

Mentoring Handbook





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Procedure for Mentor Application and Background Check

Most importantly, Thank you for applying as a Canton City School District Volunteer!

For the safety of all students and staff in the Canton City School District, anyone who volunteers in a school must consent to a BCII (Bureau of Criminal Identification and Investigation) fingerprint check. And, as in circumstances detailed below, a FBI check may also be required. Volunteers are required to **complete 3 forms each year**. In short, when your approved background check and paperwork is approved, you are cleared to work with students and staff.

Step 1: *Each year*, all volunteers must sign and complete the following forms:

- Volunteer Application Form
- School Volunteer Agreement
- Law Enforcement Agency Authorization

Send all three completed forms to Student Family & Community Support, CCS Administrative Center, attn.: Mentoring, 305 McKinley Ave NW, Canton, OH 44702.

Step 2: Schedule your BCII check

- **If you have lived in Ohio for the last 5 years:** You will need to call **Sue Luther (330) 438-2588**, to make an appointment for a background check.

Once the appointment has been made, you will need:

to bring a check, exact cash or money order in the amount of **\$22** made payable to Canton City Schools, your **driver's license or state ID** and you must be able to provide **your Social Security number**. Once Ms. Luther has received the necessary information, paperwork will be processed for approval.

- **If you have not lived in Ohio for the past 5 years:** You will need to call **Sue Luther (330) 438-2588**, to make an appointment for a more extensive background check ~ BCI and FBI are both required. Once the appointment has been made, you will need to bring a check, exact cash or money order in the amount of **\$53.00** made payable to Canton City Schools, your **driver's license or state ID** and you must be able to provide your **Social Security number**. Once Ms. Luther has received the necessary information, paperwork will be processed.

Step 3: Once approved, the office of Student, Family & Community Support will be notified and will contact you.



Canton City Schools Mentor Application Form ~ 2019/20

FOR OFFICE USE ONLY
School: _____
Local Background Check: _____
BCII: _____
_____Approved _____Denied

Name: _____

Address: _____ Zip: _____

Phone: _____ Birth Date: _____ Social Security #: _____

Years of residence in Ohio _____ If less than 5 years, please list city and state of previous residence _____

Education (indicate last year of school completed): _____

Number of children: _____ Name(s), Age(s) & School(s): _____

Please specify time/day you will be available to volunteer:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					

Volunteer Preference:

_____ Preschool – Primary 2 _____ Primary 3 – 5 _____ Grades 6-8 _____ High School

What skills do you have that would be helpful in the positions you indicated above?

If you do not have a child attending the school, please list two references whom we may contact.

IN CASE OF EMERGENCY:

Contact Name: _____ Contact Phone: _____

Contact Address: _____ Hospital Choice: _____

Medical Condition(s)/Allergies: _____



Mentor Volunteer Agreement ~ 2019/2020

Name: _____

Address: _____ Phone: _____

Volunteer directly responsible to: _____

Duties and responsibilities: _____

Time Commitment:

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Afternoon					
Other					

Starting Date: _____ Ending Date: _____

Procedure for reporting absence: _____

Have you ever been convicted of a misdemeanor or felony? Yes _____ No _____

If answer is "yes", explain: _____

Were you a member of the armed services? Yes _____ No _____

If yes, have you been convicted under the Uniformed Code of Military Justice (UCMJ)?

Yes _____ No _____

If answer is "yes", explain: _____

The Volunteer agrees to:

- Respect the confidentiality of all information that may be received regarding any pupils or staff while volunteering (this includes any observations made while volunteering)
- Authorize the Canton City Schools to contact appropriate law enforcement agencies for the purpose of conducting a background check.

Volunteer Signature

The School Agrees to:

- Provide initial orientation and ongoing training and support for school volunteers.
- Show respect and appreciation by giving the volunteer a suitable assignment in line with areas of interest and skills.
- Inform the volunteer in advance of all schedule changes (holidays, special events, etc.)

School Volunteer Coordinator's signature: _____

Principal's signature: _____



PLEASE RETURN COMPLETED FORM TO SUE LUTHER – CCS ADMINISTRATIVE CENTER

LAW ENFORCEMENT AGENCY AUTHORIZATION

Date _____

I, _____ do hereby authorize and
(PRINT Full Name)

request any City, County, State or Federal Agency, Department or Bureau to furnish any criminal information in their files under the above name(s). I agree to hold any sources of information blameless for any error in reporting this information. I release all persons, whomsoever, from any damage for having furnished said information.

Social Security Number MUST be furnished to be considered for any position.

SIGNATURE: _____

ALSO KNOWN AS, OR MAIDEN NAME _____
Please print

DATE OF BIRTH _____

SOCIAL SECURITY NUMBER _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

Application to volunteer at: _____
Name of School

**PLEASE RETURN COMPLETED FORM TO STUDENT FAMILY and COMMUNITY
SUPPORT – CCS ADMINISTRATIVE CENTER – ATTN: MENTORING**

- Orientation
- Principal
- Recruitment
- Website



CCSD Mentor Job Description

The *CCSD Mentoring Program* helps to empower youth in our community to make positive life choices that enable them to maximize their potential. The mentoring program uses adult volunteers to commit to supporting, guiding, and being a friend to a young person for a period of at least one school year. By becoming part of the social network of adults and community members who care about the youth, the mentor can help youth develop and reach positive academic, career, and personal goals.

Mentor Role

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

Time Commitment

- Make a one-year commitment
- Spend a minimum of four, one-to-one contacts per month with a mentee
- Communicate with the mentee weekly
- Attend an initial training session and scheduled training sessions throughout the year
- Attend optional mentor/mentee group events, mentor support groups, and program recognition events

Participation Requirements

- Be at least 21 years old
- Be interested in working with young people
- Be willing to adhere to all program policies and procedures
- Be willing to complete the application and screening process
- Be dependable and consistent in meeting the time commitments
- Attend mentor training sessions as prescribed
- Be willing to communicate regularly with program staff, submit activity information, and take constructive feedback regarding mentoring activities
- Have a clean criminal history
- No use of illicit drugs
- No use of alcohol or controlled substances in an inappropriate manner
- Not currently in treatment for substance abuse and have a non-addictive period of at least five years
- Not currently in treatment for a mental disorder or hospitalized for such in the past three years

Desirable Qualities

- Willing listener
- Encouraging and supportive
- Patient and flexible
- Tolerant and respectful of individual differences

Benefits

- Personal fulfillment through contribution to the community and individuals
- Satisfaction in helping someone mature, progress, and achieve goals
- Training sessions and group activities
- Mileage and expenses may be deductible
- Personal ongoing support, supervision to help the match succeed
- Mentee/mentor group activities

Application and Screening Process

- Written application
- Criminal history check: state, child abuse and neglect registry, sexual offender registry
- Personal interview
- Provide three personal references
- Attend mentor training



The CCSD Mentoring Program

A School's Commitment to Having a Mentoring Program

The School Principal believes that mentoring is an asset to the school and students and will support the following guidelines for a quality mentoring program:

- The School Counselor and a second identified staff agree to work as a team to build and support the mentoring program
- The School Counselor and a second identified staff member will attend a scheduled a *CCSD Mentoring Program* orientation training.
- The school will welcome mentors during lunch periods, meet for breakfast or during before and after school programs and provide a consistent space for the students and mentors to meet.
- The school agrees to pay for background checks for the first 3 mentors.
- The school agrees not to restrict a student from meeting with a mentor as a behavioral consequence, e.g., not permitted to go to mentoring because the student broke a school rule, was tardy or did not complete homework.

The School Counselor and a second identified staff member will work as a team and:

- Educate the school staff about the mentoring program in the school
- Invite mentors to school open house, holiday celebrations and other school activities.
- Attend district mentoring events
- Provide a location for the mentoring
- Send parents the permission form for students to participate in mentoring
- Work with school administration to identify students
- Group students who eat breakfast/lunch together (PreK-5 mentoring)
- Match student groups with mentors
- Provide a mentoring mailbox to provide communication between mentor and teacher
- Assist with mentor recruitment through the mentor packet.
- Provide mentors with a school packet that includes contact information, school calendar, etc.
- Greet mentors as they come to the school
- Follow up with mentors after sessions
- Conduct an exit interview with mentors who leave the program

I agree to participate in the *CCSD Mentoring Program* and follow the guidelines above:

Principal _____ Date: _____

School Counselor: _____ Date: _____

Other School Staff: _____ Date: _____



BRIGHTER TOMORROW, BRIGHTER YOU MENTORING OPPORTUNITIES

The Canton City School District offers multiple mentoring opportunities throughout the school district for mentoring to occur. Research shows that students benefit from having a trusted adult friend to motivate them, hold them accountable, and offer perspective. Leaders from our local businesses, community groups, and institutions of higher learning volunteer their time and resources to ensure Canton City School students have the opportunity to experience a Brighter Tomorrow. Current mentoring opportunities include:

ELEMENTARY SCHOOL BASED MENTORING

The CCSD Brighter Tomorrow, Brighter You Mentoring Program empowers youth to make positive life choices that enable them to maximize their potential. The mentoring program uses adult volunteers to commit to supporting, guiding, and being a friend to a young person for a period of at least one school year. The mentor can help youth develop and reach positive academic, career, and personal goals. The model used in the elementary setting is two mentors to a group of four to six students during breakfast, lunch, or after school programming.

Lisa Turkalj-Painter is the contact person for elementary school based mentoring and can be reached via email at turkalj_l@ccsdistrict.org.

MIDDLE SCHOOL CAPTAIN'S TABLE

Students and community professionals come together to learn about the 40 Developmental Assets from Search Institute. As a mentor you are asked to participate in 3 to 5 Captain's Tables per year at a middle school academy. Mentors enjoy lunch, share, interact and mentor the same group of students each month. One-to-one mentor opportunities are also available at the middle school level.

MIDDLE SCHOOL MENTORING

The Legacy Project of Stark is a middle school mentoring program. We recruit and train adult volunteers to meet with five to six students each week during their lunch periods. We are currently in Lehman Middle School but plan to expand our program into other schools throughout the Canton City School District in the upcoming years. Our website is www.thelegacyprojectofstark.org, and we can be followed on Facebook, LinkedIn, and Instagram.

HIGH SCHOOL MENTORING

In partnership with Hannah's House 119, our high school mentoring program brings students together in a structured group setting to promote healthy relationships, resilience and self-confidence using the Girls Circle or Boys Council curriculum. www.HannahsHouse119.com or find us on Facebook
Email us at info@HannahsHouse119.com

FOSTER GRANDPARENTS

The Foster Grandparent program connects individuals 55 years and older with children and young people with identified needs as determined by the classroom teacher. The Foster Grandparents assist the teacher by providing one-to-one or small group mentoring and tutoring in subject areas such as reading, math and basic skills including socialization and communication. Foster Grandparents can serve up to 5 children per class and serve between 15 and 40 hours per week. Most average around 20 hours per week. This is a partnership between CCSD and the Foster Grandparents Program. The Foster Grandparents Program provides, training, ongoing support and a stipend for income eligible volunteers. For more information, please contact Julie Nan at jnan@fcsohio.org or (330) 617-4765.

For more information about mentoring, visit our website at www.ccsdistrict.org and click on the Community tab. Then click on Student, Family, Community Support.

CANTON CITY SCHOOL DISTRICT 2019-2020 SCHOOL CALENDAR BOARD APPROVED 2-11-2019

July 4 - Independence Day - All Schools and Offices Closed

August 8 - PD for Classified & Certified Staff
9 - PD for Classified & Certified Staff (half day)
12 - First Day for Students in Grades Kdg., 3rd, 6th, 9th, also, 10th graders at McKinley Main Campus
12 - PreK Orientation Day
13 - First Day for All Students Including Preschool
30 - PD for Classified & Certified Staff - No School for Students
CONVOCAION - ALL STAFF required to attend

September 2 - Labor Day - All Schools and Offices Closed

October 11 - Fall Recess - All Schools Closed
11 - End of 1st Grading Period (42 days)
14 - All Schools Closed (In observance of Columbus Day)
25 - PD for Classified & Certified Staff - No School for Students

November 27 - Thanksgiving Recess - All Schools Closed
28-29 - Thanksgiving Recess - All Schools and Offices Closed

December 2 - Parent Teacher Comp Day - All Schools Closed
6 - PD for Classified & Certified Staff - No School for Students
20 - End 2nd Grading Period - End of 1st Semester (43 days)
23 - Winter Recess - All Schools Closed
24 & 25 - Holiday - All Schools and Offices Closed
26-30 - Winter Recess - All Schools Closed
31 - Holiday - All Schools and Offices Closed

January 1 - New Years Day - All Schools and Offices Closed
2-3 - Winter Recess - All Schools Closed
20 - Martin Luther King Day - All Schools and Offices Closed

February 17 - Presidents' Day - All Schools and Offices Closed
21 - Parent Teacher Comp Day - All Schools Closed

March 13 - End of 3rd Grading Period - (47 days)
23-27 - Spring Recess - All Schools Closed

April 10 - Spring Holiday - All Schools and Offices Closed
13 - All Schools Closed

May 21 - Last Day for Seniors
22 - All Schools Closed
25 - Memorial Day - All Schools and Offices Closed
28 - Last Day for Students
28 - 4th Grading Period Ends - End of 2nd Semester (45 days)
29 - PD for Classified & Certified Staff (half day)

First Day for Students in Grades Kdg., 3rd, 6th, 9th, & 10th
First Day for all Students including Preschool

Last Day for Students

Professional Development - No school for students

ALL Staff MAY be required to work - Will be notified

Holidays

Parent/Teacher Conference Comp Day

No School

July 2019							January 2020							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
		1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	
28	29	30	31				26	27	28	29	30	31		

August 2019							February 2020						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30	31	23	24	25	26	27	28	29

September 2019							March 2020						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30						29	30	31				

October 2019							April 2020						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
		1	2	3	4	5				1	2	3	4
6	7	8	9	10	11	12	5	6	7	8	9	10	11
13	14	15	16	17	18	19	12	13	14	15	16	17	18
20	21	22	23	24	25	26	19	20	21	22	23	24	25
27	28	29	30	31			26	27	28	29	30		

November 2019							May 2020						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
				1	2							1	2
3	4	5	6	7	8	9	3	4	5	6	7	8	9
10	11	12	13	14	15	16	10	11	12	13	14	15	16
17	18	19	20	21	22	23	17	18	19	20	21	22	23
24	25	26	27	28	29	30	24	25	26	27	28	29	30
							31						

December 2019							June 2020						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	
8	9	10	11	12	13	14	7	8	9	10	11	12	13
15	16	17	18	19	20	21	14	15	16	17	18	19	20
22	23	24	25	26	27	28	21	22	23	24	25	26	27
29	30	31					28	29	30				

OPEN HOUSE SCHEDULE

To view the Open House Schedules, please visit our website at www.ccsdistrict.org or contact your building office.

STUDENT DAYS 177 / STAFF DAYS 184

**CANTON CITY SCHOOL DISTRICT
2019-2020 AIM ACADEMY CALENDAR
BOARD APPROVED 2-11-2019**

July 4 - Independence Day - All Schools and Offices Closed
18 - PD for Classified & Certified Staff
18 - Open House
19 -PD for Classified & Certified Staff (half day)
22 - First Day for ALL STUDENTS

August 30 -PD for Classified & Certified Staff - No School for Students
CONVOCATION - ALL STAFF required to attend

September 2- Labor Day - All Schools and Offices Closed
20 - End of 1st Grading Period (43 days)
23-30 - Intersession

October 1-11 - Intersession
14 - Classes resume
25 - PD for Classified & Certified Staff - No School for Students

November 28-29 - Thanksgiving Recess - All Schools and Offices Closed

December 2 - Parent Teacher Comp Day - All Schools Closed
6 - PD for Classified & Certified Staff - No School for Students
20 - End of 2nd Grading Period (45 days)
23 - Intersession
24-25 - Holiday - All Schools and Offices Closed
26-30 - Intersession
31 - Holiday - All Schools and Offices Closed

January 1- New Years Day - All Schools and Offices Closed
2 - 3 - Intersession
6 - Classes resume
20 - Martin Luther King Jr. Day - All Schools and Offices Closed

February 17 - Presidents' Day - All Schools and Offices Closed
21 - Parent/Teacher Comp Day - All Schools Closed

March 13 - End of 3rd Grading Period (47 days)
16-31 - Intersession

April 1-3 - Intersession
6 - Classes resume
10 - Spring Holiday - All Schools and Offices Closed

May 25 - Memorial Day - All Schools and Offices Closed

June 4 - Last Day for Students
4 - End of 4th Grading Period (42 days)
5 - PD for Classified & Certified Staff (half day)

July 2019							January 2020						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
	1	2	3	4	5	6			1	2	3	4	
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30	31				26	27	28	29	30	31	

August 2019							February 2020						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30	31	23	24	25	26	27	28	29

September 2019							March 2020						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30						29	30	31				

October 2019							April 2020							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
			1	2	3	4	5							
6	7	8	9	10	11	12	5	6	7	8	9	10	11	
13	14	15	16	17	18	19	12	13	14	15	16	17	18	
20	21	22	23	24	25	26	19	20	21	22	23	24	25	
27	28	29	30	31			26	27	28	29	30			

November 2019							May 2020							
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S	
					1	2							1	2
3	4	5	6	7	8	9	3	4	5	6	7	8	9	
10	11	12	13	14	15	16	10	11	12	13	14	15	16	
17	18	19	20	21	22	23	17	18	19	20	21	22	23	
24	25	26	27	28	29	30	24	25	26	27	28	29	30	
							31							

December 2019							June 2020						
S	M	T	W	TH	F	S	S	M	T	W	TH	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	
8	9	10	11	12	13	14	7	8	9	10	11	12	13
15	16	17	18	19	20	21	14	15	16	17	18	19	20
22	23	24	25	26	27	28	21	22	23	24	25	26	27
29	30	31					28	29	30				

First Day for ALL Students

Last Day for Students

Professional Development - No School for Students

ALL Staff MAY be required to work - Will be notified

Holidays

Parent/Teacher Conference Comp Day

No School

STUDENT DAYS 177
STAFF DAYS 184



PRINCIPAL/SECRETARY PBX LIST 2019-2020

8/28/19

McKinley Senior High School Main Campus 323 17 th St., NW 44708 10, 11, 12 Grade	7:30-2:35 Pr - Jonas Wertin ext. 130 Asst Pr - Jason Oden ext. 105 Asst Pr - Kim Fete ext. 122 Asst Pr - ext. 112 Asst Pr - Melissa Rhodes ext. 110 Asst Pr - Lori Nickels ext. 194	Melissa Fedor ext. 117 Patty Fabyneck Debbie Gosiewski ext. 101 Diana Oakerson ext. 143 Registrar- ext. 114 Jeanne Charlikowskyi	438-2750/2723/2712 Main Campus Fax 580-3507 438-2729 Attendance 438-2750 Fax 580-3507
McKinley Senior High School Downtown Campus 521 Tuscarawas St., W 44702 9th Grade	7:30-2:35 Pr - Jonas Wertin x 1123 438-2603 Asst Pr - Freshman Academy Pamela Bernabei-Rorrer 438-2620 Jennifer Morgan-Lead AP 438-2600 Trenessa Wood 438-2653 Isaiah Wyatt 580-3186	Donna Diacontonas Jessica Sunderman Lynn Poje Registrar- ext. 114 Jeanne Charlikowskyi	438-2602 Fax 580-2675 438-2631 Attendance 580-3538 Attendance Fax 438-2601 438-2538 Fax 438-2675 438-2750 Fax 580-3507
Timken Early College High School 231 McKinley Ave., NW 44702	7:30-2:35 Pr - Ken Brunner Asst Pr - Andrea Rosewell	Jackie Talbert	458-3950 Fax 458-3980
AIM Academy @ Fairmount 2701 Coventry Blvd. NE 44705	9:20-4:00 Pr - Annie Arvidson Asst Pr - Kara Rankin	Danielle Palaski	456-3167 Fax 580-5479
Arts Academy @ Summit 1100 10 th St., NW 44703	9:20-4:00 Pr - Jeanie Bowling Asst Pr - Amber Steele	Carla Lenzer	452-6537 Fax 580-3190
C2RA @ Lehman College and Career Readiness 1400 Broad Ave., NW 44708	9:20-4:00 Pr - Jolinda Seiple Asst Pr - Lonnel Bush Asst Pr - Nathan Clark Admin Intern - Brennen Endres	Karen Okey Brenda Sparhawk	456-1963 Fax 456-8121 456-4253 Student Services 588-2149 Attendance
ECA @ Crenshaw 2525 19 th St., NE 44705	9:20-4:00 Pr - Bob Crone Asst Pr - Bobbie Grimm Asst Pr - Jenae Stephens	Robyn Adams Susan Scheetz	454-7717 Fax 588-2120 454-4617 Student Service & Attendance
STEAMM Academy @ Hartford 1824 3 rd St., SE 44707	9:20-4:00 Pr - David Thompson Asst Pr -Russell Burt	Kristi Salmons Erin Jones	453-6012 Fax 453-5096 453-5707 Student Services
Allen Reading and Math School 1326 Sherrick Rd., SE 44707	8:30-3:05 Pr - Christen Sedmock Asst Pr - Alivla Stamp	Vanessa Booth	453-2782 Fax 588-2127
Belden Leadership School 2115 Georgetown Rd., NE 44704	8:40-3:14 Pr - Angela Seders Asst Pr - Roneisha Campbell	Jeanne Spall	453-6902 Fax 588-2128
Cedar Leadership School 2823 9 th St., SW 44710	8:40-3:14 Pr - Kathy Kisha-Wise Asst Pr - Abby Durieux	Marianne Rusu	580-3502 Fax 580-3165
Clarendon Leadership School 412 Clarendon Ave., NW 44708	8:40-3:14 Pr - Nicole Herberghs Asst Pr - Joseph Cole	Cathie Cameron	453-7681 Fax 438-2773
Dueber Reading and Math School 815 Dueber Ave., SW 44706	8:30-3:05 Pr -Lori Kochan Asst Pr - Meghan Schauer	Janet Scott	580-3517 Fax 580-3163
Gibbs Leadership School 1320 Gibbs Ave., 44705	8:40-3:14 Pr -Nicole Bush Asst Pr - Myra Watkins	Lori Gavin	456-1521 Fax 580-3164
Harter Reading and Math School 317 Raff Rd., NW 44708	8:30-3:05 Pr - Teresa Caserta Asst Pr - Conrad Keim	Lissa Rehfus	456-1001 Fax 588-2132
Mason Leadership School 316 30 th St., NW 44709	8:40-3:14 Pr - Renee Brown	Theresa Whitehouse	588-2156 Fax 580-3038
McGregor Reading and Math School 2339 17 th St., SW 44706	8:30-3:05 Pr - Ronda Tomovcik	Anne Pulka	452-7069 Fax 588-2133
Schreiber Reading and Math School 1503 Woodland Ave., NW 44703	8:30-3:0 Pr - Erika Irwin Asst Pr - Jacinta Rulewicz	Amy Yoho	452-1672 Fax 580-3031
Stone (Belle) Reading and Math School 2100 Rowland Ave., NE 44714	8:30-3:05 Pr - Charia Malone Asst Pr - Danielle Kemp	Lois Knight	452-6521 Fax 452-6858
Worley Reading and Math School 1340 23 rd St., NW 44709	8:30-3:05 Pr -Amy Konigsberger	Kelly Perry	452-5748 Fax 588-2150
Youtz Leadership School 1901 Midway Ave., NE 44705	8:40-3:14 Pr -Nicole Cebula Asst Pr - Matthew Chambers	Lori Williams	452-7601 Fax 588-2159
Early Childhood @ TLC- Suite 102 619 W Tuscarawas St., 44702	Director - Linnea Olbon	Jill Nieb	588-8420 Fax 580-3008 580-3033 Registration
Compton Learning Center 401 14 th St., SE 44707 Passages-Digital-Canton Academy	Pr -Tim Spencer Asst Pr - Tomler Davenport Choices-Connections-Grad Academy	Judi McKinney Vicki Jones - Digital	456-1189 Fax 580-2404
Portage Montessori 1000 55 th St. N.E. 44721	Pr - Kim Rimmele	Mary Ronske	966-1912 Fax 966-0737
Adult Education	Pr - Marilyn VanAlmen	Lori Medure	438-2556 Fax 588-2151



Student, Family and Community Support
 Canton City School District
 School Counseling Building Assignments
 2019-2020

SCHOOL COUNSELOR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
ELEMENTARY					
Rollen Smith	Allen 453-2782	Allen 453-2782	Allen 453-2782	Allen 453-2782	Allen 453-2782
Pam Ohlinger	AIM Academy 456-3167	AIM Academy 456-3167	AIM Academy 456-3167	AIM Academy 456-3167	AIM Academy 456-3167
Tiana Walker	Belden 453-6902	Belden 453-6902	Belden 453-6902	Belden 453-6902	Belden 453-6902
Kristen Bunphithak	Cedar 580-3502	Cedar 580-3502	Cedar 580-3502	Cedar 580-3502	Cedar 580-3502
Sandra Klein	Clarendon 453-7681	Clarendon 453-7681	Clarendon 453-7681	Clarendon 453-7681	Clarendon 453-7681
Theresa Barbato	Dueber 580-3517	Dueber 580-3517	Dueber 580-3517	Dueber 580-3517	Dueber 580-3517
Linda Costello	Gibbs 456-1521	Gibbs 456-1521	Gibbs 456-1521	Gibbs 456-1521	Gibbs 456-1521
April Chenault-McLeod	Harter 456-1001	Harter 456-1001	Harter 456-1001	Harter 456-1001	Harter 456-1001
Melissa Shoepfner	Mason 588-2156	Mason 588-2156	Mason 588-2156	Mason 588-2156	Mason 588-2156
Kirsten Sedmock	McGregor 452-7069	McGregor 452-7069	McGregor 452-7069	McGregor 452-7069	McGregor 452-7069
Rachel Grafer	Schreiber 452-1672	Schreiber 452-1672	Schreiber 452-1672	Schreiber 452-1672	Schreiber 452-1672
Tracy Sallie	Stone 452-6521	Stone 452-6521	Stone 452-6521	Stone 452-6521	Stone 452-6521
Beth Lewis-Umlauf	Worley 452-5748	Worley 452-5748	Worley 452-5748	Worley 452-5748	Worley 452-5748

Emily Taurifer	Youtz 452-7601	Youtz 452-7601	Youtz 452-7601	Youtz 452-7601	Youtz 452-7601
ACADEMY					
Dray Snyder	Arts Academy @ Summit 452-6537	Arts Academy @ Summit 452-6537	Arts Academy @ Summit 452-6537	Arts Academy @ Summit 452-6537	Arts Academy @ Summit 452-6537
Lashaunte Edwards Kathy Rodriguez Courtney Dunlap	ECA Academy @ Crenshaw 454-7717	ECA Academy @ Crenshaw 454-7717	ECA Academy @ Crenshaw 454-7717	ECA Academy @ Crenshaw 454-7717	ECA Academy @ Crenshaw 454-7717
Melissa Pope Mitchell Sommer Mayberry Candace Thomas	C2RA @ Lehman 588-2149	C2RA @ Lehman 588-2149	C2RA @ Lehman 588-2149	C2RA @ Lehman 588-2149	C2RA @ Lehman 588-2149
Michelle Gump-Wilson Diana Kiriakou	STEAMM Academy @ Hartford 453-6012	STEAMM Academy @ Hartford 453-6012	STEAMM Academy @ Hartford 453-6012	STEAMM Academy @ Hartford 453-6012	STEAMM Academy @ Hartford 453-6012
HIGH SCHOOL					
Melissa Snyder	Compton Learning Center 456-1189	Compton Learning Center 456-1189	Compton Learning Center 456-1189	Compton Learning Center 456-1189	Compton Learning Center 456-1189
Debbie Humphrey	Timken Early College HS 458-3950	Timken Early College HS 458-3950	Timken Early College HS 458-3950	Timken Early College HS 458-3950	Timken Early College HS 458-3950
Karen Wilson Che Richardson	McKinley Freshman Academy Downtown 438-2615/438-2616	McKinley Freshman Academy Downtown 438-2615/438-2616	McKinley Freshman Academy Downtown 438-2615/438-2616	McKinley Freshman Academy Downtown 438-2615/438-2616	McKinley Freshman Academy Downtown 438-2615/438-2616
David Kiem Jen Shaw Victoria (Watts) Phillips Nour Kelly Michelle Gamble Maria McMillen	McKinley High School Main 438-2750	McKinley High School Main 438-2750	McKinley High School Main 438-2750	McKinley High School Main 438-2750	McKinley High School Main 438-2750
TBD	Long Term Sub	Long Term Sub	Long Term Sub	Long Term Sub	Long Term Sub



CCSD Mentoring Program

Plan for Meeting Outside of School: Individual Activity

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Student Name (print first and last) _____ Student ID # _____

School _____ Grade _____

Meeting Detail:

- Date: _____
- Time: _____
- Location: _____

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PARENT OR GUARDIAN: Please sign below if you agree to this outside of school visit. Your signatures indicate that you agree to accept responsibility for this visit. All highlighted parts must be completed in order for it to be valid. If all parties have not signed this form your student will not be eligible to attend.

Participation Waiver: I know that participating in this event is potentially hazardous for my student. They should not participate unless they are medically able. I agree to abide by any decision of the principal relative to their ability to safely complete the event. I assume all risks associated with this event including, but not limited to, falls, contact with other participants, volunteers or spectators, the effects of the weather including heat, cold or humidity, traffic and the conditions of the road, trails and other parts of the route, all such risks being known and appreciated by me. Having read this waiver and acknowledging the risks of this event, I hereby certify that my student is medically able to participate in this event and I, for myself and anyone to act on my behalf, waive and release Brighter Tomorrow Brighter You Mentor Program, officials, volunteers and sponsors, their representatives and successors from all claims or liabilities of any kind arising out of my student's participation in this event.

Does your student have a medical condition or allergy that the mentor should be aware of? Yes No

If yes, what is the allergy or condition? _____

Emergency contact: _____

Doctor name and phone number: _____

The mentor must have a third party and the match must have been in place 3 months or more to be eligible for outside of school visits.

I give permission for my student to attend the event listed: Yes No

Parent/Guardian Signature _____ Date _____

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MENTOR: It is **mandatory** that a mentor and their student be accompanied by a third party, 18 or older, if meeting outside of the school **and** when providing transportation. The activity must be in a public location. Your match must be in place a minimum of 3 months before an outside of school activity can take place.

I understand and agree to the guidelines of this meeting: Yes No

Name of Third Party _____ Relationship _____ Age _____

Mentor Name (print) _____ Mentor Signature _____ Date _____

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BUILDING ADMINISTRATOR: Check box below.

Please scan the completed form to Lisa Turkalj - Painter (turkalj_l@ccsdistrict.org).

Mentor is Providing Transportation (Specify): _____

Mentor is NOT Providing Transportation (Specify): _____

School Office complete below if mentor is providing transportation:

- Valid Driver's License
- Auto License Plate Number _____ State where vehicle is licensed _____
- Proof of Automobile Insurance
- Proof of Liability Insurance documenting coverage amount (The minimum amount of personal liability insurance that a mentor must have in place is \$100,000/\$300,000 each person/each accident respectively).

I have reviewed this form and approve of this out of school meeting: Yes No

Principal Signature _____ Date _____



Mentoring Resources at the Building Level

Aim, Belden, Cedar, Clarendon, Gibbs, Mason, Youtz

- **Great Group Games on the Go (Activity Cards)**
- **Propellers - Quick Questions to Launch Good Conversations**

Arts

- **Propellers - Quick Questions to Launch Good Conversations**
- **Great Group Games on the Go (Activity Cards)**
- **Great Group Skits**
- **More Activities that Teach**
- **Activities that Teach**

C2RA@Lehman, ECA at Crenshaw, STEAMM @ Hartford

- **Great Group Games on the Go (Activity Cards):**
- **Great Group Skits**
- **More Activities that Teach**
- **Activities that Teach**
- **Conversations on the Go**

Compton, Early College HS

- **Great Group Games on the Go (Activity Cards)**
- **Great Group Skits: More Activities that Teach**
- **Activities that Teach**
- **Conversations on the Go**

<p>Lesson Leader</p> <p>Imagination Journey</p>	<p>Mentees As Teachers Let your mentee plan to share something they are knowledgeable about, and let them teach it to you.</p> <p>Travel Time</p> <ul style="list-style-type: none"> • Plan a pretend journey to a place you have always wanted to visit! • It could be an exotic country, an interesting state, or even somewhere in Florida. • Find pictures and fun facts in magazines, books and online. • When is the best time to go? • What do you want see while you are there? • Make your own scrapbook or traveler’s guide. <p>This activity is a great way to explore and learn geography!</p>
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<p>October Fall/Halloween, National Bullying Prevention Month</p> <p>Celebrate the Season</p> <p>Say No to Bullying</p>	<p>Fall and Halloween Fun</p> <ul style="list-style-type: none"> • Draw a pumpkin and decorate it with spelling words. • Find and bring a Fall or Halloween word search or crossword puzzle to work on together. <p>No Bullying Zones</p> <ul style="list-style-type: none"> • Every October, schools and organizations across the country join STOMP Out Bullying™ in observing National Bullying Prevention Month. • The goal: encourage communities to work together to stop bullying and cyberbullying by increasing awareness of the prevalence and impact of bullying on all children of all ages. • More information on this observation can be found at: http://www.stompoutbullying.org/index.php/campaigns/national-bullying-prevention-awareness-month/ • Below is an activity you can try to help your student understand how harmful bullying can be. <p>Heart Prints Objective: To help students realize that hurtful, mean things said and done can stay with a person for a long time. Materials:</p> <ul style="list-style-type: none"> • A paper heart for your student • Crayons or markers <p>Activity directions:</p> <ul style="list-style-type: none"> • Have your student color their heart. • Ask, “What kinds of things do others say and do that hurt your feelings?”
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- Explain that each time something is said that is hurtful or mean, they are to make a fold on their paper heart.
- Here is a list of hurtful words and actions if needed to get the discussion started:
Saying – You can't sit here.; You're not my friend.; I don't want to play with you.; You can't be on our team.; You can't play the game with us.; Your clothes aren't cool.
Doing – Pushing someone out of line.; Knocking books out of someone's hands.; Tripping someone as they walk out the door.
- Ask, "What kinds of things do others say and do to help you feel better?" Tell them that each time something is said that is kind, they are to unfold one of the folds in their hearts. List kind words and actions until they have unfolded their whole heart. Some examples to get the discussion going are:
Saying – Would you like to sit by me during lunch?; I would really like it if you were my friend.; Will you play with me at recess?; Would you like to join our team.; Please play the game with us.; You look really nice today.
Doing – Take someone by the hand and invite them to stand next to you in line.; Helping someone pick up their books that have been knocked onto the floor.; Helping someone up off the ground that has just been tripped.
- Have your student smooth out their heart as much as possible. Ask them what they still see. They should observe that even though the heart isn't all folded up, the marks from the folds are still there.
- Explain that even though the hurtful things that happened didn't last forever, and some nice things even happened to help them feel better, whenever something hurtful is done or said to someone that bad feeling sticks around for a longer time and is still remembered inside. We can never completely undo a hurtful action or word, so the best thing is to keep it from happening in the first place.

Art Share

Art About Me

As you get to know your student, they'll be curious to know more about you, too. These projects are great ways for both of you to share things about yourselves with one another.

- Bring a large piece of cardstock, magazines, and markers to make an all about me collage.
- Make a collage of words to describe your unique characteristics.
- Create a dream/life board to share important milestones in your life or your dreams and goals for the future.

Open-ended Questions

Continue to ask open-ended questions to put the child at ease.

Some question ideas are:

- I bet your teacher reads stories to your class. One of my favorites is "The Cat in the Hat." What are some of your favorite stories?
- My favorite animal is the cheetah because it can run very fast. Which animals do you like?
- What TV programs do you watch on television?

Lifetime List

Top 25

Each of you make a list of 25 things you want to do or accomplish during your lifetime. Include a section of things you'd like to do during your time meeting together.

Word Fun

Wonderful Words

Expand vocabulary as you each seek out new and interesting English words and share them. Make your own book of definitions. What is onomatopoeia? Find out!

Action

Play It Out

Find a play at the library that you can read out loud and act out.

November

Being Thankful

***International Games Day
is the third Saturday of
November***

*Make sure to check the schedule
for Holiday break*

Thankful for Special People

Set Goals

Play Games

Awe and Amaze

What makes someone special to you?

This project will help mentees identify a person they admire and respect.

1. Ask the mentee who is a person he or she admires. This person might be a family member, a friend or celebrity.
2. Have the mentee write the answer to these questions:
 - a. Who is this person, and what do you admired about them?
 - b. What makes this person so special to you?
 - c. What characteristic of this person would you like to have? List them.
 - d. Now repeat this exercise but have the mentee choose a person and describe his or her admired characteristics.

What's Your Plan?

- Depending on the maturity of your student, look at what they'd like to accomplish and think about a plan to turn it into action.
- The plan can be as short or long term as you would like.
- If your mentee has an interest in having a certain kind of job some day or to acquire a certain skill, use open ended questions to help them think through what steps need to be accomplished along the way towards realizing their goal.
- If possible see if you could see the child's classroom. Ask to see students' folder work. Praise them and ask question about their favorite subject.
- Talk about their classes, what is working, what isn't working?

Spend time talking about **Time Management Skills**. Make a list for the future of some goals.

Games Galore

- "Check mate!" Teach each other how to play chess, checkers, or other games of your choice.
- Get a book from the library to figure out how.
- Bring a game with you and teach your mentee how to play it.

Play Frisbee.

Mix It Up

There's nothing like science to create a sense of wonder and amazement and instill a new interest in a subject students don't always appreciate!

<p><i>Make something!</i></p> <p><i>Doing for others</i></p>	<ul style="list-style-type: none"> • Try one of the simple experiments found on the website referenced below. https://sciencebob.com/category/experiments/ • When introducing the experiment to your mentee, use the What Will Happen sheet to ask open-ended questions to help them think like a scientist! • Thinking through the cause (ingredients and action) and making predictions will help the experiment be a more meaningful learning moment. • Some experiments that always prove to be hit are Blobs in a Bottle, Build a Fizz Inflator and How to Make Slime. <p>You'll want to try several of these over the course of the school year!</p> <p>Memories Start a scrapbook, journal or photo album. Add memories to it each time you are together.</p> <p>Create a Kite Construct a simple kite, then try it out on a nice windy day.</p> <p>Do a service project Come up with a service project you can do at your mentee's school. Plant flowers, make something for someone in need, leave positive notes or pictures for staff.</p>
<p>December <i>Holiday Celebrations – What significance do they have?</i></p> <p><i>Celebrations</i></p> <p><i>Make your own word search puzzle using this online resource:</i></p> <p><i>Happy New Year</i></p> <p><i>Games Galore</i></p> <p><i>It's a Bird, It's a Plane</i></p>	<p>Cultures, Customs and Celebrations Talk about different cultures and how they celebrate the holidays. Talk about the different foods, customs, languages, and other traditions that are important. Ask them if they have any special traditions they celebrate at home.</p> <p>Choose a theme (holiday celebrations, foods, customs, the season) and think of some good descriptive words – the online formatting does the rest for you! http://www.abcya.com/make_a_word_search.htm</p> <p>New Year's Resolutions Talk about this tradition and write a resolution with your mentee.</p> <p>Traditional Games Play Hangman, Tic-Tac-Toe or the Dot Game.</p> <p>Paper Airplanes Find a book or website about how to make different kinds of paper airplanes, and have a contest to see whose goes the farthest!</p>

Take a Tour

Fun with Words

School Tour

Let your mentee give you a tour of their school.

Creative Expression

Write a haiku or poem.

<p>January National Mentoring Month Birthday of Martin Luther King, Jr. – January 15th; celebrated 3rd Monday in January</p> <p>Free At Last</p> <p>Language Sampler</p> <p>Draw With Me</p> <p>Songwriter</p> <p>Piece it Together</p> <p>What Mentoring Means to Me</p>	<p>I Have a Dream Read this famous, inspiring speech together or read a book about the visionary leadership of Martin Luther King, Jr. Talk about what freedom means to us.</p> <p>A New Language Identify a language you'd like to learn a little about.</p> <ul style="list-style-type: none"> • Learn Sign language, Spanish, Latin, or any other language of your choice. • Teach each other a new word or phrase at each session. • Write them down to keep track and see how many you can remember. • Explore culture(s) that speak different languages and learn about customs, heritage, and where in the world many of the people live who speak it. <p>Partner Drawings Supplies:</p> <ul style="list-style-type: none"> • Paper • Crayons or markers <p><i>Directions:</i></p> <ol style="list-style-type: none"> 1. With the child, agree how many turns you will take to make a drawing together. 2. Make a line or small part of a drawing on the paper. 3. Have the child continue the picture by adding another line or series of lines. 4. Take turns until you reach the number previously agreed upon. 5. Together, decide what you have created. 6. Have your student write a caption or story to accompany the drawing, offering him support as needed. <p>Creative Composer Write a rap or a different style of song, especially as a method to help them remember key facts for a test or spelling words.</p> <p>Puzzle Fun Put together a puzzle.</p> <p>Conversation Starter Talk about your mentoring relationship and what it means. How has it affected the both of you?</p>

<p>February <i>Volunteer Appreciation Month</i></p> <p>Think and Share</p> <p>Special Sharing</p> <p>Word Games</p> <p>What is the Opposite Of...?</p> <p>Positive Thoughts</p>	<p>What Would You Do If...? See if the school has the “Kids Book of Questions” Pick a question and spend the time talking about your answers.</p> <p>Show and Tell! You and your mentee can both bring in photos or items that have a special meaning and share them with one another.</p> <p>Word Chains: 1. Begin by saying a word aloud (you or the mentee can go first). 2. The next player says a word that starts with the last sound of the first player’s word. 3. The next person begins his word with the last one’s ending sound. 4. Take turns making words, following this pattern. For example, cat — ton — nut — take — cane — nothing, etc. Note that cane begins with a hard /c/ sound and it fits the pattern because take ends with a hard /c/ sound. The e is silent. Focus on the last sound heard in the word rather than the last letter. Variation: • Depending on the skill of the player(s), you can make all sorts of additional rules—e.g., the words must be only 3 letters long, the words must be more than 3 letters long, the words must rhyme, etc.</p> <p>Opposites Game 1. Ask the child a question about a subject that has an opposite. For example: <i>What is the opposite of light? The child answers your question and then asks you a question in a similar manner: Dark. What’s the opposite of hard? Soft. What’s the opposite of on?</i></p> <p>Imagine Practice positive imagery and relaxation techniques with your mentee. Find an area you would like to work on or improve and use positive imagery to start to make it happen!</p> <p>Go on the internet and download a printable Valentine Word Search Puzzle</p>
<p>March <i>Youth Art Month</i></p> <p>Picture This</p>	<p>Tuning in to Art Sharpen observation skills and be creative with the following supplies and ideas: To Bring:</p> <ul style="list-style-type: none"> • A variety of pictures from magazines and newspapers. Choose some pictures corresponding to a topic that interests your mentee. Animals are almost always inspiring subjects.

<p>Being Truly You</p>	<ul style="list-style-type: none"> • Glue sticks • Scissors • Pencil and eraser; colored pencils, crayons and/or markers. • Pieces of sturdy paper to glue a picture to and draw on <ol style="list-style-type: none"> 1. Have your student sort through the pictures to find one that is interesting. 2. Have a conversation about the picture to help the student take note of its details. 3. Ask them to describe and write a scene or story to accompany the picture. Or, have the student dictate the story for you to write down. 4. Ask your student to make a drawing to show what might happen before or after the chosen picture. 5. Cut a picture in half; glue either half of the picture to one half of a piece of paper, leaving enough room on the other half to finish the drawing. When drawing the other half, your student can choose to draw it realistically or make up a different continuation of the glued on half. <p>Think For Yourself</p> <p>Talk about Peer Pressure – Talk about the positive and negative aspects of peer pressure. Talk about the difficulty of resisting negative peer pressure. Did they ever feel peer pressure and how did they handle it? Discuss how they would respond if their following values were questioned, and a peer tried to get to act in a different way than what they feel is right.</p> <ul style="list-style-type: none"> • Doing my best in school • Being popular • Friendships • Respecting others • Self-Respect • Graduating High School • Honesty in myself and others • Being independent • Getting along with parents
<p>What's It About?</p>	<p>Play the “Who, what, when, where, why, how” Game</p> <p><i>You will need a storybook that can be read in a few minutes to play this game, paper, and something to draw and write with.</i></p> <ul style="list-style-type: none"> • Using 6 small pieces of paper, write one of the following words on each: who, what, when, where, why and how. • Read a story, and take turns drawing a picture on each piece of paper to illustrate and describe each story characteristic. <p><i>This game is a great way to work on reading comprehension in a fun way.</i></p>

April
National Science Month
National Library Week (2nd wk.)
Earth Day (22nd)

Explore an Experiment

Make a Balloon Rocket

What You Need:

- 6 feet (1.8 m) of string
- 4-inch (10 cm) piece of drinking straw
- 2 chairs
- 9-inch (23 cm) round balloon
- Spring clothespin
- Transparent tape

What You Do:

1. Thread the string through the straw.
2. Tie the ends of the string to the backs of the chairs.
3. Position the chairs so that the string between them is as tight as possible.
4. Inflate the balloon. Twist the open end of the balloon and secure it with the clothespin.
5. Move the straw to one end of the string.
6. Tape the inflated balloon to the straw.
7. Remove the clothespin from the balloon.

What Happened:

- The straw with the attached balloon quickly moves across the string.
- The movement stops at the end of the string or when the forces acting on the balloon are balanced.

Why?

- When the inflated balloon is closed, the air inside pushes equally in all directions.
- The balloon doesn't move because all the forces are balanced.
- When the balloon is open, the action-reaction pair of forces opposite the balloon's opening is unbalanced.
- One force is the walls of the balloon pushing on the gas inside the balloon. This force pushes the gas out of the balloon's opening.
- The other force is the gas pushing on the balloon's wall opposite the opening. This force pushes the balloon in the direction opposite the opening.

Reading is Fun

Read and Share

Bring some favorite, classic books with you to read together. Take turns reading to one another.

That's Garbage

Thrown Away But Not Gone

The list below helps all of us think about what we're doing to our environment! It notes how long it takes for different kinds of garbage to

decompose in the environment. Here's a "kid friendly" definition of decompose to help you explain:
Separate (substances) into constituent elements or parts; break down.
Similar Words: break up, break down, rot, disintegrate, decay.

Item

Glass Bottle.....	1 million years
Monofilament Fishing Line...	600 years
Plastic Beverage Bottles.....	450 years
Disposable Diapers.....	450 years
Aluminum Can.....	80-200 years
Foamed Plastic Buoy.....	80 years
Foamed Plastic Cups.....	50 years
Rubber-Boot Sole.....	50-80 years
Tin Cans.....	50 years
Leather.....	50 years
Nylon Fabric.....	30-40 years
Plastic Film Container.....	20-30 years
Plastic Bag.....	10-20 years
Cigarette Butt.....	1-5 years
Wool Sock.....	1-5 years
Plywood.....	1-3 years
Waxed Milk Carton.....	3 months
Apple Core.....	2 months
Newspaper.....	6 weeks
Orange or Banana Peel.....	2-5 weeks
Paper Towel.....	2-4 weeks

Information Source: U.S. National Park Service; Mote Marine Lab, Sarasota, FL.

Let's Chat

Conversation Topics:

1. What is a lesson you have learned?
2. Describe yourself as a stranger might see you.
3. What makes you special?
4. Describe your best friend and why they are your best friend.
5. Describe your favorite relative.
6. What famous person would you like to meet and why?
7. If you could live anywhere in the world where would it be and why?
8. Who has it easier boys or girls? Why?
9. What do you do when you're off from school, like over Spring or Summer Break?

More Fun

Check out these website for kids:

- <http://www.peacecorps.gov/kids>
- <http://www.nasa.gov/audience/forkids/kidsclub/flash/index>
- Make your own cereal dispenser
<http://pbskids.org/zoom/activities/sci/cerealdispenser.html>
- Make your own water filter!
<http://pbskids.org/zoom/activities/sci/waterfilter.html>

<p>May Mentoring comes to a close for the school year.</p> <p>Please consider continuing to mentor your student next year.</p> <p>Contact the school liaison to confirm that you will follow the mentee.</p> <p>Thank you! You have made an investment.</p>	<p>Closure: Letting go and moving on... If you are not continuing to mentor the student next year. Start to discuss the process of closure now.</p> <ul style="list-style-type: none"> • State positive messages: "I'm proud of how far you have come..." • Be honest about whether or not you're able to continue mentoring and what it has meant to you. • Confirm the last date of your meeting and plan a celebration. • Talk about what next year will look like...for students transitioning to the next level. Transitioning to Middle or High School.
<p>June – No summer mentoring</p>	<p>See you in the new school year!</p>

TIPS:

- *Look at the PCS Mentoring CD for additional activities, worksheets and resource links to help with your mentoring.*
- *The children's section of the library is a great resource for books on activities to do and read together.*
- *Ask the Family & Community Liaison about resources they have that are available for you to use.*
- *Look online for more national celebration days to share with your student.*



40 Developmental Assets®

Search InstituteSM has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition	
External Assets	Support <ol style="list-style-type: none"> 1. Family Support-Family life provides high levels of love and support. 2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other Adult Relationships-Young person receives support from three or more nonparent adults. 4. Caring Neighborhood-Young person experiences caring neighbors. 5. Caring School Climate-School provides a caring, encouraging environment. 6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school. 	
	Empowerment <ol style="list-style-type: none"> 7. Community Values Youth-Young person perceives that adults in the community value youth. 8. Youth as Resources-Young people are given useful roles in the community. 9. Service to Others-Young person serves in the community one hour or more per week. 10. Safety-Young person feels safe at home, school, and in the neighborhood. 	
	Boundaries & Expectations <ol style="list-style-type: none"> 11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries-School provides clear rules and consequences. 13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior. 14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior. 15. Positive Peer Influence-Young person's best friends model responsible behavior. 16. High Expectations-Both parent(s) and teachers encourage the young person to do well. 	
	Constructive Use of Time <ol style="list-style-type: none"> 17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious Community-Young person spends one or more hours per week in activities in a religious institution. 20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week. 	
	Internal Assets	Commitment to Learning <ol style="list-style-type: none"> 21. Achievement Motivation-Young person is motivated to do well in school. 22. School Engagement-Young person is actively engaged in learning. 23. Homework-Young person reports doing at least one hour of homework every school day. 24. Bonding to School-Young person cares about her or his school. 25. Reading for Pleasure-Young person reads for pleasure three or more hours per week.
		Positive Values <ol style="list-style-type: none"> 26. Caring-Young person places high value on helping other people. 27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity-Young person acts on convictions and stands up for her or his beliefs. 29. Honesty-Young person "tells the truth even when it is not easy." 30. Responsibility-Young person accepts and takes personal responsibility. 31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.
		Social Competencies <ol style="list-style-type: none"> 32. Planning and Decision Making-Young person knows how to plan ahead and make choices. 33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations. 36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently.
		Positive Identity <ol style="list-style-type: none"> 37. Personal Power-Young person feels he or she has control over "things that happen to me." 38. Self-Esteem-Young person reports having a high self-esteem. 39. Sense of Purpose-Young person reports that "my life has a purpose." 40. Positive View of Personal Future-Young person is optimistic about her or his personal future.



CCSD Mentoring Program Report Log - Mentor

Name: _____ School: _____

Mentees: _____

Meeting Dates	Activities	Positive Comments and/or Areas of Concern



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