



# YOUTH PROGRAMS

CLIPART PAWS



CLIPART PAWS

2017-2018 Mentoring Manual

Your Guide to Making a REAL Difference





## Table of Contents

Welcome	3
Policies and Procedures	4-8
Dress Code	9-12
Fall Calendar	13
Background Check	14
Mandated Reporting	15-17
The Ideal Mentor	18-19
Solving Discipline Problems	20
Helpful Tips	21

**Manual Updated by:**

Ms. Ashleigh Brown

**Special Acknowledgment to our sponsors:**

Bond Elementary • Riley Elementary • Springwood Elementary • Rickards High  
Leon County Schools Mentor and Volunteer Services  
FSU Center for Leadership & Social Change





## Welcome, Welcome, Welcome!

We are so excited to have you join us in the amazing work of changing lives! You will have an important position in helping to shape the future for your mentee, as well as helping to develop their self-concept in a very positive way. Inspiring someone else to be successful, academically and socially, and to give hope to and inspire the dreams of others is a powerful task and you have made the first step in fulfilling it. Our program is the place where you can inspire, empower, and encourage someone else by simply being you. The rewards that you will gain as a part of this program will be immeasurable and life-changing.

The mentee that you will be placed with is in need of a positive role model, guidance, and someone to be in their corner. Your time and expertise will be invaluable to your mentee. Academic assistance, goal setting, time management, listening and “cheerleading” are all important aspects of the time you will spend together. You are very much wanted and needed. As the school year continues, keep in mind the importance of your work. You are helping to make a REAL difference!

Please keep this manual in a prominent place to refer to as needed. Do not hesitate to contact me if I can be of assistance in any way, such as answering questions, offering suggestions, or getting information for you. My role is to help you make the most of your experience-for you and your mentee.

**Yours in Service,**

**Joi N. Phillips, Ph.D.**  
**Assistant Director**  
**[jnphillips@fsu.edu](mailto:jnphillips@fsu.edu)**  
**850.644.9567**



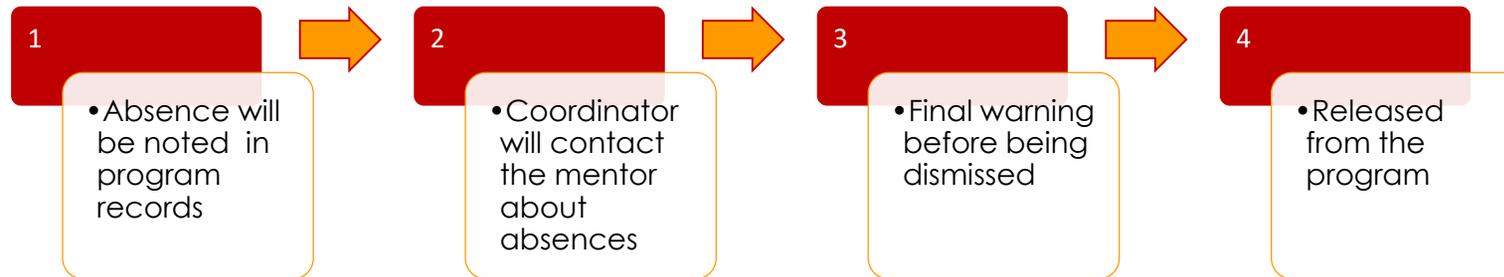


# Policies & Procedures





**Attendance Policy:** Mentors are allotted **3** absences each semester. **After the 4th absence YOU WILL BE RELEASED FROM THE PROGRAM.**



Each mentor is required to serve for **AT LEAST 60 MINUTES PER WEEK** to participate in the program. The 60 minutes must be completed in ONE visit, the time cannot be split up over the course of a week.

If a mentor decides to drop the program before the end of the semester the appropriate professor will be notified and mentor evaluations will be affected accordingly.

### **Tardiness:**

A tardy is defined as showing up 10 minutes after the expected start time of the mentoring session. If a mentor is tardy, he/she will be sent home and will not receive credit for the date of that tardy. This day will count toward the mentor's absences. If a mentor arrives late he/she will be given service credit according to the time he/she arrived (i.e. if a mentor arrives 10 minutes late credit will be given for 50 minutes).

**Adding Additional Mentoring Days:** If a mentor needs to add additional mentoring day(s)/time(s) to his/her schedule the Mentor Coordinator needs to be notified **AT LEAST 48 hours in advance AND receive confirmation** of attendance before being able to serve on the additional scheduled day(s)/time(s).





### Van Procedure (If Available):

- A Center van will leave from the lobby inside of the Center office 15 minutes prior to the start of the scheduled mentoring time (e.g. if mentoring is scheduled to begin at 9:00am the Center van will leave at 8:45am,) unless notified otherwise by a Mentor Coordinator.
- Time spent riding in the van **DOES NOT** count toward service hours.
- All mentors should be **on time** when returning to the van pick-up site at the school.
- Transportation is **ONLY** provided to and from The Dunlap Success Center.



### ServScript Hours:

#### **FALSIFYING SERVICE HOURS WILL RESULT IN IMMEDIATE DISMISSAL FROM THE PROGRAM.**

- Mentor Coordinators/Assistant Mentor Coordinators **OR** classroom teachers will sign ServScripts for all mentors.
- All mentors are required to keep a hard copy of their ServScript form, signed by the appropriate person, for auditing purposes.
- All mentors are responsible for entering their own service hours into the online ServScript system on your **my.fsu.edu** account. **NO ServScript will be signed after the last day of mentoring.**
- All service hours are due by **11:59pm** on the **LAST DAY OF FINALS** of each semester.



All FSU mentors can access the online ServScript through the Secure Apps function on myFSU. For information on how to enter your hours into the system visit: [www.thecenter.fsu.edu](http://www.thecenter.fsu.edu) or visit someone at the Center for Leadership & Social Change.

If you are a **FAMU (Rattler Record)** or **TCC (TallyScript)** mentor, contact your school for their policy on documentation of service hours.





## Professional Behavior:

**Always Wear your Badge.** Signing in and wearing the LCS issued ID badge allows school personnel to identify mentors and get credit for the volunteer hours that are contributed to their school. *If a mentor does not have his/her ID badge when at the school, he/she will be sent home.* **If a mentor is sent home for not having the proper identification, it will be considered an absence.**

**No Mobile Devices Allowed!** Your mentee(s) is not allowed cell phone use on campus and neither are you! We recommend you keep your cell phone in your vehicle during your mentoring time. If there is an emergency and you need to keep your cell phone on during your session, please let your mentor coordinator or teacher know immediately. **You are NOT permitted to take any photos and/or video recordings of the mentees.**

**Never Be Alone with your Mentee(s)!** No mentor under any circumstances should be in a room or other space by themselves with a child. Mentoring should always occur in an area with other adults so that the mentor and mentee can be easily seen together (e.g. media center, cafeteria, etc.).

**No Social Media!** You are NOT to add or befriend mentees on social media outlets under any circumstances. Nor are you allowed to post any pictures of mentees on social media outlets (remember rule #2, you should not be taking pictures of your mentee(s) anyway!!!).

**Never Take Students Off Campus!** No mentor under any circumstances should take their mentee(s) off campus. ALL activities MUST take place on school grounds.

**Respect is expected at all times.** Negative attitudes/behavior will not be tolerated and can result in dismissal from the program.

**Watch your Language.** Remember to be mindful of the conversations you might have with the other mentors while at the site and especially in the presence of the children.

**No Food or Drinks!** DO NOT bring in food and/or drinks to your site! Be sure that you eat breakfast, lunch, or have a snack before arriving to your site.

### **Appropriate Dress is Required!**

(See the following Dress Code section for more details on appropriate attire.)





### Gifts:

Mentors should **NOT** bring outside gifts to their mentee(s). Oftentimes bringing outside gifts provides the child a false expectation that they should always receive gifts from their mentor. Youth Programs provides incentives for the children via reward pencils, stickers, stamps; as well as, age appropriate books and games. If a mentor is in need of such items contact the appropriate mentor coordinator or the program coordinator directly.



### Communication:

Be sure to check **AND** read emails frequently. Email is the quickest and most efficient form of communication Mentor Coordinators will use to inform you of important announcements.

- Please use the email provided at training during correspondence.
- Proper email etiquette is expected.





# Dress Code

We expect all mentors who serve in Leon County Schools to adhere to the district's dress code. Since you will be role models for your mentees, you should dress in a mature and professional manner.





### Headgear:

Hoods, hats, and sunglasses are not permitted in the classroom, though they may be worn in the outdoor portions of the school.



### Shoes:

Closed-toe shoes, or sandals with a strap at the back, must be worn at all times. Shoes that are not adequately secured and/or do not protect the foot from injury are not permitted.



### Pants:

Must be worn at the waistline, no sagging! There should be no holes in clothing (e.g. distressed jeans). Leggings are NOT pants! Joggers are not permitted.



### Shirts:

With no cleavage visible, shirts must cover the chest, back, and midsection including when hand is raised. Shirts must not show excessive armpit area. Also, no white tees and/or undershirts, burnouts, see through, or crop tops.



### Dresses, skirts, shorts:

All are to be of appropriate length (with arms extended at your side, clothing must be longer than fingertips). No basketball or athletic wear. NO sun dresses.

**Clothing, identifying markings, or paraphernalia, including those associated with gangs, clubs, or groups practicing discrimination against any person on the basis of age, race, ethnicity, ability, religion, sex, or sexual orientation are inappropriate. Inappropriate tattoos that may be visible should be covered.**

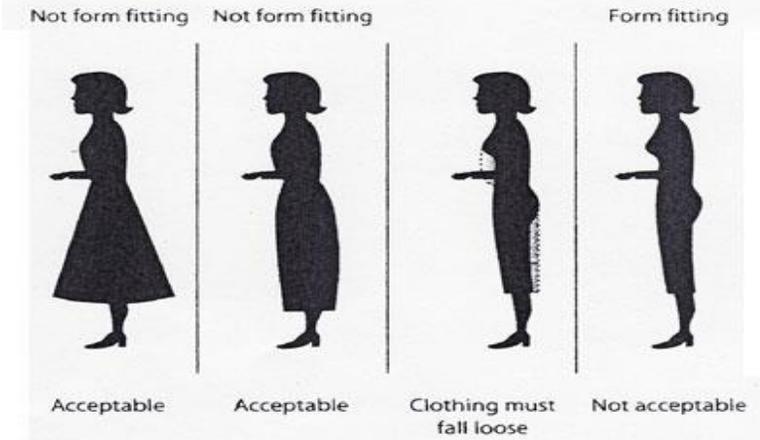




## ITEMS NOT PERMITTED:

Spaghetti straps, cut-off shorts, bedroom clothing, tights, leggings, sexually suggestive attire, attire that depicts drugs, tobacco, or alcoholic beverages, bicycle racing attire, flip-flops, see-through garments, halter-tops, backless dresses, tube tops and bare midriff outfits, excessive jewelry, tattoos, and compression clothing.

## What is Form Fitting?



# Dress Code Alert

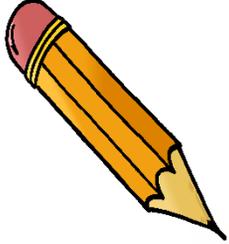




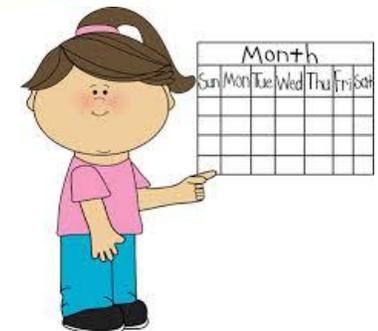
## What IS appropriate to wear:

- FSU, FAMU and/or TCC gear
- Solid colored t-shirts
- Sneakers
- Sandals
- Khaki pants
- Bermuda shorts
- Jeans
- Polo shirts





# Mark your Calendar





## Fall 2017 Calendar



September 25: First Day of Mentoring!

September 29: LCS Fall Holiday (No Mentoring)



October 13: Teacher's Planning Day



November 10: Veteran's Day (No Mentoring)

November 20 – 24: Leon County Schools Thanksgiving Break



December 8: Last Day of Mentoring





# Background Check





## **BACKGROUND CHECK**

To ensure student safety, all volunteers who ask to be placed in an official mentor program **must be fingerprinted**. The fingerprint check will be paid for by Leon County Schools, and is valid for five years. The criterion for approval of prospective mentors is the same as it is for all prospective LCS employees.

- ❖ If you have ever been through a background check with LCS you **DO NOT** have to be fingerprinted again (i.e. if you have been fingerprinted through a class or as a substitute teacher, you do not need to be fingerprinted).
- ❖ If you were fingerprinted through the police department you **WILL** need to be fingerprinted.
- ❖ If you were fingerprinted in another county in Florida or another state, you **WILL** need to be fingerprinted.
- ❖ **If you have never been fingerprinted the necessary forms/information will be provided to you at training.**

### **Process for Mentors**

- ✓ Complete a new Volunteer Application (<https://volunteers.leonschools.net/Volunteers/>)
- ✓ Complete Mentor Agreement form and turn in to Youth Programs staff (you will receive this at your training session)
- ✓ Complete and turn in the Request for Background Check Information Form, the Fingerprint Key in Information Sheet (green card) and the FDLE Waiver to the LCS Personnel Department (on Pensacola St. before Appleyard Drive) \* **You will receive these forms at the end of the Mentor Training Session**

You will absolutely not be cleared by the school district for any of the following infractions:

- ❖ Any violent acts
- ❖ Any acts involving harming a child or children
- ❖ Any acts of sexual violence

Please be mindful that everything on your record will show up during the background check. That does not mean that you will not be allowed to mentor, but depending on the seriousness of the infraction you may have to submit additional information to the criminal background committee to explain the circumstances of each charge.

**IF YOU HAVE ACQUIRED ANYTHING ON YOUR RECORD WITHIN THE LAST THREE YEARS (WITH THE EXCEPTION OF PARKING OR TRAFFIC TICKETS), YOU WILL WAIT APPROXIMATELY ONE MONTH BEFORE YOU MAY BE CLEARED TO MENTOR (YOUR CLEARANCE WILL DEPEND ON THE TYPE OF OFFENSE COMMITTED). IF YOU HAVE ANY QUESTIONS REGARDING THIS ISSUE PLEASE CONTACT THE LCS SECURITY OFFICE AT (850) 487-7293.**





# Mandated Reporting





A message from FLORIDA STATE UNIVERSITY

Florida State University is committed to protecting the well-being of all members of the campus community. Therefore, the University would like to alert you to recent developments in Florida law that impact all of us. On October 1, 2012, Florida's new Protection of Vulnerable Persons Act went into effect. Florida now has the toughest laws in the nation regarding mandatory child abuse reporting obligations.

Under the law, every individual in the state is required to immediately report known or suspected child abuse and child sexual abuse to the Florida Department of Children and Family Services' Abuse Hotline, with the definition of "child" including any person under the age of eighteen. This includes reporting suspected abuse committed by adults who are not the child's legal guardian and by juvenile sexual offenders.

**Failure to report a known instance of child abuse of any kind is a third-degree felony**, punishable by up to five years in prison and up to a \$5,000 fine. In addition, the failure of a University Administrator to report suspected abuse potentially exposes the University to a \$1 million fine. In implementing the new law, the Board of Governors has defined "administrator" as president, provost, vice presidents, associate vice presidents, associate/vice provosts, deans, chief of police, equal opportunity programs director, athletic director, internal auditing director, Title IX coordinator, and compliance officer. Specific training for these University personnel will be forthcoming.

To report possible child abuse using the Abuse Hotline please go to: [reportabuse.dcf.state.fl.us](http://reportabuse.dcf.state.fl.us), call toll-free 1-800-962-2873 (TDD 1-800-453-5145), or report by fax to 1-800-914-0004.

Reports may be made (24 hours a day, 365 days a year) by phone using a toll-free telephone number, by fax, or by web-based report. For more information and tips on successful reporting please go to: [www.myflfamilies.com/service-programs/abuse-hotline/howtoreport](http://www.myflfamilies.com/service-programs/abuse-hotline/howtoreport). Anyone reporting in good faith is immune from any civil or criminal liability.

The University strongly urges you to familiarize yourself with these reporting requirements and to immediately report any suspected child abuse. If you have questions regarding the above, please contact the Office of Equal Opportunity and Compliance at (850) 645-6519 or [EOC@admin.fsu.edu](mailto:EOC@admin.fsu.edu).

Eric Barron, Former President





# YOU ARE A MANDATED REPORTER



Mandated reporters are individuals who are obligated by law to report suspected cases of child abuse and neglect. In general, any person who has contact with children in a professional capacity is a mandated reporter. Mandated reporter laws are designed to catch child abuse in its early stages, so that children do not suffer long term damage.

*\*Information taken from <http://www.wisegeek.com/what-is-a-mandated-reporter.htm>*

## What is the standard for reporting child abuse?

"Reasonable suspicion" is the standard for reporting child abuse and neglect. This means that, *based on your training and experience, you have reason to suspect that a child is being abused or neglected.* Ask yourself, "Do I have serious concern for the child's safety and well-being?"

## Use the following information as a guideline for recognizing indicators of abuse and neglect:

**Physical Abuse:** Any act which results in non-accidental injury.

**Neglect:** Neglectful treatment or maltreatment of a child by parents or caregiver under circumstances indicating harm or threatening harm to the child's health or welfare.

**Sexual Abuse:** Any activity between an adult, or older child, and a child which results in sexual arousal or satisfaction of the adult or older child.

**Emotional Abuse:** Emotional maltreatment consists of emotional abuse and deprivation or neglect.

*\*Information taken from [http://www.sigov.org/hsa/Childrens\\_Services/mandated\\_reporter.htm](http://www.sigov.org/hsa/Childrens_Services/mandated_reporter.htm)*

## Steps to reporting suspected cases of abuse:

1. Notify your mentee's teacher and school personnel immediately.
2. Contact your Mentor Coordinator
3. Complete an incident report within 48 hours with the Youth Programs Coordinator [Dr. Joi N. Phillips; [inphillips@fsu.edu](mailto:inphillips@fsu.edu); (850) 644-9567] at the Center for Leadership & Social Change (100 S. Woodward Ave)
4. The Youth Programs Coordinator will then take the necessary steps to investigate the situation and report the incident to the local authorities.





# The Ideal Mentor





# What is a Mentor?

We all have a need for insight that is outside of our normal life and educational experience. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement, and problem solving.

*Mentoring is a developmental partnership through which one person shares knowledge, skills, information, and perspective to foster the personal and professional growth of someone else.*

*“Mentoring is the third most powerful relationship for influencing human behavior (after the family and couple relationships).” Source: Richard E Caruso, PHD*

*“Mentoring works best when it focuses on the entire person versus focusing on skill development alone.”  
Source: Harvard Business Review*

As a mentor, your primary role is to provide guidance and support to your mentee based on his or her unique developmental needs. At different points in the relationship, you will take on some or all of the following roles:

**Coach/Advisor:** Give advice and guidance, share ideas, and provide feedback.

**Resource Person:** Expand the mentee’s network of contacts.

**Champion:** Serve as an advocate for your mentee whenever the opportunity presents itself.

**Devil’s Advocate:** When appropriate, play devil’s advocate to help your mentee think through important decisions and strategies.

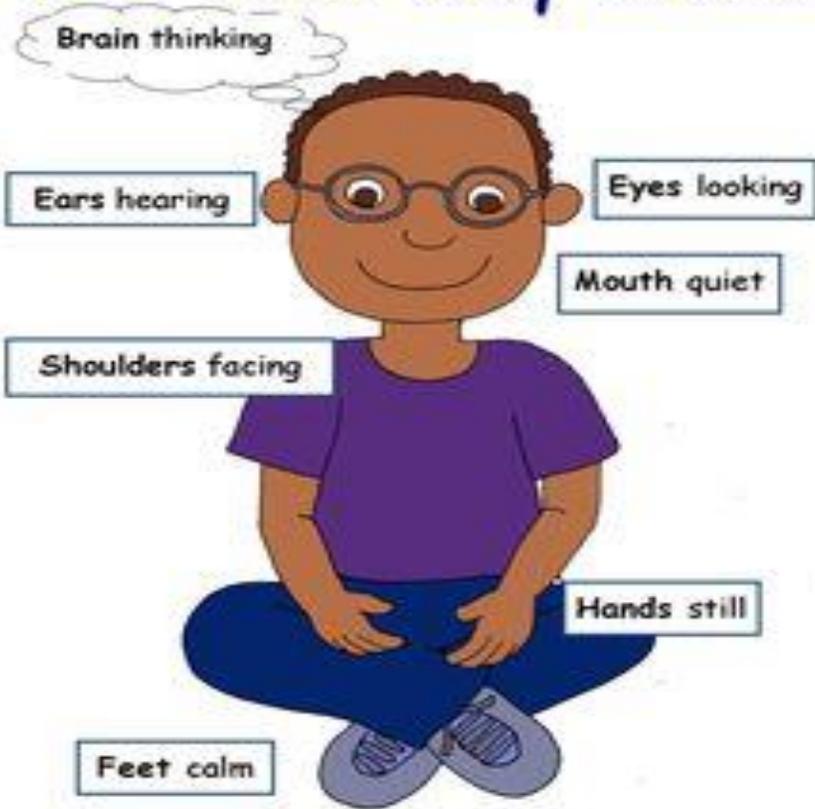
**Source of Encouragement/Support:** Provide support on personal issues if appropriate.





Being a good listener is a vital component of being a great mentor.

# Be a Whole Body Listener



Don't forget to ask questions about what you have heard!

## As a mentor you will need to:

**Participate in a Mentoring and Evaluation Process:** You should create benchmarks for evaluating the success of your mentoring relationship. Check in with each other and don't assume that if things are working for you, everything is fine with your mentee.

**Create an open and supportive climate for discussion:** Respect the mentee's individuality. Your mentee may or may not have a style similar to yours. Be patient if your mentee seems unfocused. Help him or her focus by presenting and discussing options.

**Demonstrate good listening/follow-up skills:** Ask open-ended questions to get your mentee to open up as much as possible. After you have listened fully to a response, ask good follow-up questions to demonstrate genuine interest.

**Provide constructive feedback and advice:** Give a balance of both praise and constructive feedback on how to improve. Always focus on behaviors that can be changed (not personality traits) and behaviors that are appropriate within the classroom. Let your mentee set up the initial goals and then give feedback and suggestions.

**Maintain Confidentiality:** If you want to build a trusting relationship with your mentee, it is crucial that you maintain confidentiality. If the mentee gives you permission to share information, this is not an issue. You must remember that anything you are told in confidence cannot be shared, unless your mentee is at risk of harm or being abused in any way. You **MUST** report this information to your coordinator and teacher.

**Engage in No-Fault End of Relationship:** It is rare that people want to end a relationship. Try to resolve concerns and conflicts early, so problems that can derail your progress don't have a chance to fester. If you do have to end the relationship, be professional and discuss the termination with the mentee. It may be slightly uncomfortable, but it is important to honor and respect your mentee.





# Solving Discipline Problems





## Steps to Solving Discipline Problems

**Problem:** Discipline

**Solutions:** Apply discipline in steps, warning your mentee(s) of the next action you will take if the behavior persists. Follow through on warnings.

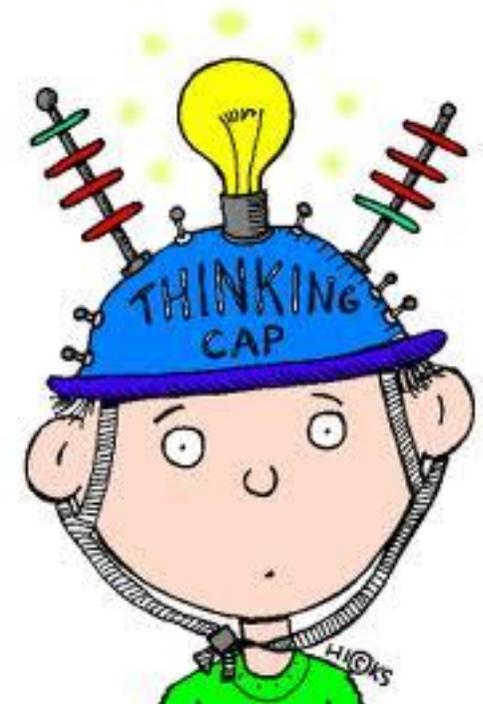
**Examples:**

**1<sup>st</sup> instance of problem:** Tell mentee to get back to work and remind them of what they should be working on.

**2<sup>nd</sup> instance of problem:** Speak to mentee privately or outside of the classroom door. Warn them that you will report their behavior to the teacher if the problem continues.

**3<sup>rd</sup> instance of problem:** Tell the mentee that you are reporting their behavior to the teacher and will return them to class.

**4<sup>th</sup> instance of problem:** Return them to class.



### More Helpful Tips

1. Concentrate on the major problem and ignore minor distractions.
2. Immediately contact your mentor coordinator and/or teacher for extreme problems such as hostile behavior, stealing, leaving area without permission, etc.
3. Avoid referring your mentee(s) to the office for minor infractions.
4. If the problem is persistent talking, separate the mentee(s) by moving them to a different desk.
5. Create "super kid" tags or give stickers to recognize good behavior. (You can receive these from your mentor coordinator or the program coordinator).





# Tips for Success





1. Don't be afraid to ask a student why they don't want to work or are misbehaving.
2. You have the right to ask for assistance from teachers and the mentor coordinators. Don't believe that you should be able to handle a child or children by yourself.
3. Focus on the issues. You have the right to keep order with your mentee(s). Don't buy into guilt.
4. Maintain your expectations that your mentee(s) can and will behave, regardless of race, color, creed, emotional problems, learning disabilities, social or economic background.
5. Be fair and firm.
6. Establish rapport with your mentee(s) and build relationships. They form the foundation of discipline.
7. Maintain your sense of humor...no matter what.
8. Be sure you are clear with your mentees about how often you will mentor and be reliable and consistent.
9. Respect your mentee's experiences and views even if you don't agree.
10. Follow up when you make a commitment to get information, take action, etc.
11. Don't ever leave your mentee hanging. If you don't respond, the mentee will feel rejected and disappointed. You never want to leave someone who has asked for mentoring assistance feeling uncertain about the relationship.
12. Be appreciative of whatever you get from your mentee. Learn their strengths and seek or offer advice in these areas.
13. Work hard to make the relationship a two-way street. This means you should always be on the lookout for information/resources that might be of interest to your mentee.
14. Be flexible and enjoy the experience!





# Words from US:

We would like you to know that you are in charge of your experience, so MAKE IT A GREAT ONE!

“The sky isn’t the Limit, there are footprints on the Moon.”

- Anonymous

