

MCKINLEY ELEMENTARY SCHOOL

MCMENTOR

PROGRAM

*Helping All of Students Realizing
Their Potential*

TABLE OF CONTENTS

	<u>TOPIC</u>	<u>PAGE</u>
I.	Purpose and McMentor Goals	3
II.	Eligibility Standards and Criteria	4
III.	Policies	5
IV.	Program Phases	5
V.	Personnel	7
	<i>McMentor's Role and Responsibilities</i>	7
VI.	Incentives	8

I. PURPOSE AND MCMENTOR GOALS:

A. Purpose: McKinley Elementary School students who have been referred by one or more teachers or staff members, who have been determined to be at risk for academic failure and school discipline problems by the McKinley Core Team, and who have written parental consent will participate in the McMentor Program during the year in which they were recommended. Each student will meet at least one time per week with a staff member or a volunteer school-based adult mentor who will provide support, guidance and assistance in attaining social skills, alternatives to disruptive or inappropriate behaviors and social problem solving skills and decision-making skills. The mentor will also be responsible for monitoring the academic performance and homework completion of their assigned student to offer encouragement, support and strategies to assist students in maintaining their commitment to their academic achievement. As a result of these mentor-student relationships and the skills that are taught through them, students identified as “at risk” will improve their self-esteem, academic achievement and develop skills to help them function more successfully in the school setting.

B. McMentor Goals: The McMentor Program has established several goals to frame the work of the McMentor Program. The goals have evolved out of the needs that have been identified through data gathered on student academic performance, attendance and behavior.

1. Following their participation in the McMentor Program for one school year, student participants will **significantly improve their self-esteem**. A noticeable improvement in self-esteem will be demonstrated by student engagement in classroom activities and before and after school activities over the course of their involvement in the McMentor Program.
2. Following their participation in the McMentor Program for one school year, student participants will **significantly improve their social skills**. Improvement in social skills will be evidenced through fewer disciplinary referrals for those students involved in the McMentor Program and increased numbers of students in the McMentor Program reporting that they have been able to make and retain friends.
3. Following their participation in the McMentor Program for one school year, student participants **will significantly improve their ability to choose alternatives to aggression** when faced with conflict or stress. A significant improvement in alternatives to aggression will be demonstrated by fewer student disciplinary referrals for those students in the McMentor Program who demonstrate aggressive behavior. The change in behavior will also be evidenced through teachers reporting students involved in the McMentor Program demonstrating alternative strategies to aggressive behaviors and

self-monitoring their behavior to successfully choose behaviors that are less aggressive to deal with issues with peers and other staff members.

4. Following their participation in the McMentor Program for one school year, student participants **will significantly improve their social problem solving skills**. A significant improvement in social problem solving skills will be demonstrated by students demonstrating their successful ability to engage in talking out and mediating their disputes with fellow students and staff members without resorting to altercations and fighting which would result in a disciplinary referral to the office.

5. Following their participation in the McMentor Program for one school year, student participants **will significantly improve their school attendance**. A significant improvement in school attendance will be demonstrated by comparing the school attendance of the students prior to their involvement in the program to the school attendance of the students after their involvement in the McMentor Program.

6. Following their participation in the McMentor Program for one school year, student participants **will significant improve their academic performance and homework completion**. A significant improvement in academic performance will be demonstrated by monitoring the student progress via their trimester report cards and their work habits categories as identified on their report cards.

II. **Eligibility Standards and Criteria:** A student is eligible to participate in the McMentor Program if he/she meets the following standards and criteria:

A. He/she will be student enrolled in McKinley Elementary School in the 2011-2012 school year.

B. After being referred by teachers or staff, he/she is determined by the school Core Team to be "at risk" based upon at least one of the following:

- Failure of one or more academic subjects in their previous grade level
- Final grades of "B" or "BB" in one or more subjects in their previous grade level
- Teacher recommendation with explanation
- Two or more significant office referrals in their previous grade level
- A pattern of disruptive, aggressive, disrespectful behavior established in the previous grade level
- A pattern of chronic absenteeism or lateness
- A pattern of chronic work habit issues in the previous grade level
- An established pattern of social maladjustment and difficulty in establishing and retaining positive and constructive relationships with grade level peers

- C. Written parental permission from a parent/guardian is obtained
- D. In general students receiving special education services will not be eligible to participate in the McMentor Program. This determination is based on the assumption that, through the special education process, many classified students already have an adult to act as a mentor for them, whether that be a case manager or a special education teacher. A classified student may be determined eligible, however, if the McKinley Core Team agrees that the student is eligible based on the former criteria and there is evidence to suggest that the student would significantly benefit from participation. This determination will be made cautiously and on an individual basis.
- E. Based on the likelihood that there will be a limited number of available slots for students, the McKinley Core Team will make the final determination about acceptance into the McMentor Program from the pool of candidates who meet the previously stated eligibility Criteria.

III. Policies:

- A. Only students who meet all criteria for entrance into the McMentor Program can participate in the program.
- B. Staff volunteers will be actively recruited. Staff other than teachers (support staff, classroom aides, secretarial staff) will be encouraged to participate.
- C. McMentors must participate in all aspects of the program including Mentor Advisory Team Meetings and must keep documentation of their activities.
- D. Mentor-student pairings of current teacher-student relationships will be discouraged.
- E. In general, students receiving special education services will not be eligible to participate in the McMentor Program. This determination is based on reasons stated in section D of the Eligibility Criteria section. A classified student may be determined eligible, however, if the McKinley Core Team agrees that the student is eligible based on the former criteria and there is evidence to suggest that the student would significantly benefit from participation. This determination will be made cautiously and on an individual basis.

IV. Program Phases:

- A. Referral Phase:
 - 1. With an understanding of the eligibility criteria, classroom teachers or other staff will complete referral forms on students that they feel might benefit from the McMentor Program.
 - 2. Referral forms will be submitted to the Program Consultant/School Psychologist.
 - 3. The McMentor Advisory Team will meet to review referrals and determine eligibility based on eligibility criteria.
 - 4. Once a student is deemed eligible, an initial parent contact is made by the Program Consultant/School Psychologist to describe the program, to obtain consent for the student to participate in the referral process and to obtain consent for the student

to participate in the McMentor Program should the program be deemed appropriate for him or her.

5. After parental consent is secured, the student's regular classroom teacher must fill out the Behavior Assessment Scale for Children (BASC) Teacher Rating Scale.
6. After all referral data is collected, the McKinley Core Team will meet to review it at the next available regularly scheduled Core Team Meeting. Based on collected data, a determination of the appropriateness of the McMentor Program for the student will be made. If the program is deemed appropriate for the student and there is an available mentor to work with the student, he/she will be accepted into the program.
7. The parent will be informed of the decision to accept or deny acceptance into the Program.

B. Program Phase:

1. Mentor-student pairs will be made by the McKinley Core Team based on referral information.
2. Mentors will participate in a mentor-only orientation training session to educate them about the McMentor Program and their roles as McMentors.
3. Each student and mentor pair will meet at least one time per week for 15-20 minutes. During this time, mentors and students will participate in structured and unstructured activities and discussions.
4. Each mentor will be a member of the expanded McMentor Advisory Team.
5. The McMentor Advisory Team, comprised of an administrator, the school psychologist/program consultant, the school nurse and assistant principal will meet with the school-based mentors four times over the course of the school year for supervision and support. Mentors will be encouraged to discuss issues related to policies, procedures and/or individual students. The facilitation of transfer of training and extended training sessions may also take place during these meetings.
6. Mentors will periodically meet with their students' classroom teachers and/or parents to exchange necessary information and to educate teachers and parents about the student's participation in the McMentor Program.
7. Mentors may find it helpful to establish and share common interests with their mentees and spend some of their meeting time sharing in these activities such as magic tricks, music, sharing in a game or sporting event.
8. Mentors might find it helpful to recognize key events in their mentees life such as their birthday or send congratulatory notes, cards or phone calls for successes in their mentees life. It is important to recognize little successes for your mentee because many of them have been referred to the program due to issues with self-esteem. Therefore it is important to find as many opportunities as possible to boost your mentee's self-esteem.
9. Mentors might find it helpful to have a special lunch with their mentee on a monthly basis or as time permits.

C. Evaluation Phase:

1. At the conclusion of the program, teachers will again complete the BASC Teacher Rating Scale for all of the students in the McMentor Program.
2. The McKinley Core Team will collect, analyze and share evaluation information obtained from behavioral data, BASC rating scales, attendance and academic data with mentors, school administrators and other relevant stakeholders to note successes and areas of need with those children assigned to the McMentor Program over the course of the school year.

V. Personnel: Personnel for the McMentor Program will consist of all member of the McMentor Advisory Team. This will include, at minimum, the following people:

A. Program Consultant/School Psychologist: (Terry Muldawer)

1. **Role:** The Program Consultant will serve as the coordinator of the McMentor Program. Program Consultants will assist the McKinley Core Team in organizing and orchestrating the program.

2. **Responsibilities:**

- Recruit volunteers
- Coordinate program activities
- Provide training
- Supervise program procedures
- Disseminate information
- Provide feedback to McMentor Advisory Team members
- Conduct Program Evaluation activities

B. School Administrator (Bob Kelly)

1. **Role:** The school administrator will serve as a member of the McMentor Advisory Team and will represent the interest of the organization's administration With respect to program policies, procedures and practices.

2. **Responsibilities:**

- Provide information about school policy
- Act as a liaison between the McMentor Advisory Team and other administrators including the principal.
- Provide administrative support and recognition to members of the Mentor Advisory Team so that they may effectively carry out their respective roles.

- Provide feedback to Mentor Advisory Team members.

C. Mentors

1. Role: The role of mentor is considered to be the foundation of the McMentor Program. Mentors will be direct service providers to eligible students and will serve as members of the expanded Mentor Advisory Team.

2. Responsibilities:

- Participate in McMentor Mentor Training
- Review referral information about an assigned mentee
- Review referral information about an assigned mentee
- Meet one-to-one with mentee at least one time per week for 15-20 minutes
- Participate in structured and/or unstructured activities or discussions with the mentee during scheduled times.
- Document the activities of each session with the student
- Share questions, concerns and/or feedback with the McMentor Advisory Team members
- Attend regularly scheduled McMentor Advisory Team meetings
- Bring any concerns about a child's safety immediately to the attention of the Program Consultant and/or the school principal.
- Meet periodically with the mentee's classroom teacher and/or parents, as appropriate, in order to exchange information about the student's academic, social and emotional and behavioral functioning.
- Provide relevant information to teachers and parents about the child's participation in the McMentor Program while respecting confidential information
- Participate in Program Evaluation activities including interview and focus groups.

D. Classroom Teachers:

1. Role: Although not directly involved in the McMentor Program, teachers may wish to refer students to the program. In addition, if they are teaching students that are in the program, they will be expected to provide information about student participants.

2. Responsibilities:

- Become familiar with McMentor Program through disseminated information
- Provide appropriate referrals
- Complete the required checklists on referred students
- Communicate concerns about student participants to their mentors

- Complete the required checklists on students when they exit the McMentor Program

VI. Incentives:

A. Student Participants:

- The opportunity to develop a relationship with a caring adult
- The opportunity to spend time with the adult, one on one
- The opportunity to have a school-based adult act as an advocate for him/her in the school setting.
school setting
- The possibility of participating in fun activities with this adult
- The opportunity to earn incentives and/or rewards by making progress toward goals established through the mentoring relationship
- The opportunity to participate in activities with other participants in the McMentor Program
- The possibility of developing or strengthening a feeling of connectedness to the school community.
- The possibility of improving academic performance, self-esteem and social relationships as a result of skills learned through the mentoring relationship.

B. Mentors:

- The opportunity to develop a special relationship with a child in need
- The opportunity to spend time with this child, one on one
- The opportunity to solicit ideas and feedback from a network of other professionals through the McMentor Advisory Team
- Satisfaction in seeing a child begin to improve academically, behaviorally or socially as a result of skills, knowledge or support provided by the mentor.