

PARENT/GUARDIAN PERMISSION LETTER

Carbondale Elementary School District #95 Mentor Program Parent Permission Letter

For more information, please call your child's School

SCHOOL _____ TELEPHONE _____

Dear Parents:

Carbondale Elementary School District #95 has a special relationship with a number of local organizations. This year, your child's school has been lucky enough to be assisted by volunteers from the **Partners In Education program**. These volunteers will act as Mentors (big brothers, big sisters, friends, buddies) to selected students.

Based on teacher and principal recommendation, your child _____, has been chosen to work with _____ for 45-60 minutes once per week during the school day. The hour chosen is the time the teachers feel your child will most benefit from the interaction with another adult on a one-to-one basis. The activities may be those recommended by the teacher or support staff, matching the needs of your child with the skills of the Mentor.

Please note that our mentor program is school-based only. Our resources only allow for school-based meetings between the student and mentor. Please do not ask the mentor to meet your child outside of school. **We will not assume responsibility for any outside contact.**

In order to begin this program, we must have your permission. Please fill out the form below and return it immediately. Only then can your child start this worthwhile experience. Please sign and return by _____ (date). Please keep one copy for your records.

Sincerely,

(Principal's Name)
Principal

I give permission for my child, _____, to work with a Mentor from the **Partners In Education Mentor Program**.

Date: _____ Parent's Signature _____

Parent's name (printed) _____

Home Telephone _____ Daytime Telephone _____

Student's Teacher _____ School _____

RECRUITMENT

Mentor Recruitment

CES 95 has a publicly available written statement outlining eligibility requirements for mentors in its program. During the recruitment process, The District will use a well developed presentation that portrays the benefits, practices, supports, and challenges of mentoring in the program. Through the recruitment process, CES 95 will use various approaches to recruit mentors. The District will build positive attitudes and emotions about mentoring. Mentors will be sought out who have the skills, motivations, and backgrounds that best match the goals of the program. The District will encourage mentors to assist with recruitment efforts by providing them with resources to ask individuals they know, who meet the eligibility criteria of the program, to be a mentor. CES 95 will also train mentors.

Mentee and Parent/Guardian Recruitment

The organization use a well developed presentation that portrays the benefits, practices, supports, and challenges of being mentored in the program. Through the recruitment process, the organization will focus on mentees whose needs best match the services offered by the program.

MENTOR SCREENING

Mentor Screening

CES 95 has established criteria for accepting mentors into the program as well as criteria for disqualifying mentor applicants.

Prospective mentors complete a written application that includes questions designed to help assess their safety and suitability for mentoring youth.

- *Program conducts at least one face-to-face interview with each prospective mentor that includes questions designed to help the program assess his or her suitability for mentoring youth.*
- Program conducts a comprehensive criminal background check on prospective adult mentors, including searching a national criminal records database, along with sex offender and child abuse registries.
- *Program conducts reference check interviews with multiple adults who know an applicant (ideally, both personal and professional references) that include questions to help assess his or her suitability for mentoring youth.*
- Prospective mentors agree in writing to a one-year (school) minimum commitment for the mentoring relationship, or a minimum time commitment.
- Prospective mentors agree in writing to participate in face-to-face meetings with their mentees that average a minimum of once a week for 45 minutes and a total of three or more hours per month over the course of the school year as required by the mentoring program.

MENTEE SCREENING

Mentee Screening

CES 95 has established criteria for accepting youth into the program as well as criteria that would disqualify a potential youth participant.

- Parent(s)/guardian(s) provide informed permission for their child to participate.
- Parent(s)/guardian(s) and mentees agree to a one-year (school) minimum commitment for the mentoring relationship as required by the mentoring program.
- Parents(s)/guardian(s) and mentees agree that mentees will participate in face-to-face meetings with their mentors that average a minimum of once a week for 45 minutes and a total of three or more hours per month over the course of the school year as required by the mentoring program.

MENTOR TRAINING

CES 95 will provide a minimum of two hours of pre-match, in-person, mentor training. The mentor pre-match training for mentors will include the following:

- Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing, being late to meetings, and match termination)
- Mentors' goals and expectations for the mentee, parent or guardian, and the mentoring relationship
- Mentors' obligations and appropriate roles
- Relationship development and maintenance
- Effective closure of the mentoring relationship
- Sources of assistance available to support mentors
- Opportunities and challenges associated with mentoring specific populations of youth (e.g., children with an incarcerated parent, youth involved in the juvenile justice system, youth in foster care, high school dropouts), if relevant
- Initiating the mentoring relationship
- Developing an effective, positive relationship with mentee's family

Program provides pre-match training for the mentor on the following risk management policies that are matched to the program model, setting, and population served:

- Appropriate physical contact
- Contact with mentoring program (e.g., who to contact, when to contact)
- Relationship monitoring requirements (e.g., response time, frequency, schedule)
- Approved activities
- Mandatory reporting requirements
- Confidentiality and anonymity
- Digital and social media use
- Overnight visits and out of town travel
- Money spent on mentee and mentoring activities
- Transportation
- Emergency and crisis situation procedures

MENTEE TRAINING

CES 95 will provide a minimum of two hours of pre-match, in-person, mentor training. The mentor pre-match training for mentees will include the following:

- Purpose of mentoring
- Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing or being late to meetings, match termination)
- Mentees' goals for mentoring
- Mentors' obligations and appropriate roles
- Mentees' obligations and appropriate roles
- Ethics and safety in mentoring relationships
- Initiating the mentoring relationship
- Effective closure of the mentoring relationship

Program provides pre-match training for the mentee on the following risk management policies that are matched to the program model, setting, and population served:

- Appropriate physical contact
- Contact with mentoring program (e.g., who to contact, when to contact)
- Relationship monitoring requirements (e.g., response time, frequency, schedule)
- Approved activities
- Mandatory reporting requirements
- Confidentiality and anonymity
- Digital and social media use
- Overnight visits and out of town travel
- Money spent on mentee and mentoring activities
- Transportation
- Emergency and crisis situation procedures

PARENT/GUARDIAN TRAINING

CES 95 will provide a minimum of two hours of pre-match, in-person, mentor training. The mentor pre-match training for mentors will include the following:

- The purpose of mentoring
- Program requirements (e.g., match length, match frequency, duration of visits, protocols for missing, being late to meetings, and match termination)
- Parents' and Mentees' goals and expectations for the mentee, parent or guardian, and the mentoring relationship
- Mentors' obligations and appropriate roles
- Mentees' obligations and appropriate roles
- Developing an effective, positive relationship with mentor

Program provides pre-match training for the mentor on the following risk management policies that are matched to the program model, setting, and population served:

- Appropriate physical contact
- Contact with mentoring program (e.g., who to contact, when to contact)
- Relationship monitoring requirements (e.g., response time, frequency, schedule)
- Approved activities
- Mandatory reporting requirements
- Confidentiality and anonymity
- Digital and social media use
- Overnight visits and out of town travel
- Money spent on mentee and mentoring activities
- Transportation
- Emergency and crisis situation procedures

MENTOR/MENTEE MATCHING

During the matching process, CES 95 will consider the characteristics of the mentor and mentee to include: interests, availability, age, gender, race, personality, goals, strengths, and previous experience when making matches.

CES 95 will provide an opportunity for the mentor, mentee and parent/guardian to have an initial meeting during the staff facilitated orientation night that will be scheduled outside of school time in the evening at a school facility.

During the orientation each group (mentees, mentors, parents/guardians) will have a separate orientation presentation. The presentations will include program expectations/requirements that will include: frequency of meetings, time and duration of meetings, roles of each person involved, frequency of contact with program and safety requirements.

After the group-specific orientation presentations, the matched mentors, mentees, and parents/guardians will have the opportunity to sit down and have a meal together. During that time each will have the opportunity to make introductions and get to know one another. Further, Parents/Guardians will receive any pertinent background information about the mentor. The mentor will receive any pertinent background information about the mentee.

MENTOR ROLES AND RESPONSIBILITIES

Developing a relationship with your mentee allows you to explore strengths, weaknesses, collaborate and participate in fun activities together. As the mentor you will have opportunities to share your experiences and that is what the mentee needs to receive from you.

Here are some roles and responsibilities to help you in the process:

- Support the mentee in developing social skills, self-esteem, self-regulation, goal setting, planning and evaluation skills.
- Create a supportive and trusting environment.
- Agree to and schedule uninterrupted time with your mentee.
- Stay committed and engaged throughout the duration of the program.
- Actively listen and question.
- Give feedback to the mentee on his/her goals, situations, and behavior improvement.
- Encourage the mentee by providing genuine positive reinforcement.
- Serve as a positive role model.
- Provide kind, corrective feedback as needed.
- Participate in scheduled events for the program.
- Seek assistance if questions/concerns arise that you cannot handle or answer.

IDEAS TO ASSIST YOUR MENTEE

- **Communicate appropriately:** be respectful, let your mentee know when you are not able to meet, and offer support. Speak with teacher if possible. Meet the parent/guardian.
- **Get to know your mentee:** discuss one of the 4 S's (sparks, strengths, struggles, and supports) each time you meet. Explore their feelings about different topics/situations.
- **Help define goals:** keep the mentee on track, discuss the progress being made, provide tips to reach the goal and identify needs to reach the goals.

EXPLORATORY QUESTIONS

Using exploratory questions will help you build a positive relationship with your mentee. This type of question also helps your mentee reflect on his or her experiences/behaviors and learn from them. As a mentor, your instinct may be to jump right in and start solving the problems for your mentee. Your role is to help the mentee develop critical thinking and problem-solving skills. In order to do so, you have to ask questions that assist the mentee in building those skills. By asking questions, you help your mentee explore their feelings, define problems and solutions, and solidify their goals and needs.

- What are the most interesting/fun things about school/your life.
- What other ideas do you have?
- How do you know you are right?
- What did other people think of the situation?
- What do you want to be known for?
- What do you think the issue is?
- Why is this situation an issue?
- How long has this been an issue?
- Have you tried to solve the issue before? How?
- What did you learn from this experience?
- What choices do you have?
- What progress have you made?
- We have talked about ideas before, how are you using those ideas?
- What results/outcome do you want to have?
- What is the goal you are working on?
- What skills do you have to help?
- What skills do you need to learn?
- What strategies do you have to help you? Any others?
- What is a good solution to the problem?
- What outcome do you want?
- Who can help you solve your problem? Anyone else?

GIVING FEEDBACK FOR MENTORS

Think of feedback as an opportunity to teach or take advantage of teachable moments.

Do use:

- Good eye contact
- interested/neutral facial expressions
- Nod of head to show understanding or agreement
- Calm tone of voice
- Even tone and volume
- Sit slightly forward (if seated)
- Relaxed arm and hand replacement
- Specific feedback
- Active listening and let the mentee ask questions
- I statements when speaking

Do not use:

- Squinted eyes, scowling or narrowing of eyes
- Tense or aggressive posture
- Rocking, pen bouncing, hand wringing, or your specific version of nervousness/defensiveness
- Hand on hips or tightly clenched
- Arms tightly crossed across chest
- A blank expression
- The words but or however
- Statements that describe someone. Describe actions only.

MENTEE BENEFITS

Mentoring is a special partnership between two people. This collaborative relationship allows for goal setting, while building a relationship based on reciprocal trust and respect.

The mentee can get the following benefits:

- social skills
- emotional regulation
- listening and communication skills
- gains an advocate
- open and honest dialogue
- unbiased feedback

MENTEE ROLES AND RESPONSIBILITIES

Developing a relationship with a mentor allows the mentee to explore his or her strengths, weaknesses, to collaborate and participate in fun activities together. The mentee will also have opportunities to share their experiences as well as grow and develop as a result of the relationship.

Here are some roles and responsibilities to help you in the process:

- Actively participate
- Practice the skills needed to reach set goals
- Discuss ISP/IDP (Individual Success/Development Plan) with mentor
- Be open and honest about:
 - goals
 - problems
 - concerns
- Use active listening skills
- Ask questions
- Ask for help when needed
- Be open to feedback
- Practice skills that are being learned
- Participate in the scheduled events for the program

RECEIVING FEEDBACK FOR MENTORS

Think of feedback as an opportunity to learn, grow and reach goals.

Do use:

- Good eye contact
- interested/neutral facial expressions
- Nod of head to show understanding or agreement
- Calm tone of voice
- Even tone and volume
- Sit slightly forward (if seated)
- Relaxed arm and hand placement
- Ask for specific examples when needed
- Active listening
- Paraphrase important information and ask for clarity when something is not understood
- I statements when speaking

Do not use:

- Squinted eyes, scowling or narrowing of eyes
- Tense or aggressive posture
- Rocking, pen bouncing, hand wringing, or your specific version of nervousness/defensiveness
- Hand on hips or tightly clenched
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- Statements that describe someone. Describe actions only.

MENTORSHIP PROGRAM APPLICATION

If you are interested in serving as a mentor, please complete this form. All information contained herein will be kept confidential and will only be shared with Carbondale Elementary School District #95 officials.

Name: _____ Date: _____

Gender: Male Female

Date of Birth: _____ Social Security Number _____

Address: _____ City: _____ Zip: _____

Phone: _____ (work) Phone: _____ (cell)

Email: _____

Highest Level of Education completed

- High School/GED Associates Degree
 Bachelor's Degree Master's Degree or Higher

Profession: _____ Title: _____

Emergency Contact: _____

Name

Phone Number

How would you describe your personality? Circle all that apply.

Encouraging Friendly/outgoing Talkative. Funny Laid Back

Serious Motivational Life of the Party Reserved Quiet

What grade level would you like to work with _____ 2-3 _____ 4-5 _____ 6-8

I am interested in mentoring because: (check all that apply)

- I think I'd be a positive role model. I like children I have time to give
 I believe in the value of mentoring I wish I had a mentor when I was a youth
 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 making a difference in the life of a child

As a mentor in the Carbondale Elementary School District No. 95 mentoring program, I will always act in a manner that is in the best interest of my student.

The undersigned acknowledges and agrees that 1) he or she is not obligated, if called upon to perform volunteer services herein applied for; 2) Carbondale Elementary School District No. 95 is not obligated to assign him or her a student; 3) additional information may be requested from the applicant as part of the application process, and 4) Carbondale Elementary School District No. 95 reserves the right to terminate any match between any volunteer mentor and student for whatever cause.

I declare that all of the statements made in this application are true, complete and correct to the best of my knowledge.

Applicant's Signature

Date

Goal Brainstorm

Use this worksheet to have your students brainstorm ideas to set their goals. Once finished brainstorming, have the students write their goal and deadline below.

Name:

My goal:

My deadline:

My goal:

My deadline:

Why is this goal important to me?

Things I need to achieve my goal:

Steps to achieve my goal:

Step 1:

Step 2:

Step 3:

My Notes