

**Sample  
Mentor Packet  
2017-2018**

Dear Mentor,

Thank you for volunteering to mentor an a student. You will be matched with one or two students, based on your availability. You will meet with students either in the library, the office or the gifted resource coordinators office. We are asking for you to agree to mentor the same student through the end of the 2017-2018 school year. We ask all mentors to sign a basic agreement, as well as pass a background check before beginning mentorship.

We will give students and mentors a pre-mentor survey and an end-of-year survey to see if benefits were found to this program. We will also communicate with mentors monthly to receive feedback from them to determine how the mentorship is going, and if any help is needed from our staff.

If at any time you need help with a student - whether it is a safety concern, social/emotional concern, behavior issue or a question - please feel encouraged to ask us. Start with the student's counselor and the counselor will help find a solution for you. You are NOT in this alone!

Included in this packet is valuable information about mentoring, about FERPA, about what a typical visit with your student looks like and more. We hope it helps you when meeting with your student.

Our goal for this mentorship program is to help our students:

- graduate from high school;
- increase attendance, academic success and positive behavior;
- no longer be at risk.

Research shows that mentoring can:

- improve academic performance, in general, with significant improvements demonstrated in the subjects of science and written and oral language.
- improve the quality of classwork.
- increase the number of homework and in-class assignments turned in.
- reduce serious school infractions, such as disciplinary referrals, fighting and suspensions.
- increase students' perceptions of scholastic competence.
- reduce absences and tardies.

Welcome to the team!

Sincerely,

The Sample School Team

## General Information

### Administrative Team

Principal - NAME (8th Grade)  
 Assistant Principal - NAME (7th Grade)  
 Assistant Principal - NAME (6th Grade)  
 Counselor NAME - 8th Grade  
 Counselor NAME - 7th Grade  
 Counselor NAME - 6th Grade  
 NAME - Gifted Resource Coordinator  
 NAME - Instructional Coach

### Office Staff

NAME - Nurse  
 NAME - Registrar  
 NAME - Attendance  
 NAME - Financial Secretary  
 NAME - Secretary

### Daily Bell Schedule, 2017-2018

Period	Starting Time		End Time	6th	7th	8th
0	7:24	-	8:25			Biology I Spanish I Geometry
1	8:35	-	9:24	Core	Core	Explo
2	9:29	-	10:18	Explo	Core	Core
3	10:23	-	11:12	Core	Explo	Core
4	11:17	-	12:06	Core	Core	Lunch/OT
5	12:11	-	1:00	Lunch/OT	Core	Explo
6	1:05	-	1:54	Explo	Lunch/OT	Core
7	1:59	-	2:48	Core	Explo/Plan	Core
8	2:52	-	3:40	Intervention/ Extensions	Intervention/ Extensions	Intervention/ Extensions

## Important Information

- Core Classes - All students take MATH, ENGLISH, SOCIAL STUDIES, & SCIENCE. These classes meet every day for the entire school year.
- Core Teams - Each grade is divided into two large groups of students or core teams – the green core and the white core. Each core group will have common teachers for math, English, social studies and science. Core teams allow students, parents, and teachers to become more closely connected.
- Explo Classes- All students take a variety of exploratory classes. In the 6th grade, explo classes are 9 weeks in length. In 7th/8th grade they are semester long. Students are randomly scheduled into these classes. The classes are: Art, Band, Computers, Family and Consumer Science, Orchestra, PE, Pre-Engineering/Gateway, Spanish/Spanish 1/Spanish 2, Speech & Drama, and Vocal Music.
- Interventions - During 8th hour, The Language arts and Math teachers use this time to pull in small groups of students to work on specific objectives that students may need additional help mastering.
- Extensions - During 8th hour, students get to choose from a wide variety of extensions classes (i.e. Astronomy, Discovery Science, Psychology, Reality TV, Why Wage War, CrossFit, etc).
- Homework Helpers - This is free after school tutoring that usually takes place in the library after school Mondays through Thursdays. Longfellow teachers work Homework Helpers each day from 3:45 to 4:45 p.m. They tutor in every subject. You don't have to sign up, you can just attend.

## School Demographics

This school has more than 750 students, and more than half of the students receive a free or reduced lunch. To qualify for free or reduced lunch, families must meet the following financial requirements:

Household Size*	Maximum Income Level (Per Year)
1	\$21,590
2	\$29,101
3	\$36,612
4	\$44,123
5	\$51,634
6	\$59,145
7	\$66,656
8	\$74,167

# What is PRIDE?

PRIDE is our mantra. It stands for

- Purpose
- Respect
- Integrity
- Dedication
- Effort

PRIDE is our approach to behavior. We believe in trying to reward good behavior instead of only punishing the bad behavior. To help us, we have many things in place for students and staff.

- Common Area Procedures - This is for common areas such as bathrooms, hallways, the cafeteria, the bus oval, the blacktop, the field, etc. For example, students know that they walk on the right in the hallway. This shows "Purpose."
- PRIDE in Classrooms - Each teacher has similar expectations about what PRIDE looks like in their classroom. For example, "Integrity" would be participating equally in group work or turning in their own work and not cheating.
- PRIDE Rewards - All staff members receive 3 "Den-ero" each week to give to students. The Denero can be given to a student for any reason. Some staff members reward it for doing a good deed, some give it for showing improvement, and some give it when the student helps them with something. Students can turn in their Denero each week in exchange for prizes. They can save their Denero and accumulate it to buy a bigger prize.

## What is “At Risk”

Data shows that students are at risk for dropping out if they meet two or more qualifiers and highly at risk if they meet three or more. Here are the qualifiers.

- Receive a free or reduced lunch based on family income
- Have less than 90% attendance
- Fail either the math or reading Oklahoma Core Curriculum Test
- Fail a class
- Are suspended 5 or more days (not necessarily consecutively)

Our staff looks at our “Top 20” each week of students who we consider to be at risk. Just because a student meets a weekly requirement does NOT mean they are on the at risk list for the year. (For example, a student could have the flu one week and miss two days of school and meet the Top Twenty for the week based on aggregate numbers, but not make the Top Twenty for the year.)

### What Our Staff is Doing for Students At Risk

We have many interventions in place for students considered at risk. The mentorship program is just one of them. Here are a few of the other interventions we use:

- Overtime during recess
- Homework Helpers
- Interventions during 8th hour
- Check in, check out
- Behavior contracts
- Social Skills reinforcements
- Small groups
- etc.

## Introductory Meeting

Tell student your name and give a brief introduction of yourself.

- Name
- Family
- Job
- Where you are from
- Connection to Community and/or School
- What you enjoy doing
- What you love
- Why you want to mentor

Ask student some questions.

- Name
- Grade
- Family
- Where they are from
- What grade they are in
- What is their favorite class
- How are they involved at school (sports, clubs, GT, etc.)
- What do they enjoy doing
- What do they love
- What they hope happens in mentoring

## Weekly Objectives

Mentors should plan to spend about 30 minutes each week during the school day with their mentee. The best time to do this would be during the mentee's lunch. However, there are other times that can be worked out by going through the student's counselor.

Here are the following things to be accomplished each week in mentoring:

- Review quarterly, semesterly or yearly goals you should help set with the student on their first meeting. We will provide a worksheet to do this on.
- Reviewing the student's grades. Students can log in and know how to check their grades on any computer or smartphone. Look for missing assignments, low grades or other red flags.
- Make a plan to improve grades, attendance or behavior for the upcoming week.
- Set weekly goals & evaluate goals from previous week.
- Have a casual conversation with a student to touch base with them.

***It is imperative that if you have a concern for a child's safety or welfare, you let the counselor know immediately. There are state mandatory child abuse and neglect reporting laws that your counselor can walk you through if necessary. A great rule of thumb is, when in doubt, check it out.***

### Special Circumstances

If you wish to meet with your mentee outside of normal school hours, that will need to be arranged with the parent. Please run this by the student's counselor or principal before making plans. Also, if you wish to give a gift to your mentee, approve it with the counselor or principal ahead of time.

### Affiliations

If you are affiliated with an agency or business, please do not use mentor time as a time to promote your affiliation or a business. If you are affiliated with a church or religious organization, please do not talk with students about your religion or faith unless they initiate the conversation.

# Volunteer Application

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

Birthdate: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Cell Number: \_\_\_\_\_ Other Number: \_\_\_\_\_

Address: \_\_\_\_\_

Job Title: \_\_\_\_\_ Employer: \_\_\_\_\_

What motivated you to participate in the Longfellow Volunteer Program? \_\_\_\_\_

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

How much time are you able to volunteer (daily, weekly, monthly, etc.) \_\_\_\_\_

\_\_\_\_\_

What unique experiences, talents or abilities can you bring to your service at Longfellow? \_\_\_\_\_

\_\_\_\_\_

Do you belong to any clubs or organizations? If so, which ones? \_\_\_\_\_

\_\_\_\_\_

Have you ever been convicted of a crime? YES NO

Do you object to having a criminal background check run on you if necessary? YES NO

Volunteer Name: \_\_\_\_\_

Volunteer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Mentorship Supplemental Questions

Can you meet with your mentee once a week during the school year?    YES    NO

Please list your preference for your mentee:

*The grade level you prefer:*    6th    7th    8th    Doesn't Matter

*The gender of the mentee you prefer:*    Male    Female    Doesn't Matter

*Other preference:* \_\_\_\_\_

Please list three references who have known you for more than one year. We must have their contact information (phone and/or email address). Do not include more than one family member.

1.    Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

2.    Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

3.    Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Relationship to you: \_\_\_\_\_

Mentor Name: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Mentor Agreement

Please initial each item and sign and date below.

\_\_\_\_\_ I understand that seeing my mentee consistently is one of the most important things I can do as a mentor. Therefore, I agree to see my mentee once a week.

\_\_\_\_\_ I understand that all contact with my mentee is restricted to school grounds.

\_\_\_\_\_ I understand that the relationship between my mentee and me is a one-on-one relationship.

\_\_\_\_\_ I understand that I might be privy to personal information about my mentee and family members, which I will keep confidential.

\_\_\_\_\_ I will maintain regular contact with the program coordinator by responding to calls, emails and surveys.

\_\_\_\_\_ If a problem arises in my mentor-mentee relationship, or if my contact information changes, I will notify the program coordinator immediately.

\_\_\_\_\_ I understand that I will be asked to participate in a program evaluation.

\_\_\_\_\_ I will adhere to school procedures when visiting my mentee, including verifying my mentees attendance when I visit. I will contact a school counselor on days when I am unable to meet for any reason.

Mentor Name: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Coordinator Signature: \_\_\_\_\_

# Listening Questions

*These questions typically get you out of the talking mode and back to the listening mode.*

- What is going well for you?
- What is going well for you in
  - Math Class?
  - Science Class?
  - Reading?
  - Getting to school/class each day and on time?
  - Etc.
- Tell me about your day so far today? What is the rest of your day going to be like?
- What do you think the answer is?
- What did you do?
- What do you think would be the best choice in that situation?
- If I were in that situation, what would you tell me about it?
- If your friend were (describe the situation) what would you tell your friend to do?
- Say more about that please.
- Tell me more. What happened before that (after that)(next)?
- Go back to the beginning and tell me about what happened that led up to this?
- What else?
- I'm not sure I understand the details, can you tell me more?
- If you had a chance to rewind, and do that over, what would you do the same?  
Differently?
- I understand you don't know, but let's imagine for a minute what if you did know?

*Tip: accept quiet, even pregnant pauses. The longer you can wait for the student to talk the more likely they will be to fill the silence.*

## Reframing Questions

*Typically allow you to draw out the important points and help the mentee develop critical thinking skills.*

So, as I understand it, you said \_\_\_\_\_ (restate in your words)

Let me be sure I understand, the first thing that happened was \_\_\_\_\_ (restate in your words)

To be clear did you say \_\_\_\_\_ (summarize or be specific about certain points).

I'm sorry, I really want to understand this, the key points I think I heard are \_\_\_\_\_ (state key points)

**Tip:** *Not to be used as a format for you to give your opinion. Reframing helps the student understand or gain clarity about what they felt and help translate that to what they think. Keeps the mentee in control, keeps them talking and you listening in a non-judgmental way. As noted above, helps the mentee develop critical thinking skills.*

## Other Things to Do with Your Mentee

**Read-along:** Mentee selects a book or uses a book they are assigned for a class and the mentor gets the same book and they read during the week, then discuss during their visit (larger books divided into parts).

**Write-along:** Mentee selects a subject and they both write about it. A paragraph could be done quickly during the mentoring session or if Mentee prefers a page could be written between weekly visits.

**Game time:** A simple game of checkers, chess, Uno, etc. could be played during the 2nd half of the visit.

# 15 Tips and Resources for Mentors of Youth

by Chris

Posted on [www.understandingteenagers.com.au/](http://www.understandingteenagers.com.au/)

No matter how it happens the presence of a strong mentor is a valuable resource in the life of a developing teenager. So after giving you a list of what teens are looking for in mentors, I thought it might be useful (and fair) to provide some resources for those of you who are, or have the potential, to be in a mentoring relationship with teens.

As I gave you a list of 10 requests from teenagers it seems like good symmetry to give you a list of 10 tips to help you in building your relationship.

This list is based a resource from the Youth Mentoring Network and gives some basic guidelines for building a mentoring relationship.

1. Have realistic goals and expectations – focus on the teenager and their overall development. Your early efforts should just be on developing rapport.
2. Have fun together – play games, go bowling, go to the movies, etc.
3. Give the teen you're mentoring a voice and choice in deciding on activities – it demonstrates your trust, and builds skills and confidence.
4. Be Positive – be encouraging and offer concrete assistance.
5. Let the teen you are mentoring have significant control over what the two of you talk about -and how you talk about it – don't push, be sensitive and aware of different communication styles.
6. Listen – 'Just Listening' will develop trust – not criticising or judging.
7. Respect the trust the teenager places in you – show them that you understand and are committed to the relationship.
8. Be a friend – don't be a parent or authority figure.
9. Remember YOU are responsible for building the relationship – take responsibility for making and maintaining contact and don't expect too much feedback from the teenager.
10. Remember that your relationship is with the teen and not the teen's parents – keep your relationship with them cordial but distant. (This point is not always valid, especially if you are a friend of the family or a relative. Make sure parents know who you are, at least enough to trust you.)

*(15 Tips continued...)*

Knowing how to relate and get along is a big part of being a mentor. However choosing to play a significant role in a young person's life comes with a degree of obligation and responsibilities. Below is a list of 5 ethical principles that potential mentors need to consider. (These are based on Rhodes, Spencer, & Liang's adaptation of the APA code of practice, as cited in Research Quarterly, 2010).

1. **Promote Welfare and Safety of the Young Person** – Mentors should work to assist and benefit the teenager, or at the very least do no harm. It is the mentor's primary responsibility to promote the welfare of their teen.
2. **Trustworthy and Responsible**– Mentor's need to be committed and aware of the frequency of meetings required to enable the teenager to benefit from a relationship.
3. **Act with Integrity**– Mentor's should avoid setting false expectations for the teenager. For example, in canceling meetings at the last minute may have damaging impact on a young person.
4. **Promote Justice for the Teenager** – Mentors must be provided the training to be sensitive and aware of their own inherent bias so as not to affect his/her judgment and treatment of the young person.
5. **Respect the Young Person's Rights and Dignity** – Having the young person confide in their mentor's is part of the relationship however, mentors should inform the teenager of the obligation to break confidence if the information disclosed is deemed harmful to themselves or others

- See more at:

<http://understandingteenagers.com.au/blog/2010/07/15-tips-resources-for-mentors-of-youth/#sthash.ZmScdkoC.dpuf>

## **FERPA - Family Education Rights and Privacy Act**

*It grants 4 rights to students and eligible parents.*

- Right to inspect and review their educational records within 45 days of written request for access
- Right to request the amendment of inaccurate or otherwise inappropriate educational records
- Right to give written Permission for another person to see a student record
- Right to file a complaint with the Family Compliance Office in Washington D.C.

### **FERPA Fundamentals**

Employees and volunteers may NOT disclose personally identifiable information about students, nor permit inspection of their records by anyone else, without the prior written consent of the parent, unless such inspection is permitted by one of the exceptions of FERPA.

### **Eligible Student & Parent**

*Student* who has reached the age of 18 or who is attending a post-secondary institution.

*Parent* is the natural parent, guardian or individual acting as the parent in the absence of a parent or guardian.

### **Educational Record**

Any information related to a student and maintained by the educational institution. For example valuation information, behavior information, demographic information, programs the student is attending, information about the family, information about a student's disability. It doesn't matter where the record is located.

Records might be a document in the student's file in the office, a computer print out, a class list, an electronic form on a computer, a photograph of the class with names of students, individual student data sheets, a health care plan, a video of an incident, etc.

### **School Officials**

Members of an institution who act in the student's educational interest within the limitations of their "need to know."

### **Personally Identifiable Information**

Personally identifiable information is a list of personal characteristics or other information which would make the student's identity easily traceable, such as the names of a student's parent, their address or any biometric (fingerprints, DNA, handwriting, etc.) information.