<table>
<thead>
<tr>
<th>School:</th>
<th>Site Coordinator Name:</th>
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<tbody>
<tr>
<td>Mentor Name</td>
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<td>Mentor Email</td>
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<td>Mentor Phone Number</td>
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<tr>
<td>Mentor Affiliation? (SFUSD, SFUSD MOU, SF Ed Fund, BBBS)</td>
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<tr>
<td>Mentee Name</td>
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<td>Mentee HO#</td>
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<tr>
<td>Grade Level</td>
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<td>IEP/504 Plan? (Y/N)</td>
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<td>Match Date</td>
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<td>Parent Consent?</td>
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<td>Media Release?</td>
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<td>Pretest Date</td>
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<td>Entered into on-line system?</td>
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<td>Notes:</td>
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MENTORING FOR SUCCESS
MENTOR ORIENTATION FACILITATOR’S AGENDA

Why Orient Mentors? Site Coordinators orient mentors to review all aspects of the program including confidentiality, program expectations, and the time commitment. This allows Site Coordinators to better understand the capacity that potential mentors have to dedicate to a student.

It is important to review this information with mentors before they start meeting with students. It may be necessary to schedule a few orientation sessions on varying days/times to make sure all mentors can attend. This outline may be used to provide group or individual mentor orientations and can be adapted for anywhere between 20 minutes up to one hour.

Orientation Goals: (Write on whiteboard or flip chart paper)
- Provide mentors with information to ensure the success of mentor-student matches
- Provide an overview of program goals, model and expectations
- Provide specific tips, ideas and strategies to use with students
- Review documentation requirements

Ice Breaker: (optional; 10 minutes)
- THINK, PAIR, SHARE. Share with a partner about an adult who had an influence on you as a young person. Then pairs share out and the facilitator summarizes how those influences may be offered by a mentor at school.

Introduction: (5 minutes)
- Introduce the role of the Site Coordinator. Site Coordinator coordinates the mentoring program at the school site and is there to support the mentoring relationships.
- Team of support staff with Mentoring For Success that coordinate the district-wide mentoring program.

Mentoring For Success Program Goals: (5 minutes)
- Place caring adults in the lives of SFUSD students
- Address issues impacting students such as attendance, academic performance, homework completion, behavior, and motivation/attitude toward school
- Enhance the school climate
- Build the school’s capacity to sustain Mentoring For Success through training

Introduction to Mentoring: (5-7 minutes)
- Mentoring is a structured, consistent and purposeful relationship between a young person and a caring adult.
- Mentoring is not case management, therapy or teaching.
- Mentoring is a proven strategy to build resiliency and life success skills. Students in consistent mentoring relationships have been shown to be:
  - less likely to begin using drugs or alcohol
  - less likely to engage in violence
  - more likely to attend school
  - more likely to have a positive attitude toward school *(Public/Private Ventures Big Brothers Big Sisters Study, 1995)*
  - more likely to be positive toward elders and toward helping others *(Jekielek et al., 2002)*
- Mentoring focuses on relationship building to establish mutual trust, respect, and friendship and then can develop to address specific goals and sensitive issues.
Mentoring is one-to-one but does not preclude the value brought to students by exposure to other positive adults and resources.

**How Does The Student Mentor Program Work?** (10 minutes)

- The Site Coordinator manages all aspects of the program to support mentors and their student mentees.
- This is a school-based program where mentors meet with students weekly for approximately one hour during the school year, preferably on a specific day and time. Participants also have contact during the summer.
- The program considers the individual needs and culture of each student.
  - **Cultural Competence**
- Mentors engage in a variety of asset building activities with students on school grounds. See the website for additional resources.
  - **Activity Ideas**
  - **Activity Binder**
  - **Website** [www.healthiersf.org/mentoringforsuccess](http://www.healthiersf.org/mentoringforsuccess)
- Mentors abide by confidentiality. Mentors are mandated reporters and if their mentee discloses issues of danger they must report it to the Site Coordinator. If their mentee reports that they are thinking of hurting themselves, hurting others or are being hurt this information must be reported to the Site Coordinator and other appropriate authorities.
- Group program activities are held during the school year and in the summer months.

**What Do Mentors Do?**

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
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<tbody>
<tr>
<td>Review Mentor Guidelines</td>
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<tr>
<td>Initial Meeting: Set regular meeting time using Mentor-Mentee Meeting Agreement</td>
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<tr>
<td>Use What’s Hot, What’s Not or Mentor-Student Ice Breaker to begin building a relationship with your student</td>
<td></td>
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<tr>
<td>Review Activity Ideas and Free and Low Cost Activity Ideas with mentee. See website for more activity ideas. <a href="http://www.healthiersf.org/mentoringforsuccess">www.healthiersf.org/mentoringforsuccess</a></td>
<td></td>
</tr>
<tr>
<td>Attend planned Monthly Group activities at school</td>
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<tr>
<td>Work with Site Coordinator to participate in off-site activities. See permission forms</td>
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<tr>
<td>Document each student visit on the Online Activity Log and submit weekly</td>
<td><a href="http://www.healthiersf.org/mentoringforsuccess">Online Activity Log</a></td>
</tr>
<tr>
<td>Consult with Mentor Program Site Coordinator to brainstorm fun ideas, or troubleshoot problems or concerns*. See website for Match Support resources</td>
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<tr>
<td>Attend Mentor Trainings advertised throughout the year. See calendar for dates.</td>
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<tr>
<td>Mentor Interviews for program evaluation</td>
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<td>Make a Summer Plan, Summer Activity Ideas, Summer Planning Worksheet, Summer Agreement</td>
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<tr>
<td><strong>Match Closure</strong></td>
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</table>

*Please notify your Mentor Program Site Coordinator if your student is moving or transferring schools to ensure that referrals may be made for the student at their new school, and post-surveys are completed.*
MENTORING FOR SUCCESS
MENTOR ORIENTATION PACKET

Thank you for being willing to mentor a student at our school. This packet will provide the basics you need to get started as a mentor. Mentoring For Success will support you through the process. Please reach out if you have questions. Thanks--welcome to mentoring!

✧ Mentor Guidelines
  • Overview of Mentoring For Success
  • Responsibilities & Commitments

✧ Understanding the Mentoring Relationship

✧ Special Considerations
  • Cultural Competence
  • Best practices working with foster youth
  • Students with Disabilities

✧ Activities
  • When to meet agreement
  • Free/low-cost activities
  • Get to you know you interview and ice breakers

✧ Match Closure

✧ Accessing and Using the Online Activity Log

✧ SFUSD Field Trip Permission Form

✧ Agreement for Volunteer Drivers

✧ Mentor Orientation Evaluation

✧ Prospective Mentor Self-Assessment

District Program Contacts
  Mentoring For Success Program Office:
  1515 Quintara Street
  T: 415-242-2615
  F: 415-242-2618

District Program Coordinators
  Erin Farrell farrelle@sfusd.edu
  Laurie Vargas vargasL2@sfusd.edu

Find us online: www.healthiersf.org/mentoringforsuccess
MENTORING FOR SUCCESS
MENTOR GUIDELINES

“The most effective mentors offer support, challenge, patience, and enthusiasm while they guide others to new levels of achievement.”

("STAGES OF A MENTORING RELATIONSHIP" Baylor University’s Community Mentoring for Adolescent Development)

Overview:
Mentoring For Success provides students with highly qualified and effective mentors who engage students in asset building activities to build skills for school success, attendance, and problem solving.

Mentors serve as positive role models and motivate students to become their best. They offer students a pathway to expand their life perspectives, overcome obstacles and build on their strengths to make positive choices and develop essential school and life skills. Mentors are not case managers or therapists. They are caring adults committed and skilled at building relationships with young people.

Responsibilities and Commitments:

- Mentors must be SFUSD employees or volunteers with the proper background clearance to work with students.
- Attend mentor orientation and training session(s).
  - On-going training is offered through the Mentoring For Success program and notifications will be sent out via email and flyers in your school mail box.
- Commit to meeting with a student weekly for one hour for a full year
  - Including check-ins during the summer, preferably at a scheduled day and time on school grounds
- Document student visits and activities in the Online Activity Log.
- The mentor-student relationship is one-to-one.
  - If a mentor is willing and available, he or she may mentor 2 students with the approval of the Mentor Program Site Coordinator.
- Attend scheduled, monthly mentor program events planned at the school site.
- Meeting with students off campus is not a requirement and is not permitted during the first three months of the match.
  - Any visit/activity off campus must have a signed permission slip from the parent on file with the Site Coordinator, and documented in the Online Activity Log. Personal vehicles may only be used to transport students with authorization from school administrator and proper insurance documentation. Public transportation, walking or bicycling are preferable.
- The use of alcohol & recreational drugs is strictly prohibited when spending time with your student mentee regardless of whether it is during school hours.
- Maintain confidentiality.
  - Mentors are mandated reporters and must tell the Site Coordinator or other authorities if they learn of anything that may pose any danger or threat to the student or someone else.
- Notify the Site Coordinator and mentee as soon as possible if you are unable to continue mentoring.
  - A closure meeting will be facilitated by the Site Coordinator.
- Have fun!

Find us online: www.healthiersf.org/mentoringforsuccess
Mentoring relationships are just like any other relationship in that it takes time to build trust and get to know each other. When adults spend time getting to know the youth the relationship can last longer and will be more fulfilling for both parties. Below is a sample of how the mentoring relationship can look.

**Stage 1: Building Trust**
- Plan meetings
- Get to know each other
- Set boundaries
- Recognize strengths
- Learn to communicate

**Stage 2: Exploring Possibilities**
- Choose activities
- Explore interests
- Set realistic goals
- Rethink first impressions
- Bridge differences

**Stage 3: Navigating Rough Spots**
- Mentee may start pulling away
- Uncomfortable feelings may arise
- Remain committed
- Seek outside support
- Clarify boundaries

**Stage 4: The Continuing Cycle**
- Reflect on Goals
- Celebrate accomplishments
- Deeper bond and connection formed
- Prepare for closure or return to Stages 2 or 3

Find us online: www.healthiersf.org/mentoringforsuccess
Introduction to Cultural Competence:

*Cultural competence is the ability to recognize the value of a culture different from one’s own, and understanding that cultures are neither inferior nor superior to one another. Cultural differences, and similarities, are appreciated.*

Culture is the framework in which a person lives and through which a person views the world. This framework includes beliefs, values, traditions, experiences, education, gender, and social status – all of which work together to guide behavior and decision making.

Mentor programs and mentors themselves must examine their own thoughts and beliefs about their own and other cultures to identify their biases, and to build culturally competent mentoring skills.

**Achieving Cultural Competence:**

- **Recognize personal, culturally learned assumptions or biases**
  - Our perception of others is filtered through these personal biases. Once we are aware of them they can be managed and even removed. In mentor/student relationships, mentors must challenge and overcome their own biases, and be prepared to address biases or prejudices and/or experiences of being discriminated against by students. Mentors should be sensitive to the difficulty of sharing such beliefs and experiences and listen intently to students.

- **Increase knowledge about other cultures**
  - When a cultural bias is identified, or simply not much is known about another culture, increasing knowledge about that culture is important. Here are several ways mentors can increase their knowledge:
    - Mentors can research the student’s culture, and when appropriate, do so as an activity with the student
    - They can seek out and talk with adults from the student’s culture to learn more about their beliefs, traditions, language, customs, values, etc.
    - Look at magazines, newspapers and television targeted to the student’s particular community to gain insight and information about the student and his or her community
    - If appropriate, the student can teach the mentor some of his or her home language
    - Furthermore, it is important to understand the student’s family issues of immigration and acculturation (voluntary vs. involuntary immigration and where they are on the continuum of acculturation)

- **Increase interaction with different cultures.** This is one of the main factors that affect one’s beliefs about others of different cultural backgrounds.
  - Mentors and students can talk openly about each other’s cultural background
  - When appropriate, mentors can participate in students’ cultural traditions, or support students to share a tradition with their class/school
  - Mentors can attend community festivals, and/or other civic and religious events in their students’ particular communities
MENTORING FOR SUCCESS

TIPS FOR SUPPORTING FOSTER YOUTH

Who are Foster Youth?
According to the National Foster Care Coalition, a foster youth is a youth who is removed from their biological parents care due to neglect or abuse and placed in the care of the state. This placement could include being placed with relatives, in a group home, or in a traditional non-relative foster home placement.

- Why are children placed in Foster Care?
  - Children are removed from the care of their parents primarily because of abuse or neglect due to complex family, social, and environmental conditions out of their control. Some children in foster care move frequently among emergency shelter, foster parent, guardian homes (kinship/relative or non-relative) and group homes.

- Who are the adults in foster youths’ lives?
  - Multiple adults are involved in different aspects of foster youths' lives; social workers, relative caregivers, foster parents, group home staff, probation officers, therapists, court appointed lawyers, Court Appointed Special Advocates (CASA), education surrogates, and birth parents.

- How many young people are in foster care?
  - As of July 2011, there are over 53,000 children and youth in Foster Care. In San Francisco over 1,000 children are in the San Francisco Foster Care system. Approximately 250 of those are age 16 or over. Every year, over 130 youth emancipate at age 18 to independence.

General Tips for Working with Foster Youth

✓ Respect the youth’s privacy! His/her foster care status is confidential and cannot be shared without permission.

✓ Create an environment that makes the youth feel included and safe. Having someone that they can check in with and connect to at school is important in helping them be successful in school.

✓ Structure activities to support the youth’s success. Provide predictability, consistency, clear expectations and opportunities for meaningful participation. Scaffold activities when appropriate.

Adapted from San Francisco Unified School District – School Health Programs - Foster Youth Services Program website, and a handout by Honoring Emancipated Youth
MENTORING FOR SUCCESS

TIPS FOR SUPPORTING YOUTH WITH DISABILITIES

In San Francisco Unified School District there are over 6,000 students identified as having a disability. According to An Audit of Programs & Services for Students with Disabilities in the San Francisco Unified School District (September 2010), this makes up approximately 11% of the overall student population.

Mentoring is an essential component in supporting youth with disabilities. Whether students have an active IEP or a 504 Plan, having a supportive, caring adult relationship at school can assist students in feeling more connected to their school as well as empowered in their education.

Mentoring For Success will be hosting trainings throughout the school year to assist mentors in supporting students with disabilities. Trainings will give mentors an opportunity to better understand the specific disability, including specific learning disabilities.

General Tips:

- Participate in activities/events sponsored by Support for Families of Children with Disabilities. [www.supportforfamilies.org](http://www.supportforfamilies.org)
- Build a relationship with the youth’s caregiver to learn about the youth’s specific challenges
- Remain positive and don’t make assumptions about the student and their disability. If you have questions ask in a sensitive manner
- Remember that the student is not their disability

Contact Laurie Vargas or Erin Farrell for more information.
MENTORING FOR SUCCESS
MENTOR-MENTEE MEETING AGREEMENT

Mentor Name: ____________________  Student Name: ____________________

We agree to meet once a week during the hours of ____________________
(time)

at/in ____________________.
(location name)

We agree that if either of us is late or cannot attend a weekly meeting we will:

☐ Contact my mentor/mentee by phone, email or text
☐ Contact the Program Coordinator to let my mentor/mentee know

Mentor phone number ______________________________________________
Mentor email _______________________________________________________

Student phone number ______________________________________________
Student email _______________________________________________________

Program Coordinator phone number _________________________________
Program Coordinator email __________________________________________

_________________________________  _____________________________
Student signature  Date

_________________________________  _____________________________
Mentor signature  Date

Please give this to your Site Coordinator and he/she will make a copy for each of you.
MENTORING FOR SUCCESS

ACTIVITY IDEAS

- Homework assistance or regular help with a challenging subject for the student
- If attendance is an issue, brainstorm strategies to improve attendance and monitor the results; if needed, make adjustments together
- Visit student in a class to check in and provide support
- Help student organize his/her backpack, desk and/or cubby, homework planner or organizer
- Student journal (may include writing, drawings, photos, stickers, goals/plans, etc.)
- Art projects (drawing, making cards for family or friends, collages, life maps, etc.)
- Have breakfast or lunch (or bring in ingredients to make a healthy breakfast or lunch)
- Play games (cards, checkers, chess, puzzles, dominos, Mancala, Legos, Jenga, etc.)
- Play outside (basketball, jump rope, play catch with a ball, Frisbee, etc.)
- Work out--bring your mentee to your gym with a guest pass
- Gardening (if no outdoor garden, get pots and soil to plant)
- Go to the library and read a book together
- Research an area of interest to the student using computer and library
- Volunteer to do “community service” together at school (put up a bulletin board about positive school behavior, read to younger students, start a “keep our school clean” campaign, etc.)
- Write a letter to a school, local, state or federal official about an issue of concern to the student and anxiously await their response
- Write a story together and include pictures/drawings (submit to student newspaper, school newsletter or PTA)
- Photography (give student a disposable camera to take pictures of neighborhood, family, friends, pet to use in life mapping or journal, learn to use digital camera technology, etc.)
- Discuss interesting places student would like to visit and find them on the map, send for tourist information and find web sites about the destinations, learn about the people who live there
- Hold conversations regarding topics such as: What student wants to be when they grow up, school subjects they like or don’t like and why, what extra support they may want with school work, how they can set/accomplish goals, what they’re good at and how to begin incorporating their interests/talents into their lives, even outside of school (e.g. arts, dance, sports, computers/tech, affection for animals, poetry, etc.)
- If possible, teach your student one of your favorite hobbies (e.g., jewelry making, pottery, knitting, playing a musical instrument, building model cars, etc.)
- Get involved in a school club, play, etc. to build student’s school pride and self-confidence
- Visit a college campus together
Free and Low-Cost Activity Ideas

Looking for new things to do that don’t cost a lot of money? There are plenty of options for you—inside or outside, around home or out and about, physically active or relaxing—take your pick! Below are just a few ideas for things you can do together that don’t necessarily require spending a lot of money.

**General Activities We’d Like to Try**

- Cooking
- Having lunch together
- Going bargain shopping
- Playing board games
- Playing video games
- Playing card games
- Spending time on a farm
- Making crafts or art
- Attending a family gathering
- Going to a book signing or author reading
- Working on cars or bikes
- Scrapbooking
- Talking on the phone
- Taking care of pets
- Eating ice cream
- Learning photography
- Doing simple building projects
- Learning how to knit or quilt
- Visiting each other’s faith community
- Figuring out how to program a VCR, fix a computer, or some other appliance
- Volunteering together for a local cause
- Making stationery together, then sending each other notes on it over the course of the next year

**Academic, Career, and Life Skills–Focused Activities We’d Like to Try**

- Doing homework
- Reading
- Working on a résumé
- Talking about career interests
- Talking about education possibilities, beyond high school
- Visiting a local technical school, community college, or university
- Working on college applications
- Working on financial aid applications
- Practicing job interview skills
- Learning to balance a checkbook
- Going to a library
- Investigating the pros and cons of credit cards
- Taking a community education class together
- Looking for jobs or internships
- Touring the mentor’s workplace
- Talking about balancing work and life
- Talking about living within one’s means

CONTINUES→
**Sports and Physical Activities We’d Like to Try**

- Swimming
- Bike riding
- Rollerblading
- Bowling
- Canoeing or boating
- Sledding
- Going to a park
- Fishing
- Playing catch
- Horseback riding
- Hunting
- Learning karate
- Snowboarding or skiing

**Events and Activities That May Cost More Money That We’d Like to Try**

- Going to a play
- Going to a museum
- Attending a poetry slam
- Going to an amusement park
- Going to a county or state fair
- Attending a community or neighborhood parade or festival
- Attending a fund-raiser for a school, congregation, or other cause
- Attending a sporting event together
- Going to a concert together
- Visiting the zoo
- Going to a movie
- Going to a show together (like a flower show or an auto show)
# MENTORING FOR SUCCESS

## MENTOR-STUDENT ICE BREAKER

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>MENTOR</th>
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<tbody>
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<td>Favorite animal: ___________________________</td>
<td>Favorite animal: ___________________________</td>
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<td>Favorite color: _____________________________</td>
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<td>Height: ______________________________</td>
<td>Height: ______________________________</td>
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<td>Eye color: _________________________________</td>
<td>Eye color: _________________________________</td>
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<td>My hero: ________________________________</td>
<td>My hero: ________________________________</td>
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<td>Three wishes:</td>
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<td>Best friend: ______________________________</td>
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<td>Makes me mad: _____________________________</td>
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<td>Food I hate: ______________________________</td>
<td>Food I hate: ______________________________</td>
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<td>Last time I cried: ________________________</td>
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<td>Makes me happy:</td>
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<tr>
<td>What I like best about school:</td>
<td>What I like best about school:</td>
</tr>
</tbody>
</table>

(Adapted from: “STAGES OF A MENTORING RELATIONSHIP” Baylor University’s Community Mentoring for Adolescent Development)
Understanding each other's worlds, each other's cultures, is important for the development of a meaningful mentoring relationship. This work sheet can help you brainstorm about “What’s Hot? What’s Not?” with today's youth and adults. Mentors can share their own preferences and tastes now or when they were the student's age. You might find that you have some surprising similarities and/or some major differences.

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<thead>
<tr>
<th></th>
<th>What’s Hot?</th>
<th>What’s Not?</th>
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<tbody>
<tr>
<td></td>
<td>Mentee’s peers</td>
<td>Mentor’s peers</td>
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<td>Fashion</td>
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<td>Music</td>
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<td>Entertainment</td>
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<td>games, etc.)</td>
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<td>Hairstyles</td>
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<td>Food</td>
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<td>Language</td>
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<td>(especially slang)</td>
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<td>Other</td>
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MATCH CLOSURE

Since many students in the mentor program have experienced loss, separation, trauma, and transience, program staff and mentors must handle match closure with sensitivity and a plan.

Please be aware that many students transfer to different schools or their families move to different areas. As a result, Match Closure may happen mid-year. Please notify your Mentor Program Site Coordinator if you are aware that your student will be leaving the school. This will enable them to make appropriate referrals to the family if needed, to complete the Post Survey with the student, and also confer with you regarding Match Closure activities.

Here are some ideas for your Match Closure:

1) Give several weeks before the end of the school year or end of the match period to begin the closure process
2) Set a specific date for your last meeting and inform your mentee of this ahead of time
3) Talk about the reasons for ending the match; be honest, candid and supportive (regardless of the reason for the closure)
4) Review the year by talking about fun activities and the personal impact on each others lives; review journals, photos, drawings or other materials used to document the relationship
5) List new skills learned, challenges overcome, accomplishments, goals yet to be reached, and brainstorm strategies for the student to continue working toward goals
6) Exchange small, meaningful “closure gifts” with your student
7) Don’t make promises that you may not be able to keep (e.g., that you will keep in touch)
8) Be positive and supportive, especially about what the future may hold for your mentee
MENTORING FOR SUCCESS

ACCESSING AND USING THE ONLINE ACTIVITY LOG

Once a match has been made in the online system, new mentors receive an email message indicating their login and a temporary password, a randomly generated sequence of 8 characters. It's important that the Site Coordinator has a current email address for mentors. If an email is not provided then the system can't send the notification with the login information to you.

Please update your account information the first time you log on with a permanent login and password you can remember. *For easy access change login to your “first name” and password to your “last name.” Choose a security question and answer it.* Completing the security question allows the system to send mentors login information should it be forgotten.

For on-going access:

1. Log on to www.healthiersf.org/mentoringforsuccess

   Click on “Online Activity Log”

2. Enter user name and password information as indicated.

3. Look on the left hand sidebar for “Mentoring Project” and click on it. Under Mentoring project the name of your student will be listed. Click on the student’s name.

4. The Mentor-Mentee Contact Log will come up showing contact recorded to date.

5. **To add a new contact**, Click on the link at the top of the page that says “Create New Weekly Log”.

6. Complete ALL of the following empty fields in this view:
   - Mentoring Week
   - Total Weekly Minutes Spent
   - Total Weekly Contacts
   - Type(s) of Activity
   - Notes (Optional)*

7. After completing the necessary fields, click on “save record”. You may add another contact if you are entering contacts for more than one week. Make sure you click on “save record” after every entry and before logging off.

*If you have misplaced your login or password*

1) Use the 'Forgot your login' link on the login page. Clicking on this link allows you to enter your email and answer your security question to receive an automatic email with login information.

2) If you do not have a security question, email farrelle@sfusd.edu and request that your login be reset. This will send you an email with temporary login info. Then you can login and choose a new login and password that you can remember.
Mentoring for Success Web-based Mentor Log Screen Shot

If you have questions, please contact Kris Freiwald at krisf@etr.org or at 831-438-4060 ext. 253.
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
FIELD TRIP PERMISSION FORM AND WAIVER
(Use this form for standard day trips only)
(Overnight, Out of State or Experiential Field Trips must use Overnight/Experiential Field Trip Form)

Under the California Education Code and Board Policy, students may engage in field trips to enrich and complement their educational experience. With your consent, your child is participating in the Student Mentor Program. As part of this program, mentors may take mentees on field trips, which can include both group and one-on-one trips, as indicated below. Please review the list of proposed trips below and initial every trip that you will authorize. Please read this entire form and sign and date at the end if you agree to all terms. Thank you.

Student Name: ____________________________________________________________

Mentor Name: ____________________________________________________________

The trips will depart from and return to: (school name) __________________________

<table>
<thead>
<tr>
<th>Field Trip Location and Address</th>
<th>Field Trip Date</th>
<th>Departure and Return Time</th>
<th>Adult Supervisor(s) of Trip and Titles of Supervisors</th>
<th>Number of Students Attending Trip</th>
<th>Parent Initial</th>
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Find us online: www.healthiersf.org/mentoringforsuccess
**Trip Description**  The field trip(s) will involve the following activities: (*Mentor: describe trip and activities in detail*):

________________________________________

**Items Student Should Bring** *(if any)*:

________________________________________

**Transportation** *(Describe transportation for each trip i.e.: walking, MUNI, BART, Caltrain, school bus, charter bus, private automobiles)*

If traveling by automobile, name(s) of approved driver(s):

________________________________________

*(Note: Volunteer drivers must complete the Volunteer Driver Form prior to Field Trip)*

**WAIVER OF CLAIM:** I understand that Education Code Section 35330 provides that all persons making a field trip or excursion shall be deemed to have waived all claims against the District or the State of California for injury, illness or death occurring during or by reason of the field trip or excursion. I therefore acknowledge that as a condition of my son/daughter/ward participating in said activity, I hold harmless and waive any and all claims against the State of California or the San Francisco Unified School District (and its officers, employees, agents), including, but not limited to, claims arising out of any negligence of any officers, employees or agents of the District, for any injury, accident, illness, or death, or any loss or damage to personal property occurring during or by reason of the participation in said activity.

1. I understand this field trip is optional and attendance by my child is not required and that an alternative activity at School will be provided if I do not give permission for my child to participate.
2. I understand that all students going on this trip will be responsible in conduct to the bus driver(s), to teachers, and, if applicable, adult sponsors at all times.
3. I understand that all field trips begin and end at the School and that all students are required to go and return from this event on the transportation provided, unless prior arrangements have been made and agreed to in writing by the principal, site administrator, or teacher.
4. The District provides all students with Field Trip Accident Insurance that covers 100% of reasonable and customary charges up to $25,000.00 per claim, with no deductible amount. I understand that in order to make an insurance claim, I must complete, or cooperate with school personnel and the attending physician or dentist in completing an accident claim form, which is available at the School. I shall submit the claim form according to the instructions on the form. I understand that the District provides this insurance as a courtesy and, in no way, is responsible for the making, granting, or denying of insurance claims.
AUTHORIZATION TO TREAT MINOR: In the event that I, or other parent/guardian, cannot be reached in an emergency, I hereby give permission to the school staff to secure proper treatment for my child. I do hereby consent to whatever x-ray, examination, anesthetic, medical, surgical or dental diagnosis or treatment and hospital care are considered necessary in the best judgment of the attending physician, surgeon or dentist and performed by or under the supervision of the medical staff of the hospital or facility furnishing medical or dental services.

PARENT/GUARDIAN SECTION: MUST BE COMPLETED

Print Name(s) of Parent/Guardian: ____________________________________________
Parent/Guardian Work Phone: ________________________________
Parent/Guardian Work Phone: ________________________________
Emergency Contact Person: ______________________________________
Emergency Phone Number: ______________________________________
Pagers, cell phones, e-mail: ______________________________________
Physician/Health Insurance Name: ______________________________________
Policy Number: ________________________________________________
Phone: _______________________________________________________

Student’s Critical Medical Needs/Allergies/Conditions: ________________________

I acknowledge that I have carefully read this document and understand the information therein. I agree to each of the terms and acknowledgments above, and agree to permit my child to participate in all field trips initialed by me above.

Date: ___________ Parent/Guardian Signature: __________________________

CHAPERONES: If agreement has been reached with the supervising teacher, and I chaperone students on this trip, I will comply with all District requirements pertaining to the chaperoning of students.

Print Name ___________________________ Signature _______________________

FOR MIDDLE AND HIGH SCHOOLS ONLY
TEACHERS’ APPROVAL OF STUDENT’S PARTICIPATION IN FIELD TRIP

1° (Subject and Signature) 5° (Subject and Signature)

2° (Subject and Signature) 6° (Subject and Signature)

3° (Subject and Signature) 7° (Subject and Signature)

4° (Subject and Signature)

Administrator’s Approval Counselor’s Approval
AGREEMENT FOR VOLUNTEER DRIVERS

As required by the San Francisco Unified School District Administrative Regulation No. 5125 any driver who volunteers to transport students must comply with the following prior to any instance of transportation: (Check the box if requirement has been met)

☐ Agreement has been reached with the supervising teacher

☐ A copy of a Valid California Driver’s License has been provided

   CDL #: _____________________________   Exp: ___________

☐ A valid Proof of Insurance card with applicable limits has been provided

☐ A copy of valid vehicle registration has been provided naming the prospective driver as the vehicle’s registered owner.

☐ Driver has satisfied the TB test requirement

☐ Driver certifies that the vehicle to be used for transportation is in proper working order and meets all applicable safety standards and is not designed to carry seven or more passengers plus the driver.

☐ Driver will be providing transportation for the following:

   School: __________________________________________
   Activity: __________________________________________
   Date(s): __________________________________________

☐ If more than one date is noted above, Driver has been fingerprinted and cleared

The undersigned, affirms that the above information has been provided and the statements made are true and correct and he/she shall indemnify and save harmless the San Francisco Unified School District from any and claims or causes of action by whomever or wherever made or presented including but not limited to personal injuries, property damage or death resulting from voluntary transportation activities.

The undersigned additionally acknowledges that San Francisco Unified School District does not carry insurance for damage or liability on private vehicles.

Print Name ___________________________ Signature______________________________

Type and Year of Vehicle ____________________ Vehicle License No. ________________

_________________________________________ ____________________
School Administrator Date
Thank you for taking the time to complete this brief survey. Your responses provide valuable information used to monitor the success of our program. Please complete this survey only if you are a NEW mentor (joining the program in July - December 2012).

1. LAST name: ____________________________  2. FIRST name: ____________________________

3. Who provided your Mentor Orientation?
   □ SF Ed Fund  □ School Site-Coordinator
   □ MFS District Staff  □ Other (please specify) ____________________________

4. Please indicate whether you are an individual or Project Arrive mentor.
   □ Individual  □ Project Arrive

5. At which school will you be mentoring?
   □ Aptos MS  □ Dr. George W Carver ES
   □ Balboa HS  □ Giannini MS
   □ Bessie Carmichael MS  □ Hilltop HS
   □ Bret Harte ES  □ Hoover MS
   □ Bryant ES  □ ISA MS
   □ Burton HS  □ James Lick MS
   □ BV/HM MS  □ John Muir ES
   □ Cleveland ES  □ John O’Connell HS
   □ Civic Center  □ Malcolm X Academy ES
   □ Denman MS  □ Marina MS
   □ Dr. William L Cobb ES  □ Mission HS
   □ El Dorado ES  □ MLK MS
   □ Everett MS  □ Paul Revere MS
   □ Fairmount ES  □ Presidio MS
   □ Francisco MS  □ Rooftop Alt. MS
   □ Dr. George W Carver ES  □ Roosevelt MS
   □ El Dorado ES  □ Rosa Parks ES
   □ Everett MS  □ SF International HS
   □ Fairmount ES  □ Sheridan ES
   □ Francisco MS  □ SOTA/Academy of Arts
   □ Francisco MS  □ & Sciences HS
   □ Francisco MS  □ Tenderloin ES
   □ Francis MS  □ Thurgood Marshall HS
   □ Francis MS  □ Visitacion Valley Ms
   □ Francis MS  □ Wallenberg HS
   □ Francis MS  □ other___________
   □ Francis MS  □ TBD (Community Based Mentors)

6. Did you receive a Mentor Information Packet from your site-coordinator or SF Ed Fund? (This includes your Mentor Guidelines, Activity Ideas, Mentor Log Instructions, etc.)
   □ Yes  □ No

7. As a result of the Mentor Orientation, I have increased knowledge of the Mentoring For Success Program content (e.g. program model, goals, and requirements).
   □ Strongly Disagree  □ Disagree  □ Agree  □ Strongly Agree

8. As a result of the Mentor Orientation, I have increased knowledge that I will apply in my role as a mentor.
   □ Strongly Disagree  □ Disagree  □ Agree  □ Strongly Agree

Thank you! We appreciate the commitment and extra time you give to mentor a student. Please feel free to contact your Site Coordinator or the District Coordinators if you need assistance of any kind.

Find us online:  www.healthiersf.org/mentoringforsuccess
MENTORING FOR SUCCESS
PROSPECTIVE MENTOR SELF ASSESSMENT

Being a mentor is an important commitment you make to a student. Before you enter into a relationship, we want to make sure that you are ready to commit the time and energy that it takes to mentor. Please use this tool to assess whether or not you would be a good fit for the Mentoring For Success Program. Then review it with your Program Coordinator.

Please indicate your answer on a scale of 1 – 5 (5 being the most willing)

Are you willing to meet every week with your mentee for at least 30 – 60 minutes?

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We have an online activity log that takes 5 minutes per week to enter time spent with a mentee. Are you willing to complete such a log to summarize your contacts?

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Are you willing to attend an orientation session?

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Are you willing to attend at least one training per year to gain skills to enhance your mentoring relationship?

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Are you willing to attend off site activities with your mentee or with the group during your non work time?

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Are you willing and interested in doing an organized service project with your mentee or group?

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Are you willing to track down your mentee and encourage them to meet?

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Thanks for taking the time to complete this self-inventory. Please review it with your Mentor Program Coordinator.

Updated June 2012