



# NEW MENTOR TRAINING PACKET

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Together we can make a difference...

one student at a time!

### Welcome to Mentor Canes' Mentoring Program

#### **Mission:**

Mentor Canes seeks to provide friendship-based mentoring opportunities which are meaningful and enrich the lives of students and adult role models in Cartersville City Schools. By fostering the development of strong relationships with adult role models, we will see significant positive changes in the lives of our youth.

#### **Vision:**

Our vision is to empower and motivate our youth to succeed through mentoring and friendship.

#### **Purpose:**

To provide...

- An extra caring and consistent adult relationship to our youth
- Adult role models, motivators, encouragers and guides
- Local residents and businesses with the opportunity for meaningful volunteerism and involvement with local schools and organizations through mentoring

### **Mentor Role**

- Support a young person through an ongoing, one-to-one relationship
- Serve as a positive role model and friend
- Build the relationship by planning and participating in activities together during school hours
- Strive for mutual respect
- Build self-esteem and motivation
- Help set goals and work toward accomplishing them

### **Time Commitment**

- Make a one-year commitment, spending at least 1 hour per week one-to-one with mentee
- Attend an initial training session and additional enhanced mentor training options as offered
- Attend optional mentor/mentee group events, mentor support groups, and program recognition events

### **Participation Requirement**

- Be at least 18 years old and be willing to complete a criminal history background check
- Be interested in working with young people
- Be willing to adhere to all program policies and procedures
- Be dependable and consistent in meeting the time commitments
- Have a willingness to communicate regularly with school staff and program staff as needed
- Have access to reliable transportation
- No use of illicit drugs
- No use of alcohol or controlled substances in an inappropriate manner

### **Desirable Qualities**

- Willing listener
- Encouraging and supportive
- Patient and flexible
- Trustworthy and discreet

### **Benefits**

- Personal fulfillment through contribution to the community and individuals
- Satisfaction in helping someone mature, progress, and achieve goals
- Training sessions and group activities
- Participation in a mentor support group
- Personal ongoing support, supervision to help the match succeed
- Mentee/mentor recognition events

### **Mentees**

- Youth attending Cartersville City Schools that need a positive role model
- Each student must want to participate in the program.
- Each student must have the consent of the parent/guardian to participate

## A MENTOR IS A...

The Mentor Canes program helps to empower youth in our community to make positive life choices that enable them to maximize their potential. The mentoring program engages adult volunteers who commit to support, guide and offer friendship to a young person for a period of at least one year. By becoming part of the network of adults and community members who care about youth, the mentor can help youth develop and reach positive academic, career, and personal goals.

### Students will see mentors in a variety of ways -

**Companion:** The mentor shares interests and experiences and the student can tell that the mentor enjoys time spent together.

**Role Model:** The student admires the mentor, mentor possesses the qualities and values the student desires. The mentor helps the student make positive choices.

**Motivator:** The mentor promotes goal setting and helps the student to achieve goals. The mentor provides constructive feedback and encourages independent thinking.

**Friend:** The mentor demonstrates warmth and caring for the student, respects the student's talents and interests, listens to the student's problems and concerns, and believes in the student's abilities.

**Confidant:** The student is comfortable sharing issues with a caring, attentive and trustworthy person outside of their family.

**Resource:** The mentor's maturity and experience are used to help answer problems the student finds overwhelming.

## A MENTOR IS NOT A...

Parent

Teacher

Counselor



## **SCHOOL ORIENTATION**

**A part of your role as a mentor is to ensure that you are familiar with policies and procedures of the school:**

- Mandated Reporter procedures
- Confidentiality procedures
- Where and how to sign in and out at your mentee's school
- School procedures in case of an emergency
- How and to who issues should be communicated

*As a mentor, you are a key asset in helping create a warm, caring and safe school environment for children and youth!*

## MENTOR CHECKLIST



1. **Be sure to honor your commitment.** Maintain consistent and regular attendance. Kids are really disappointed when you do not visit with them on a fairly regular basis. They are proud of you and like to show you off! (Remember your signed commitment form.) If you are unable to attend a scheduled session, please contact the school so they can let your mentee know.
2. **Make a commitment to safety.** When working with your mentee, make sure you are in a public area for everyone's safety.
3. **Work within the rules of the school** as set out by the principal. Be attentive to school information given by students and teachers. Keep confidential ANY info about them.
4. **Do not make promises you may be unable to keep.** This especially applies to "secrets" that your mentee may share ... the school authorities may NEED to know the circumstances. Also, don't promise to take your mentee to outside events. Let that be something that does, or does not, evolve.
5. **Remember that you are not taking the place of the parent, teacher, or counselor.**
6. **It is not your role to be a Santa Claus** to the student. Sometimes the mentees expect gifts, outside activities, etc. Your time and special attention is much more valuable to the student.
7. **We do not require or encourage mentors to spend time with their mentees outside of school.** This program cannot be responsible for any time you spend with your student off of school property. (See the School Based Acknowledgement form in the forms section.)
8. **Don't expect a miraculous turn-around with your student.** Most of us want to see a fast change, but this seldom occurs. You will need to build a feeling of trust and respect and that will take time.
9. **If your student is frequently absent,** you may want to check with your school contact person to formulate a personalized plan which will enable you to contact the school before you visit.

# HOW TO WORK WITH YOUR MENTEE

## Relationship Building: Things to do...



**Listen:** In your eagerness to relate to your mentee, resist the impulse to interrupt with a similar story of your own.

**Be Flexible:** Do it their way once, and your way next.

**Be Consistent:** If your mentee has suffered many disappointments, this can be the most crucial quality you can offer.

**Give Reason:** You can increase your credibility if you can say why something is or isn't appropriate.

**Show Affection:** There is a natural tendency for children to want and need affection. You should model appropriate behavior. You can show affection by letting your mentee know you've been thinking about them during the time you're not together.

**Model Appropriate Behavior:** Be conscious of your own behavior and what you are projecting.

**Have Fun:** Find opportunities to be silly; find nicknames and private jokes.

**Acknowledge Accomplishments:** In day-to-day activities note when your mentee tries and succeeds.

**See Your Mentee as an Individual:** Identify what is special and unique about your mentee.

**Respect Boundaries:** If you see that a question you've asked is "touchy," back away. Children who have been "burned" need to protect their vulnerability.

**Practice Anticipatory Empathy:** Remember how you felt about disappointments faced.

**Make Frequent Deposits:** Building a relationship is like building a bank account. Every time you do what you said you were going to do is like making a deposit that can later be drawn against.

**Remember Details:** Nothing is more flattering to any of us than to know we're truly being listened to and what we say is worth remembering.

**Give Encouragement:** Remind them of previous successes when something seems difficult. Tell them, "You can do it!"

## HOW TO WORK WITH YOUR MENTEE

### Relationship Building: Things to avoid...



**Criticize the Past:** Avoid bringing up past mistakes.

**Generalize Negative Behaviors:** Avoid words like “you always” or “you never.”

**Share Your Personal Problems:** You are there for your mentee. Only when there is a lesson to be learned is it appropriate to share personal problems.

**Pry:** Be sensitive to verbal and nonverbal cues that indicate you are asking too many or threatening questions.

**Constantly Teach:** Recognize teachable moments using approaches such as “what do you think of the way that person just behaved?”

**Interrupt:** Let your mentee finish telling you a story or giving you information without being interrupted.

**Pass Judgment:** Wait to be asked before you offer your opinion.

**Criticize Friends:** Do not voice your opinion about behavior or “style” of your mentee’s friends.

**Use A Lot of “Shoulds”:** The word “should” can provoke resistance. This word is used to express obligation or duty. Find ways to say “how about if...” And other positive phrases.

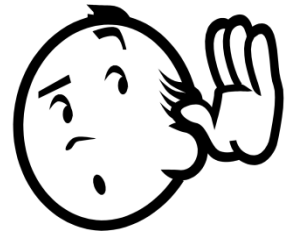
**Discourage Differences:** Allow your mentee the freedom to explore various ways of thinking and behaving even if they are different from yours.

**Punish Honesty:** Even if you don’t like or approve of reported behavior or ways of perceiving, don’t let your disapproval become punishment to your mentee for telling you about what is happening or how they feel.



## **HELPFUL COMMUNICATION SKILLS**

Active listening skills are very helpful for mentors to develop and practice. These skills are particularly useful when your goal is to open up communication with a young person.



### **Active Listening**

Active listening is an attempt to truly understand the content and emotion of what the other person is saying by paying attention to verbal and non-verbal messages. The task is to focus, hear, respect and communicate your desire to understand. This is not the time to be planning a response or conveying how you feel.

Active listening is not nagging, cajoling, reminding, threatening, criticizing, questioning, advising, evaluating, probing, judging, or ridiculing.

### **Skills to use:**

- Eye contact
- Body language: open and relaxed posture, forward lean, appropriate facial expressions, positive use of gestures
- Verbal cues such as “um-hmmm,: “sure,” “ah” and “yes” Results of Active Listening:
- Encourages honesty – helps people free themselves of troublesome feelings by expressing them openly
- Reduces fear – helps people become less afraid of negative feelings
- Builds respect and affection
- Increases acceptance – promotes a feeling of understanding
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**When you actively listen, you cooperate in solving the problem – and in preventing future problems.**

## WHAT MAKES A GOOD MENTOR?

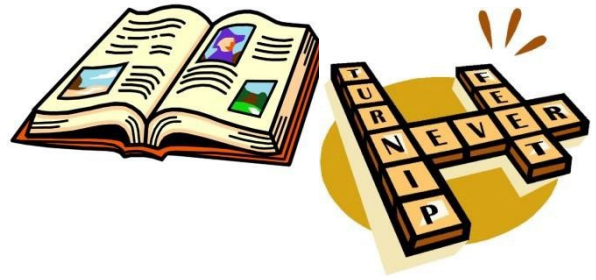
Many people feel that being a mentor requires special skills, but mentors are simply people who have the qualities of good role models.



### **Become an asset builder by following these suggestions –**

|  |  |
|--|--|
| <u>Mentors show up.</u>                  | <u>They consistently show up on time.</u>  |
| <u>Mentors listen.</u>                   | <u>They maintain eye contact and give mentees their full attention.</u>  |
| <u>Mentors guide.</u>                    | <u>Mentors are there to help their mentees find life direction, never to push them.</u>  |
| <u>Mentors are practical.</u>            | <u>They give insights about keeping on task and setting goals and priorities.</u>  |
| <u>Mentors educate.</u>                  | <u>Mentors educate about life and their own careers.</u>   |
| <u>Mentors provide insight.</u>          | <u>Mentors use their personal experience to help their mentee avoid mistakes and learn from good decisions.</u>                                  |
| <u>Mentors are accessible.</u>           | <u>Mentors are available as a resource and a sounding board.</u>   |
| <u>Mentors criticize constructively.</u> | <u>When necessary, mentors point out areas that need improvement, always focusing on the mentee's behavior while encouraging good character.</u> |
| <u>Mentors are supportive.</u>           | <u>No matter how painful the mentee's experience, mentors continue to encourage them to learn and improve.</u>                                   |
| <u>Mentors are specific.</u>             | <u>Mentors give specific advice on what was done well or could be corrected, what was achieved and the benefits of various actions.</u>          |
| <u>Mentors care.</u>                     | <u>Mentors are about their mentees' progress in school and career planning, as well as their personal development.</u>                           |
| <u>Mentors are problem solvers.</u>      | <u>They help guide their mentee to discover possible solutions to their problems.</u>  |
| <u>Mentors succeed.</u>                  | <u>Mentors not only are successful themselves, but they also foster success in others.</u>   |
| <u>Mentors are admirable.</u>            | <u>Mentors should be well-respected in their organizations and in their community.</u>   |

## WHAT WILL WE DO EACH WEEK?



### Read/Discuss:

- Start by telling your mentee why you decided to become a mentor.
- Select books you like and read them together. Get to the exciting part and finish next session.
- Start a book club.
- Research the history of music and learn to play a musical instrument together.
- Teach your mentee several words from a foreign language or have them teach you.
- Write a story together.
- Start a pen pal project with a youth from another country.
- Act out a scene from a favorite book.
- Discuss ways to make spelling fun.
- Play hangman or other word games.
- Share thoughts or feelings between meetings in a small journal.
- Bring in reading materials (magazines, hobby magazines, books) that are interesting to the student.
- Check homework together.
- Write letters to each other, especially during summer months.

### Building/Crafts:

- Create a scrapbook of memories that last the entire year.
- Construct a kite and fly it.
- Create a design and carve a pumpkin on Halloween.
- Create cards (holiday, get well, birthday, etc.)
- Decorate T-shirts and wear them proudly.
- Build a model together.
- Paint a picture together.
- Build with modeling clay.
- Draw a portrait of each other and don't show it to each other until you are done. Frame it.
- Start a hobby and work on it together. Build a model dinosaur, knit, paint, etc.



## Sports:

- Share sports you are interested in. Bring football, baseball & gloves, etc. and go outside. Try something new!
- Bring a putter and red solo cups and set up a mini-golf course outside.



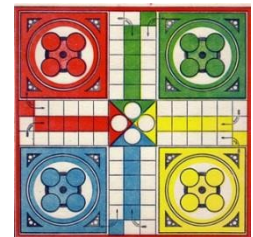
## Career Development:

- Discuss what your mentee wants to be when he/she grows up.
- Discuss goals and set some with your mentee.
- Make a “things to do” list.
- Share hobbies and interests.
- Ask your student... Where would you want to be in in 5 or 10 years? Discuss how to get there.
- Ask “What do you NOT want to be and why?”
- Invite a guest speaker in who represents the career the mentee wants to be.
- Help your mentee create a resume.
- Help your mentee craft a personal mission statement.
- Share your career experiences. How you got to be where you are today.
- Discuss people that they admire and why.
- Create a unique business card.
- Help your mentee brainstorm organizational skills they might need to work on. □ Research volunteer opportunities and plan to join the.
- Volunteer at the school with your mentee. Make copies, pick up trash, plant a garden, etc.
- Teach money management skills.
- Look at brochures on higher education.
- Use the computer lab to tour college websites of interest.
- Discuss opening a bank account and how to develop a good credit history.
- Go to ga411.com to research colleges. Discuss financial aid and scholarships and what tasks need to be done.



## Games/Activities:

- Play games such as chess, checkers, battleship, jenga, etc.
- Complete crossword puzzles together.
- Encourage your mentee to try out for school activities such as band, chorus, drama, sports.
- Discuss summer activities to be involved in.
- Spend time with your mentee on the playground.
- Discuss leisure activities.
- Attend or help out at your mentee’s school activity. (i.e. class party or field day)
- Do artwork of all kinds; illustrate a book you write together.
- Puzzles, dominoes, and matching games.



## **Technology:**

- Use a camera to create a photo gallery on the computer.
- Make a movie together; (i.e. act out a story with finger puppets)
- Connect with the community; research what after-school programs are available.
- Take a career interest inventory. Discuss the outcomes.
- Research famous people on the computer.
- Create a power point presentation on a topic of interest to them.
- Let the mentee teach you new technology such as a “Prezi” presentation.
- Plan a trip on the computer and research all points of interest along the way.
- Have your mentee teach you how to play a video game.



## **Other Ideas:**

- Create a time capsule and bury it. Set a date to dig it up.
- Teach how to give a handshake.
- Discuss proper etiquette and social graces.
- Decide on a community service project you can both work on. (School-based is best.)
- Talk about friends – those they currently have and those they would like to have.
- Share life experiences.
- Share a proverb or famous quote each time you meet.
- Practice questions that might be on a driver’s test.
- Complete a personality inventory to find out more about your mentee.
- Plan random acts of kindness.
- Introduce yourself with a “me bag.” Have items that represent things about you.
- Ask your mentee to take you on a tour of the school.
- Ask questions like, START, STOP, and CONTINUE... what do you need to start? What do you need to stop? What do you need to continue? Discuss their answers.
- Turn the tables and let them advise you on an issue you are concerned about.
- Help them find their “SPARK” – a spark is something that gives a person’s life meaning and purpose. Take a picture of the two of you and make a copy for them. Use the WE ARE ALIKE form to find your common interests and differences. Talk about your interests, music, hobbies. Let your mentee “teach” you something they know.



## TOPICS FOR DISCUSSION BETWEEN MENTORS AND HIGH SCHOOLERS

- Timeline for after high school – in 5, 10, 15, 20... years.
- Realistic and attainable goals.
- Examination of personalities and style of functioning.
- Personal interests – yours and theirs.
- Financial independence – personal credit cards, budgeting, ATMs and setting up a bank account. (Dave Ramsey materials are a great resource.)
- Balancing time/time management.
- Getting organized – does the mentee have a planner or daily calendar?
- People you admire – who are your heroes?
- Communication skills.
- Workplace-readiness skills.
- Employability indicators – attendance, punctuality, appearance, initiative, maturity, courtesy, attitude, quantity/quality of work, flexibility, and cooperation.
- Job opportunities – job shadowing, internships, apprenticeships.
- Career interest inventory.
- Job exploration.
- Mock applications for work and post-secondary education.
- Applications for financial aid, scholarships and awards.
- Create a resume.
- Practice interview skills.
- Personal mission statement.
- Studying for driver's license.
- Involvement in school clubs, community activities. □ Summer activities.



## GETTING TO KNOW YOU

My mentee's name is: \_\_\_\_\_

What grade are you in? \_\_\_\_\_

Do you have a nickname? \_\_\_\_\_

How many brothers and sisters do you have? \_\_\_\_\_

How long have you lived in Cartersville? \_\_\_\_\_

What do you like to do with your family/friends? \_\_\_\_\_

How would you describe yourself? (messy, organized, etc.) \_\_\_\_\_

Do you like to read? Favorite book? \_\_\_\_\_

What is your favorite TV show and movie? \_\_\_\_\_

Do you have any pets? \_\_\_\_\_

What do you want to do when you grow up? \_\_\_\_\_

What is your favorite after-school activity? \_\_\_\_\_

What is your favorite subject? \_\_\_\_\_

When is your birthday? \_\_\_\_\_

When you have completed the questions, let your mentee ask the same of you. Include where you work and what you do. Then, invite your mentee to take you on a tour of the school.

## **GETTING TO KNOW YOU**

Ask your mentee some questions as an icebreaker.

| <b><u>Topic</u></b>                   | <b><u>Mentee</u></b> | <b><u>Mentor</u></b> |
|---------------------------------------|----------------------|----------------------|
| <u>Favorite Color</u>                 |                      |                      |
| <u>Last Book Read</u>                 |                      |                      |
| <u>Most Admired Celebrity</u>         |                      |                      |
| <u>Favorite Memory</u>                |                      |                      |
| <u>Best Friend</u>                    |                      |                      |
| <u>Favorite Holiday</u>               |                      |                      |
| <u>Time I Get Up In Morning</u>       |                      |                      |
| <u>Favorite Song</u>                  |                      |                      |
| <u>Makes Me Mad</u>                   |                      |                      |
| <u>Make Me Happy</u>                  |                      |                      |
| <u>Eye Color</u>                      |                      |                      |
| <u>Last Time I Cried</u>              |                      |                      |
| <u>Food I Hate</u>                    |                      |                      |
| <u>Favorite Food</u>                  |                      |                      |
| <u>What I Want to Be</u>              |                      |                      |
| <u>Favorite Thing to Do in Summer</u> |                      |                      |
| <u>Favorite Thing to Do in Winter</u> |                      |                      |
| <u>Best Vacation</u>                  |                      |                      |
| <u>Favorite Subject</u>               |                      |                      |
| <u>Favorite Sport</u>                 |                      |                      |



## NEW MENTOR APPLICATION FORMS

Date \_\_\_\_\_

Name \_\_\_\_\_

Birthdate \_\_\_\_\_ Ethnicity \_\_\_\_\_

Home or Cell Phone # \_\_\_\_\_ Email \_\_\_\_\_

Home Address \_\_\_\_\_ City \_\_\_\_\_

Employer \_\_\_\_\_ Position \_\_\_\_\_

Business Phone \_\_\_\_\_ Business Email \_\_\_\_\_

Education/Special Training \_\_\_\_\_

Career Experience \_\_\_\_\_

\_\_\_\_\_

Volunteer Experience/Community Involvement/Experience working w/students \_\_\_\_\_

\_\_\_\_\_

Interest or reason for volunteering as a mentor: \_\_\_\_\_

\_\_\_\_\_

Professional Reference Name \_\_\_\_\_ Title \_\_\_\_\_

Contact Information: Phone \_\_\_\_\_ Email \_\_\_\_\_

Personal Reference Name \_\_\_\_\_

Contact Information: Phone \_\_\_\_\_ Email \_\_\_\_\_

Other Languages Spoken \_\_\_\_\_

Personal Interests/Hobbies \_\_\_\_\_

School System/School Preference \_\_\_\_\_

Mentee Age Preference: Primary (K-2) \_\_\_\_\_ Elementary (3-5) \_\_\_\_\_ Middle (6-8) \_\_\_\_\_ High (9-12) \_\_\_\_\_

I have received Mandated Reporter Information

I consent to a criminal history/background check which will be completed upon approval of this application.

Follow-up background checks will be performed at the discretion of the Mentor Canes Program.

I am willing to spend 1 hour per week mentoring my student.

\_\_\_\_\_

Applicant's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please submit your application to Paula Womack or Kathy Lockard at 15 Nelson Street, Cartersville, GA 30120**

**CRIMINAL HISTORY RELEASE FORM**

**Permission for CONSENT (Criminal Background Check)**

I hereby authorize Mentor Canes to receive, on an annual basis, any criminal history record information pertaining to me which may be in the files of any Federal, State, or Local criminal justice agency in Georgia or the United State of America.

I, \_\_\_\_\_, do hereby request and authorize a thorough Criminal History Record Check and/or Background Investigation.

I further authorize the findings to be released to Mentor Canes and the Administration of the Cartersville City School System I will be mentoring for.

Consented to this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

X \_\_\_\_\_  
Signature of Applicant

Witnesses this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

Notary Stamp

X \_\_\_\_\_  
Notary Public Signature

Please Print the following Information:

Full Name: \_\_\_\_\_

Address: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

GA Driver License or ID Number \_\_\_\_\_ Expiration \_\_\_\_\_

SSN: \_\_\_\_\_

Sex: \_\_\_\_\_

Race: \_\_\_\_\_

(This form must be completed before any background check is released.)

## **MANDATED REPORTING POLICY**

While everyone is encouraged to report suspected child abuse or neglect, volunteers, staff members, and interns working with students in any capacity through Cartersville City Schools are mandated to report suspected abuse.

### **Responsibilities of Mandated Reporters, O.C.G.A. 19-7-5(c)(2)(D),(E); Liability for failure to report, O.C.G.A. 19-7-5; and Protection as a Mandated Reporter – Georgia Code 19-7-5(f),(g):**

While working with students at any Mentor Canes activity, a volunteer, staff member or intern who has reasonable cause to believe a student is abused, must report that abuse by notifying the designated person-in-charge of the facility (i.e., counselor or Principal of the school). That designated person-in-charge will direct any necessary reporting to the Department of Family and Children Services.

### **What to do if my mentee discloses abuse of any kind during our mentoring session:**

Remain calm and listen to the student. Give an empathic/caring response. Do not question the student as to the details of the abuse.

Report abuse concerns to the school counselor or the administrator in charge of the facility *before* leaving the school building.

Email the following information to Program Coordinator at [pwomack@cartersvilleschools.org](mailto:pwomack@cartersvilleschools.org) on the same day of the disclosure:

- Your name (do not give the name of student).
- The date and time of your mentoring session.
- State that you have reported to school personnel about an abuse concern and give the name of the counselor/administrator to whom you spoke.

I have read and understand the above information regarding the Mandated Reporting Policy and procedures.

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

**VOLUNTEER AGREEMENT**

I certify that the information given on this application is true and complete to the best of my knowledge.

I authorize you to make such investigations and inquiries as may be necessary in arriving at a decision. I hereby release employers, schools or persons from all liability in responding to inquiries in connection with my application.

I understand that false or misleading information given in my application or interview(s) may result in discharge. I understand, also, that I am required to abide by all rules and regulations of Mentor Canes.

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

**MENTOR CONFIDENTIALITY AGREEMENT**

I understand that I may gain information about a student that may be considered personal and/or confidential and should be treated accordingly. I agree that I will not disclose information obtained through my mentor relationship with a student to any third party who is not affiliated with the student’s teachers or school administration, or the coordinator of the Mentor Canes program.

I further understand that any unauthorized disclosure of student information may be a violation of Georgia and/or Federal law.

This application will be kept in an active file by Mentor Canes until your relationship with the Mentor Canes program is ended.

I understand that Mentor Canes or participating public schools, at their discretion, may accept or decline this application without providing me any reasons for the decision and has the right to terminate the relationship at any time.

Mentor Canes and its associated School Corporations do not discriminate against any individual because of race, sex, age, color, religion, national origin or physical handicap in the operation of mentoring programs or activities.

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

**PLEDGE OF SAFETY & COMMITMENT**

I pledge to honor the time commitment of 1 hour a week during the school year, mentoring in a local school with my mentee. I understand that my mentee may be going through a challenging or difficult situation and they will need a consistent mentoring relationship. While volunteering with Mentor Canes, I am aware that my phone number or email address may be shared with a Mentor Canes volunteer, program staff, and the participating school.

I agree to notify a contact person with Mentor Canes if an issue arises that requires special attention beyond the scope of mentoring, or if I can no longer keep this commitment to my mentee.

I will diligently protect the safety of myself and my mentee by choosing to meet with my mentee in an open, visibly public space on school property.

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

**SCHOOL-BASED PROGRAM ACKNOWLEDGEMENT**

I, \_\_\_\_\_ understand that the Mentor Canes program does not require or encourage me or other Mentor Canes mentors to spend time with mentees outside of school property or school functions.

Furthermore, I understand that the Mentor Canes program or any group working on/with this program is not and cannot be responsible for any time I might choose to spend with my mentee off of school property. I understand that any time spent with the mentee off of school property is not considered to be a part of the Mentor Canes program, which is a school-based mentoring program.

However, for my own protection, the Mentor Canes mentoring program has strongly advised me to seek written parental or guardian consent for each event if I ever choose to be personally responsible to take the student off school property. Any time spent outside of school does not mean that I should forego the face to face time on the school campus with the Mentor Canes program.

Applicant Signature \_\_\_\_\_ Date \_\_\_\_\_

**POLICIES AND PROCEDURES VERIFICATION FORM**

I have received a copy, read and understand the following forms (please initial each of the following):

**Mandated Reporter Policy Acknowledgement and Guidelines**

**Volunteer Agreement Form**

**Confidentiality Agreement Form**

**Pledge of Safety and Commitment Form**

**School-Based Acknowledgement Form**

**Criminal History Release Form (Consent to Criminal Background Check)**

**Completed Mentor Application**

**Attended a new mentor training session.**

By signing below, I attest to the truthfulness of all information listed on my application and agree to follow Mentor Canes mentoring program guidelines.

Signature of Applicant: \_\_\_\_\_

Date: \_\_\_\_\_

**Mentor Canes appreciates your interest in becoming a mentor!**