

## **Instruction**

### **Mentoring Programs for Students**

The Board of Education believes that effective mentoring of students by appropriately screened members of the community can contribute to a child's success in school. Mentoring is a structured and trusting relationship that brings together children and youth with caring individuals who offer guidance, support and encouragement aimed at developing the competence and character of the mentee.

The District's mentoring program shall meet the "Core Program Quality Standards," listed below, promulgated by the Connecticut Mentoring Partnership of the Governor's Prevention Partnership.

1. Program coordinator;
2. Mentor screening/background checks;
3. Mentor training;
4. Criteria/process to determine mentor/mentee match;
5. On-going mentor supervision and support; and
6. Program evaluation.

It is recognized by the Board that responsible mentoring can take many forms: traditional mentoring involving one adult to one young person; group mentoring involving one adult to up to four young people; team mentoring involving several adults working with small groups of young people and peer mentoring involving caring youth mentoring other youth.

The Superintendent or his/her designee shall establish procedures for the operation of mentoring programs within the aforementioned "Quality Standards." Each individual school principal shall determine the mentoring program(s) appropriate for that site.

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

Policy adopted: June 18, 2013

PUTNAM PUBLIC SCHOOLS  
Putnam, Connecticut

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### **Mentoring Programs for Students**

The following procedures will be used in the operation of the District's mentoring program for students.

#### **Establishing Mentoring Programs**

##### **1. Appointment of Program Coordinator**

A school coordinator shall be appointed who has the knowledge to implement a quality program. The coordinator will provide support for the mentors entering the program and will assure the safety of youth.

##### **2. Mentor Screening/Background Check**

All potential mentors must be screened. Written applications are to be used to facilitate the review process. A face-to-face interview shall be conducted. Reference and background checks shall be conducted as is done for new hires of the District.

##### **3. Mentor Training**

An initial training for mentors is required in order for them to understand their roles and responsibilities; do's and don'ts; guidelines; confidentiality and liability; and their avenue of reporting suspected mentee abuse.

Ongoing trainings may be held to address additional concerns. Topics may include: communication skills; alcohol, tobacco and other drugs; cultural diversity; problem solving; goal setting; etc.

##### **4. Criteria/Process to Determine Mentor/Mentee Match**

Establish at the beginning of the program a process/criteria to match mentors and mentees. Matching criteria may take into consideration some or all of the following: gender, age, language requirements; availability; needs; interests; preferences of mentor and mentee.

##### **5. On-going Mentor Supervision and Support**

Provide for regular contact between the program coordinator and each mentor in order to allow the mentor to discuss concerns of the relationship. Contact should occur bi-weekly early in the program and then progress to a less frequent schedule.

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### **Mentoring Programs for Students (continued)**

#### **5. On-going Mentor Supervision and Support (continued)**

Supervision and support may consist of, but not be limited to: mentor support groups; brown bag seminars; mentor recognition programs; and established method of communication (website, email, phone etc.); etc.

#### **6. Program Evaluation**

Evaluation must be program specific depending on the program's mission and objectives.

Select indicators of program implementation viability and volunteer fidelity, such as training hours, meeting frequency and relationship duration.

#### **7. Other Considerations**

- Recognize the contribution of all program participants.
- Sponsor recognition events.
- Make the community aware of the contributions made by mentors, mentees, supporters, and providers of funds.
- Actively solicit feedback from mentors and mentees regarding their experiences.
- Ensure that mentors, mentees and parent/caregivers understand program policy.
- The school shall establish a process to identify students needing mentors.
- The parents/guardians must approve the participation of their child in the mentoring program.
- The school must determine when, where and how often the mentoring activities shall occur, including the loss of instructional time and requiring that all mentoring activities be held on campus unless approved in advance by the building principal or designee.
- Mentors shall not transport students.