



# Pathway Partners Mentoring Program

Mentor Handbook



Partner Program



## **Pathway Partners Mentoring Program Handbook**

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### **Mission**

Pathway Partners' mission is “to expose high school students to nurturing relationships with caring adults and to the diversity of opportunities and experiences in our community. These experiences, having guided academic and personal development, will enhance students’ life skills and enable them to make successful transitions to post high school education and employment.”

# Thank you

...for your interest in mentoring! Millions of children in this country are eager to connect with adults who are willing to listen to them, standby them, and help them develop to their fullest potential. One way you can help is to become a mentor. Mentoring is very effective in helping children of all circumstances to stay in school, avoid dangerous behaviors, and navigate the bumpy road to adulthood.

For more information about the benefits of mentoring:

National Mentoring Partnership - [www.mentoring.org](http://www.mentoring.org)

“More students would benefit from having a mentor” - [www.educationdive.com/news/more-students-would-benefit-from-having-a-mentor/518472/](http://www.educationdive.com/news/more-students-would-benefit-from-having-a-mentor/518472/)

We hope the information that follows will help you take the next step toward connecting with a young person. Good luck and thank you for your interest in mentoring!

## Benefits to Students – The Signs of Success

**“You may never know what results come of your actions, but if you do nothing, there will be no results.” Mahatma Gandhi**

Mentors frequently ask: “Am I making a difference? What are the signs of progress that can be considered successful in a mentor/student relationship?” For some it may be ten years before a ‘former’ mentored student looks back in retrospect, and says, “You know who made a difference in my life? My mentor... when I was in tenth grade.”

Below are some signs of success, which you and others may notice in your student as a result of your relationship. Remember the key...PATIENCE! Every relationship is different.

- Improved attendance
- Improved eye contact
- Raising a hand more often in class
- Increased communication
- Smiling
- Improved interactions with peers
- Happier at school
- Improved appearance
- Increased consideration of others
- Decreased hostility
- More enthusiastic
- Fewer trips to the principal’s office
- Reduced detentions
- Improved attitude
- Improved academic performance
- Pay better attention
- Opening up to the mentor

## Benefits to Mentors

Mentors make a difference in the life of youth. There are also personal benefits that our mentors report experiencing from the one-to-one relationship. These are:

- Appear happier when they return to the workplace
- Are fulfilled with their commitment as a volunteer in the community
- Have a greater understanding of the educational system in which they are working and education-related issues
- Have more appreciation for students of similar or different cultural backgrounds
- Feel better about themselves for having impacted another’s life
- Get along better with their own families (spouse and children)
- Often become better prepared in the workforce

# Mentor Job Description

## Position Summary:

The most crucial role of a mentor is to be an adult who has time for a child, who cares about that child; who believes in that child. By definition, a mentor is a guide, a wise and trusted friend. Mentoring is wonderful way for caring adults to make a positive difference in a young person's life.

## The Mentor's Role is to:

- Listen well
- Engage in a positive relationship with the student
- Give attention to the student and reinforce the student's successes and failures
- Model positive self-esteem
- React well to stressful situations
- Tolerate frustrating situations
- Model healthy, appropriate behavior
- Communicate on a level that student can understand
- Possess leadership traits and be a positive role model
- Be non-judgmental and respectful of alternative lifestyles
- Know their boundaries
- Nurture a relationship that respects the student's dignity
- Be committed to the partnership

## The Mentor's Role is not to...

- Replace the role of parent or guardian
- Interfere with school policies and procedures
- Expect dramatic changes in attitude, self-esteem or attendance
- Provide solutions to all the issues facing students today
- Break the trust established unless a harmful or life threatening situation arises

## Time Commitment

- Make a one-school year commitment to the program
- Meet with the student one time/month
- Communicate with the student once a month
- Attend a one hour pre-match training session
- Attend a two hour yearly training session
- Complete the Online Activity Log after each meeting with your student

## Participation Requirements

- Be at least 21 years old
- Be interested in working with a young person

- Be willing to complete the application and screening process
- Be willing to adhere to all program policies and procedures
- Be punctual, dependable and consistent in meeting the time commitments/appointments
- Attend mentor training sessions as prescribed
- Be willing to communicate regularly with program staff, log activities in database, and receive constructive feedback regarding mentoring activities
- If transporting the young person, comply with the program transportation rules and guidelines
- Maintain confidentiality at all times, but understand potentially harmful situations need to be reported to the Pathway Partners Coordinator
- Have an outstanding record of employment
- Not engage in alcohol or drug abuse

### **Other Responsibilities:**

- Please do not set an agenda for your student; rather let the student discover his/her own agenda that will guide your partnership with them. Building trust and becoming a friend will be more effective than trying to change or reform your mentee.
- Voice and negotiate time with your student
- Allow time to get to know one another
- Expect the student to be reliable and allow for flexibility
- Take the lead and persist when the student appears disinterested
- Actively listen and provide specific positive and negative feedback to the student
- Watch out for signs of depression should student's behavior change or they withdraw, and notify Pathway Partners Coordinator as to your observations
- Be aware of your student's learning style
- Encourage engagement in other opportunities:
  - **Youth Service Learning-** Pathway Partners students are encouraged to join the Youth Service Learning program to earn recognition for their volunteer hours. Volunteer hours are eligible for the President's Volunteer Service Award and placed on transcripts. Marshfield High School business teacher Rhonda Goettl is the advisor for the program.
  - **Scholarships-** Encourage your student to apply for scholarships, particularly the Pathway Partners scholarship, which will be offered in the spring to students in the program. Senior students should be encouraged to apply for the many scholarships from the Guidance Department from February through May. A mentor's guidance can be very helpful in the scholarship application process.

# Program Rules and Guidelines

## Attendance

You are expected to meet with the student at least once per month during the school year and demonstrate punctuality and dependability. If you are unable to attend a meeting scheduled at school, notify the program coordinator or MHS main office directly. The message will then be passed along to the student. Regular, consistent meetings are essential for the development of the partnership.

## Match Support/Supervision

You are required to complete the Online Activity Log after each meeting. You may communicate via the Online Activity Log/e-mail/phone/text with the program director monthly to keep him/her informed of the partnership's progress. Failure to comply with these policies may result in suspension or termination of the partnership.

## Field Trips

Prior to finalizing any field trip that will occur during school hours, students must complete and turn in the Field Trip Permission Form. **A field trip form, signed by the student's parent/guardian, must be signed by the Pathway Partners Coordinator.** The student will then be issued a copy and must furnish this form to you prior to leaving school. The original will be placed in the student's file. The student will also need a building pass from the main office. Please follow up with your mentee prior to the field trip to insure that the form is completed and turned in to the coordinator.

You will need to cancel the off-campus engagement if the student fails to complete the necessary permission form with parent's permission prior to the outing. Failure to submit necessary paperwork to the Pathway Partner Office for on-campus and off-campus engagements will result in cancellation of the meeting, or suspension or termination of the partnership.

Field trips scheduled out of school hours require parental/guardian approval. Communication with parents/guardians is essential to a successful mentoring relationship. Communicate directly with parents/guardians prior to scheduling an out of school activity with your mentee. Prior approval assures compliance with the family's home rules, guidelines and expectations.

## Transportation

Pathway Partners Mentoring Program volunteers may provide transportation to youth participants in their own private vehicles. Program volunteers must complete and provide the following documentation on an annual basis in order to provide transportation to students.

- Proof of a valid driver's license, most recent vehicle maintenance report and automobile insurance verification form (copies to be kept on file in the School District Office)
- Signed School District of Marshfield Volunteer Application to Transport Students

## **Overnights**

Over Night Field Trips **ARE NOT PERMITTED UNDER ANY CIRCUMSTANCE.** Over-night field trips or knowledge of an overnight field trip will result in automatic termination of the student/mentor partnership.

## **Alcohol, Tobacco and Other Drugs**

Use of or possession of tobacco, alcohol or mood altering substances are strictly prohibited. (Source: School District of Marshfield Activities Handbook. Board Approved: July 8, 2015). If visible will be confiscated by the mentor. Violation of this policy may result in immediate suspension or termination from the program. Likewise, mentors are prohibited from using alcohol, tobacco or mood altering substances while meeting with their mentee or prior to a meeting. If you believe your mentor has violated this policy, please inform Pathway Partners or school staff immediately. Violation of these policies may result in immediate suspension or termination from the program.

## **Summer Meetings**

Summer meetings are not required, however, summer meetings are permitted providing all established Pathway Partners policies and procedures outlined in this handbook are followed.

## **Email/Texting**

Mentors may coordinate meetings with their student via e-mail or texting. Complete the Online Activity Log form which provides documentation of your activity with your mentee.

## **Social Networking**

Pathway Partners Mentoring Program does not permit or condone the use of social networking between mentees and mentors within the context of the Pathway Partners Mentoring Program relationship.

## **Gifts**

The best gift that mentors and mentees can give each other is their time. However, there are occasions when a small gift is acceptable, such as a birthday, special accomplishment or holiday. We ask that mentors and mentees do not spend over \$25 on a gift.

## **Closure**

Pathway Partners Mentoring Program will follow the closure procedures as closely as possible. The procedures may vary based on the reasons for the match ending. At the point it is decided that a match is closing, the mentoring program staff will fill out a Match Closure Summary form and supervise and instruct all participants through the closure process. A copy of the Match Closure Summary will be placed in both the mentor and mentee files. Closures will be classified as to the reason for the match ending.

**Planned**

A planned closure is one that has been known about for a period of time such as three months or more. Common reasons for planning a match closure may include the match is reaching the end of the commitment, the youth graduates from high school.

**Extenuating**

Extenuating circumstances for match closure are usually more sudden in nature, and beyond the control of the program and/or its participants, i.e., relocation or moving away, or an unexpected personal crisis.

**Difficult**

A difficult match closure is due to relationship or behavioral difficulties, i.e., lack of cooperation or contact, parental disapproval, irreconcilable issues, lack of compatibility, and/or violations of program policies.

In all cases, attempts will be made to have a closure meeting to include program staff, the mentor, and mentee. The parent/guardian may attend if he/she desires. The meeting should cover, depending on the circumstances of closure, an open discussion about the relationship ending and completion of the closure Exit Surveys

Discuss Pathway Partners Mentoring Program policy that any future contact is beyond the scope and responsibility of Pathway Partners Mentoring Program.

Closure Letters will be distributed.

In the absence of a meeting, program staff will attempt to contact all parties to inform them the match is closing and how best to proceed in closing the match. Closure Letters and Exit Surveys will be mailed out to the mentor, mentee, and parent/guardian and will include self-addressed, stamped envelopes.

In all circumstances, the mentor, mentee, and parent/guardian should all receive a Closure Letter stipulating the match has formally ended and any future contact is beyond the scope and responsibility of Pathway Partners Mentoring Program.

Program staff must coordinate closure proceedings with evaluation requirements and assist in any way necessary to gather evaluation data during this process.

Copies of the Closure Letters and all completed Exit Surveys should be placed in the respective mentor or mentee files.

# Confidentiality Policy for Mentors and Students

Pathway Partners mentors and students will ideally build a relationship based on mutual trust and respect. As trust builds, mentors and students may find themselves sharing information that should be kept confidential.

For example, information shared by mentors and students about family relationships, grade point averages, job performance, pain, frustration and disappointments of living, etc. should be kept confidential. Mentors should not share this information with anyone else, including family, friends, acquaintances and co-workers.

But sometimes, confidential information does need to be shared. Mentors have a primary responsibility to maintain the safety of the student. Mentors and students need to be clear from the beginning of their relationship, that while most of the time what is discussed is just between the two of them, if there was ever a situation where the mentor thought that the safety of a student or someone else was at risk, they would contact outside sources.

Examples of confidential information that must be shared include:

- suspicions of child abuse or neglect (see the “Mandatory Reporting of Abuse and Neglect Policy”)
- threats of suicide
- reports of dangerous and/or illegal behavior going on in the home, including, but not limited to such things as drug and alcohol abuse, and illegal use of firearms.

Mentors or students who have concerns about information that has been shared in a mentoring relationship should share their concerns with the Pathway Partners Mentoring Program Coordinator. If s/he cannot be reached, they may speak with one of the Guidance Counselors at Marshfield High School. If danger is imminent, contact the Marshfield Police Department or the County Sheriff’s Department (911).

(Board approved 9/22/2015)

# Mandatory Reporting of Abuse or Neglect Policy

The mentor's first responsibility is for the safety of the student. The mentor should be clear with the student from the beginning of the relationship that most of the time what is discussed is just between the mentor and student. If there ever is a situation where the mentor believes the safety of the student or someone else was at risk, they would be required to contact outside sources. The mentor can promise support and assistance, but not absolute secrecy.

Abuse or neglect encompasses physical abuse, sexual abuse, and emotional abuse. Under law, mentors are required to report if they suspect child abuse or neglect has already occurred, or if they reasonably believe that abuse or neglect will occur.

A mentor must make a report in a timely manner whenever he or she has a reasonable cause to suspect that a child has been abused or neglected. "Reasonable cause to suspect abuse" means a belief, which is based on evidence, but short of proof, that an ordinary person would reach about the existence of abuse or neglect if presented with a given set of facts. It is not the mentor's responsibility to determine *if* abuse or neglect has occurred, just ensure the report is made.

To make a report, the mentor will contact the Pathway Partner Director, at (715-387-8464, extension 4335) and tell her of their observations. He/she will include as much information as possible, including names of the people involved, place(s), and date(s), etc. If the coordinator is not available, the mentor will speak with one of the MHS Guidance Counselors (715-387-4332). That person will then contact Social Services or the Police Department, as appropriate.

If something occurs that makes the mentor suspicious of abuse or neglect (and this happens before or after school or on the weekend) and immediate attention is needed, the mentor will contact the Marshfield Police Department (715-387-4394) or the local Sheriff's Office (715-384-5345). They in turn contact the social worker on-call from Social Services. This social worker will assess the situation and determine a course of action.

The names of those who report child abuse or neglect are kept confidential. In addition, the law grants immunity from liability to those who make a report in good faith.

(Board approved 3/29/2016)

# School Information and Program Logistics

## Meeting Location

The Knapp Conference Room, located in the main office, is available for mentors to meet students. If this area is already in use, mentors and students may meet in other locations throughout the building. Please schedule meeting locations in advance with the program coordinator. **Mentors must have a visitor badge when they are in any area of the school outside of the main office.** Badges may be picked up at the desk in the main office.

## Important School Contacts

Program Coordinator: 715-387-8464, ext. 4335

Marshfield High School Main Office: 715-387-8464

## Questions that your mentee has been asked to consider for your first meeting:

### Preparing for the First Meeting

- ✓ **Have some conversation starters ready to go...**
  1. What made you become a mentor?
  2. What do you do for fun?
  3. What do you do for your job? How did you end up in that line of work?
  4. Tell me three unlikely things you did today (or recently).
  5. Where did you grow up? What is the strangest and best thing about that place?
  6. What is your cultural background?
  7. What are three words you would use to describe yourself?
  8. Who are some of the most important people in your life?
  9. Tell me an embarrassing or funny thing that happened to you lately.
  10. What were you like when you were my age? What did you like to do?
  11. What is your favorite book and why?
  12. Let's talk music. I listen to. . . . What kind of music do you like?
  13. If you could have a conversation with someone from history, who would it be and why?  
What would you talk about?
  14. What are three things in your bucket list?
  15. If you could be anyone in the world for an hour, who would it be and why?
  16. If you could teleport by blinking your eyes, where would you go right now?
  17. What is the latest movie you have seen?
  18. Who was your mentor growing up and why did you see them as a mentor?
  19. Other:
    - 20.
    - 21.
    - 22.
    - 23.
    - 24.
    - 25.
    - 26.

- ✓ **Think about some activities you would like to do with your mentor (at school and outside of school)**

1.

2.

3.

4.

5.

- ✓ **Think about some goals that YOU have for this mentoring relationship.** It will be important to share these with your mentor! Your mentor wants to help you achieve your goals!

Here are some examples to get you started:

- ✓ Form a relationship with an adult outside of my family
- ✓ Learn about a new profession and educational path
- ✓ Take advantage of new opportunities in my community
- ✓ Discover new strengths about myself
- ✓ Be open to having an adult role model and friend.

- ✓ List three of your own **short**-term (1-12 months) goals here:

1.

2.

3.

- ✓ List three of your own **long**-term (12 months +) goals here:

4.

5.

6.



## MENTOR COMMITMENT FORM

I, \_\_\_\_\_, as a volunteer in the Pathway Partners program, agree to do the following:

- Meet** my student at least once per month during the school year. With my student, we will plan the date and time of each monthly meeting.
- Notify** the program coordinator or the MHS main office directly if I am unable to attend an in school meeting. The message will then be passed along to the student.
- Exchange** contact information with my mentee to promote frequent communication.
- Communicate** (e-mail/phone/text) with the program director to keep him/her informed of the partnership's progress.
- Complete** the Online Activity Log after each meeting.
- Report** to the director any information shared by my mentee that involves illegal behavior or which could be potentially harmful to the student or someone else.
- Insure** that the student has completed and turned in the necessary paperwork for an off-campus field trip *one week prior* to the trip.
- Submit** required verification materials as necessary for compliance with the program rules
- Encourage** my mentee to join the Youth Service Learning Program to earn credit for volunteered time.
- Attend** yearly mentor training session.
- Have read, understand and agree to adhere to** the information in the Mentor Handbook, including the Mentor Job Description, Rules and Guidelines, and Program Policies. Agree to address any questions or concerns with the material provided in the Handbook.

In signing this form, I agree to the above stated and I understand that I am agreeing to be a positive, significant adult to a high school student.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature



# STUDENT COMMITMENT FORM

I, \_\_\_\_\_, as a student in the Pathway Partners Program, agree to do the following:

## Responsibilities to the Program Director:

- I will** have my planner signed by the director to allow permission to leave study hall to meet my mentor
- I will return** the signed Field Trip forms to the director when planning an off-campus visit for a job shadow or lunch. **If I do not return the field trip form before the trip, it will be cancelled.**
- I will listen** to and answer announcements.
- I will check in** with the director with any concerns or updates on a regular basis, but at least monthly.

## Responsibilities to my mentor:

- I am entering into a relationship** based on mutual trust. In order to build and maintain this trust I will be respectful of my mentor's time. I will uphold my responsibility to maintain communication with my mentor. **I will notify my mentor if I am unable to make our scheduled meeting.**
- I understand** that my mentor is required to report any information that I may share that involves illegal behavior or which could be potentially harmful to me or someone else.
- I will exchange** phone numbers and email addresses with my mentor.
- I will use** a planner/calendar to remember meeting times with my mentor.
- Have read and understand** the information in the Student Handbook, including the Student Rules and Guidelines, and Program Policies. I agree to address any questions or concerns I have with the material provided in the Handbook

I agree to all the above stated. I will be responsible and reliable to my mentor and to the Pathway Partners program.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

As guardian of the above student, I agree to assist my son/daughter to meet these responsibilities of the Pathway Partners program in order for him/her to receive the most benefit from the mentoring relationship. I have read and agree to the program policies and guidelines stated in the handbook.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian