



TEACHER MENTORING PROGRAM

Introduction	
Mission Statement	2
Program Overview	2
Pre-service Orientation	2
Educator/Mentor Meetings	2
Mentoring Program	2
Role of the Mentor	3-4
Role of Building Administrator	5
Ground Rules	6
Mentor/Mentee Checklists	7-19
Before School Starts	7-9
September	10-11
October	12
November	13
December	14
January	15
February	16
March	17
April	18
May	19
Mentor Program Feedback	20
Faculty Focus Forms	21-24
Observations	25-28
Pre-Conference Objectives	25
Pre-Conference Questions	25
Observation Form (Mentor)	26-27
Post-Conference Objectives	28
Post-Conference Questions	28
Mentor/Teacher Quarterly Collaborative Log	29-32
Mentor Log Sheets	33-34
Teacher Mentorship Checklist/Signature	35
Teaching Mentor Program Observation Log & Signature	36
Paraprofessional Mentorship Checklist	37-39
Custodial Mentorship Checklist	40-41
Food Service Mentorship Checklist	42
Special Education Mentor Topics / Pacing Guide	43-47

MISSION STATEMENT

It is the mission of the Braham Area School District Mentoring Program to provide information, resources, support, and encouragement for the success of educators new to the District.

PROGRAM OVERVIEW

The Braham Area School District defines an initial educator as a newly certified educator.

Pre-Service Orientation

This program assists new teachers in learning about the district by attending an orientation program. Time will be provided for the teachers to meet with their mentors, administration, and central office personnel.

Educator/Mentor Meetings

The focus for each meeting is outlined within the Educator/Mentor monthly checklist. In addition, at least three (3) district-wide Educator/Mentor meetings will be scheduled. Attendance is mandatory.

Mentoring Program

All initial educators new to the district will be assigned a mentor for the first year of employment with the district. The purpose of the mentor will be to provide information, support, and encouragement for the success of all educators. A checklist of activities is located in this handbook.

ROLE OF THE MENTOR

A mentor is a teacher with at least three years of teaching experience.

QUALIFICATIONS

1. A mentor must possess a valid Minnesota Teaching License.
2. A mentor must be recommended, selected, and approved by the administrative team, based on the teaching and leadership skills displayed and observed.
3. A mentor must agree to abide by the expectations stated as “Mentor Responsibilities.”

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
 - Target 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 by the end of the first quarter.
7. Discuss the teacher’s responsibilities and expectations in the school district.
8. Establish a system of ongoing communication with the educator.
9. Maintain confidentiality in the professional relationship.
10. Share resources for professional development opportunities.
11. Attend educator/mentor meetings and other professional development opportunities.
12. Offer guidance as the educator creates and implements the Professional Development Plan.

13. Attend available seminars to enhance professional development in the mentor role.
14. Keep a log of time spent in the mentor role. This information will be used to enhance the mentoring program. (Mentor Log on pg.33)
15. Ensure that the mentor relationship and professional development plan process is separate from the formal employment evaluation process.
16. Reflect on the year together and offer suggestions to improve the performance and mentoring relationship.
17. Provide suggestions as to ways to improve the Braham Area School District's Mentoring Program.

TERMS FOR THE MENTOR CONTRACT

1. Recognize that not all mentor/educator relationships will work for a wide variety of reasons. Consult with the principal when challenges arise and intervention is needed.
2. Besides being recognized at the end of the year, the mentor will be compensated as defined in the teacher handbook.

MENTOR/MENTEE AGREEMENT OF CONFIDENTIALITY

I understand and will fulfill my responsibilities as outlined in the Braham Area School District's Mentor Program. I hereby agree to keep all conversations and instructional feedback in regard to the mentor/educator program confidential.

Name: _____

Date: _____

ROLE OF THE BUILDING ADMINISTRATOR

1. Orient the entire building faculty regarding the school district's mission and the mentor program's purpose.
2. Recruit individuals to serve as mentors. Match new faculty with mentors.
3. Allow for release time to complete mentor/educator classroom visits. (mentor prep hour)
4. Share resources for professional development opportunities.
5. Conduct educator/mentor meetings (at least 3 per year).
6. Re-assign a mentor, if necessary.
7. Reflect on the year and offer suggestions to improve the mentor program.
8. Ensure that the evaluation process for new teachers is separate from the mentor relationship and professional development plan process.

GROUND RULES

Ground rules for _____ and _____ working relationship. Rules apply to both parties.

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.

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.

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.

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.

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.

Signed by: _____ (mentor) _____ (new teacher)

Date: _____

Beginning of Year Educator/Mentor Checklist			
✓	Task	Notes	Date
	Orientation		
	Attend new teacher orientation		
	Establish meeting times		
	Familiarize with district and building calendars, district web pages, etc.		
	Review the school year meeting schedule and add staff meetings to Calendar		
	Familiarize with technology systems and resources for support		
	Review handbooks and emergency procedures		
	Provide community information		
	Building		
	Tour--building, parking, key card, keys		
	Introduction to staff		
	Office procedures		
	Telephone procedures - set up voicemail		
	Demonstrate use of building equipment		
	Sources of classroom supplies		

	Location of cumulative files		
	Lunchtime routine		
	Supervisory duties/procedures		
	Classroom		
	Assist with room preparation		
	Open house schedule, expectations		
	First day schedule, expectations, activities		
	Assist with planning for the first week of school		
	Locate and review textbooks, manuals, and curriculum guides		
	Locate teaching standards		
	Review effective teaching methods		
	Discuss lesson plan expectations		
	Discuss teacher website expectations		
	Discuss Google web calendar expectations		
	Classroom schedule		
	Establish daily tasks and classroom procedures such as attendance, lunch count, recess, etc.		

	Review Powerschool--student information, grading procedures and expectations		
	Review organizational systems for grades, homework, parent communication, etc.		
	Discuss organizing parent volunteers in the classroom		
	Discuss managing peer tutors in the classroom		
	Review age-appropriate social media use by students		
	Review Response to Intervention/Universal Screeners		
	Special schedules--Homecoming, In-service days		

What Went Well:

Areas to Work on:

September Educator/Mentor Checklist <i>Mentors and new teachers may need more than one meeting this month.</i>			
✓	Task	Notes	Date
	Discuss importance of student behavior documentation (date, behaviors, action taken, personnel contacted)		
	Explain the importance of recordkeeping, gradebook, attendance		
	Develop/implement classroom management strategies		
	Discuss curriculum, access to curriculum guides, importance of lesson planning		
	Acquaint new teacher with ADSIS and MTSS teams		
	Special Ed. referral processes, IEPs, and other forms		
	Title I referral process and documentation		
	Review services provided and referral procedures for Guidance/counseling /social worker/psychologist services		
	Documenting student assessment and progress reports		
	Get acquainted with cumulative folders, test results, permanent records, medical alerts, legal flags, etc.		
	Discuss homework policies, makeup/late work procedures and policies		
	Discuss grading philosophy (what, when, how, why) and review recording and weighting data		
	Refine computerized grading systems		
	Help prioritize workload		

	Positive parent contacts		
	Discuss schedule for parent-teacher conferences and study lounge		
	Discuss supplementary tools, materials, books, resources, media center, etc.		
	Discuss procedures for students who enroll/withdraw during the school year		
	Share plans, related schedules/activities, field trip procedures		
	Aid with lesson planning		
	Help establish a substitute teacher folder		
	Go over emergency procedures for fire drills, lockdowns, etc		
	Discuss special schedules/events for homecoming, assemblies, curriculum days, etc.		
	Discuss classroom budget procedures and selections		
	Encourage new teacher to continue reflecting on teaching experience		
	Discuss grading schedules for quarter, semester, trimester		
	Assist with Individual Growth & Development Plan		
	Discuss Tier I interventions.		

What Went Well:

Areas to Work on:

October Educator/Mentor Checklist			
✓	Task	Notes	Date
	Address concerns of classroom management & discipline		
	Discuss procedures for parent-teacher conferences prior to scheduled dates		
	Discuss standardized exam policies & share sample tests in appropriate grade		
	Complete new teacher observation & offer feedback		
	Review items from the beginning of the mentoring process		
	Help prepare for administrative observation		
	Discuss administrative observation, if one occurred		
	Review organizational & recordkeeping skills		
	Discuss end of quarter procedures.; assist the new teacher through the first report cards		
	Share information & process for professional development opportunities		
	Review grading philosophy and procedures		

What Went Well:

Areas to Work on:

November Educator/Mentor Checklist Share success stories & celebrate!			
✓	TASK	NOTES	DATE
	Advise new teacher of special events, holidays, delayed opening & snow day procedures		
	Plan for mid-year Universal Screeners/Exams		
	Discuss end of quarter, trimester, and semester procedures		
	Discuss procedures for monitoring student progress, failures, retention		
	Reflect on areas for growth		
	Discuss assessment techniques & recordkeeping skills		
	Prepare/discuss principal evaluation/observation, forms		
	Discuss any staff-program change procedures for the upcoming school year		
	Reflect on areas for growth		

What Went Well:

Areas to Work on:

December Educator/Mentor Checklist			
✓	TASK	NOTES	DATE
	Discuss different learning styles		
	Discuss holiday expectations, policies, and planning		
	Discuss administrative observation if one occurred		
	Check in on classroom management & discipline procedures		
	Discuss probationary policy for new teachers		
	Plan mid-year target assessment		

What Went Well:

Areas to Work on:

January Educator/Mentor Checklist			
✓	TASK	NOTES	DATE
	Discuss cold weather issues		
	Discuss end of semester procedures, including failure/loss of credit form		
	Discuss budget procedures & review budget selections		
	Discuss summer school teaching opportunities		
	Discuss administrative observation and feedback		
	Encourage mentee to continue reflecting on his/her teaching experience		

What Went Well:

Areas to Work on:

February Educator/Mentor Checklist			
✓	TASK	NOTES	DATE
	Encourage trying new things		
	Discuss updating teacher website and Google/web calendar as needed		
	Plan for Data Retreat		
	Review policies & issues that relate to retention, failure of students & Summer School options		
	Encourage new teachers to contact parents in preparation for parent/teacher conferences		
	Encourage participation in staff/program changes, if applicable		

What Went Well:

Areas to Work on:

March Educator/Mentor Checklist			
✓	TASK	NOTES	DATE
	Review parent communications		
	Review procedure for field trips		
	Review proper procedure for signing contract and following deadlines		
	Give suggestions for keeping momentum & interest at the end of the year for students & teachers		
	Make sure all chaperones/volunteers are approved by <u>April 1.</u>		

What Went Well:

Areas to Work on:

April Educator/Mentor Checklist			
✓	TASK	NOTES	DATE
	Discuss state testing schedule and preparation		
	Plan for end-of-year Universal Screeners/Exams		
	Data interpretation review		
	Discuss specific student transitioning needs for next year		
	Encourage new teacher to write thank-you notes to parents/staff who helped make this year successful		
	A reminder to hand in continuing education credits for clock hours needed for licensure renewal.		

What Went Well:

Areas to Work on:

May Educator/Mentor Checklist			
✓	TASK	NOTES	DATE
	Review plans for end-of-year student activities and field trips		
	Give suggestions for keeping momentum & interest at the end of year for students & teacher		
	Planning for end of semester and school year, failure notices, graduation		
	Review final grading procedures		
	Course planning for next year		
	Discuss specific student needs for next year		
	Organize classroom and plan for summer custodial requests/projects		
	Prepare for end-of-year checkout		
	Encourage thank-you notes to parents/staff		
	Discuss administrative observations and feedback		
	Assist with Individual Growth & Development Plan		
	Assist with completing Domains 1 and 4 on Teacher Evaluation		
	Reflect on the school year and note changes to make for next year		
	Provide feedback on mentor program		

What Went Well:

Areas to Work on:

Mentor Program Feedback

To what extent and in what ways did the mentor program help you this year?

Suggestions for improvements or change to the mentor program:

Additional comments:

FACULTY FOCUS
(Short, informal observations of other teachers)

“Faculty Focus” is a term used with the Mentor Program of Braham Area Schools. It is used to describe an event in which a new teacher visits a colleague’s classroom for a short period of time, 15 to 20 minutes. As a result of the visit, new teachers will complete this form to share with teacher mentors.

New teachers will visit 4 colleagues’ classrooms during the school year.

BRAHAM AREA SCHOOLS FACULTY FOCUS

#1 #2 #3 #4 (Circle one)

NEW TEACHER _____ DATE _____

TEACHER OBSERVED _____ TIME _____

GRADE LEVEL * SUBJECT AREA _____

Effective strategies I noticed:

Some

things I have questions about:

****NOTE: You have the option of completing all 4 Faculty Focus visits in the 1st semester. At least 2 Faculty Focus visits are required 1st semester.**

FACULTY FOCUS
(Short, informal observations of other teachers)

“Faculty Focus” is a term used with the Mentor Program of Braham Area Schools. It is used to describe an event in which a new teacher visits a colleague’s classroom for a short period of time, 15 to 20 minutes. As a result of the visit, new teachers will complete this form to share with teacher mentors.

New teachers will visit 4 colleagues’ classrooms during the school year.

BRAHAM AREA SCHOOLS FACULTY FOCUS

#1 #2 #3 #4 (Circle one)

NEW TEACHER _____ DATE _____

TEACHER OBSERVED _____ TIME _____

GRADE LEVEL * SUBJECT AREA _____

Effective strategies I noticed:

Some things I have questions about:

**NOTE: You have the option of completing all 4 Faculty Focus visits in the 1st semester. At least 2 Faculty Focus visits are required 1st semester.

FACULTY FOCUS
(Short, informal observations of other teachers)

“Faculty Focus” is a term used with the Mentor Program of Braham Area Schools. It is used to describe an event in which a new teacher visits a colleague’s classroom for a short period of time, 15 to 20 minutes. As a result of the visit, new teachers will complete this form to share with teacher mentors.

New teachers will visit 4 colleagues’ classrooms during the school year.

BRAHAM AREA SCHOOLS FACULTY FOCUS

#1 #2 #3 #4 (Circle one)

NEW TEACHER _____ DATE _____

TEACHER OBSERVED _____ TIME _____

GRADE LEVEL * SUBJECT AREA _____

Effective strategies I noticed:

Some things I have questions about:

**NOTE: You have the option of completing all 4 Faculty Focus visits in the 1st semester. At least 2 Faculty Focus visits are required 1st semester.

FACULTY FOCUS
(Short, informal observations of other teachers)

“Faculty Focus” is a term used with the Mentor Program of Braham Area Schools. It is used to describe an event in which a new teacher visits a colleague’s classroom for a short period of time, 15 to 20 minutes. As a result of the visit, new teachers will complete this form to share with teacher mentors.

New teachers will visit 4 colleagues’ classrooms during the school year.

BRAHAM AREA SCHOOLS FACULTY FOCUS

#1 #2 #3 #4 (Circle one)

NEW TEACHER _____ DATE _____

TEACHER OBSERVED _____ TIME _____

GRADE LEVEL * SUBJECT AREA _____

Effective strategies I noticed:

Some things I have questions about:

**NOTE: You have the option of completing all 4 Faculty Focus visits in the 1st semester. At least 2 Faculty Focus visits are required 1st semester.

MENTOR OBSERVATION OF NEW TEACHER

PRE-CONFERENCE OBJECTIVES

Information obtained during a pre-conference will guide the observation. The new teacher will describe the purpose and intent of the instruction to be observed.

The objectives for a pre-conference may be to:

1. Build rapport and trust.
2. Determine what the educator intends for the lesson.
3. Discuss the mentor's objectives for the observation
4. Review the Visitation Form.
5. Identify specific areas of instruction to be observed.
6. Provide feedback regarding the intended lesson plan.

PRE-CONFERENCE QUESTIONS

The following questions will provide a framework for a pre-conference discussion.

- What are your instructional objectives for this lesson?
- What curriculum outcomes are identified?
- What type(s) of assessment is needed for this lesson?
- What will you be doing during this lesson?
- What will the students be doing during this lesson?
- How will you know when the instructional objectives are accomplished?
- What are your expected student behaviors?
- How will you assure that student behavior meets intended expectations?
- How will you differentiate instruction to meet the needs of all learners?

Mentor Observation Sheet

Date: _____

Class: _____

Teacher: _____

Observer: _____

Pre-Observation: What am I looking for? (Mentor)

Observation Notes (Mentor)

Action Plan: (Mentor)

Observation

Date: _____ **Class being observed:** _____

Teacher: _____ **Observer:** _____

Pre-Observation - What am I looking for? (Mentor New Teacher)	Observation Notes (Mentor and New Teacher)	Action Plan - (New Teacher)

MENTOR OBSERVATION OF NEW TEACHER

POST-CONFERENCE OBJECTIVES

A post-conference presents an opportunity to discuss and analyze the lesson observation.

The objectives for a post-conference are to:

1. Build rapport and trust.
2. Provide recall of what happened during the observation.
3. Provide collaborative analysis and problem solving strategies.
4. Provide for continuation of effective teaching behavior through coaching.
5. Support commitment to continued growth and change.
6. Develop the teacher's skills in self-analysis.

POST-CONFERENCE QUESTIONS

The following questions will provide a framework for post-conference discussion:

- How did the lesson go?
- What did you feel were some of the more effective parts of the lesson?
- Did you achieve the objective you had planned?
- What did you feel did not go as you had intended?
- If you were to teach the same lesson tomorrow, what would you change or do differently?
- Did you make any changes in the lesson as you taught it? How did you decide to make those adjustments?

Braham Area School District
Mentor/New Teacher Collaborative Log

Teacher Name: _____ Grade: _____ Subject: _____

Mentor Name: _____

☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☐ Quarter 4

☒ Check all that apply: ☐ Observation ☐ Demonstration Lesson ☐ Providing Resources ☐ Development & Review of PDP ☐ Veteran Teacher Observation ☐ Reflection ☐ Problem Solving ☐ Connect to PDP Goals ☐ Other	
+ What's working:	⚙ Current Focus:
➡ Teacher's Next Steps:	➡ Mentor's Next Steps:
Next Meeting Date:	

BAS Teaching Rubric

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 2: Classroom Environment

Domain 4: Professional Responsibilities

Braham Area School District
Mentor/New Teacher Collaborative Log

Teacher Name: _____ Grade: _____ Subject: _____

Mentor Name: _____

☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☐ Quarter 4

☒ Check all that apply: ☐ Observation ☐ Demonstration Lesson ☐ Providing Resources ☐ Development & Review of PDP ☐ Veteran Teacher Observation ☐ Reflection ☐ Problem Solving ☐ Connect to PDP Goals ☐ Other	
+ What's working:	⚙ Current Focus:
➡ Teacher's Next Steps:	➡ Mentor's Next Steps:
Next Meeting Date:	

BAS Teaching Rubric

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 2: Classroom Environment

Domain 4: Professional Responsibilities

Braham Area School District
Mentor/New Teacher Collaborative Log

Teacher Name: _____ Grade: _____ Subject: _____

Mentor Name: _____

☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☐ Quarter 4

☒ Check all that apply: ☐ Observation ☐ Demonstration Lesson ☐ Providing Resources ☐ Development & Review of PDP ☐ Veteran Teacher Observation ☐ Reflection ☐ Problem Solving ☐ Connect to PDP Goals ☐ Other	
+ What's working:	⚙ Current Focus:
➡ Teacher's Next Steps:	➡ Mentor's Next Steps:
Next Meeting Date: 	

BAS Teaching Rubric

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 2: Classroom Environment

Domain 4: Professional Responsibilities

Braham Area School District
Mentor/New Teacher Collaborative Log

Teacher Name: _____ Grade: _____ Subject: _____

Mentor Name: _____

☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☐ Quarter 4

☒ Check all that apply: ☐ Observation ☐ Demonstration Lesson ☐ Providing Resources ☐ Development & Review of PDP ☐ Veteran Teacher Observation ☐ Reflection ☐ Problem Solving ☐ Connect to PDP Goals ☐ Other	
+ What's working:	⚙ Current Focus:
➡ Teacher's Next Steps:	➡ Mentor's Next Steps:
Next Meeting Date: 	

BAS Teaching Rubric

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 2: Classroom Environment

Domain 4: Professional Responsibilities

MENTOR LOG SHEET

Mentor _____ New Teacher _____ School Yr _____

[illegible]

MENTOR LOG SHEET

Mentor _____ New Teacher _____ School Yr _____

[illegible]

Teacher Mentorship Checklist

Employee Name: _____

_____ **1. Introduction and Building Orientation**

_____ **2. Emergency Procedures**

_____ **3. Confidentiality and Ethics Practice**

_____ **4. Handbooks reviewed (All Employee, Teacher, Mentor)**

_____ **5. Vulnerability and Mandated Reporting**

_____ **6. Red Rover and District Website**

_____ **7. Benefits and Insurance - Human Resources**

_____ **8. Understanding your contract**

I have reviewed the checklist and understand the information provided.

Signature of Employee **Date**

Signature of Mentor **Date**

Teaching Mentor Program Observation Log

School Year: _____ Building/Grade Level: _____

Mentor Observations of Mentee (4 Required)

Observation	Date Observed	Mentor Signature	Post-Observation & Reflection Meeting Date
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____

Mentee Observations of Mentor (4 Required)

Observation	Date Observed	Mentee Signature	Post-Observation & Reflection Meeting Date
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____

Mentor Name: _____

Mentee Name: _____

Administrator Verification: _____

Paraprofessional Mentorship Checklist

Employee Name: _____

- _____ 1. Introduction and Building Orientation
- _____ 2. Emergency Procedures
- _____ 3. Confidentiality and Ethics Practice
- _____ 4. Vulnerability and Mandated Reporting
- _____ 5. Handbook review (All Employee and Paraprofessional)
- _____ 6. Red Rover and District Website
- _____ 7. Appropriate Dress Attire
- _____ 8. Completion of Training Videos (if any)
- _____ 9. Discipline Policies
- _____ 10. Benefits and Insurance - Human Resources

I have gone through the above checklist with my Mentor and understand the information that has been provided. I have been informed that should I have any further questions I can contact my Mentor. I understand that the Mentorship program is available to me for 90 days. I will meet 1 time per week or 1 time per every 2 weeks to check in with my Mentor.

Signature of Employee

Date

Signature of Mentor

Date

Paraprofessional Mentorship Checklist Topics

1. Introduction and Building Orientation:
 - a. Mentor name, position and contact information: email, cell number (if comfortable)
 - b. Badge/fob (badge must be worn in building, no lending, \$5 for replacement fob)
 - c. How to use the printer
 - d. Tour of building-hard copy of map
 - e. If schedule is ready, a walkthrough of the day
 - f. School calendar (website location)
2. Emergency Procedures:
 - a. Fire drill evacuation
 - b. Code yellow lockdown
 - c. Code red lockdown
 - d. Evacuation
 - e. Key Largo Crisis Team
3. Confidentiality and Ethics:
 - a. Sharing child's information is prohibited
 - b. Never leave confidential information out for viewing
 - c. Social media platforms are accessible
 - d. Accountability for decisions regarding students
 - e. Being aware of policies in place
4. Vulnerability and Mandated Reporting:
 - a. Meet with Jonelle Klemz or Staci Kuhnke (school social workers) to review reporting requirements.
 - b. Safety is paramount
 - c. Uncertainty, risk and emotional exposure
 - d. If you see or hear something in reference to abuse or neglect you must report to MDE
 - e. Student Maltreatment program
 - f. Job is to be here for the kiddos
5. Handbook review:
 - a. All Employee Handbook location
 - b. Para Handbook location
 - i. Both handbooks must be reviewed and you must SIGN (online) regarding the All Employee Handbook
6. Frontline and District Website:
 - a. Time and Attendance - clocking in/out - specific directions found in the All Employee Handbook
 - i. Add a shortcut to your cell phone if desired
 - b. Request time off/absence - specific directions found in the All Employee Handbook
 - i. Discuss availability of sick leave, personal leave, and other leaves.
 - c. Pay stub/submitting timesheet (15th & 30th)
 - d. Email access

7. Appropriate Dress Attire:
 - a. neat and clean
 - b. reflect the position of employee
 - c. covering body parts appropriately (short skirts, cleavage not allowed).
8. Completion of training videos:
 - a. Blood Borne Pathogen Exposure Prevention
 - b. Hazard Communication: Right to Understand
 - c. Slips, Trips, and Falls
 - d. Computer security
 - e. Any other required training pertinent to position
9. Discipline Policies:
 - a. Refer to handbooks
10. Benefits and Insurance:
 - a. W-2 deductions
 - b. 403b
 - c. Benefit packages
 - d. Insurance (Dental, Vision, LTD, STD, etc.)
11. Understanding your contract [*provide a hard copy to the mentee*]:
 - a. Contract is located on the district website
 - i. <http://www.braham.k12.mn.us/>
 - ii. Click on DISTRICT
 - iii. Scroll to EMPLOYEES
 - iv. Locate: Click to view [Paraprofessional-Secretary Contract](#)

From Paraprofessional/Secretarial Unit Master Agreement, Article XIX:

Section 1. Staff Development / Mentoring:

- Subd. 1. Employees may volunteer to serve on the district staff development committee with the understanding at least two members will be guaranteed a spot on the committee.
- Subd. 2. Newly hired employees will have the opportunity to participate in the district's mentoring/onboarding program. Participants will follow guidelines found in the district approved mentoring/onboarding handbook. Active members with at least nine months of working experience at ISD #314 may apply to district administration to serve as a mentor and shall receive a \$400 stipend (payable from district staff development funds per MN Statute 122A.61) upon successful completion of the program. The stipend will not be awarded to the mentor until the new employee has completed 120 days of consecutive employment with the district. This provision becomes null and void during any school year in which the applicable bargaining unit and ISD #314 have agreed to give Staff Development funds back to the school district per MN Statute 122A.61.
- Mentors: In order to receive payment you must submit p. 35 (signed) and complete a Combined Claim and Verification Form. Turn the form into your principal supervisor for a signature. This form must be turned in within 60 days of completion of the mentoring program.

Custodial Mentorship Checklist

Employee Name: _____

- _____ 1. Introduction and Building Orientation
- _____ 2. Emergency Procedures
- _____ 3. Confidentiality and Ethics Practice
- _____ 4. Handbook review (All Employee)
- _____ 5. Vulnerability and Mandated Reporting
- _____ 6. Red Rover and District Website
- _____ 7. Appropriate Dress Attire
- _____ 8. Completion of Training Videos
- _____ 9. Benefits and Insurance - Human Resources
- _____ 10. Understanding your contract

I have reviewed the checklist and understand the information provided. Should I have any further questions I can contact my Mentor for up to 90 days. I will meet one time per week or 1 time per every 2 weeks to check in with my Mentor.

Signature of Employee **Date**

Signature of Mentor **Date**

Subd. 2. Newly hired employees will have the opportunity to participate in the district's mentoring/onboarding program. Participants will follow guidelines found in the district approved mentoring/onboarding handbook. Active members with at least nine months of working experience at ISD #314 may apply to district administration to serve as a mentor and shall receive a \$400 stipend (payable from district staff development funds per MN Statute 122A.61) upon successful completion of the program. The stipend will not be awarded to the mentor until the new employee has completed 120 days of consecutive employment with the district. This provision becomes null and void during any school year in which the applicable bargaining unit and ISD #314 have agreed to give Staff Development funds back to the school district per MN Statute 122A.61

Mentors: In order to receive payment you must submit this page (signed) and complete a Combined Claim and Verification Form. Turn the form into your principal supervisor for a signature. This form must be turned in within 60 days of completion of the mentoring program.

Custodial Mentorship Checklist Topics

1. Introduction and Building Orientation:
 - a. Mentor name, position and contact information: email, cell number (if comfortable)
 - b. Tour buildings & exterior grounds.
 - c. Keys & Fob (penalties for lost keys) - review usage and door locations
 - d. School calendar (website location)
2. Emergency Procedures:
 - a. Fire drill evacuation
 - b. Code yellow AND Code Red lockdowns
 - c. Evacuation
3. Confidentiality and Ethics: Sharing child's information or other employee's is prohibited
4. Handbook review - walk through the document together:
 - a. All Employee Handbook location
 - i. You must SIGN (online) regarding the All Employee Handbook
5. Vulnerability and Mandated Reporting:
 - a. If you see or hear something in reference to abuse or neglect you must report
 - i. Meet with your supervisor to review reporting requirements.
6. Red Rover and District Website:
 - a. Time and Attendance - clocking in/out - specific directions found in the All Employee Handbook
 - i. Add a shortcut to your cell phone if desired
 - b. Request time off/absence - specific directions found in the All Employee Handbook
 - i. Discuss availability of sick leave, personal leave, and other leaves.
 - c. Pay stub/submitting timesheet (15th & 30th)
 - d. Email access - you are expected to read your district issued email on a regular basis.
7. Appropriate Dress Attire:
 - a. neat and clean
 - b. reflect the position of employee
 - c. covering body parts appropriately (short skirts, cleavage not allowed).
8. Completion of training videos:
 - a. Blood Borne Pathogen Exposure Prevention
 - b. Hazard Communication: Right to Understand
 - c. Slips, Trips, and Falls
 - d. Computer security
 - e. Any other required training pertinent to position
9. Benefits and Insurance: W-2 deductions , 403b, Insurance (Dental, Vision, LTD, STD, etc.)
10. Understanding your contract [*provide a hard copy to the mentee*]:
 - a. Website: <http://www.braham.k12.mn.us/> Click on DISTRICT Scroll to EMPLOYEES
 1. Click to view Local 284 Contract

Food Service Mentor Checklist

Please give one copy to the Director of Food and Nutrition Services. Keep one for your files.

Employee Name: _____

Date: _____

Mentor: _____

- Mentors: In order to receive payment you must submit this page (signed) and complete a Combined Claim and Verification Form. Turn the form into your principal supervisor for a signature. This form must be turned in within 60 days of completion of the mentoring program.
- *Subd. 2. Newly hired employees will have the opportunity to participate in the district's mentoring/onboarding program. Participants will follow guidelines found in the district approved mentoring/onboarding handbook. Active members with at least nine months of working experience at ISD #314 may apply to district administration to serve as a mentor and shall receive a \$400 stipend (payable from district staff development funds per MN Statute 122A.61) upon successful completion of the program. The stipend will not be awarded to the mentor until the new employee has completed 120 days of consecutive employment with the district. This provision becomes null and void during any school year in which the applicable bargaining unit and ISD #314 have agreed to give Staff Development funds back to the school district per MN Statute 122A.61*
- **Uniforms**
 - What to where, Jewelry, Hair covering, Fingernails
- **Handwashing**
 - Use of Gloves
- **Personnel Issues**
 - Pay Dates, Timesheet Review, Personal /Sick time, Meals and breaks
 - Review start and end times. Extra time by approval only.
- **Reporting for Work**
 - Ready to Work (Apron, Hairnet, Hands Washed, etc)
 - Procedure for Reporting an Absence, Requested Time Off, Transfers
- **Review of Food Service Policies**
 - Eating and Drinking While on the Job, Review Standard Operating Procedures (SOP's)
- **Daily Meal Order/Production Records**
 - Food Items, Production, Handling Leftovers and Returns
 - Portioning: Scoops, Spoodles, Cutting, Heating and Serving Guidelines
- **Sanitation:** 3 Compartment Sink, Buckets, Can Openers, Dish room
- **Temperatures:** Taking Temperatures, Temperature Logs
- **Safety:** Lifting, Reporting and Injury
- **Introduction to Serving**
- **Expectations of Customer Service**
- **Review BOTH the Local 284 Contract and the All Employee Handbook - located on the Employee section of the school website. Note - new employees must sign off that they have read the Handbook.**

Braham Area Schools / ISD #314
Special Education Teacher Mentor Topics / Pacing Guide

Month	Topics to cover with Mentor	Reference Materials
Before the school year beings	● Discuss beginning of the year checklist ● Reviewing caseload ○ Read IEPs ○ Contact any related service provider ○ Contact parents letting them know you will be their child's new case manager ○ Due process - IEP dates, Re-eval dates (mark in calendar) ● Discuss Braham's due process (what area to write the present level in, indirect/direct service expectations) what documents are case manager responsibility vs. special ed secretary) ● Routing the IEP modifications ● Student Summary Sheets ● MARSS update ● "Student Support Team" (SST) ○ Filling out the spreadsheet ● "Professional Learning Communities" (PLC) ○ Choose a general education group to join. ○ 1st meeting of the month - Whole group with SPED coordinator, 2nd meeting small group (high school sped team together, Elementary pick a gen ed group to go with) ● Spedforms tutorial ● Rum River Special Education Cooperative (RRSEC) ○ Enrolling in refresher course ○ Support Staff availability ● Scheduling your classes ○ Check student schedules with transcripts. ○ Check IEP service time matches student schedule ● Scheduling paras ○ Providing paras with necessary knowledge to work with specific students ○ Accommodation/modification binder for paras ○ Run down on PBSP and BIPs ● Para Evaluations	● Beginning of the year task checklist ● Fillable Modification Checklist Cheat Sheet ● Caseload at a glance ● Paraprofessional needs checklist ● Filing checklist ● MARSS form ● Para Eval forms

	○ Usually done towards end of year but may need to do one earlier if significant problems arise in work performance ● Establish a work “hand out” routine (binders, packets, day by day, etc.) ● Establish classroom management strategy ● Establish how you want to handle behaviors (students getting sent out of class) and processing with students. ● Coordinator Files ○ Timeline cheat sheets, contacts, assessment guides per disability, etc. ● Parent contact log (SpedForms) ● Walkie Talkies ● SST Meetings (put in calendar) ○ Spreadsheet to be filled out PRIOR to SST meeting	
September	● How to schedule IEP meetings ● How to write a “SMART” goal ● Holding IEP meetings ● Updating Spedforms (student grade levels/case manager info in IEP/PWNs/provider numbers) ● Post meeting procedures : consent / filing ● Establishing a progress monitoring method. ○ High School: If you service the goal, you collect the data and write the progress report for that goal. ● Documenting behaviors ● Tracking breaks (motor/behavior/homework help) ● Updating probe level sheet ● Writing sub plans / requesting time off. ● Amending IEPs of new students ● Prompting paraprofessionals to have their sub plans finished by the end of the month. ● Special ed reimbursements (for positive behavior) ● Evaluation procedures: ○ High School: Talk with the team about how you are going to handle evaluations this year (is each case manager completing the entire eval, parts of the eval?)	● IEP meeting agenda example form. ● IEP meeting agenda fillable form. ● Progress reporting checklist ● Sub binder checklist ● Example of google forms for Breaks ● Comparable service letter ● Filling out first SST sheet
October	● Evaluation procedures: SpEd forms ● Evolution Materials binder ● SPED closet tour	● Evolution Materials Binder ● Progress reporting

	● Preparing the Eval plan (gathering the team) ● Personal organization plan per section ● Gaining consent for the Eval ● Review all evaluation tools / charts ● Administering the Woodcock Johnson ● FBAs ● Writing the evaluation pieces ● Eval meetings combined with IEP meetings ● Progress reporting at quarter ● IDLP : What is it / topics ● Bomber Boost: Teaching opportunity / para-reevaluation	● checklist ● Probe level cheat sheet
November	● Observations : scheduling and filling out pre/post observation sheets ● Using communication log on Spedforms to track parent interaction. ● Discuss how data collection methods are going.	● Professional Development folder
December	● New strategies for next semester ● Review IGDP progress ● Colleague observation (schedule it) ● Filing in brown folders up to this point. ● MARSS Update ● Reflecting on the first half of the year: What things do you want help with? What new things do you want to try? What has worked well and what needs changing?	● Peer observation sheet ● IGDP ● MARSS
January	● Re-establishing behavior expectations ● Progress reporting (considering regression to inform ESY) ● Updating probe level sheet	● Progress reporting checklist ● Probe level cheat sheet
February	● Summer school teaching opportunities: Boost and ESY ● Finish peer observation this month. Sign and forward to the superintendent's secretary.	● Peer Observation
March	● MTAS : Does anyone need it? ● How to administer the MTAS ● Progress reporting ● Updating probe level sheet ● Assigning students in MCA small groups. ● Certifying paraprofessionals as MCA proctors	● MCA certification videos ● MTAS guide

	● Certifying yourself as an MCA proctor	
April	● Create student survey for end of the year ● Start considering paraprofessional evaluations ● Begin a list of tasks to close up the room for the end of the year that paraprofessionals can work on in their free time. ● Complete classroom inventory ● Start gathering next year's caseload: Ask lower grade level teachers to share access to new students. ● Communicate amendments that need to be made to incoming students' IEPs before the new year to old case managers. ● High School Scheduling: ○ Start looking at building your schedule for next year (discuss with your team). ○ Start building student's schedules ■ Look at transcripts.	● Paraprofessional evaluation sheet ● Classroom inventory list. ● Example of end of year checklist
May	● Complete filing for the year ● Consider each student's need for an extended school year service ○ Amend IEPs as needed to include ESY services. ● Make final amendments on any IEPs going to new case managers (reference to April's amendment discussion). ● Transferring brown / green files ● Transferring Spedforms ● Final progress reports ● Finalizing all SpedForms files ○ Progress reports ○ IEP ○ Evaluations ○ PWN (Eval/Regular) ● Finish room shutdown list ● Finish IDLP and turn in signed ● Summarize student survey and send observation PD sheet to Nickie, signed. ● Para Evaluation / meeting with each para. Share with the principal when finished. ● Preparing caseload to go on to next case managers ○ Finish filing ○ Add transfer of case management sheet to	● Student survey example ● Paraprofessional evaluation sheet ● Transfer of case management paperwork

	each student ○ Collect green and brown folder of each student ○ Transfer case manager on SpedForms	
Prep for Next Year	● Change over all progress monitoring to eliminate students off of caseload and add new ones on to caseload ● Complete para needs checklist ● Complete probe level cheat sheet ● Complete modification cheat sheet	

