



Mentoring Referral Checklist

- IDENTIFY** a student who could benefit from an adult mentor.
- COMPLETE** “Initial Mentor Request” & fax it to us (454-8809).
- ASK** faculty, staff, and friends if they are interested in mentoring. Any mentors you refer will be placed at your school. You are your own best resource.
- Once we find a mentor, **WE WILL CONTACT** you. You will then be allowed to **INVITE** the student into the program to be matched with a mentor, explaining to the child what a mentor is.
- If the student is interested **CONTACT** the parent, by phone for verbal permission. The parent is told that forms will be sent home with the child that day and will need to be completed and returned the following day.
- SEND** forms home with student (“Parent Letter”, “Permission Form”, “Confidentiality Policy”, “Release School Form”, “Release Match Form”).
- Once the parent forms are completed and returned, **COMPLETE** the “Student Enrollment Profile” form.
- FAX** all forms to The Mentoring Network at 454-8809.

The Executive Director will call the school to set up a “match meeting” at the next convenient time.

SOME THINGS FOR REFERRING SCHOOLS TO CONSIDER:

For every student that is acting out and causing trouble, there are many more at risk who would truly appreciate the time and efforts of a committed mentor and can benefit from quality time spent together.

- The overly responsible child who bears the burdens of the family and could really use a friend to talk to.
- The lost child who has no voice and not enough confidence to stand up for him/herself – who needs someone to guide them and to let them know they are not forgotten.
- The class clown who can be annoying but has a heart of gold and would like a friend to pay attention to him and only him.

Even though many boys need a male role model to look up to, there are by far more women who volunteer their time than men. Our program has had some incredibly successful cross-gender matches.

Parents will be required to complete and sign a few forms. This can be the one step that holds up a match. Please consider whom you are asking to supply the REQUIRED information. You may need to think outside the box about students whose parents will sign the papers and get them back to the school in a timely manner.

PLEASE visit with your building administrator to determine how the referral and permission forms will be obtained and who will be responsible for getting it into The Mentoring Network office in a timely manner. Your school can limit the number of students involved in the program, if necessary.

REMEMBER...MENTORING WORKS!!! I am pleased that The MN continues to improve its evaluation building capacity, allowing us to see just how effective mentoring is. I am sure many of you have also seen the incredible effects that a caring, consistent adult can have on a child in need. One of the truly amazing outcomes is how having a mentor significantly alters the relationship between child and parent in a positive manner.

~One hour a week transforms lives~



P.O. Box 9412 ♦ Nampa, Idaho 83652
208.459.2844 ♦ 208.454.8809 Fax

www.MentoringNetworkID.org

Student Selection Criteria

This program is open to 1st through 8th grade students within your school district. Parents, teachers, or other school staff can refer students through their school counselor. Student selection will not be based on socioeconomic or family structure.

This school-based mentoring program is especially helpful to children who are particularly shy, falling behind in their schoolwork, or simply displaying the need for more adult attention and guidance. When considering a student, please keep in mind that the mentors will be expecting their students to be at school when they are scheduled to visit. Thus, students with excessive absences may not be appropriate candidates. As student participation will be voluntary and with parental consent, participation in the mentoring program is not to be used as a form of punishment.

Mentors and students will be matched based on individual profiles, so input from teachers, counselors, and parents is very important. Mentors will meet with their assigned student, one hour a week on school grounds or school-sponsored activities. With this in mind, we are asking teachers, counselors, and mentors to be flexible about meeting times to insure the least disruption to the student's classroom schedule.

Thank you for your interest and participation in The Mentoring Network, Inc. We look forward to working with you and your students. Please contact the Director at (208) 459-2844 for more information or you can fax information to (208) 454-8809.

Sincerely,

Donna Shines
Executive Director/CEO
donna.shines@mentoringnetworkid.org
~One hour a week transforms lives~

Serving the School Districts of Caldwell, Nampa, Homedale, Parma and Vallivue since 1999

Resiliency Definitions (for counselor use)

Check those behaviors or attitudes that you believe the student COULD USE SOME ASSISTANCE with:

Social Competence- skills to establish and maintain high quality, satisfying relationships	Problem-Solving- Thought processes involved in solving a problem	Autonomy- Self-directed, self-governing and demonstrating independent thought and action	Sense of Purpose- planning for and belief in a bright future
<input type="checkbox"/> Responsiveness	<input type="checkbox"/> Planning	<input type="checkbox"/> Sense of knowing and accepting who they are	<input type="checkbox"/> Goal Setting
<input type="checkbox"/> Ability to adapt to and get along with different cultures	<input type="checkbox"/> Help-seeking	<input type="checkbox"/> Self-efficacy or self-esteem	<input type="checkbox"/> Educational Aspirations
<input type="checkbox"/> Empathy	<input type="checkbox"/> Creative Thinking	<input type="checkbox"/> Self-awareness	<input type="checkbox"/> Optimism
<input type="checkbox"/> Caring	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Staying on task and Task Mastery	<input type="checkbox"/> Faith
<input type="checkbox"/> Communication Skills	<input type="checkbox"/> Reducing Impulsivity	<input type="checkbox"/> Resisting negative peer or external pressure	<input type="checkbox"/> Spiritual connectedness-intensified feelings of expanded love, and a deep connection to everything around, people, as well as events.
<input type="checkbox"/> Sense of Humor	<input type="checkbox"/> Making good choices		
<input type="checkbox"/> Friendship skills			

Check those behaviors or attitudes that you believe the student HAS AS STRENGTHS:

Social Competence- skills to establish and maintain high quality, satisfying relationships	Problem-Solving- Thought processes involved in solving a problem	Autonomy- Self-directed, self-governing and demonstrating independent thought and action	Sense of Purpose- planning for and belief in a bright future
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