



	6. Identify tasks that require a coordinated effort and work with others to complete those tasks 7. Identify and apply practices that preserve and enhance the safety and health of self and others 8. Explore, prepare for and seek educational and job opportunities
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**This lesson supports the development of skills in the following academic content areas.**

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas.
	Mathematics	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
	Science	
X	Health/Physical Education	5. Methods used to assess health, reduce risk factors, and avoid high-risk behaviors (such as violence, tobacco, alcohol, and other drug use).
	Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

<p><b>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.</b></p> <p>Assessment of this lesson will be through observation of student contributions and interactions in discussions as monitored by facilitator for the mentors (counselor, teacher, or administrator). The students that are having any difficulty will be referred to the counselor for responsive services. (Mentors may give a personal observation or each student they mentor.) Mentoring "Interview Guidelines" and "How well do you know your school?" will also be used in the assessment process.</p>
--

**Lesson Preparation**

<p><b>Essential Questions:</b></p> <p>How will high school differ from middle school?                  What is the process of transitioning and why is it important?                  What are my feelings about going into high school?</p> <p><b>Engagement (Hook):</b></p> <p>"If I knew then what I know now"- Think, Pair, Share model where upper-class students will reflect on their freshman year of high school and brainstorm questions, concerns, fears, suggestions, survival tips that would have helped them as freshman. Have upper-class students explain how to enjoy high school.</p>
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### Procedures

<b>Counselor Procedures:</b>	<b>Student Involvement:</b>
<p>After the hook:</p> <ol style="list-style-type: none"><li>1. Introduce upper class mentors and have each tell about his/her freshmen experience. Have students complete “How Well Do You Know Your School?” to spark discussion with mentors.</li><li>2. Have student mentors interview freshmen using “Interview Guidelines.”</li><li>3. Discuss how mentors will be supportive.</li></ol>	<ol style="list-style-type: none"><li>1. Students will listen to the mentors, ask questions and discuss. Complete the “How Well Do You Know Your School? Test.</li><li>2. Freshmen are interviewed by student mentors. Students will go over interview sheet with mentor and become acquainted.</li><li>3. Students will ask questions/state concerns during discussion with mentor.</li></ol>

### Teacher Follow-Up Activities

Schedule additional meetings (e.g. check-in, new issues, concerns, additional training, etc.).  
Once a month or once a quarter depending upon needs of your setting.

### Counselor reflection notes (completed after the lesson)

## Interview Guidelines

Please take a few minutes and meet with a partner in order to find out some interesting facts.

Name \_\_\_\_\_ Date \_\_\_\_\_

Interview your partner to find out the following information. Be prepared to share one interesting fact about your partner.

Partner's name:

Nickname:

Birth date:

Favorite magazine:

Favorite book:

Favorite television:

Favorite movie:

Favorite actor/actress:

Favorite singer/band/group:

Favorite song:

Favorite sport:

Favorite class/subject:

Favorite hobbies/pastimes:

Favorite food:

Favorite saying:

Personal Goal for this school year:



## SAMPLE MENTORING PROGRAM

The following pages describe the Rockwood Summit High School Mentoring Program (M.P.)

**Explanation of the manner in which Rockwood Summit High School began their mentoring program:**

**Rockwood Summit High School is currently in its third year of a freshmen mentor program. Our program matches upperclassmen with students chosen from our feeder middle school, Rockwood South. A team from each school meets to identify students who may struggle academically or socially, have a difficult transition to high school, or have family issues that may make high school even more difficult.**

A team of teachers created this once per week program that meets every Wednesday when our school has a 30-minute academic contact time. Assistant principal Mitch Lefkowitz and reading specialist Chris Heerlein were the driving force behind this program.

Mentor training is usually broken up into two ½ day sessions. One session is in early summer, while the other is right before school begins. These sessions include getting to know you activities, guidelines, dates, etc. We use many activity books for these training sessions, including

Activities That Teach, Tom Jackson, Red Rock Publishing, 1993.

The Bottomless Bag, Karl Rohnke, Kendall/Hunt Publishing, 1991.

Initiatives, Games, and Activities: An Experiential Guide, Dan McIver and Les McCarroll, Kendall/Hunt Publishing, 1999.

More Activities That Teach, Tom Jackson, Red Rock Publishing, 1995.

Quick Silver, Karl Rohnke, Kendall/Hunt Publishing, 1995.

Silver Bulletts, Karl Rohnke, Kendall/Hunt Publishin, 1984.

Still More Activities That Teach, Tom Jackson, Red Rock Publishing, 2000.

You may also want to reference information about the Link Crew Mentoring Program at [www.learningforliving.com](http://www.learningforliving.com). They have many short activities to engage your mentor and mentee.

We provide the booklets How to Get Good Grades in Ten Easy Steps and/or How to Get the Most out of High School for our freshmen. These are available through Woodburn Press ([www.woodburnpress.com](http://www.woodburnpress.com)).

Included in this lesson:

- **2005-2006 Freshmen Mentor Program handbook: We go over this and do numerous team building exercises, getting to know you activities, t-shirts, etc.**
- Donor letter: We receive a lot of tickets for sporting events, movies, food, etc. to reward both our mentors and mentees.
- Freshmen Mentor Program proposal

- Freshmen Mentor Program application for the upperclassmen mentors.

While our freshmen GPA's have remained pretty consistent since we implemented the program, principals do report a significant decrease in discipline referrals.

# Mentor Program

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## APPLICATION

Adapted from Rockwood Summit Mentoring Program  
Created by Mitch Lefkowitz (assistant principal)  
and Chris Heerlein (reading specialist)

Thank you for your interest in the Mentor Program. This program is designed to assist incoming freshmen with their transition into high school. We are looking for students who are well-rounded and active in school and/or their community. The selection process consists of the following:

1. Answers to **one** short essay question
2. Academic standing (A “C” average)
3. Good attendance and behavior patterns.

Please read the following items, which explain the application process for the MP program. You must do Parts I and II. It is your responsibility to consistently check the morning announcements for updated information regarding the selection process. When you have completed Parts I and II, submit your complete application to your counselor.

**PART I-Personal Information:** Complete the following on the attached forms:

1. **Student Profile Sheet** (attached)
2. **Resume** (attached)  
Note the specified categories:
  - co-curricular clubs and sports at HS
  - interests and hobbies
  - community activities (outside HS)
  - Leadership experience

**PART II-Evaluations:**

1. **Short Essay:** Please respond to **ONE** of the following prompts. Your essay should be at least 100 words. This can be typed or written on a separate sheet of paper. Be sure to include your name in your response.
  - A. “I wish to become an MP student advisor because...”
  - B. “I would be an effective MP leader and role model because
2. **Grades:** Please list your 1<sup>st</sup> semester grades on the form provided. Include the teacher for each course.
3. **Teacher Recommendations:** Please provide two teacher recommendations.

**PART III-Academic Standing/Attendance:**

**MP Faculty Directors will review and evaluate completed packets, focusing on:**

- Academic standing (C average)
- Attendance/behavior patterns
- Patterns of responsible behavior (hands in homework and projects on time, is attentive and respectful in class, communicates well with others)
- Strength of character (integrity, honesty, and respect toward peers and adults)
- Social skills (personable, outgoing, friendly, enthusiastic, sincere)

## MP APPLICATION STUDENT PROFILE

---

(Last Name)

(First Name)

---

(Address)

(City/Zip)

---

(Home Phone)

(E-Mail (Optional))

---

(Student ID#)

(Counselor)

**Year of Graduation:** \_\_\_\_\_

**Please identify your 2nd semester schedule by listing your courses, teachers, and room numbers.**

	COURSE	TEACHER	ROOM #
<b>Period 1</b>			
<b>Period 2</b>			
<b>Period 3</b>			
<b>Period 4</b>			
<b>Period 5</b>			
<b>Period 6</b>			
<b>Period 7</b>			

## MP APPLICATION RESUME

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

### COMMUNITY SERVICE

Activity	Year(s) (Fr., So., Jr.)	Participation (Short Description)	Hrs. per week/ Wks. per year	Contact Person Phone #
1.				
2.				
3.				

### LEADERSHIP EXPERIENCE

Activity	Year(s) (Fr., So., Jr.)	Participation (Short Description)	Hrs. per week/ Wks. per year	Contact Person Phone #
1.				
2.				
3.				



## MP APPLICATION Grades

**Name:** \_\_\_\_\_ **Student #:** \_\_\_\_\_

Please list your 1<sup>st</sup> semester grades in the space provided. Include the name of your teacher for each course listed below. The Transition Committee will check grades and use them as part of the selection process for the Freshmen Mentor Program.

# **Freshmen Mentor Program**

## **A Handbook for the Freshmen Mentor Program**

## Freshmen Mentors

You as sophomores, juniors, and seniors have the confidence and comfort of being a successful student in high school. We believe that by connecting you with a group of freshmen, you can offer them a recognizable face and a link to success at the high school. We know that the more familiar freshmen are with the daily schedule at high school, the more successful they are both socially and academically.

You have many roles to fulfill this year:

**TO BEGIN WITH**, you will be one of the very first contacts with the freshmen at the high school. When you make contact with your student, you will have the opportunity to create in their mind a positive idea of what high school can be. You will become a tangible figure that represents someone positive at school. As you guide them through the first couple of activities, you will not only be their leader but you will be a role model and an encouraging face. Please consider that as you prepare for the year!

**SECOND**, you will be a mentor for the entire year. You will work with your freshmen once a week for thirty minutes in a classroom setting. Our intention is that you will be someone they see in a formal setting each week in addition to the informal contact that you make.

**THIRD**, you will be a role model on campus. Freshmen will see you as a successful and known leader on campus. You will have a chance to answer questions and offer suggestions to the high school staff about the structure and improvement of the program. By acting responsibly inside and outside of the classroom, you will be a positive influence on the students you mentor, as well as your peers.

Thank you for being a freshmen mentor. You are making a difference in the lives of a number of students and affecting positive change at our school.

## **GOALS, EXPECTATIONS, AND TASKS OF THE MENTOR IN THE PROGRAM**

The Mentor as a  
**FRIEND** will strive to:

- Illustrate a warm and caring attitude toward the student
- Listen to the student
- Work to develop a trusting relationship

The Mentor as a  
**ROLE-MODEL** will strive to:

- Act as a positive influence

The Mentor as a  
**MOTIVATOR** will strive to:

- Nurture self-esteem within the student
- Help the student set and work toward realistic goals
- Give constructive feedback through positive reinforcement

The Mentor as a  
**PERSONAL ADVOCATE** will strive to:

- Share information, knowledge, and skills
- Support and participate in the learning process
- Work with the student to find alternative ways of solving problems and searching for answers

The Mentor as a  
**EDUCATIONAL ADVOCATE** will strive to:

- Prevent a student from dropping out
- Acquaint the student with the importance of self-reliance and possible career training
- Support the school in the educational process
- Provide extra educational help in a specific subject where improvement is needed

## **WHY MENTOR?**

The mentoring relationship can best be described as a relationship between a committed, caring, experienced student and an inexperienced young person who lacks direction and focus. Through the guidance and counsel of a thoughtful student, the young person receives selective attention and inspiration. Where there has been a lack of success in school, feelings of achievement may begin; where there has been no joy of learning, the excitement of discovery may be stimulated; where there has been no future goal, ambition and aspiration are new desires.

## **WHAT IS MENTORING?**

### **A WAY OF:**

- Fostering a student's development
- Developing a student's self-esteem
- Helping a student Set and Reach his/her goals
- Encouraging a student
- Listening and Communicating
- Sharing your Time, Talents, and Yourself with others
- Showing a student someone cares
- Being a Friend, A Role Model, and a Teacher
- Re-Enforcing Educational Goals and Helping a student Strive for Academic Improvement

## **TYPES OF MENTORS**

Educators will find their students are in need of mentors qualified in two particular areas. These areas are the Role-Model Friend and the Tutor. The emphasis may vary throughout the program.

### **ROLE-MODEL/FRIEND**

This mentor is one who works on self-esteem improving skills, providing cultural enrichment, helping set goals, and expanding the student's knowledge of the world and the need for self-reliance as an adult in that world.

### **TUTOR/MENTOR**

This mentor is the one who can offer his/her talents in tutoring by helping a student in a specific subject, assignment or project.

The tutor/mentor should be aware that:

- The tutor/mentor must use PRAISE effectively. The tutor is there to help raise grades and help the student with attitude, self-confidence and pride.
- Close contact with the student's teachers and counselors might be necessary.
- The tutor/mentor should not be afraid to try different approaches. Learning should be fun.

**DO NOT BECOME DISCOURAGED, BECAUSE IMPROVEMENT MAY BE SLOW.**

## MENTORING

DO's	DON'Ts
Do appreciate any growth.	Don't think you are going to change the world overnight.
Do praise the student when deserved.	Don't judge the student.
Do Listen.	Don't forget that confidence is built on trust.
Do share with the student.	Don't preach or brag.
Do communicate.	Don't forget communication means listening, too.
Do follow the rules of the school and the mentor program.	Don't allow students to talk you into things that you know are against the rules.
Do remember to be a good role-model.	Don't exhibit poor language, or dress inappropriately.
Do show attention and concern. Be a friend.	Don't try to be a parent.
Do strive for mutual respect.	Don't settle for rudeness or foul language.
Do guide-show-ask.	Don't punish.
Do be honest.	Don't think a student can't spot insincerity.

## **CHARACTERISTICS OF A MENTEE**

To better work with a student it is essential that the mentor understand that the mentee could exhibit some of the following characteristics.

### **MAY:**

- Be energetic one minute and day dreaming the next
- Vary in size, shape, strength, and ability
- Be high emotional
- Have feelings easily hurt
- Be very self-conscious
- Be eager to prove themselves
- Like solitude and privacy but needs to belong
- Be impulsive, risk taking, thrill seeking
- Start a task with great enthusiasm but never finish it
- Want privileges and responsibilities
- Want to know what the rules and limits are within a system
- Be very social and want to be involved in special events
- Have varying degrees of attention span
- Range from immature to very mature in physical/emotional areas

## **STUDENT WELFARE**

Practice confidentiality. If the mentor feels a student is being abused, using alcohol or drugs, or is in a situation that may be harmful to the student, the mentor should contact the counselor and share his/her concerns (The law requires that abuse be reported). The mentor should not try to solve the problem, but should seek help within the school. Confidentiality will be maintained. The well-being of the mentee should be the major concern.

### **PROBLEMS THE STUDENT MAY FACE**

Academic Difficulties

Learning Disabilities

Physical, Sexual/Emotional Abuse

Sexual Development and Behavior

Pregnancy

### **FAMILY PROBLEMS**

Divorce

Single Parent

Academic Failure

Isolation

Extended Families

Guilt

Peer Pressure

Family Pressure

Neglect

Poverty

## COMMUNICATION

Studies have shown that students learn more from others when they feel the person cares and is serious about how they feel and think.

The basis of showing care and concern can come through good communication skills.

### HINTS ON COMMUNICATION

Verbal Communication:

- Speak to the student on his/her level.
- Be an example to the student through good grammar skills, both verbal and written.
- Choose an appropriate sound level for the situation.
- Focus in on the student when they are talking.
- Do not say things or ask questions that can cut the lines of communication.

Non-Verbal Communication (Body Language):

- Be aware that our bodies talk and show our feelings. Note body gestures on your part and the student, analyze what they might mean.
- Positive body language responses are good eye contact, nodding head, positive facial expressions, unfolded arms, a smile.
- Negative body language responses are crossed legs, slouching, arms crossed over chest, poor eye contact, body language shows unconcern

Listening:

- Remember communication is a two way street – speaking and listening.
- Listen for meaning – You may even repeat back.
- Focus in on the student as he/she speaks.
- Ask questions or make comments to show you are interested.
- Learn to be quiet at the right times, too.

### COMMUNICATION TECHNIQUES

Below you will find some techniques that may help you start a dialogue between you and your student. These will also ensure that you understand what your student is telling you.

Encouraging Dialogue:

*Invite the student to talk*

“Would you like to talk about it?”

“I’ll listen whenever you want to talk.”

*Acknowledge student feelings*

“You seem (upset, sad, happy) about something.”

“You don’t seem to feel well.”

If you feel you need more information:

*Draw out the student*

“How would you do that?”

“Can you share why you did that?”

“What do you like (most, least) about this?”

“Could you tell me more?”

“How does that make you feel?”

Listen without giving approval or offering solutions:

*Ask leading questions that encourage the student to think*

“What would happen if you did that?”

“What do you think you could do in this situation?”

“What’s the (best, worst) that could happen?”

“How would you handle this situation?”

“How would you feel?”

*Respond neutrally. Do not approve or disapprove.*

“That’s one way. What’s another?”

“How would your (best friend, parents, teacher) react?”

“What do you think is the best way to handle this?”

Ensuring that you understand what is said or felt:

*Restate what the student said in your own words.*

“Did you mean that ...”

“What I heard you say ...”

“Do you think that ...”

*Look for clues. Check:*

Tone of voice

Facial expression

Body language

Gestures

When the conversation stops abruptly:

*Review your actions. Did you:*

Change the subject?

Indicate disapproval or dislike by your facial expressions or body language?

Misread how the student felt?

Respond to how the student felt?

## TYPES OF PROCESSING

Questions to ask:

- Did you notice...?/What did you notice?
- Why did that happen?
- Does it happen in school? Life? With friends?
- How can you apply it to ...? Your life? School? Family?
- Use a single word to describe your feeling/reaction during the activity.
- Watch other groups, process what you see.

Things to remember during group activity:  
(What happened? So what? Now what?)

Ask open-ended and follow up questions.

- Group and/or leader is attentive to time limits.
- Energy flow/direction.
- Rapport/trust building within group.
- Use of humor.
- Group stays on focus/task.
- Participants are engaged.
- Opinions of all group members are encouraged.
- Body use and body language.
- Tone of voice.
- Eye contact.
- Facial expressions.
- Use of hands (gestures).
- Active listening.

## **FACILITATOR'S RESPONSIBILITIES**

The facilitator is a catalyst for the group. Whether the goal is to achieve consensus, to have an honest and relevant sharing of ideas, or to create an agenda, the facilitator eases the road to communication.

### **REMEMBER YOUR VOWELS – AEIOU**

**A**sk open ended questions – Who, how, when, where, why?

**E**licit responses from all participants

**I**nstill a sense of group – humor, eye contact, use peoples' names, etc.

**O**rganize ideas in order to summarize

**U**(You) did not share your point of view

## **Giving Feedback by Asking Questions**

At the end of activity, the process observer should take time to provide feedback to the group on the activity observed. The advisor can also show by example by giving feedback in both verbal and written forms. The Process Observation Forms are a useful tool for process observers to use while observing, noting both the positive and the areas of growth. When reporting behaviors, please keep the following in mind:

- Always first ask the group: What happened during the activity? What do you think that I, as the process observer observed?
- Team members give their analysis first.
- Give concrete information. BE specific about what you observed. For example, “Rosa, you had your chair backed out of the circle. How did you feel about participating in the discussion? Why did you distance yourself?”
- Don’t be judgmental; report observations and identify behaviors.
- Ask the group or an individual to identify strengths to build on and areas to improve.
- Ask the recipient(s) of feedback for their general assessment of what you have observed. Add your own ideas after they have responded.
- Vary the approach to feedback – written, oral, individual, group.
- When giving individual feedback, ask first if the person would like to hear about your observations.

**EXAMPLE OF SAMPLE DONOR LETTER THAT IS USED BY ROCKWOOD SUMMIT HS**

To Whom It May Concern,

Rockwood Summit is in our third year of a Freshmen Mentor program that has greatly enhanced the transition to high school for numerous 9<sup>th</sup> grade students. Our goals were to create a program that recognized academic achievement, built character education, and increased student leadership. Currently, we have 51 upper class students mentoring about 100 Freshmen students who have been identified as needing support to make their transition to high school more fulfilling.

Our Freshmen Mentors spent a great deal of time during the summer preparing a program that would make the high school experience positive. Last year, Rockwood Summit saw a reduction in discipline issues, while at the same time we experienced an increase in student achievement.

Rockwood Summit is looking for ways to reward the freshmen students and mentors for their commitment to school improvement. I am requesting any charitable assistance from you in the form of tickets, coupons, rewards, or other incentives that will recognize our students for their outstanding efforts in school.

Please contact me via phone, letter, or email if there is a possibility to receive items through your organization. Our students and staff would be very grateful for your commitment to Rockwood Summit High School.

Sincerely,

**EXAMPLE OF A SAMPLE PARENT/GUARDIAN LETTER USED BY ROCKWOOD SUMMIT HS**

May 17, 2005

Dear 9<sup>th</sup> Grade Parents/Guardians:

Welcome to Rockwood Summit High School. We are committed to working together with parents and community, to educate and challenge all students to achieve their full potential. This can be achieved if the students, parents, and staff work together.

Our students are entering a critical part of their education. The transition from middle school to high school isn't always easy. The staff at Rockwood Summit and Rockwood South have created a transition program to help students make the transition to high school a successful one. The Transition Team has selected your child to participate in our Freshmen Mentor Program this year.

The program will help incoming freshmen in several ways. Each freshman in the program will be assigned to an upperclassman and a Rockwood Summit teacher. These freshmen will be involved in several peer activities to help acclimate them to Rockwood Summit and high school in general. Your freshman will have weekly contact throughout the year in various formal and informal activities during Wednesday's FACT (Falcon Academic Contact time) session. Mentors and staff members will also focus on study skills for the incoming freshmen in this program. At no point will your child miss any class time to participate in the mentor program.

In order to continue the success of our Freshmen Mentor Program, we need the total commitment from parents and students. This will be our third year of the program and we expect to continue to improve the transition to high school for our students. The purpose of this letter is to inform you about the program and to assist with any questions you might have.

Please contact me at [@rockwood.k12.mo.us](mailto:@rockwood.k12.mo.us) should you have any questions about our Freshmen Mentor Program. On behalf of Rockwood Summit, we look forward to seeing your child in the fall.

Sincerely,

## Freshmen Transition Proposal

### *School Improvement Plan: School Climate*

**Long Range Goal:** Student and staff members will demonstrate increased ownership/involvement in all aspects of \_\_\_\_\_ High School (MSIP 6.5)

**Rationale:** In a healthy school climate the staff and students work together, to create a school environment that fosters student success and good character. (MSIP 6.5)

**Evaluation Design:** Establishment of new programs to provide avenues for student and staff involvement at school.

### **Strategies:**

- 1) Create a program that will support and accelerate under performing students to close the achievement gap.
- 2) Each student will have opportunities to develop a career plan
- 3) Establish school-wide leadership programs including student volunteer, mentor, and mediation programs.
- 4) Continuation of Character Education program

### **Overview:**

The creation of a freshmen transition program was born out of the \_\_\_\_\_ School Improvement Plan focused on the improvement of academic achievement and school climate. The Transition/Character Education program began in the fall of 2003. The \_\_\_HS committee worked with the counselor/principal from \_\_\_\_\_ Middle School to identify lower achieving students who would benefit, academically and socially, from a student mentor program as they made the transition to high school. In the spring of 2003, the \_\_\_HS committee selected students to act as mentors to 96 incoming freshmen for the 2003-2004 school year. Mentors were selected through an application screening focused on grades, effort, conduct, extracurricular activities, community service, and teacher recommendations. \_\_\_HS staff members will train mentors before the 2003-2004 school year. Twelve staff members will act as facilitators for each group of mentors/freshmen. Beginning in the 2003-2004 school year, Freshmen Mentors will meet weekly with 9<sup>th</sup> grade students to work on various skills that will promote learning and allow students to socially adjust to the rigors of high school. After the school year, the \_\_\_HS Transition Committee will complete an assessment of the program to determine if the number of students needs to be increased to include the rest of the freshmen class.

**Time Commitment:**

Students and Mentors will have contact for a 30-minute period every Wednesday. There will be about 39 meetings during the course of the school year.

Academic/Social Skills will be the focus, including:

Organizational skills	Time Management
Note Taking Strategies	CTBS/MAP preparation
Test Taking Strategies	Research Skills
Finals Preparation	Academic Enrichment
Peer Mentoring/Mediation	Character Education
Leadership	Community Service
Extracurricular Opportunities	Celebrate Successes

**Structure of Program:**

Mentors will meet with their students one time a week, for a thirty-minute block. Two mentors will be matched with six students (1:3 ratio). The focus of each meeting will be pre-determined before the beginning of the school year. Freshmen Mentors will run each meeting with guidance/assistance from one staff member. Staff members will assist mentors with planning/training strategies that will assist each 9<sup>th</sup> grader. Regular communication will be made with parents to update them on student progress/concerns.

**Purpose:**

The implementation of a Freshmen Mentor program at \_\_\_\_\_ will allow us to reach our School Improvement Goals, increase leadership opportunities for students, and improve the overall climate within our building. The involvement of staff, students, and parents will lead to the success of our student body. Students will benefit academically and socially through the implementation of new programming.