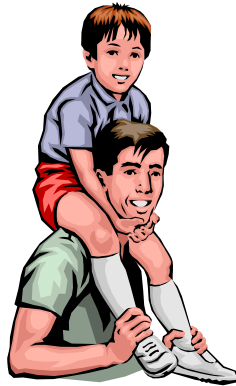




Moore Elementary School of Core
Knowledge
2007-2008
Mentoring Program



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Vision Statement

The vision for Moore Elementary School's Mentor Program is to provide a continuum of mentoring services in a safe, effective manner.

Mission Statement

Our mentors will be committed individuals, working one on one with students for at least one year on a consistent basis, whose goal is to maximize a student's potential.

Overview of Moore School Mentoring

Moore Elementary School is making an effort with program partnership agreements with many agencies, Colorado State University, businesses, civic groups and the local chambers of commerce to provide mentoring. Individuals volunteer to mentor students in local schools through a wide variety of program options. Generally, a mentor is assigned to one student and meets with that student once a week for the entire school year (or for as long as needed or what is workable for the mentors) on the school campus, and only on the school campus. The goal of the mentor is to develop a friendship with the student and within that relationship, assist the student in developing and achieving goals. Benefits for the students include higher grades, fewer absences, career exploration and the caring, support and encouragement of a role model. For the mentor there is challenge and satisfaction derived from helping students overcome their challenges. Individuals who join in this business and education partnership help students to benefit socially, emotionally and academically and this will lead ultimately to better-educated and more productive citizens.

The Mentoring Process

The key ingredient in mentoring is the relationship between the mentor and the student. Like all friendships, there must be caring, trust, acceptance and respect. Friendships do not develop in one hour, so students will not be sharing private concerns for several weeks. Mentors need time to get to know their student. If this process is rushed, the trusting relationship will not develop. Mentors report that the first few weeks of meeting with a student are a little awkward. Mentors will wonder if the student will like them, if he/she will talk and what will be discussed. The student has the same concerns about this. It is tough getting through the first few weeks, but sometime between the fourth and sixth meeting, a student will begin to believe he can depend on the mentor to be there each week. That is when the trust begins to form. When that happens, mentors will really start to look forward to that hour every week. This may become one of the most personally satisfying events in their life. Since consistency is the key to developing and maintaining the student and mentor relationship, mentors who have a schedule conflict with the mentoring appointment, can meet with their student on any other day of that week, but at the same time of day. The school/student should be called to let him/her know about the change. Please remember that mentoring does not produce a quick fix to solve difficult, chronic problems. Although many students will benefit from the mentoring relationship, it won't be successful for everyone. Many students will benefit from the mentoring relationship; it won't be successful for everyone.

Benefits of Mentoring

Statistics from Big Brothers Big Sisters of America show that a young person who meets with a mentor is:

- 46% less likely to begin using illegal drugs
- 27% less likely to begin drinking alcohol
- 52% less likely to skip school
- 33% less likely to engage in a fight

Goals For Mentoring

- Staying in school until graduation
- Finding solutions to problems
- Improving behaviors

- Drug-free and crime-free behavior
- Creating a willingness to trust and accept responsibility
- Increasing attendance
- Improving academics
- Promotion from the current grade
- Dropout retrieval

Understanding Diversity

Mentors should also be reminded that their value system might be different from their students and to be sensitive to diversity issues. Many mentor programs prefer to match students with mentors who come from a similar background (e.g., race, ethnicity, socioeconomic status). Often this is not possible and mentors are matched with young people who may look and act very differently from themselves and whose backgrounds and lifestyles may be dissimilar to theirs. These differences in lifestyle, ethnicity, or perspective are known as "culture". Culture, in this sense, is more than race or ethnicity; it encompasses values, lifestyle and social norms, including such things as different communication styles, mannerisms, ways of dressing, family structure, traditions, time orientation, response to authority and more. These differences may be associated with age, religion, ethnicity and socioeconomic background. A lack of understanding and appreciation of cultural diversity can result in misunderstandings between mentors and students, which could make it difficult or even impossible to develop a trusting relationship.

School Mentoring Coordinator Job Description

The school Mentoring Coordinator is responsible for coordinating the schools mentoring program and for working together with the Volunteer Coordinator to ensure that mentors are properly screened as volunteers.

Major Duties include:

1. Serve as a contact between the school and the District Mentoring Coordinator.
2. Provide information to the principal and obtain the principal's approval for mentoring program activities.
3. Work with appropriate school staff to identify students in need of mentoring services (e.g. guidance counselors, teachers, etc.)

4. Obtain parent permission for the identified student's to participate in the mentoring program.
5. Recruit and train all mentors.
6. Coordinate all mentoring activities with the students and mentors.
7. Prepare publicity and recognition activities for mentors in the school.
8. Keep all mentor files current and up to date with the proper paperwork including the Mentor Profile, Parent Permission form, Volunteer/Mentoring Application and Security Check Form, and the Mentor Progress Report.

Elements of Effective Mentoring Program

- Provides a structured, one-to-one relationship that focuses on the needs of the student.
- Encourages individuals to develop to their fullest potential.
- Helps an individual to develop his or her own vision for the future.

A responsible mentoring program requires:

- Regular, consistent contact between the mentor and the participant.
- Support by the family or guardian of the student.
- Staff with appropriate training.
- Inclusiveness of racial, economic and gender representation as appropriate to the program.
- Written administrative and program procedures.
- Written eligibility requirements for program participants.
- Program evaluation and ongoing assessment.
- Risk management and confidentiality policies.

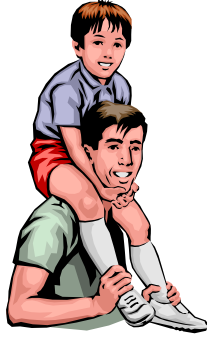
Mentor Training

A readiness and training curriculum for all mentors and participants that includes:

- Interactive mentor training.
- Trained staff trainers.
- Orientation to program and resource network, including information and referral, other supportive services and schools.
- Cultural heritage sensitivity and appreciation training.
- Guidelines for participants on how to get the most out of the mentoring relationship.
- Dos and Don'ts of relationship management.
- Confidentiality and liability information.

- Crisis management/problem solving resources.
- Ongoing training as necessary.

When training your mentors it is best to keep the training to no longer than an hour to an hour and a half. Most mentors are working professionals who will not want to be away from the office for too long. Try to make your training very interactive. Use the *Mentor Training Manual* for information on how to begin the mentoring relationship.



Moore Elementary School Mentoring Fact Sheet

Why Should a Person Become a Mentor?

Your influence can help build a student's self-worth and demonstrate that someone cares. These students may have a better chance of being successful and productive in their school as well as in their home and community environment with your support.

Who Can Be a Mentor and What Does a Mentor Do?

Responsible, caring adults who are willing to share time on a consistent basis. A mentor commits to meet once a week for the entire school year. A mentor will become a friend, tutor, and role model to the student. A mentor may find himself or herself sharing: breakfast, lunch, tutoring, homework, reading, computer activities, art activities, career awareness/exploration or other interests with their student.

Where Do I Mentor?

Elementary mentoring is done on the school campus in public viewing areas during regular school hours. The media center is generally the best area for mentoring unless otherwise determined by the school. Each school determines their own policy for where to meet.

When Can I Mentor?

Generally, the best time for mentoring at the elementary level is during lunch. It may be during a specific class period. Other options for mentoring include the time period just before school or right after school. Many schools designate times during the day that students can be mentored. Each school establishes their own guidelines for times the student is available.

What Do I Do to Get Started?

- Fill out the Mentor application to help us with your availability and interests. You must also fill out the security check form on www.psdschools.org. (Go to "Volunteers and Partners" and then to "Registration".
- Your school Mentor Coordinator will then call you for an interview to match you with an appropriate student and to schedule your training session. They will help you arrange your first visit.
- Thank you for your patience. Conducting background security checks takes time and is important to safeguard our children. We ask your cooperation with this process.
- Your School Mentor Coordinator will introduce you to your student on your first session as well as answer any further questions that may arise.
- When you come into the school, sign in and follow the front office procedures for school visitors.

What Do I Do If I Can't Make My Scheduled Appointment?

Make sure the student knows you cannot attend by contacting the school office, or the school Mentoring Coordinator, Rhonda Palic, (970) 488-8269.

What Do I Report To The School Administration?

- When a child states to you that s/he will harm her/himself or others; or when a child tells you about emotional, physical, or sexually abusive acts that directly involve him.
- Other concerns that you might have can be shared with the school administration or guidance department.

Who Is My School Mentoring Coordinator?

Your Mentoring Coordinator will be: *Rhonda Palic*.

Mentor Progress Report

Moore Elementary School wants to find out how your mentoring is going. Please fill out the questionnaire below to help us improve our programs:

Mentor Name: _____

How long have you been mentoring? _____

School where you currently mentoring?

Your student's name?

How is your relationship with your mentee developing?

Do you have any concerns about your mentee?

Do you plan to continue mentoring this child after this school year?

What have you liked most about your mentor experience?

Have you been able to meet with your student on a consistent basis? On average how many times a month do you meet with the student?

What has your experience at the student's school been like?

What resources or materials could we provide to help support your mentoring sessions?

Do you have any suggestions on how Moore Elementary School can improve our mentoring program?

Moore Elementary School

Mentor Profile

Please complete the following in-depth application to help us know you better and match you with an appropriate student.	
1. How would you describe your communication style?	
	Life of the party.
	Friendly and outgoing
	Usually wait to be approached by someone new.
	Reserved until I get to know someone new.
	None of the above. Please describe:
2. What type of student would you prefer to mentor?	
	Aggressive, the one who takes the lead.
	Very involved and open.
	Participatory but not too assertive.
	Reserved and on the quiet side.
	Any style is fine with me.
	Other:
3. I am interested in becoming a mentor with Moore Elementary School because (check all that apply)...	
	I think I'd be a positive role model.
	I like children.
	I have the time to give.
	I overcame difficulties growing up and would like to help someone else.
	I think I have the personality and abilities to be a good mentor.
	I am interested in a long-term relationship with a child.
	I believe in the value of mentoring.
	I wish I had a mentor when I was in school.
4. Please prioritize the following criteria you would prefer in a student.	
	Same gender
	Same ethnicity
	Similar career interests
	Similar personal interests
	Similar background
	Other:
	No preference

5. How comfortable would you be in speaking with your student regarding his or her use of poor judgment?			
	Very comfortable		
	Somewhat comfortable		
	Not comfortable at all		
6. How comfortable would you be in speaking with your student about drug or alcohol abuse?			
	Very comfortable		
	Somewhat comfortable		
	Not comfortable at all		
7. Please indicate how comfortable you would be in talking to a student about the following:			
Topic	Very	Somewhat	Not At All
World of Work			
Goal Setting			
Career Plan			
Personal Experiences			
Hobbies/Interests			
Personal Problems			
Drug Awareness			
8. What experience do you have in drug awareness education?			
9. Please prioritize those activities that you see as most important in a mentor relationship?			
	Give advice on career options and decision making		
	Participation in school activities		
	Assist in social skills development		
	Provide encourage and support		
	Be a friend		
	Help with academic work		
	Other:		
10. Please indicate how comfortable you would be in handling the following potential problems (vc - very comfortable, s - somewhat comfortable, n - not comfortable)			

	You have a hard time reaching your student.
	You make arrangements to meet and your student doesn't show up.
	Your student seems unresponsive to your interest in getting to know him or her.
	Your student calls you too often.
	Your student has little interest in you.
	Your student shares very sensitive thoughts or information with you.
11. Are there any particular problems you would prefer not to handle as a mentor? (Please explain)	
12. How did you learn about the Mentoring Program?	
	Recruited by current mentor or volunteer.
	Recruited by staff of Moore Elementary.
	Friend
	Colorado State University professor or advisor.
	Other:
13. Would you have any objection to a background check before being accepted as a mentor?	
	Yes (Please explain)
	No
14. Have you ever completed training for mentoring?	
	Yes
	No
15. Have you filled out the Poudre School District's security background information? (www.psdschools.org - "Volunteers and Partners", "Registration")	
	Yes
	No

16. Is there anything else you would like us to know about you, talents, and areas you would like to volunteer with? Please include it here:

17. What grade level and gender are you interested in working with?

	Boy
	Girl
	No gender preference
	Kindergarten
	1 st
	2 nd
	3 rd
	4 th
	5 th
	6 th
	No grade level preference.

18. What previous experience have you had with children?

We are looking to have mentors meet with our students for approximately 45 minutes, 1 day a week during the Moore lunch block. This lunch block runs from approximately 11:45 - 1:00 (depending on the grade level). However, we can work and be creative with scheduling if needed.

Please list possible times and days when it would be most convenient for you.

Day:	Time:
Day:	Time:
Day:	Time:
Day:	Time:
Day:	Time:
Name of applicant:	
Phone Number:	
Email:	