



Dear Prospective Mentor:

On behalf of the staff at the Homeless Education Resource Network, we thank you for your interest in *Mpact*. Our application packet consists of the following forms:

- Program fact sheet
- What makes a good mentor
- Mentor job description
- Application
- Mentor Release Statement
- Confidentiality Statement
- Frequently asked questions by mentors
- BPS Calendar 2011-2012

Please answer all questions on the application thoroughly. A complete application will allow us to respond promptly to your request to volunteer. When you have completed the application, please send it to our office at the address below. If you have any questions, please feel free to contact me at 617-635-8037.

Sincerely,

Mary M. William, MSW
HERN Director



PROGRAM OVERVIEW

Research shows mentoring:

- Increases student self-esteem
- Increases how well students do in school
- Reduces the chances that students will skip school
- Increases positive social interaction by youth; and
- Reduces the risk that youth will use illegal drugs and alcohol.

What is a mentor?

A mentor is someone who, along with parents, provides young people with support, guidance, friendship, reinforcement and constructive example. Mentors are good listeners, people who care and people who want to help young people bring out their strengths and talents.

About Us

The Homeless Education Resource Network is a part of the Boston Public Schools. It has been in existence since 1991. Over the years, we have increased our services offered to better meet the needs of students who are homeless and their families. *Mpact* is our mentoring program, which pairs students in grades 5 -12 with adult role models and experiences that encourage character development and positive behavior.

Mpact's Mission

To positively impact Boston Public School students who are homeless by providing them with mentors and experiences that develop their character and empower their future.

What does a mentor do?

A mentor helps connect students with resources, safe places and structured activities. Mentors provide a positive role model.

How much time is required?

Mentors and students are expected to commit 4 hours/month for an entire school year. They are also encouraged to attend structured group mentor–mentee activities. This provides time to develop a consistent, positive, healthy relationship.

How to get involved?

To become a mentor, contact Mary William, HERN Director, at 617-635-8037 or email mwilliam@boston.k12.ma.us

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.



Mentors listen

- They maintain eye contact and give mentees their full attention



Mentors guide.

- Mentors are there to help their mentees find direction, never to push them.



Mentors are practical.

- They give insights about keeping on task and setting goals and priorities.



Mentors educate.

- Mentors educate about life and their own careers.



Mentors are accessible.

- Mentors are available as a resource and a sounding board.



Mentors criticize constructively.

- When necessary, mentors point out areas that need improvement, always focusing on the mentee's behavior, never his/her character.



Mentors are supportive.

- No matter how painful the mentee's experience, mentors continue to encourage them to learn and improve.



Mentors are specific.

- Mentors give specific advice on what was done well or could be corrected, what was achieved and the benefits of various actions.



Mentors care.

- Mentors care about their mentees' progress in school and career planning, as well as their personal development.



Mentors succeed.

- Mentors not only are successful themselves, but they also foster success in others.



Mentors are admirable.

- Mentors are usually well respected in their organizations and in the community.



Mentor Job Description

Areas of Involvement: Commitment to developing supportive relationship with one student.

Commitment Time: Minimum commitment of one school year (~9months) with four hours of contact per month.

Nature of Relationships:

- School and career-related support
- Social and emotional support
- Friendship/socialization
- Personal growth and development (building self-esteem, confidence, talents and leadership skills)
- Healthy behaviors
- Goal setting
- College readiness
- Employability and life skills

Responsibilities:

Mpact mentors participate in the following areas:

- 4 hours/month of quality time spent with the mentee;
- All mentor trainings (including a pre-service orientation and in-service mentor trainings and support sessions)
- Monthly group mentor-mentee activities
- Mentoring program *Kick-off Event* and *End-of-the-Year Celebration*
- Monthly phone meetings with the program coordinator regarding the progress of the student and the mentor-mentee relationship
- Complete time logs, evaluation surveys and other information as requested by program coordinator.

_____ I understand that I will be required to complete the mentor program orientation and at least two training sessions during the year.

4. Yes No Within the past 10 years, have you been convicted of any felony or misdemeanor classified as an offense against a person or family, or an offense of public indecency or a violation involving a state/federally controlled substance?
5. Yes No Are you under current indictment or has a district/county attorney accepted an official complaint for any of the offenses in question #5?

6. If the answer is YES to questions 5 or 6, please explain below:

7. Educational Background (mark one):

- | | |
|-----------------------------------------------|-------------------------------------------------------|
| <input type="checkbox"/> Some high school | <input type="checkbox"/> Graduate/professional school |
| <input type="checkbox"/> High school graduate | <input type="checkbox"/> Technical school |
| <input type="checkbox"/> Some college | <input type="checkbox"/> College graduate |
| <input type="checkbox"/> Other | |

8. What days of the week are you available to volunteer? (check all that apply):

- | | | | |
|---------------------------------|-----------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Monday | <input type="checkbox"/> Tuesday | <input type="checkbox"/> Wednesday | <input type="checkbox"/> Thursday |
| <input type="checkbox"/> Friday | <input type="checkbox"/> Saturday | <input type="checkbox"/> Sunday | |

9. What is the best time for you to volunteer? (check all that apply):

- | | | | |
|-----------------------------------|-------------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Mornings | <input type="checkbox"/> Afternoons | <input type="checkbox"/> Evenings | <input type="checkbox"/> Weekends |
|-----------------------------------|-------------------------------------|-----------------------------------|-----------------------------------|

Matching Information:

1. Indicate your grade preference: Jr. High/Middle School High School
2. Do you prefer working with a Female Male No Preference
3. Do you prefer working with a quiet, reserved child? Yes No No Preference
4. Do you prefer working with an outgoing child? Yes No No Preference
5. Do you prefer working with a student from a specific racial/ethnic group?
 Yes (please specify): _____ No No Preference
6. What qualities would you like in a mentee?

7. Do you speak a foreign language? Yes (please specify): _____ No

8. Are you a parent of a BPS Student? Yes N

9. What is your preferred Neighborhood(s)?

- | | | |
|-----------------------------------------|-------------------------------------------|----------------------------------------|
| <input type="checkbox"/> No preference | <input type="checkbox"/> Allston/Brighton | <input type="checkbox"/> Back bay |
| <input type="checkbox"/> Beacon Hill | <input type="checkbox"/> Charlestown | <input type="checkbox"/> Chinatown |
| <input type="checkbox"/> Dorchester | <input type="checkbox"/> Downtown | <input type="checkbox"/> East Boston |
| <input type="checkbox"/> Fenway/Kenmore | <input type="checkbox"/> Hyde Park | <input type="checkbox"/> Jamaica plain |
| <input type="checkbox"/> Mission Hill | <input type="checkbox"/> North End | <input type="checkbox"/> Roslindale |
| <input type="checkbox"/> Roxbury | <input type="checkbox"/> South Boston | <input type="checkbox"/> South End |
| <input type="checkbox"/> West Roxbury | | |

10. Which MBTA Line(s) is convenient for you? (Select all that apply)

- | | |
|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> Red Line | <input type="checkbox"/> Orange Line |
| <input type="checkbox"/> Green Line | <input type="checkbox"/> Blue Line |

11. What would you like to do with a mentee?

12. What clubs or groups, if any, do you belong to?

13. My favorite subject in school was

14. My least favorite subject in school was

15. Please list any hobbies or interests you may have:

16. Check the boxes of the activities you enjoy the most:

- Playing sports such as _____

- Watching sports such as _____
- Writing
- Reading
- Listening to music such as _____
- Photography
- Attending plays
- Going to the movies
- Arts and crafts
- Visiting zoos and parks
- Visiting museums
- Using computers
- Playing games
- Cooking
- Exploring possible careers
- Hiking and seeing nature
- Other _____

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

- | | | | |
|--------------------------------------|------------------------------------|----------------------------------------|------------------------------------|
| <input type="checkbox"/> quiet | <input type="checkbox"/> shy | <input type="checkbox"/> nervous | <input type="checkbox"/> withdrawn |
| <input type="checkbox"/> outgoing | <input type="checkbox"/> talkative | <input type="checkbox"/> friendly | <input type="checkbox"/> insecure |
| <input type="checkbox"/> inquisitive | <input type="checkbox"/> confident | <input type="checkbox"/> spiritual | <input type="checkbox"/> sensitive |
| <input type="checkbox"/> happy | <input type="checkbox"/> moody | <input type="checkbox"/> adventuresome | |

18. Write a sentence about what you were like in junior high:

19. If you could recommend one book for your mentee to read, what would it be?

20. Why do you want to become a mentor?

21. What individual has served as a role model for you? Why?

22. What do you feel are the strengths (bilingual, math skills, previous relevant volunteer experience, etc.) you can bring to this program?

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

24. How did you learn about this program?

25. What volunteer work have you done in the past?

26. Do you have a physical condition that should be considered in selecting the right school assignment for you? If so, please specify.

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

_____ Yes _____ No

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

_____ Yes _____ No

29. Are you planning to be a mentor until the student graduates? Please write your initials next to your answer.

_____ Yes _____ No

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

_____ Yes _____ No

31. Please list three references:

Reference 1 (Family member)

Name _____

Address _____

Phone number _____

Relationship _____

Reference 2 (Personal Friend)

Name _____

Address _____

Phone number _____

Relationship _____

Reference 3 (Work Reference)

Name _____

Address _____

Phone number _____

Relationship _____

In making this application to be a volunteer, I understand that the *Mpact* Mentoring Program offered through the Homeless Education Resource Network routinely performs criminal and driving record checks of all volunteers for the position of mentor for which I am applying. This check may be done on me if I sign below. If I fail to sign, it may be grounds for rejecting me as a mentor.

I certify to the best of my ability that the information provided on this application is true and accurate. I also understand that misinformation knowingly provided here, and on subsequent mentor application forms, is grounds for dismissal.

Signature

Date

Thank you for your interest in *Mpact*. If you have any questions, please call 617-635-8037. The Program Coordinator will be in contact with you to schedule a phone or in-person interview.

Mentor Release Statement



I, the undersigned, hereby state that if accepted as a mentor, I agree to abide by the rules and regulations of Mimpact (the Program) offered by the Homeless Education Resource Network (HERN) of the Boston Public Schools, which I acknowledge have been communicated to me, which I understand, and which may be revised without notice to me from time to time. I also agree to abide by all applicable laws. I acknowledge and agree that the Program requires me to spend a minimum of four hours/month at the assigned location. Further, I agree to attend all required training sessions and support sessions. I am willing to commit to one school year in the program and then may be asked to renew for another year, at my option. During all times in which I am participating in the Program, I understand that I will be required to keep in regular contact with my mentee and communicate with staff frequently. I also understand that my participation in the Program is completely voluntary.

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

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

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

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

Signature of applicant

Date

Mentor/Volunteer Procedures



Confidentiality

All the information you are told about your student is confidential and sharing that information with others is prohibited. However, you are required to report certain things. Do not promise a student that you will keep confidential information secret. Tell the student that he/she is free to share confidential information with you but that you are required to report certain things. It is critical, not only for the welfare of the student, but also to protect yourself that you adhere to these exceptions:

1. If a student confides that he or she is the victim of sexual, emotional or physical abuse, you *must* notify Mary William (HERN Director) immediately.

Note on your calendar when this information was reported and to whom it was given. Remember this information is extremely personal and capable of damaging lives, so *do not* share it with anyone except the appropriate authorities.

2. If a student tells you of his/her involvement in any illegal activity you *must* tell Mary William (HERN Director) immediately. Again, note on your calendar when this information was reported and to whom it was given.

Summary

These procedures are designed to protect the students from harm and to prevent even the appearance of impropriety on the part of *Mpact*/HERN and its participating mentors, volunteers and students. One accusation could, at the very least, seriously damage the reputation of all those participating and endanger *Mpact*/HERN.

Please know that we appreciate your participation in *Mpact* and that we appreciate your adherence to these procedures. If you have any questions, please call HERN at 617-635-8037.

I have read, understand and agree to strictly abide by the *Mpact* Mentor/Volunteer Procedures. I understand that failure to adhere to these procedures may result in my removal from participation in the program.

Signature

Print Name

Date

Frequently Asked Questions by Mentors



1. How frequently do mentors and students get together? Where do they meet and for how long? How long am I expected to commit to the mentoring relationship?

Mentors are expected to dedicate 4 hours per month to the mentoring relationship for the length one school year. We expect mentors to check-in with their mentees biweekly and meet face-to-face once a month. They can meet at the mentees' school or out in the community. Additionally, we encourage matches to attend to attend periodic meetings and activities held for them throughout the school year.

2. What sort of activities do mentors and students do together?

This is the question most frequently asked by people who are considering becoming a mentor. Activities should expose students to different experiences, while strengthening the relationship between the mentors and mentees. Some of the most common activities include talking, doing crafts, playing games, surfing the internet, tackling homework, and going on outings to fun places, like the zoo, museums, art galleries, etc.

3. How do the relationships get started?

After the students complete an application, we will match them with a mentor that we feel is most compatible with their interest and skills. We provide New Mentor training to the mentors and monitor the growth of the relationships throughout the school year.

4. What are the students like?

The students are from grades 5 through 12 (generally ages 10 to 18). They come from different backgrounds both socioeconomically and culturally. They all attend a Boston Public School and can benefit from the additional support of a caring adult. Students in this age demographic normally struggle with issues of identity, belonging, and academics.

5. What kinds of training to you offer mentors?

Mentors will be expected to participate in New Mentor Training prior to the first student meeting, which is typically around October. We train the mentors on how to maintain a mentoring relationship, how to work with diverse students, how to handle

the various social and emotional issues that may come up, and go over program guidelines and rules.

6. What happens if I run into a problem with my student? What if the student and I don't get along?


We recognize that relationships do not just happen. They take time to develop and should be cultivated. If you run into a concern with a student, you should call the program coordinator to discuss your concern. If we determine that after several efforts, the mentoring relationship is not a good match, we will seek to pair the child with another mentor.

7. What is the process for becoming a mentor?

To become a mentor, you must complete an application. A background check will be conducted.

8. How will I know if I am making a difference?

We will conduct pre and post surveys to determine how the students have been impacted by the mentoring relationships. However, your own anecdotal observations will tell you a lot about how you have made a difference on the students.



Boston Public Schools CALENDAR 2011-2012

- August 23-25 New Teacher Institute:
First-year teachers report
- September 5 Labor Day: No school
- September 6-7 All teachers and paras report
- ▲ September 8 Students in grades 1-12 report,
including grade 1 in ELCs and EECs:
Full day of school
- ◆ September 12 Kindergarten students report,
including EECs and ELCs
- ◆ September 12 Students in Special Education
Early Childhood programs report
- October 10 Columbus Day: No school
- November 11 Veterans' Day: No school

- November 23 Early release for students and staff
- November 24-25 Thanksgiving Recess: No school
- December 23-30 Winter Recess: No school
- January 2 New Year's Day (observed): No school
- January 3 All teachers and paras report
- January 4 Students return from recess
- January 16 M. L. King Jr. Day: No school
- February 20 Presidents' Day: No school
- February 21-24 February Recess: No school
- February 27 Students return from recess
- April 6 Good Friday: No school
- April 16 Patriots' Day: No school
- April 17-20 Spring Recess: No school
- April 23 Students return from recess
- May 28 Memorial Day (observed): No school
- * June 6 Last day for seniors
- June 18 Bunker Hill Day observed: No school
- June 20 (or day 179) Early release for students
- ▼ June 21 (or day 180) Last day of school:
Early release for students

- June 21 is the 180th school day, if no days are lost due to cancellations.
- June 28 is the 185th day required for calendar purposes.
- No graduation program should be scheduled before June 5, 2012.

- ▶ All BPS offices and Family Resource Centers closed.
- * School cancelled due to inclement weather.

Major Religious & Cultural Holidays

- | | |
|---------------------------------|-----------------------------------------------------------------------------------------|
| Aug. 1* Ramadan begins | Jan. 23 Chinese New Year |
| Aug. 30* Eid al-Fitr | April 6 Good Friday |
| Sept. 29-30 Rosh Hashanah | April 7 Passover begins |
| Oct. 8 Yom Kippur | April 8 Easter |
| Oct. 26 Diwali begins | April 13 ... Orthodox Holy Friday |
| Nov. 6* Eid al-Adha | April 15 Orthodox Easter |
| Nov. 24 Thanksgiving | May 13 Mother's Day |
| Dec. 21-28 Hanukkah | June 17 Father's Day |
| Dec. 25 Christmas Day | Observance of Jewish and
Islamic holidays begins at
sundown of the preceding day. |
| Dec. 26-Jan. 1 Kwanzaa | |
| Jan. 1 New Year's Day | |
| Jan. 6 Three Kings Day | |

* Estimated

SEPTEMBER 2011

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OCTOBER 2011

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NOVEMBER 2011

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DECEMBER 2011

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JANUARY 2012

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FEBRUARY 2012

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MARCH 2012

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APRIL 2012

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29	30					

MAY 2012

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27	28	29	30	31		

JUNE 2012

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17	18	19	20	21▼	22	23
24	25	26	27	28	29	30

JULY 2012

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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2012

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

▶ Extenuating circumstances and/or inclement weather may necessitate changes to the calendar during the year. Visit www.bostonpublicschools.org for current information.

Boston Public Schools

Report Card Schedule

2011–2012 School Year

Kindergarten–Grade 5 [▲]

Three Marking Periods

	Period 1	Period 2	Period 3
Progress Reports	Week of October 17	Week of January 30	Week of May 7 ★
Marks Close	December 2	March 16	June 21 ★
Distribute Report Cards	Week of December 12	Week of March 26	Week of June 18 ★

▲ Includes kindergarten–grade 5 in K–8 schools. Includes K–grade 8 at King and Boston Teachers Union schools.

Grades 6–12 [▸]

Four Marking Periods

	Period 1	Period 2	Period 3	Period 4 Grades 6–11	Period 4 Grade 12
Warning Notices	October 11	December 15	March 8	May 21 ★	
Marks Close	November 10	January 27	April 13	June 21 ★	June 6 ★
Grade Reports Ready	November 21	February 7	April 30	Mail	Mail

▸ Includes grades 6–8 in K–8 schools except King and Boston Teachers Union schools.
Does not apply to the exam schools, Boston Arts Academy and New Mission High School.

Grades 7–12 — Exam Schools

Five Marking Periods

	Period 1	Period 2	Period 3	Period 4	Period 5 Grades 7–11	Period 5 Grade 12
Warning Notices	October 3	November 30	January 30	March 27	May 23 ★	
Marks Close	October 28	December 22	March 2	April 27	June 21 ★	June 6 ★
Grade Reports Ready	November 7	January 9	March 12	May 7	Mail	Mail

★ The last marking period will be adjusted in Spring 2012 after the last day of school is established.