

Caroline County Public Schools
MENTORSHIP PROGRAM

Mentor Handbook



“To build positive relationships that cultivate personal, social, and academic development of students which will enhance their confidence, character, and life skills.”

Our Mission

ELEMENTARY VISION

The Elementary Mentor Program will model social skills, encourage self-awareness, and promote self-management appropriate to a student's developmental level.

MIDDLE SCHOOL VISION

The CMS Mentor Program will foster quality mentoring relationships and provide needed support that will empower, motivate, and encourage young people to succeed in school and life.

HIGH SCHOOL VISION

The CHS Mentor Program will create positive relationships that allow the mentee to build resiliency and develop a positive sense of self while simultaneously increasing a sense of health in all areas of the mentee's life.

PROGRAM OVERVIEW

Program Description

CCPS Student Mentor Program is a safe, one-on-one, county-wide initiative encompassing grades K-12. Mentors must be approved CCPS volunteers who have received training and are carefully matched with a student. Students are identified by CCPS administration and CARES team members from each school. Each student must also have a signed parental approval form on file. Once matched, CCPS volunteer MENTORS meet regularly with the student twice a month on the school campus during the normal school hours.



- M**entors
- E**ncouraging
- N**eighborly
- T**houghtful
- O**utstanding
- R**espectful
- S**tudents

- M**indful
- E**nthusiastic
- N**ourishing
- T**rustworthy
- O**ptimistic
- R**espectful
- S**upportive

Why Students May Need a Mentor

Students may need a Mentor for a variety of reasons, including failing grades, poor attendance, low self-esteem, poor social skills/peer relationships, adjusting to a new environment, or the need for a positive role model. These students may need help developing problem-solving skills, improving academic performance, meeting short-term and long-term goals, improving his or her self-image, dealing with peer pressure, creating healthy relationships with adults and peers, and making positive choices. CCPS has many students who would benefit from a one-on-one relationship with a caring adult other than their teachers or adults at home. Mentors are an invaluable resource from the community who can be utilized to address this need. Students can benefit from a consistent, long-term relationship, which provides guidance and support as they are faced with various challenges during their school career. Ultimately, mentors can help students improve academic performance and promote character development that will allow them to succeed in life.



A study conducted by Big Brothers Big Sisters of America looked at five school-based mentoring programs.

The teachers reported:



PROCESS OF MENTORSHIP

Mentors

- Complete application, receive approval, and pass background check
- Complete training
- Attend all group events for the program (kick off, semester check ins, end of year celebrations)
- Attend 60-minute mentoring sessions twice monthly

School-Based Mentor Coordinator

- Identify student mentees
- Review and approve applications of mentors
- Collect parent permission forms
- Match student and mentor
- Contact mentor regarding expectations, kick-off event and all meetings/group activities within the program
- Act as liaison for Mentor and Student
- Provide support for Mentor and Student
- Track attendance of mentors and follow up with concerns

Human Resources Department/ Mentor Supervisors

- Complete background check
- Notify school-based coordinator when process is complete
- Provide mentor training for all volunteers
*Training will be provided by MENTOR Virginia
- Provide support for coordinators and mentors as needed

The school-based CARES team will assist coordinators with

- Reviewing applications of mentors
- Matching students and mentors
- Addressing concerns from the mentor or mentee as they arise

GUIDELINES FOR MENTORS

In order to participate in the CCPS Student Mentoring Program, mentors must follow these guidelines:

Expectations of Mentors

- Participate in the CCPS Student Mentoring Program for at least the duration of the school year
- Complete an application that includes a criminal background check
- Attend an initial mentor training conducted by CCPS
- Attend all MENTOR events/meetings
- Sign in and out of the school on the Mentor Sign-In Sheet and wear a mentor name tag
- Complete a brief Google form about your visit
- Contact the School-based Mentor Coordinator if you are not able to attend your weekly visit
- Contact the School-based Mentor Coordinator with concerns or questions
- Attend a MENTOR check in event twice a year
- Complete an end of year Mentor/ Mentee survey

Discipline

Mentors are not responsible for disciplining students. If you are concerned about a student's behavior or their behavior becomes unacceptable, please contact the School-based Mentor Coordinator.

Incentives

Mentors should not give their students gifts as incentives. The time spent with the MENTOR is the reward for the Mentee. Examples of appropriate incentives are smiles, words of encouragement, free experience-based activities, birthday cards, etc.

Confidentiality

All academic and personal information you are told concerning your student is strictly confidential, and sharing that information with others is a violation of the law. Student records are not available to the mentors due to the Family Education Rights and Privacy Act. The mentor and mentee CANNOT AND SHOULD NOT share his/her personal information including phone number(s), address, or email, nor be connected with each other and/or immediate family on social media. All contact between the mentor and mentee must occur at the school during school hours or at a school event during a scheduled visit.

The law requires you to report any information your student might share with you in regards to homicide, suicide, physical/emotional abuse, or any illegal activity. Report and document this information to the School-Based Mentor Coordinator or CARES team member, and then he/she will assist you with the next step. Do not promise a student that you will keep this information a secret.

GUIDELINES FOR MENTORS

Qualities and Responsibilities of Mentors

As CCPS Mentors, keep these important things in mind:

- When you are in the school, dress appropriately
- Do not meet with/interact with students other than the student you have been assigned to
- Mentors are discouraged from giving gifts and/or purchasing lunch/treats for any student
- Never direct students to unscreened resources
- Never give medication to any student
- Do not transport the mentee in your personal vehicle
- Be cautious about physical contact with all students, such as nudging, hugging, pushing, hitting, etc.
- Refrain from speaking negatively about parents/guardians/teachers or people in authority
- Be flexible, positive, optimistic, patient
- Be nonjudgmental
- Be respectful of your student's beliefs

Attend 60-Minute Bi-Weekly Meetings

Meetings between the mentor and mentee are to take place on school grounds in designated mentoring areas. Meetings must be during school hours and take place in rooms with open doors or in sight of school personnel.

When meeting with mentees, mentors should focus on the student's strengths and not on "fixing" the student's problems. Mentors should guide mentees to be able to recognize barriers and opportunities. They can offer solutions while always respecting the student's right to make his or her own choices in life. Mentors should be aware of their limitations and recognize that they cannot change the student's circumstances.



THE PHASES OF MENTORING

The mentoring relationship typically goes through multiple stages that include developing rapport and building trust, setting and reaching goals, navigating rough spots, and having closure to the relationship.

Helpful Tips to Keep In Mind in Phase 1

PHASE 1 Developing Rapport and Building Trust

The “*getting to know you*” phase is the **most critical phase of the relationship** and may take weeks or even months. It is especially critical in this stage to be both predictable and consistent. If you schedule an appointment, keep it!

- It takes time to get to know someone
- Plan activities that will fill the allotted time - *Ask your mentee what he or she would like to do*
- Be flexible
- Your mentee might be shy - *Be patient*
- Your mentee may initially be unresponsive - *Remain patiently committed*
- You may be tested by your mentee - *Demonstrate your dependability*
- Building trust requires work
- Do not force discussions about personal issues - *Young people need privacy*
- Communication styles can vary from culture to culture
- Parents are important - *Respect your mentee’s parents*
- BE YOURSELF!**

THINGS TO EXPECT AND WORK ON DURING PHASE 1 INCLUDE:

Testing the Mentor	Establish confidentiality	Goal Setting (transitions to Phase 2)
Young people generally do not trust adults. As a result, they use testing as a coping or defense mechanism to determine whether they can trust you. They will test to see if you really care about them. The student might test the mentor by not showing up to a scheduled meeting to see how the mentor will react.	During the first stage of the relationship, it is important to establish confidentiality with your young person. This helps develop trust. The mentor should let the mentee know that whatever he or she wants to share with the mentor will remain confidential, as long as (and it is important to stress this point) what the young person tells the mentor is not referencing illegal activity or is going to harm the young person or someone else. It is helpful to stress this up front, within the first few meetings with the mentee. That way, later in the relationship, if a mentor needs to break confidentiality because the information shared was going to harm the mentee or someone else, the mentee will not feel betrayed	It is helpful during Phase 1 to take the time to set at least one achievable goal together for the relationship. What do the two of you want to get out of this relationship? It is also good to help your mentee set personal goals. Young people often do not know how to set goals, and this will provide them with the opportunity to set as well as work toward achieving them.

THE PHASES OF MENTORING

The mentoring relationship typically goes through multiple stages that include developing rapport and building trust, setting and reaching goals, navigating rough spots, and having closure to the relationship.

PHASE 2 Setting and Reaching Goals

Once the “testing” is over, the rocky part of the relationship usually ends and the young person becomes more committed. At this point, the mentor and the mentee should identify and work toward short-term goals.

Helpful Tips to Keep In Mind in Phase 2



- Mentoring is not just about friendship - *Remember you are the adult*
- Many young people lack focus - *Provide explicit direction*
- Your commitment to the goals may be tested - *Be consistent and predictable*
- Many young people lack life skills - *Look for teachable moments*
- Successful mentoring relationships are always open to suggestions
- Realize your limitations
- Your mentee may not be aware of career possibilities - *Help broaden his/her horizons*
- Some students may not know how to explore career options - *Help open doors*
- Determine your mentee’s post-high school plans or interest in college - *Your mentee may be unaware of the processes involved. Help your mentee plan his or her application.*

THINGS TO EXPECT AND WORK ON DURING PHASE 2 INCLUDE:	
Setting goals	If the student fails to meet the goals
<p>Once trust and rapport have been established, base your relationship around clearly defined goals.</p> <ul style="list-style-type: none"> • Involve your student in setting goals. Your mentee’s goals must be his or her own • Ask your student to make a commitment with you to carry out the goal through a handshake or written agreement. The student must be committed to his or her goal or it will never be achieved. • Try articulating a long-term goal before determining a short-term goal that can be immediately achieved by your student • Set goals that are realistic but challenging (if it’s too difficult, the student may become frustrated and give up, but if it’s too easy, there is little incentive to achieve it) • Set goals that are specific and measurable and agree on a deadline. Assess progress and pitfalls at each meeting • Celebrate or problem-solve the results • Reassess or affirm the values of the set goals • Consider encouraging your student to record goals in a journal or notebook 	<ul style="list-style-type: none"> • The goal may have been too difficult for the student to achieve • The goal may have been developed without active involvement and commitment of the student • The student may be fearful of achieving a goal. Many at-risk students lack self-confidence and become accustomed to making poor choices, which reinforces their negative self-image.

THE PHASES OF MENTORING

The mentoring relationship typically goes through multiple stages that include developing rapport and building trust, setting and reaching goals, navigating rough spots, and having closure to the relationship.

PHASE 3 Navigating Rough Spots



Helpful Tips to Keep In Mind in Phase 3

- Understand your influence as an adult - *Teens care about adults' opinions*
- You have a unique role
- Confront inappropriate behavior directly, but with care
- Young people need validation - *Establish productive communication*
- Some young people have a hard time expressing their feelings
- All relationships have problems - *Don't expect perfection*
- Your student may have a serious problem - *Recognize your limitations*
- Your student may have problems at home, school, work, or with family or friends - *Assess the source of the conflict, but remember your role*
- If your student has problems with criminal activity, pregnancy, drug use, suicidal impulses or abuse, contact the School-Based Mentor Coordinator

THINGS TO EXPECT AND WORK ON DURING PHASE 3 INCLUDE:

Children care about an adult's opinions. Children often worry that they are disliked or not respected by adults. Even though children may occasionally seem nonchalant in attitude, your opinion is always important. Understand your influence as an adult. Recognize that your mentee looks to you for guidance. Always take his or her concerns seriously.
Children need validation. While their problems may seem trivial, recognize that they are very real to your mentee. Establish productive communication. If he or she is upset, don't trivialize his or her feelings. Ask him or her to tell you how he or she feels, then listen. Be sure to establish eye contact. Don't interrupt, and keep an open mind.
Many children have difficulty succinctly expressing their innermost feelings. Their emotions can be like a maze, and it may take them time to understand and unravel all that they are feeling. Help your mentee clarify his or her feelings. Repeat back what he or her tells you. Ask questions to help him or her clarify what he or she means while he or she talks. But always pay attention and stay focused.
A mentor has a unique role. Mentors are not parents, principals, or another authority figure. The trust between a mentor and mentee is built on that premise. Established trust will move your mentee to confide in you. Do not breach your mentee's confidence unless absolutely necessary. If there ever comes a time when you feel a breach is unavoidable, first inform your mentee of your plans to talk with someone else.
All relationships have problems. Changes in your mentee's life can affect his or her behavior around you. Don't expect perfection. The majority of problems are not severe and can be easily overcome. Stay level headed and calm. Be sure to use communication tools to get to the heart of an issue.
Occasionally, a mentee will have a serious problem. Though this arises infrequently, you may be asked to help him or her with problems for which you are not qualified. Recognize your limitations and do not exceed them. You are not a psychologist, psychiatrist, drug counselor, or social-worker. Instead, connect your mentee with qualified, experienced specialists if the need arises.

THE PHASES OF MENTORING

The mentoring relationship typically goes through multiple stages that include developing rapport and building trust, setting and reaching goals, navigating rough spots, and having closure to the relationship.

PHASE 4

Closing the Relationship

The mentoring relationship will inevitably end. This may be planned or can be abrupt. How a relationship ends is important to how both the mentor and mentee think about and value their experience together.

Helpful Tips to Keep In Mind in Phase 4



The student must not be allowed to feel that the meetings ended because of something he or she did wrong

Students can understand schedule changes, illness, moving, and so on - As with a friend, they cannot understand the disappearance of a mentor without explanation

Don't make promises you may not keep, including that you will keep in touch

Students who are recommended for mentoring have often lost significant adults in their lives, so the end of the mentoring relationship may feel like an additional loss

The following steps can help close the relationship in a positive way:

When the termination is planned	When the termination is premature
MENTORS SHOULD:	
<ul style="list-style-type: none"> Alert your mentee in advance of the closure of the relationship Encourage your mentee to verbalize his or her feelings about the change in the relationship Set an example. Be honest, candid, and supportive regardless of the reason for the termination, but talk about your thoughts and feelings for the student and your feelings about ending the relationship as you know it The reason(s) for the departure should be discussed with the student by the mentor first and reinforced by the campus mentor coordinator and the student Monitor your own feelings, such as sadness, guilt, relief, etc. Help students grow from the process; reassure them about what they have learned and are capable of Plan a special "fun" activity together during the last meeting or exchange photographs During the final meeting, talk about how enjoyable the relationship has been for you. Recall the student's progress and strengths. Tell your student about his or her great qualities. Let the student know how those qualities and strengths will help throughout his or her life Reassure the student of your confidence in him or her. Discuss positive actions and directions for the future 	<ul style="list-style-type: none"> Notify the campus or mentor coordinator as soon as possible Communicate their intentions for leaving. This should be done in person. The student or mentor may ask the campus coordinator to be present for this meeting



Measures of Success

By the time the life-cycle of your mentoring relationship is drawing to a close, your mentee may realize, for the first time, that he or she:

- Has potential
- Is confident and self-assured
- Values education and the learning process
- Is a capable young person

MEETING WITH YOUR STUDENT

The First Meeting

Discuss expectations. Introduce yourself and tell a little about your background. Give a brief description of the program and check for your student's understanding and feelings about the program. Discuss where, when, and how long you will be meeting with your student. Additionally, review the mentee agreement and have them sign it. These will be kept by the School-Based Mentor Coordinator.

Discuss confidentiality. Clarify that you will keep private what your student tells you, unless you are told something that involves illegal activity or potential harm to him/herself or others. This type of information must be reported to the School-Based Mentor Coordinator. Do not promise that you will keep this information confidential. To explain this to your student, you could say: "I am not going to discuss what we say to each other with other people. But, if you ever tell me about something dangerous to you or someone else, then I will have to tell the Mentor Coordinator about it. This is because I care about you and have to make sure you and others are safe."

Encourage your student to respond. Ask your student if he or she has any questions or concerns about the program. If your student is unresponsive at first, do not take it personally. It may take some time for your relationship to develop.

Get to know your student and have fun. In the beginning of your relationship, it is critical to take things slow. Use some of the suggested activities to get to know your student when spending time together. You can start by having your student take you on a tour of the school. It is important to have fun and start developing your relationship.

Choosing Activities

Successful mentor/mentee matches are youth-driven. Be open to suggestions by your mentee. When youth are involved in the decision-making, they feel more connected to the activities and the mentoring relationship. Try to achieve some balance in the relationship through fun and enjoyable activities. This is vital to the match.

Playing

If it appears that your student would rather play every time you are together than pursue other activities, just remember that it is not the location nor the amount of time you spend together that is important as long as you are doing something that you both enjoy. While you may think play is wasting time, please remember it is valuable.

Celebrating Accomplishments

Encourage your mentee each time you are together. Identify and acknowledge your student's strengths. If your mentee is not successful in an endeavor, help him or her to understand that there are many ways in which he or she has been successful. It is important to tell your mentee you are proud of him or her.

Listening Skills/Active Listening

Children need an encouraging listener to help them develop positive beliefs about their self-worth. At the beginning of your mentoring relationship, you need to strive to be a good listener.

This begins with displaying open and inviting body language. As you interact with your student: Don't cross your arms, lean too far back, or look away very often from your student's face. Do sit with an open, calm posture at the same level as your student. Laugh with your student and keep an interested facial expression in what he/she is saying or doing.

Ask Inviting Questions

Asking questions shows that you are interested in learning more about your student and what he/she is doing. However, there are some ways of asking questions that are better than others. Some hints include:

- **Limit your number of questions:** Too many questions can make a person feel uncomfortable. This can cause a student to wonder why you want to know so much and what you will do with the information.
- **Avoid "Why" questions:** Questions that begin with "Why" can cause a person to become defensive. It may sound as if you are accusing your student of something.
- **Use "What" or "How" questions:** The most inviting questions usually begin with "What" or "How." Some examples include: What is your favorite book? How would you change school if you could? What do you like to do with your friends?

Summarize Content and Feeling

To help strengthen your relationship with your student, occasionally say something that summarizes what the child said or did. This sends the message that you are interested in what the child is saying or doing.

When you notice an emotion in your student, identify a word that describes that feeling. Then, add this word to the summarization of the content. This shows that you are interested in his/her feelings.

Often young people struggle with making good, rational decisions. CCPS MENTORS should refrain from giving advice to mentees and focus on helping the student work through his or her problems on his or her own.

MEETING WITH YOUR STUDENT

Giving Advice

When a mentor gives advice:

- The student is passive and possibly resistant
- The student does not learn
- Mentors can impose their own solutions on the student's problems
- The student's self-esteem is not encouraged

Student Solving Problem

When a mentor helps the student solve his or her own problem:

- The student is invested
- The solution belongs to the student
- Lines of communication are open
- The student learns
- The student's self-esteem is fostered

Helping a Student Problem-Solve

When a mentor helps the student solve his or her own problem:

- Avoid ordering, preaching, telling
- Ask inviting questions -- use "what" or "how," while avoiding "why"
- Encourage the student to learn how to problem-solve:
 - Describe the problem
 - Brainstorm options to solve the problem
 - List advantages and disadvantages to each option
 - Select an option based on the advantages and disadvantages

Asking Quality Questions

Useful Questions to Clarify Outcomes:

- What do you really want in this situation?
- What is important about this outcome to you?
- What are all the ways you can go about getting what you want?
- Who/what can you use as resources to get what you want?
- Who do you know that has already achieved this outcome, and how did they do it?
- Is this outcome possible to achieve?
- Can the outcome be initiated and sustained by you?
- Is this outcome consistent with who you are?
- Considering what it will take and the possible consequences, is the outcome worth doing?

Questions that Elicit Values, Needs and Wants

- What is important about achieving this particular outcome?
- How will you know that you have achieved your outcome? What will you see, hear, feel or experience to know that you have achieved your outcome?
- If you get what you want, what will this do for you?



STAGES OF GROWTH AND DEVELOPMENT: Ages 5 - Adolescent

AGE 5

- Is close-mouthed at home about school activities
- Has short bursts of energy
- Changes from one activity to another with ease
- Has vague concepts of time
- Is not fearful
- Asks many questions
- Enjoys cutting, pasting

AGE 6

- Wants and needs to be first, to be loved best, to be praised most, and to win
- Does a good deal of tattling
- Is very domineering and bossy
- Interested in simple games
- Carries on long conversations
- Is restless, overactive, and exuberant
- Usually likes his/her teacher

AGE 7

- Does not respond promptly
- May forget easily
- Fights with playmates
- Is interested in magic, puzzles, and collecting
- Is concerned about being good
- Complains and sulks
- Is easier to discipline, sensitive to praise

AGE 8

- Enjoys jokes and riddles
- Attention span is improving
- Is alert, friendly and interested in people
- Sometimes careless, noisy and argumentative
- Feelings easily hurt by careless remarks
- Understands time and money concepts
- Likes team games
- Needs frequent reminders about responsibilities
- Is sensitive to criticism
- In need of adult praise and encouragement

AGE 9

- Has increasing independence
- Has increasing self-motivation
- Resents interruptions
- Has a strong sense of right and wrong
- Is competitive in work and play
- Is afraid of failure
- Is more interested in talking and listening than in working

AGE 10

- Is relaxed, casual, and alert
- Has a strong sense of justice
- Need schedules
- Mostly enjoy friends
- Is in one of the happiest ages
- Loves the outdoors

PRE-ADOLESCENT

- Awkward, lazy, and restless because of rapid and uneven growth
- Very antagonistic and teasing toward the opposite sex
- Often over-critical, rebellious, and uncooperative
- In need of a sense of humor from adults
- Turned off by nagging, condemnation, and being talked down to
- In need of a feeling of belonging and

ADOLESCENT

- Often going to extremes, emotional instability, and know-it-alls
- Showing a step toward adulthood by asserting independence
- In need of acceptance by a peer group. In need of adult guidance that is kind and does not threaten freedom
- Seeking both dependence and independence
- In need of provision of a constructive recreation, possibly a "worthy cause"

Building Self-Esteem

It is important to be able to recognize the signs and behaviors of students possessing high and low self-esteem. The following information may be helpful in recognizing and working to improve a student's self-esteem.

High Self-Esteem Students	Low Self-Esteem Students
<ul style="list-style-type: none">• Active curiosity about surroundings, makes a wide variety of contacts• Makes friends easily, talks and laughs• Has a sense of humor, is a good sport, and can laugh at themselves• Asks questions, defines problems• Willing to take risks in the classroom• Contributes to discussions and is able to stand up for what they think is right• Takes modest pride in own contributions, is not overbearing, and does not cheat• Works and plays well with others• Usually happy, confident, does not complain about what cannot be had	<ul style="list-style-type: none">• Mildly passive, tends to avoid new experiences, has limited contacts• Shy, bashful, quiet and withdrawn• Tends to be overly serious, hyper-sensitive, afraid to be laughed at• Avoids getting to the problem• Unsure, backs down easily, often asks: "Do you think this is right?"• Aggressively asserts own ability and contributions, finds it difficult to share.• Overly competitive• Usually gloomy and fearful, worries as a matter of course, complains a lot

Ways to Help Build Self-Esteem

- Never do for a student what he or she can do for himself or herself.
- Be aware of appropriate expectations at various age levels.
- Demonstrate the willingness to accept mistakes in self and others.
- Use encouraging language - focus on improvements more than accomplishments.
- Realize that self-confidence varies within the individual's areas of life.
- Demonstrate self-confidence.
- Use positive self-talk.
- Each of you share what you think is your best characteristic and why.
- Share stories with your mentee about times when an adult made you feel special. How did it affect you?

What is Child Abuse and Neglect?

Section 63.2-100 of the Code of Virginia defines an abused or neglected child as any child under 18 years of age whose parent, guardian, or other person responsible for the child's care:

- Causes or threatens to cause a non-accidental physical or mental injury.
- Causes or threatens to cause a non-accidental physical or mental injury during the manufacture or sale of certain drugs.
- Neglects or refuses to provide adequate food, clothing, shelter, supervision, emotional nurturing, or health care.
- Child Abandonment.
- Commits or allows to be committed any illegal sexual act upon a child including incest, rape, fondling, indecent exposure, prostitution, or allows a child to be used in any sexually explicit visual material.
- Knowingly leaves a child alone in the same dwelling with a person who is not related to the child by blood or marriage and who is required to register as a violent sexual offender. An abused or neglected child includes a child who has been sex trafficked.

Reporting

Anyone may report suspected abuse or neglect; however **Section 63.2-1509 of the Code of Virginia requires that designated professionals who have contact with children immediately report their suspicions.** Any person working with the CCPS Mentorship program should report suspicions or concerns to their School-Based Mentor Coordinator. It is not necessary to prove that abuse or neglect has occurred. Persons reporting in good faith are immune from civil and criminal liability pursuant to Section 63.2-1512 of the Code of Virginia.

A disclosure. If you are the first person the child tells about sexual abuse, your testimony as "outcry witness" may be especially important in future legal proceedings. What you say the child said to you is not considered hearsay but is admissible evidence in a trial involving a sexual offense against a child. This exception applies only to the first person the child approaches.


Understanding Child Abuse and Neglect

Child abuse or neglect often takes place in the home by a person familiar with the victim--a parent, relative, babysitter, or friend of the family. There are four major types of child maltreatment. Although any of the forms may be found separately, they often occur together. Each State is responsible for establishing its own definitions of child abuse and neglect that meet Federal minimum standards. Most include the following:

Abuse. Child abuse is an act or omission that endangers or impairs a child's physical, mental or emotional health and development. Child abuse may take the form of physical or emotional injury, sexual abuse, sexual exploitation, physical neglect, medical neglect, or inadequate supervision.

Neglect. A child's parent, guardian, or conservator is responsible for either directly providing safe and adequate food, clothing, shelter, protection, medical care, and supervision for the child, or arranging to have someone else provide these needs. Neglect, as defined by the Section 63.2-100 of the Code of Virginia, is failure to meet this responsibility.

Response, Attitude & Actions. Regardless of your relationship to the abused child, your responses, attitudes, and actions can be critical to his or her overall experience and eventual healing. Without attempting to investigate or intervene inappropriately, you can help. Your first responsibility when you recognize abuse of any kind is to report your suspicions. But your words and actions at the time of the discovery or disclosure can be the first step toward opening the channels of communication and healing.



If you have reason to believe that a child is being abused or neglected, **DO report** your reasonable suspicions. **DON'T try to investigate** and **DON'T confront** the abuser.

REPORTING CHILD ABUSE

Ask About What Happened

Ask open-ended, non-judgmental questions using developmentally appropriate vocabulary. Repeat back what the child tells you in his or her own words to make sure you understand. Do not pressure the child to talk.

Document What You See and Hear

Write down anything the child said, using his or her words. Your notes should be a record of the facts and, as far as possible, should not contain judgments or conclusions.

Respect the Child's Trust

Be careful not to communicate skepticism about what the child is saying. Do not express shock or blame, but also do not minimize or try to excuse the abuser's behavior. If the child does not wish to answer a particular question or be questioned further, respect the child's wishes. Let the child know you are available to talk and listen any time. Do not promise the child that you will keep the abuse a secret. Tell the child that some things cannot be secrets because "we have to get help." Tell the child what you plan to do next, while reassuring him or her that telling an adult was the right thing to do. While it may be a good idea to reassure the child, depending on the circumstances, you should not promise protection that you cannot deliver. If the child needs immediate protection, make sure this concern is communicated promptly to the investigating authorities.

Why Does Child Abuse Occur?

Child abuse and neglect affect children of every age, race, and family income level. However, research has identified many factors relating to the child, family, community, and society that are associated with an increased risk of child abuse and neglect. Studies also have shown that when multiple risk factors are present, the risk is greater.

At greater risk are young mothers and fathers unprepared for the responsibilities of raising a child; overwhelmed single parents with little support; and families placed under stress by poverty, divorce, or a child's disability. Some families are stressed by worries about foreclosures, employment, health, substance abuse, mental health, domestic violence, or other problems. Some are simply unaware of how to care for their children's basic needs. These circumstances, combined with the inherent challenges of raising children, can result in otherwise well-intentioned parents causing their children harm or neglecting their needs.

REPORTING CHILD ABUSE

Consequences of Abuse

Child maltreatment is a traumatic experience, and the impact on survivors can be profound. Traumatic events, whether isolated (e.g., a single incident of sexual abuse) or ongoing (e.g., chronic emotional abuse or neglect) overwhelm children's ability to cope and elicit powerful physical and emotional responses. These responses continue even when the danger has passed, often until treatment is received.

Traumatic events may impair a child's ability to trust others, sense of their personal safety, and effectiveness in navigating life changes. Research shows that child maltreatment, like other trauma, is associated with adverse health and mental health outcomes in children and families, and those negative effects can last a lifetime.

The trauma of child abuse or neglect has been associated with increased risk of:

- Depression and suicide attempts
- Substance abuse
- Developmental disabilities and learning problems
- Social problems with other children and with adults
- Teen pregnancy
- Lack of success in school
- Domestic violence
- Chronic illness, including heart disease, cancer, and chronic lung disease, among others

In addition to the impact on the child and family, child abuse and neglect affects the community as a whole—including medical and mental health, law enforcement, judicial, public social services, and non-profit agencies—as they respond to incidents and support victims.

What are the Warning Signs?

The first step in helping or getting help for an abused or neglected child is to identify symptoms of abuse.

The table below lists some symptoms of the four major types of child maltreatment. The presence of a single sign does not prove child abuse is occurring in a family; however, when these signs appear repeatedly or in combination, you should consider the possibility of maltreatment.

MALTREATMENT TYPE	SYMPTOMS
Neglect	<ul style="list-style-type: none">• Signs of malnutrition• Poor hygiene• Unattended physical or medical problems
Physical abuse	<ul style="list-style-type: none">• Unexplained bruises, burns or welts• Child appears frightened of a parent or caregiver
Sexual abuse	<ul style="list-style-type: none">• Pain, bleeding, redness, or swelling in an anal or genital area• Age-inappropriate sexual play with toys, self, or others• Age-inappropriate knowledge of sex
Emotional abuse	<ul style="list-style-type: none">• Extremes in behavior, ranging from overly aggressive to overly passive• Delayed physical, emotional, or intellectual development

IF YOU THINK A CHILD IS BEING MISTREATED, IMMEDIATELY NOTIFY THE SCHOOL-BASED MENTOR COORDINATOR.



www.ccps.us

16261 Richmond Tpke
Bowling Green, VA 22427-2203



Mentor Volunteer Application

School Year: _____

Full Name: Mr. Ms. _____

Current Address: _____

Cell Phone: _____ Home Phone: _____

Email Address: _____

Have you worked for CCPS in the past? Yes No

If "Yes," list school location _____

Years of employment _____

Name during employment (if different from current name) _____

Occupation/Employer: _____

Do you have children or relatives in Caroline County Public Schools? Yes No

If you answered yes, please fill out the block below:

Names of Children/Relative	Current Grade Level of Student	School Attending / Working

Do you have previous volunteer experience in the community or schools? Yes No

If you answered yes, please fill out the block below.

Agency	Title	Duties	Length of Service

What hours are you available during the day?

Please specify in each box, the hours are available between the hours of 7:30am-3:30pm.

Monday	Tuesday	Wednesday	Thursday	Friday

Have you been convicted of any offense involving the sexual molestation, sexual battery, physical abuse, sexual abuse, or rape of a child? Yes No

Have you been investigated by the Department of Social Services (Child Protective Services Unit) for abuse or neglect with a result of "founded?" Yes No

Have you been convicted of a misdemeanor? Yes No

Have you been convicted of a felony? Yes No

If you answered "yes" to either a misdemeanor or a felony, or both, please complete A and B below.

A. Give dates of conviction, type of conviction, and jurisdiction where convicted.

B. Do you grant CCPS the right to check with Child Protective Services and/or police regarding any of the investigations and/or convictions indicated on this application? Yes No

Do you give consent to the use of any photographs of yourself for promotional purposes? Please write your initials next to your answer.

_____ Yes _____ No

Do you sincerely feel you are able to make at least a one-year commitment? Please write your initials next to your answer.

_____ Yes _____ No

Do you sincerely feel you will be able to meet the *minimum* commitment of spending one to three hours per month with a student? Please write your initials next to your answer.

_____ Yes _____ No

Initials below acknowledge that I have completed required tasks.

_____ I have read the "Guidelines for Volunteers."

_____ I have read the CCPS Code of Student Conduct.

_____ I understand that I will need to complete an orientation on school guidelines and safety procedures before I begin any volunteer assignment.

_____ I understand that Caroline County Public Schools will check my name against the National Sex Offender Public Website.

_____ I acknowledge that the information that I have provided on this application is true and complete to the best of my knowledge.

_____ I understand that any willful misstatements or material omission on this application will be considered sufficient cause to disqualify me for volunteer opportunities with Henrico County Public Schools.

_____ During such times as I am a participant in the Caroline County Public Schools Volunteer program, I agree to assume full responsibility for such participation and release Caroline County Public Schools from any damages which I may sustain thereby.

_____ I have read, understand, and will abide by the rules, regulations, and policies concerning CCPS volunteers.

_____ I fully understand that if my services are no longer needed, or my performance is not acceptable, Caroline County Public Schools has the right to terminate my services as required and without notice.

Signature: _____ Date: _____

In case of emergency, please contact: _____ Phone: _____

All applications must be filled out completely, or they will not be processed.

Please return this completed application to the school where you want to volunteer. If you have any questions regarding the volunteer program, please contact the CCPS Office of School Safety.

FOR OFFICE USE ONLY

Name of Person Screening Application: _____ Date Screened: _____

National Sex Offender Public Website Checked: Yes No

Follow-up necessary: Yes No

Initials below confirm that you have done the required tasks.

_____ I have reviewed the application for completeness.

_____ I have screened this application.

_____ I have given this application to the principal for review.

Name of School Principal: _____ Date Reviewed: _____

I have reviewed this application and have approved it.

Yes No

Principal's Signature _____ Date: _____

MENTOR RELEASE STATEMENT

I, the undersigned, hereby state that if accepted as a mentor, I agree to abide by the rules and regulations of the Caroline County Public Schools Mentoring Program, which I acknowledge have been communicated to me, which I understand, and which may be revised without notice to me from time to time. I also agree to abide by all applicable laws. I acknowledge and agree that the Program requires me to spend a minimum of one hour/week at the assigned location. Further, I agree to attend all required training sessions and the regular meeting updates. I am willing to commit to one year in the program and then may be asked to renew for another year, at my option. During all times in which I am participating in the Program, I understand that I will be required to keep in regular contact with my mentee and communicate with staff frequently.

I understand that my participation in the Program is completely voluntary, and such participation is not administered or overseen by nor does Caroline County Public Schools Mentoring Program endorse or warrant any results or benefits of the Program.

Due to the time commitment involved with my participation in the Program, I understand that my direct supervisor at Caroline County Public Schools Mentoring Program must approve my candidacy for participation in the Program before I submit my application to the staff for consideration.

I hereby certify that I have not been convicted, within the past 10 years, of any felony or misdemeanor classified as an offense against a person or family, of public indecency, or a violation involving a state or federally controlled substance. I am not under current indictment.

Further, I hereby fully release, discharge and hold harmless the Program, participating organizations (including without limitation) Caroline County Public Schools Mentoring Program and all of the foregoing's employees, officers, directors and coordinators from any and all liability, claims, causes of action, costs and expenses arising from, relating to, or which may be, or may at any time hereafter become, attributable to my participation in the Program.

I understand that Program staff reserves the right to terminate any mentor from the Program at any time for any reason. The Program takes place solely within the school day, exclusively at the Program location, and I agree to limit my actions to the activities permitted within the confines of the program's policies. I understand that any relationships or contact established between mentor/mentee and family members beyond the organized and supervised activities of the Program are neither encouraged nor condoned. I give permission for program staff to conduct a criminal background check and verify any and all information provided by me on this Program application, as part of the screening for entrance into the Program, including without limitation verification of personal and employment references as well as a criminal check with the local authorities. Program staff have the final right of acceptance of applicants into the program at their sole discretion.

I have read the above Mentor Release Statement and agree to the contents. I certify that all statements in this application are true and accurate.

Signature of applicant Date

Signature of supervisor Date

MENTOR MATCHING FORM

Name:

Ethnic Background(s): Anglo _____ African American _____ Asian _____ Hispanic _____
Native American _____ Other _____

Please list your hobbies: _____

Circle any of the words below that you think describe your personality.

quiet	shy	nervous	withdrawn	outgoing
talkative	friendly	insecure	inquisitive	adventuresome
confident	spiritual	sensitive	happy	moody

Why are you interested in being a mentor? _____

What would you like to get out of being a mentor? _____

Do you give consent to the use of any photographs of yourself for promotional purposes? Please write your initials next to your answer.

_____ Yes _____ No

Do you sincerely feel you are able to make at least a one-year commitment? Please write your initials next to your answer.

_____ Yes _____ No

Do you sincerely feel you will be able to meet the *minimum* commitment of spending 2 hours per month with a student? Please write your initials next to your answer.

_____ Yes _____ No

Courtesy of Mentoring Partnership of Long Island, *The ABC's of Mentoring*.



Mentor Application Preferences

Please rate the comfortability of working with each type of student :

	No	Yes	Passionate
Primary age level (5-7 yr olds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elementary age level (8-10 yr olds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle school age level (11-13 year olds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High school age level (14-18 year olds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diverse Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students experiencing grief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members of the LGBTQ+ community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Military family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experience low self-esteem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Struggling with substance abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiencing family changes (i.e. divorce, blending families)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Need help with peer relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Struggle with behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Struggle with anxiety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disabilities (If yes, please specify below)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you marked "passionate" for any category, please state why below:

Do you speak any languages other than English? If so, which languages? Yes No

If we could find you an ideal mentee, what characteristics would that youth have?

What are some favorite things you like to do with other people?

What is your job and how did you choose this field?

What was your favorite subject in school?

If you could learn something new, what would it be?

What person do you most admire and why?

Describe your ideal Saturday.

Please circle all activities you are interested in:

- | | | | | | | |
|---------|----------|-------------|--------------|--------------------|-------|-------------|
| Biking | Science | Cooking | Reading | Boating | Music | Dancing |
| Golf | Swimming | Gardening | Board Games | Shopping | Parks | Movies |
| Animals | Painting | Photography | Arts/Crafts | Musical Instrument | | Hiking |
| Sports | Exercise | Yoga | Martial Arts | Hunting/Fishing | | Landscaping |

List any other areas of strong interest or specific examples of an above activity:

PARENT/GUARDIAN PERMISSION LETTER

Dear Parent/Guardian:

Your child has been chosen to participate in the Caroline County Public Schools Mentoring Program offered through his/her school. In the program, your child will be matched with an adult volunteer mentor who will meet him/her at the school. The volunteer will act as an adult role model and source of friendship and encouragement. The activities between your child and the mentor will be closely monitored and structured by the Program Manager in charge of the relationship. The school feels that your child will greatly benefit from having another positive adult role model in his/her life and hopes that the relationship will lead to increased academic performance, self-esteem, and emotional development.

The mentors that have volunteered for our program have been thoroughly screened and investigated by Caroline County Public Schools. We respect your role as a parent/guardian and will provide every opportunity for you to meet with the mentor and be involved in the development of their relationship.

As your child goes through the program, his/her teachers will monitor academic performance. All information gathered about the effect of the relationship on your child's school performance is strictly for the purposes of evaluating the program and will be kept confidential.

We feel that these caring adult volunteers will be making an excellent contribution to the quality of education in our school. If you would like your child to participate in the program, talk about it with him/her. If he/she is comfortable with the idea of having a mentor, please grant your permission by signing below. One of our Program Managers will soon be in contact with you about your child's new mentor.

Thank you for your time. We hope this program will be of great benefit to everyone involved.

Sincerely,

School Principal

I give permission for my child, _____, to participate in the mentoring program at his/her school. I understand the nature and rules of the school's mentoring efforts and reserve the right to withdraw my child from the program at any time. I give permission for my child's school records to be released to the mentoring Program Coordinator and mentor in order to best support my child's achievement.

Parent/Guardian Signature

Date

Student Signature

Date

Courtesy of The Maryland Mentoring Partnership, *Vision to Reality Mentoring Program Development Guide*.

Middle and High School Mentee Interest Survey

Name: _____ Grade: _____ Teacher: _____

Do you speak any languages other than English? If so, which languages? Yes No

What characteristics should your mentor have?

What are some favorite things you like to do with other people?

What do you want to be when you grow up?

What is your favorite subject in school?

If you could learn something new, what would it be?

What person do you most admire and why?

Describe your ideal Saturday.

Please circle all activities you are interested in:

Biking	Science	Cooking	Reading	Boating	Music	Dancing
Golf	Swimming	Gardening	Board Games	Shopping	Parks	Movies
Animals	Painting	Photography	Arts/Crafts	Musical Instrument		Hiking
Sports	Exercise	Yoga	Martial Arts	Hunting/Fishing		Landscaping

List any other areas of strong interest:
