agenda, speakers may offer such objective criticisms or praise of school operations and programs as concerns them. However, in order to protect the individual privacy and employment rights of employees, the Board cannot hear complaints or criticism against school personnel nor against any person connected with the school system. Additionally, any matter brought to the Board's attention during this time will not be acted upon, but shall be taken under advisement for investigation or possible future deliberation by the Board at a later meeting. Citizens may also suggest inclusions on the agenda. The Superintendent must receive such suggestions at least 7 days before the Board meeting. Those individuals who wish to be placed on the Board agenda must notify the Superintendent, in writing, of the request. The request must include the reason for the appearance. If the reason for the appearance is a complaint against any District employee, the individual filing the complaint must demonstrate that the Uniform Complaint Procedure has been followed.

- III. **Review, Revise and Approve the Agenda**

- IV. **Consent Agenda**

- V. **Reports**
 - A. **Clerk**
 - B. **Activities Director**
 - C. **Superintendent**

- VI. **Old Business**
 - A. **Safe School Reopening Plan**
 - B. **Finalize Bus Routes 2020-2021**
 - C. **Review of 1900 Policies**
 - D. **Approve 2nd Reading of Board Policies: 1000 Series, 2000 Series, 3000 Series, 4000 Series, 5000 Series, 6000 Series, 7000 Series, 8000 Series, 1000FE Series, 1000SG Series**

- VII. **New Business**
 - A. **Adopt Budget 2020-2021**
 - B. **Mentoring Handbook**
 - C. **Declaration of Emergency for 2020-2021 School Year**
 - D. **Athletic Events Process**
 - E. **Marquee Sign Post**
 - F. **Approve Sub List 2020-2021**
 - G. **Past Due Lunch Bills**
 - H. **Extra Duty Contracts**

- VIII. **Future Agenda Items**

- IX. **Adjournment**



Budget Report

FY 2021

23 Judith Basin

Submit ID:

0464 Stanford K-12 Schools

Summary

Fund [A]	Adopted Budget [B]	Total Reserves (961-966) [C]	Reserve Limit [D]	% of Adopted Budget Reserved (C/B) x 100 [E]	Unreserved Fund Balance Reappropriated (970) [F]	Other Revenue [G]	District Property Tax Requirements (B - F - G = H) If < 0, enter 0 [H]	District Mill Levies H / (TV x .001) [I]
01 General	1,511,346.74	101,639.09	10%	6.73%	0.00	882,976.60	628,370.14	110.93
10 Transportation	205,000.00	6,001.45	20%	2.93%	0.00	56,556.50	148,443.50	26.21
11 Bus Depreciation	255,226.40	0.00	N/A	0.00%	125,241.19	0.00	129,985.21	22.95
13 Tuition	23,000.00		N/A		2,854.03	0.00	20,145.97	3.56
14 Retirement	188,000.00	37,600.00	20%	20.00%	21,878.44	166,121.56		
17 Adult Education	5,747.70	0.00	35%	0.00%	5,747.70	0.00	0.00	0.00
19 Non-Operating	0.00	0.00	N/A	0.00%	0.00	0.00	0.00	0.00
28 Technology	58,969.57	0.00	N/A	0.00%	5,897.02	1,199.97	51,872.58	9.16
29 Flexibility	16,462.48	0.00	N/A	0.00%	16,462.48	0.00	0.00	0.00
61 Building Reserve	227,531.65	0.00	N/A	0.00%	143,631.65	20,570.05	63,329.95	11.18
Total of All Funds	2,491,284.54	145,240.54			321,712.51	1,127,424.68	1,042,147.35	183.99

50 Debt Service								
Tax Jurisdiction								
	0.00	0.00	20-9-438	0.00%	0.00	0.00	0.00	0.00

**Stanford Public Schools
Mentoring Program
2020-21**



Mission Statement

It is the mission of the Stanford Public Schools Mentoring program to aide and assist educators, new to the district and community, in fostering a positive and successful learning environment for students.

Approved by Board of Trustees: August 11, 2020

MENTOR RESPONSIBILITIES

1. Develop a collegial/professional relationship.
2. Orient the new teacher to the district, to his/her school(s), and to building procedures.
3. Attend new staff orientation at the start of the school year.
4. Gather necessary resources to assist the initial educator with planning efforts.
Examples include:
 - Curriculum guides
 - Handbooks
 - Schedules
 - Assessments
5. Provide professional contacts as needed for the initial educator to meet content specific and teaching strategy needs.
6. Schedule an observation with the educator at least once each quarter. Schedule a mentor observation, allowing the mentee to observe the mentor in the beginning of the year. In addition, arrange for appropriate observations by the educator including additional observations of the mentor and other professionals.
7. Discuss the teacher's responsibilities and expectations in the school district and the community.
8. Establish a system of on-going communication with the educator.
9. Maintain confidentiality in the professional relationship.
10. Share resources for professional development opportunities.
11. Attend mentor/mentee in-service and other professional development opportunities.
12. Attend available seminars to enhance professional development in the mentor role.
13. Keep a log of time spent in the mentor role. This information will be used to enhance the mentoring program.
14. Reflect on the year together and offer suggestions to improve the performance and mentoring relationship.
15. Provide suggestions as to ways to improve the Stanford Public Schools Mentoring Program.

Ground Rules

Ground rules for _____ (mentor) and _____ (mentee) working relationship.
Rules apply to both parties.

HUMOR – we will use humor to make our jobs and time spent together more enjoyable. We are aware that teaching can be stressful and are prepared to do what we can for each other to alleviate some of this stress.

PROMPTNESS – both of us believe that our time, as well as each other's is valuable. We agree to be on time to scheduled meetings and observations. If something comes up unexpectedly, we agree to let each other know as soon as possible.

CONFIDENTIALITY – we will not discuss any information from our meetings with colleagues or friends. We agree that our relationship is based on TRUST and HONESTY and do not want to violate this. We believe that this will create an environment in which we can self-reflect regularly. We agree to keep our discussions confidential. A successful relationship can only be built with honesty and trust at the heart of it.

OPEN DOOR POLICY – both of us will make ourselves available to each other. We realize that at times, we may have quick questions, need some advice, or simply want to vent. We agree to make time (planned and spontaneous) for each other to do this.

COMFORTABLE ENVIRONMENT - we will provide a physically and emotionally comfortable environment for each other to meet in. We realize that it is important to feel safe and be respectful of and to each other.

AVAILABLE: _____ or _____ may stop in to either person's room as needed. There will also be planned times for meeting together.

ATMOSPHERE: We will respect each other's time and space. We will accommodate each other's comfort zone as to when and where to meet.

TONE: We will be aware that we are each human and that our job at times can be stressful. We will be serious in our approach to working together and remembering that a good laugh is often the shortest distance to achieving a healthy working relationship.

PROMPTNESS: We will both respect the value of each other's time by being prompt at our set meeting times and to keep the meeting concise. If we are unable to keep the set meeting time we will notify the other as soon as possible.

Mentor/Mentee Checklist

Mentor _____ Grade Level/Subject Area _____

Teacher _____ Grade Level/Subject Area _____

School _____ School Year _____

Orientation

- ☐ Attend new teacher orientation
- ☐ Establish/log meeting times with new teacher
- ☐ Provide information about the community
- ☐ Introduce technology systems, trainers, resources
- ☐ Familiarize mentee with district & building calendars
- ☐ Review all applicable handbooks, collective bargaining agreement & emergency procedures

Building

- ☐ Introduce teacher to staff
- ☐ Discuss telephone procedures
- ☐ Demonstrate use of building equipment
- ☐ Show how to obtain classroom supplies
- ☐ Create Web/Social Media presence per building expectations
- ☐ Obtain textbooks, manuals, & curriculum guides
- ☐ Show where cumulative files are kept and how to access them
- ☐ Give a tour of the building, parking areas, confirm entry card & keys
- ☐ Discuss office procedures
- ☐ Discuss school lunchtime and recess routines
- ☐ Discuss supervisory duties/procedures

Classroom

- ☐ Assist with room preparations
- ☐ Review effective teaching methods of a lesson
- ☐ Review Response to Instruction/Intervention
- ☐ Assist with planning for the first week of school
- ☐ Review time schedule, expectations & activities for the first day with students
- ☐ Explain Back to School Night and Open House procedures (if scheduled)
- ☐ Share organizational systems for grades, homework, parent communications, etc.
- ☐ Discuss Grading Program, Parent Portal, and importance of promptness in grading.
- ☐ Review daily tasks of attendance, lunch count, recess, etc.
- ☐ Review student information provided in Infinite Campus (I.C.)
- ☐ Discuss organization of parent volunteers in the classroom
- ☐ Discuss Fair Projects (Grade School)

August/September

Mentor and initial educator may need more than one meeting this month.

- ☐ Discuss importance of student behavior documentation, (i.e. date, behaviors, actions taken, personnel contacted)
- ☐ Acquaint the new teacher with Special Education referral processes & pertinent forms (i.e. the Individualized Education Program - IEP)
- ☐ Discuss budget procedures & review budget selections
- ☐ Encourage mentee to continue reflecting on his/her teaching experience
- ☐ Assist in developing & implementing classroom management strategies
- ☐ Discuss the referral process & documentation for Title I options
- ☐ Review services offered/referral procedures for school guidance counselors & psychologist
- ☐ Acquaint new teacher with cumulative folders, test results, permanent records, confidential files & medical alerts
- ☐ Discuss student assessment & progress reports
- ☐ Discuss policy for homework, make-up work & late work
- ☐ Explain importance of accurate recordkeeping (gradebook, attendance)
- ☐ Discuss grading philosophy (what, when, how, why) & review recording/weighting data
- ☐ Discuss procedures for new students who enroll/withdraw after the school year has begun
- ☐ Discuss supplementary tools, materials, resources, media center & specialists, etc.
- ☐ Explain curriculum, access to the curriculum guides & importance to lesson planning
- ☐ Share lesson plans & other related schedules/activities (i.e. field trip procedures)
- ☐ Help establish a Substitute Teacher Folder

What Went Well:

Areas to Work on:

October

- ☐ Address concerns of classroom management & discipline
- ☐ Review organizational & recordkeeping skills
- ☐ Discuss procedures for parent-teacher conferences prior to scheduled dates
- ☐ Assist the new teacher through the first report cards/finalizing grades
- ☐ Complete new teacher observation & offer feedback
 - ☐ Complete mentor observation
- ☐ Prepare new teacher for superintendent observation/evaluation
- ☐ Review items from the beginning of the mentoring process
- ☐ Share information & process for professional development opportunities
- ☐ Discuss snapshot observation, if one occurred.
- ☐ Discuss grading philosophy (what, when, how, why) & review recording/weighting data
 - ☐ Discuss MEA or Continuing Education Requirements

What Went Well:

Areas to Work on:

November

Share success stories & celebrate!

- ☐ Advise new teacher of special events, delayed opening & snow day procedures
- ☐ Discuss end of semester procedures
- ☐ Discuss assessment techniques & recordkeeping skills
- ☐ Reflect on areas for growth

What Went Well:

Areas to Work on:

December

- ☐ Discuss different learning styles
- ☐ Check in on classroom management & discipline procedures
- ☐ Complete new teacher observation & provide feedback
- ☐ Arrange for new teacher to observe one of your best lessons
- ☐ Discuss "snapshot observation" by new teacher, if one occurred

What Went Well:

Areas to Work on:

January/February

- ☐ Encourage trying new things
- ☐ Review policies & issues that relate to retention, failure of students & Summer School options
- ☐ Update webpage and social media pages
- ☐ Encourage new teacher to contact parents in preparation for parent/teacher conferences
- ☐ Encourage participation in staff/program changes, if applicable
 - ☐ Discuss Ski Day Expectations/Options

What Went Well:

Areas to Work on:

March/April/May

- ☐ Review procedures for field trips (if necessary)
- ☐ Review proper procedure for signing contract and following deadlines.
- ☐ Give suggestions for keeping momentum & interest at the end of the year for students & teachers.
- ☐ Give advice on how to schedule around and prepare for state wide assessments.
- ☐ Assist in completing budget requests (Spring Orders) for next year.
- ☐ Assist in completing inventory.
- ☐ Review plans for end of school year student activities.
- ☐ Discuss end of year checkout procedures
- ☐ Assist in final grading procedures.
- ☐ Ask for feedback on the mentor program and record data to be shared.

What Went Well:

Areas to Work on:

Mentor/Mentee Agreement of Confidentiality

I understand and will fulfill my responsibilities as outlined in the Stanford Schools Public Schools Mentor Program. I hereby agree to keep all conversations and instructional feedback in regard to the mentor/mentee program confidential.

Signature

Date

Name	Home	Mobile	Notes
Becker, Connie	566-2565	390-4120	
Casey, Geoff	566-2445	350-0599	K-5
Foreman, Kelly		801-582-0079	Lives in Lewistown
Holzer, Kathy	566-2340	350-2340	
Johnson, Brady		406-648-7033	4-12 & Ag; winter time
Jones, Kayleen		406-839-8149	
Logan, Peggy		406-564-2887	K-12 & Spec Ed
Marquardt, Hannah		406-788-5741	Emergency only; works Wednesdays
McCracken, Barb	423-5442	749-0166	
McCray, Brenda	406-735-4960	406-580-9380	K-5 & Ag
McCready, Char	566-2568	250-4087	
Sharp, Rachelle		620-352-0376	K-12 & Spec Ed
Sherer, Cyndie	566-2424	868-1980	K-12 & Spec Ed
VandenBos, Janna		406-949-2528	

Others:

Deb Tresch	423-5625	350-1829	nct available; works M-R, 7am-5pm
LaDene Raihl		366-2810	not available; caring for mother, try next year

Position	Reccomendation
Band Director	Miriam Sanguins
Annual Advisor	Amanda Ernsberger
Pep Club	Meridith & Shannon
Concessions	Nancy Metcalfe
BPA Advisor	John Flamand
FFA Advisor	Leisa Johnson
Senior Class	Toni & Shelbi
Junior Class	Tom & Amanda
Math Meet	Toni
Speech & Drama	Amanda Ernsberger
Student Council	Matt
County Fair (Vet)	Vance
County Fair (Nov)	Scott
Ski Coordinator	Matt & Meredith
Drivers Ed	Vance
Athletic Director	Vance