



# MENTOR PROGRAM GUIDE

**2026-2027**

**"Mentoring is a brain to pick, an ear to listen,  
and a push in the right direction." *John Crosby***



# Mentor Program Guide

## Section 1: WELCOME!

Whether becoming a new mentor or joining our session for a 'refresh', thank you for your commitment to making a difference in a young person's life. This guide provides important policy and procedural information and forms, contact lists, and strategies for successful one-on-one mentoring within the Fountain Hills Unified School District.

*Golden Eagle Education Foundation (GEEF) Mission Statement*



***To encourage and assist the Fountain Hills educational system by providing students the opportunity to reach their full potential through mentoring.***

### **Model Volunteer Attributes & Code of Ethics**

- **Attitude:** Be positive, respectful, caring, and supportive.
- **Dependability:** Be consistent and notify if unable to attend.
- **Communication:** Reach out with questions as needed.
- **Confidentiality:** Keep all student and classroom information private.
- **Support:** Respect teachers, administrators & staff. Your role is to assist.

*(Source: Volunteers in Public Service: A Handbook for School/Adult Community Volunteers)*

## Section 2: About the Golden Eagle Education Foundation (GEEF)



Established in 1992, the Golden Eagle Education Foundation (GEEF) is a non-profit partnership of parents, students, business members and other supportive residents committed to enhancing the educational experience of students from the Fountain Hills, Fort McDowell Yavapai Nation and Verde River communities through its signature programs (***Mentoring, Classroom Projects, Scholarships, Appreciation***). We help advance students by providing support, offering enriched learning experiences, and reducing financial barriers.



***To volunteer your time consider:***

- **Mentoring**

Pairs a caring adult volunteer with a student for weekly one-on-one hour support.



***Make a monetary donation to support:***

- **Classroom Projects**

Provides funding directly to teachers for innovative projects and classroom experiences to enhance creative thinking and support learning.

- **Scholarships**

Awards scholarships to graduating students pursuing higher education or vocational training.

- **Appreciation**

Recognizes the hard work and dedication of FHUSD educators and staff who make a positive impact in the classroom supporting students throughout the year.

Visit [www.fhgeef.org](http://www.fhgeef.org) and click the “donate” button or mail your gift to:

**Golden Eagle Education Foundation  
P.O. Box 17113  
Fountain Hills, AZ 85268**

### Section 3: CONTACT INFORMATION

#### Golden Eagle Education Foundation Mentor Program (GEEFMP)

Mentor Administrative Website: [mentoring@fhgeef.org](mailto:mentoring@fhgeef.org)

Kim Danielski (630) 750-4658      [danielskikim@gmail.com](mailto:danielskikim@gmail.com)

Donna Male (480) 283-3743      [donnamalegeef1@gmail.com](mailto:donnamalegeef1@gmail.com)

#### Fountain Hills Unified School District Information:

<https://www.fountainhillsschools.org>

#### Fountain Hills Unified School District (FHUSD) (480) 664-54011

16000 E. Palisades Blvd, Fountain Hills, AZ 85268

Superintendent: **Ms. Valerie Reichler**

Administrative Assistant: **Krista Andreae**

#### McDowell Mountain Elementary ('MM' - K-5) (480) 664-5200\*

15414 N McDowell Mountain Rd, Fountain Hills, AZ 85268

Principal: **Mr. Chris Hartmann**

\* Administrative Assistant: **Kari Nelson**, [knelson@fhacademics.org](mailto:knelson@fhacademics.org)

#### Fountain Hills Middle School ('MS' 6-8) (480) 664-5414\*

16000 E. Palisades Blvd, Fountain Hills, AZ 85268

Principal: **Ms. Erin Parrott**

\*Administrative Assistant: **Steffnie Beck**, [sbeck@fhacademics.org](mailto:sbeck@fhacademics.org)

#### Fountain Hills High School (HS 9-12) (480) 664-5511\*

16100 E. Palisades Blvd, Fountain Hills, AZ 85268

Principal: **Ms. Barrie Pinto**

\*Administrative Assistant: **Ali Shroyer**, [ashroyer@fhacademics.org](mailto:ashroyer@fhacademics.org)

***\*Indicates primary contact information for mentor questions on that campus.***

## Section 4: ABOUT MENTORING

### What Is a Golden Eagle Education Foundation Mentor?

***A trusted, reliable adult who supports, guides, believes in, and encourages a student through consistent, caring interactions, to 'shine' and be noticed.***

### What A Mentor Does:

- Builds trust, offers encouragement, empowers
- Helps students make decisions & connections that lead to improved opportunities
- Mixes academics with relationship-building activities
- Celebrates successes and accomplishments

### What a Mentor Is **NOT**:

- a substitute parent, therapist, savior, babysitter, or disciplinarian

### Key Qualities of a Mentor

- *has Patience and Empathy*
- *is Kind and Caring and Reliable; respects Confidentiality*
- *shows Flexibility and Openness*
- *presents a Nonjudgmental Attitude*
- *shows Respect for Diversity and Cultural practices*
- *has a desire to Support and Empower Youth*
- *is Present with Student and Interested*
- *exhibits Good Listening Skills and Good Judgment*
- *is Dedicated to be a Positive Role Model*

### **What is my time commitment/obligations?**

- one hour weekly for one student during the school year; attend socials/chats (*optional*), complete feedback evaluation form at the conclusion of the school year

### **Do I need to keep a record of time I spent mentoring?**

- yes, 1 mentor session = 1 hour (*documentation sheet in Guide folder*)

### **What can I do from the start to ensure an enjoyable mentoring experience?**

- Keep ***Mentor Guide*** with you during your sessions for reference/record keeping
- Share any questions or concerns with a mentor co-coordinator (Kim or Donna)
- Read the Mentor Newsletter that will be emailed monthly
- Participate in (*optional*) Mentor Program Activities, 'Coffee & Catch Ups', and Socials
- Meet other Mentors and share suggestions and ideas
- Enjoy the experience by getting to know your mentee and making a difference!

### **Benefits of Mentoring**

- \* Improves student self-esteem and academic performance & success
- \* Supports teachers and school staff
- \* Offers personal fulfillment and enjoyment
- \* Strengthens community engagement
- \* Creates meaningful connections with our younger generation
- \* Reduces the number of students at-risk for dropping out

*The number one indicator of success for a child is a good relationship with a caring adult.*

Fortune Magazine

## **Section 5: THREE STAGES OF MENTORING** *(Mentor/Mentee Match Made!)*

### **Stage #1: Developing Rapport and Building Trust**

- Building trust takes weeks, sometimes months, as a student may be shy or guarded. Determine interests and hobbies. Talk about family, food, career interests, pets, activities, and games. Share things you may have in common.
- Discover what your mentee is good at, such as dancing, drawing, sports, video games, solving puzzles, music, or having an interest in history or geography. Ask questions and be curious and excited for his/her enthusiasm and accomplishments.
- Be consistent, reliable, and patient. Follow through and “do what you say”. If you say you’ll play a game next time, stick to your promise. Predictability builds trust.
- Testing behaviors (missed appointments, silence, refusal to work, etc.) may occur. A mentee may have been repeatedly disappointed by adults in the past and it’s a coping strategy to protect themselves from further disappointment.
- Your mentee may come from a home environment where nothing can be taken for granted: people living in the home may come and go, frequent moves may occur, phone or utilities may be turned off, food may be unavailable at times. Your student may not have the same privileges you are familiar with. Be understanding.

#### **TIPS:**

- *Be present and flexible*
- *Focus on your student’s needs; don’t try to fix everything—listen and support*
- *Use open-ended questions to spark discussion*
- *Be a consistent, nonjudgmental presence*
- *Praise effort over results*
- *Check out academic/educational supplies available/Is there something you need?*
- *Ask mentee to bring a Chromebook to each meeting to check grades (MS/HS)*



## **Stage #2: Setting & Reaching Goals**

- A student may need support academically, socially, or emotionally. Be a careful listener and patient. Email your mentee's teacher to introduce yourself and to respectfully request specific academic areas of need to work on. Briefly share via email what activities/lessons you have been working on after mentoring session.
- Identify Needs, Create Steps to Achieve, Evaluate & Reassess. Celebrate progress, even small successes; adjust expectations as needed.
- Relationships deepen over time. Students may open up when playing a game, making connections when reading or story-telling, or drawing a picture of their family. Be present and attentive. Observe body language. Use humor; have fun!
- Attention spans may differ according to age and personality. For the young students, you may need to adjust time on task from 5-10 minutes, and assess as needed. It is okay to have 2-3 activities planned to keep the interest level high.
- Seek support from the Mentor Coordinators for guidance. We are eager to help! Also, review reference materials and suggestions in the monthly newsletter.

### **Motivational Strategies:**

- Break tasks into smaller parts; Review skills for memory/mastery
- Use positive reinforcement and encouraging words to not give up
- Mix learning with games and creative projects; review and practice
- Keep notes on student progress and interests; listen to student input on needs
- Use humor! Share photos and stories and life experiences..... make learning fun!

NOTES:

### **Stage #3: Plan an Intentional and Supportive End**

- The end of the school year deserves a mindful farewell, even if you plan to return the following year.
- Review goals, celebrate successes, accomplishments, strengths, and growth.
- Encourage your mentee to verbalize feelings and discuss next steps and summer plans. Will you consider mentoring the same student during the next school year?
- Attend year-end social with mentee to celebrate successes and say 'Happy Summer'
- Never disappear without explanation. Provide closure at the end of school year, even if it's a card or letter or a drop in at the school to say goodbye.

*(Source: Each One-Reach One Mentoring Project)*

NOTES:



## Section 6: MENTORING POLICIES & GUIDELINES



### A. BEST PRACTICES

Mentoring provides the perfect opportunity for a community member to become directly involved in the future of our children. The following policies and guidelines are designed to ensure that the Golden Eagle Education Foundation's Mentor Program adheres to 'best practices' to ensure a safe and fulfilling school year for both Mentor and Mentee. Participation in a mentor training session is mandatory.

### LET'S GET STARTED! TRAINING & BACKGROUND CHECK INFORMATION

- Complete a **Mentor Profile** at [Mentor Profile Form | GEEF](#)
- Commit to **50 minutes/week** per student during the school year
- Attend a two hour **Orientation Session** to review **Mentor Guide**
- Complete an **Emergency Contact Form**
- Complete a **Background check** (good for 3 years): *\*Once your training session is complete, contact one of the FH Human Resources staff to initiate your background check:*

**Kristi Fuda (480) 664-5014 or Kailey Brown (480) 664-5017**

*\*Share that you have joined the Mentor Program and completed the training session. Via phone call, you will need to provide your full name, email address, and Social Security number, which will be entered directly into the secure site for confidentiality. Email verification will be received within 5-10 days.*

- Once verified, you will be contacted by a Mentor Coordinator to match a day/time with a student, and will receive an orientation of the mentor room & educational materials, receive an ID badge, and review sign in/sign out policy at your building. Your **Mentor Badge** must be worn at all times on school grounds!

## B. FHUSD #98 SCHOOL GUIDELINES FOR MENTORS

1. All mentors/volunteers **must sign in and out** at the front desk, and **Mentor Badges** must be **worn at all times while in the building**. If you forget your Mentor badge, ask the Administrative Assistant at the front desk for a 'Visitor' badge to borrow.
2. ***All mentoring sessions under the GEEFMP are to be held on school grounds, during the school year, and during school hours.*** If a mentor engages in activities with a mentee that are not on school grounds, not during the school year, and not during school hours, the mentor agrees to indemnify the FHUSD#98, the GEEFMP, GEEF, and any of its employees and officers for any costs or liabilities which may be incurred as a result of this activity.
3. Arrive to mentor at your scheduled time, and end your session on time. Keep track of the amount of volunteer time to be submitted at the end of the school year.
4. If you cannot make a mentoring session, call or email the administrative assistant. Your student is counting on you! Model being a person of your word to your student.
5. Never engage in criticism of staff, administration, parents, or students.
6. Mentors are guests in the schools, and although we are certainly welcome and appreciated, we operate under district and school rules. School is in session. Please do not disrupt a teacher during the school day. Enter/exit with minimal distraction.
7. Emails, texts, calls, or a home visit to your student is NOT appropriate or allowed. Do not record, take or post pictures of students. RESPECT their privacy.
8. Please have patience and flexibility! Academics and State Testing are priorities.
9. *If you have any concerns or questions*, please contact **Kim** or **Donna** asap.

NOTES:

## C. CONFIDENTIALITY/(MANDATED) REPORTING

- **CONFIDENTIALITY:** *All information regarding your mentee is confidential and sharing that information with others may be a violation of the law.*

- There may be opportunities when a confidential issue is shared with you to help you understand your student better; please **do not discuss** personal info outside of school with family or friends.

-Do not allow yourself to make a promise to a student that you will keep information secret. Tell them they are free to share private information with you; however, there are certain statements/observations/concerns that you are required by law to report to a specific staff member. There are expectations of this requirement of confidentiality, and it is critical, not only for the welfare of the child, but also to protect yourself from violating the law, that you adhere to these expectations.

### **CONCERNS TO BE REPORTED IMMEDIATELY TO ADMINISTRATIVE ASST. VIA TELEPHONE (SEE ASTERISKED NAMES AND PHONE#'S IN SECTION 3, PG.3)**

*If you bear witness to a concern, write down the date, time, and notes about what was said/observed, and **contact the appropriate staff member prior to leaving the building.** This information is extremely personal and capable of damaging lives. DO NOT share with anyone except the appropriate authorities and be mindful to keep the conversation private.*

-***Student is sick, injured, bruised:*** immediately contact (call) Administrative Assistant

-***Student reports sexual/physical/emotional abuse:*** immediately contact school Administrator, Counselor, or Psychologist

-***Student mentions he/she will harm self or others:*** immediately contact school Administrator, Counselor, or Psychologist

-***Student talks about having a weapon:*** immediately contact school Administrator, Counselor, or Psychologist immediately

-***Student appears to be under the influence of drugs/alcohol:*** contact Admin. Assistant

### **CONTACT CAMPUS ADMINISTRATIVE ASSISTANT VIA EMAIL OR PHONE: (SEC.3,PG.3)**

-***Student reports being bullied/bullies another student:*** contact Administrative Assistant

-***Student uses inappropriate/offensive language:*** have a conversation with the student about using appropriate language; if continues, contact Administrative Assistant.

-***Student not following directives/disciplinary problem:*** contact Admin. Assistant

-***Student violates cell-phone/electronic device rules:*** contact Administrative Assistant

## D. EMERGENCY DRILL PROCEDURES

Practice lockdown and fire drills are mandated and will occur throughout the school year. Follow procedures as directed. If there is a drill in effect and the school door is locked as you arrive to mentor, you will not be allowed entrance. Also, you must stay until the all-clear signal is given. Please review so you are prepared.

**Fire Drills:** Fire drills will be practiced monthly to prepare students and staff in the event of a real fire. Please take drills seriously and relay the importance to students. Mentors will receive procedural information and are encouraged to ask clarifying questions as needed. Mentors at the MS and HS will receive a copy of policy for each building. Below is the fire drill procedure specific to the Elementary School (MMES).

### **MMES Fire Drill Procedure:**

- Alarm sounds, signaling ALL OCCUPANTS to exit the buildings using predestined routes.
- Teachers will **walk** the class **quietly** to a predetermined location on the fire drill map. A ***Mentor is to join any nearby class to evacuate the building. If joining your mentee's class is not immediately possible, go to and join the closest evacuating class and ask the teacher to add your mentee's name to their evacuation roster.***
- Room doors should remain **locked** and lights turned off.
- **DURING A DRILL**, teachers are **not** to allow students into the building. Teachers should collect any students in the hallways and bathrooms and communicate with administration who they have in addition to their students by holding up the RED card at the lineup and completing the missing/extra student form. (Mentees/Mentors could be on the 'extra' list)
- Once teachers are at their destination, students should quietly line up; take attendance.
- Teachers display a GREEN card if all students are present.  
Teachers display a RED card if someone is missing, unaccounted for or extra student.
- Allow no one inside the building until the principal or designee gives the all-clear signal by announcing, **"THANK YOU FOR A SUCCESSFUL FIRE DRILL. YOU ARE FREE TO ENTER THE BUILDING"**
- When necessary, employees have the authority to make decisions for the safety of staff & students without waiting for directions from the principal or designee.
- **COMMON SENSE SHOULD ALWAYS PREVAIL!**

## **Lockdown Drills:**

**Hard Lockdown-** A hard lockdown is used when an immediate threat, such as an active shooter, is inside the building or in the campus. In this situation, classroom and office doors are locked, windows are covered, and students and staff remain silent. Movement is restricted, and no one can evacuate until law enforcement gives the all-clear.

**Soft Lockdown-** A soft lockdown is implemented when a potential threat exists near the campus but does not pose an immediate danger. Security measures include locking access points, limiting movement within the building, and keeping classes running inside. Members of the administration work with authorities to assess the situation while everyone remains indoors.

**Unstructured Lockdown-** Same as a soft lockdown, but during times other than in the classroom, such as before or after school, passing periods, recess, or lunch.

**Shelter-In-Place-** An order is given for external hazards, such as extreme weather or chemical spills. Unlike a hard lockdown, room doors may stay unlocked, but students and staff must stay inside until further guidance is provided.

New this year on ALL campuses - locate this device in the room where you are mentoring each week. Any important information, including emergency instructions, will appear on this screen!





## E. 'NEW' CELL PHONE & ELECTRONIC DEVICES LAWS

Cell phones, games, and similar electronic devices must remain turned off and stored out of sight in all academic areas and during passing periods unless directed by staff to the contrary. The use of cell phones and electronic devices is permitted before school and after school **only**. Headphones/earbuds are to be stored out of sight, or item will be confiscated.

-A three(3)-strike rule applies to cell phone and electronic devices:

**1st incident:** Student picks up in office at end of school day.

**2nd Incident:** Parent picks up item in office as soon as they can.

**3rd incident:** Student drops off/picks up item in office daily for remainder of school year.

*-FHUSD is **NOT** responsible for personal items that are lost or stolen or damaged on campus or at school sponsored activities. Theft may be referred to the Maricopa County Sheriff's Office. Electronic devices often interfere with the orderly operation of the school and may cause a disruption to the learning environment. School rules may prohibit such items as cell phones, ipods, audio/video devices, electronic games, or any other electronic devices. The school is not responsible if these items are lost. Unless previously authorized by the school's admin or designee, students are NOT to use personal devices for the purpose of recording conversations, taking pictures or video footage of others at school, on the bus, or school-related activities/events.*

## F. PHYSICAL CONTACT

Always be mindful of physical boundaries. Avoid any physical contact that may put your or the child in a compromising situation. You are encouraged to be a positive role model; however, your physical contact should be limited to appropriate gestures- fist pumps, hand shakes, and high fives —in full view of school staff. Avoid 'pats' or touching of a student. Side hugs for younger students are allowed, but be very careful with physical touch. During flu season, consider a 'hands free greeting to share with your mentee.

## G. 21st CENTURY CULTURE

Like it or not, many of our mentees have been at least partially raised by telephone screens and computer monitors. The fashions and behavior norms...as well as the anxieties...are very different from experiences of our 'so long ago' formative years.

## Section 7: COMMUNICATION & LISTENING SKILLS

All oral communication requires a sender and a receiver; a speaker and a listener. Most people spend about 40% of a typical day listening, and are more influenced by what they hear than by what they read. To be a good listener is half of the communication process, but often neglected as a communication skill. Everyone craves a good listener, but few people train themselves to listen effectively. For communication to be successful, listening must be done consciously and actively. It is a skill that can be developed with practice.

Listening is more than just hearing what a speaker says. Hearing is simply the receiving of sounds. Listening, however, is interpreting- - *or making sense of*- - the sounds you hear. Hearing is a physical perception; listening is a mental activity, as it requires concentration, cooperation, and an open mind.

Many situations demand good listening skills. Conversations, conferences, interviews, receiving instruction, handling orders, directions, learning- -all call for alert, sensitive listening. You may be listening in order to complete a task, make a decision, or to achieve friendly relationships. It is important to understand the gist of what the speaker is saying and need to be alert to tone of voice, facial expressions, gestures, and posture. These vocal and nonverbal messages will also help you grasp the speaker's message.

Good listening habits are essential for successful communication. If you practice careful listening, you'll have better recall, be more efficient in your job, become more knowledgeable, hear a different point of view, and will have better relationships.

*(Source: Partners for Success, Volunteer Mentor Orientation & Training Manual, The Enterprise Foundation)*

### Active Listening

- Face student and make eye contact: use open body language
- Environment should be free from distractors and quiet for best focus
- Be present and engaged; let the student speak without interruption
- Cultivate empathy; try to put yourself in her/her place
- Listen for feelings as well as content — “read between the lines”
- Allow ‘think or reflective’ time for thoughts to be constructed; avoid time pressure
- Ask follow-up questions like “How did that make you feel?”
- Use reflective statements: “What I hear you saying is...”
- Give the mentee time to correct or restate; this shows respect.

*(Source: The Mentoring Guide, New York State Mentoring Program)*

## **Section 8: Academic Strategies**

### **READING SKILLS**

- Be expressive and enthusiastic
- Pause to ask questions or explore illustrations
- Praise effort and encourage self-correction
- Help students focus on comprehension over pronunciation
- Switch off off reading each page
- Make predictions “What will happen next?”
- Create a new ending for a story.
- Describe the pictures/illustrations.
- Use finger or index card under words

### **MATH SKILLS**

- Use + - x / flash cards for practice. Repetition is key to success
- Practice and keep working on deficit skills
- Make math fun. Use dice, cards, games to add and subtract
- Create fun word problems

### **WRITING SKILLS**

- Write. Draw then write. Write then draw.
- Discuss possible topics for writing, create an outline (or pictures) to develop a story, then write about the topic.
- Use the GEEFMP journal
- See upcoming GEEFMP monthly newsletter for ‘stamina writing’ tips
- [Developing Stamina: Meet Writers Where They Are – TWO WRITING TEACHERS](#)

### **SPELLING SKILLS**

- For younger grades, hangman, charades, trace letters, magnetic letters
- Ask teacher or Google for a grade level ‘Common Spelling Words’ list
- Grades 4+ model and direct mentee to write words in context in sentence
- think of and write rhyming words
- sound out unfamiliar words; what ‘parts’ of a word do you recognize

## ACTIVITY IDEAS

*-Each mentee will receive a **paperback journal!** Use it you see fit. Decide with your mentee how they would like to add to the journal each week. Ideas and suggestions will be forthcoming in the monthly Newsletters. Periodically refer back to previously filled pages and ask your student to talk about their work. Your mentee can illustrate the cover!*

- Read together. Take turns and make predictions. Discuss illustrations.
- Play simple games (card games, tic tac toe, hangman, checkers)
- Work on puzzles, coloring sheets, draw pictures
- Talk about hobbies or future dreams
- Share photos of pets and family members
- Share stories or life experiences.
- Write and illustrate a short story together
- Read our Monthly Mentor Newsletter to get more ideas!

## Discussion Starters

- *What do you enjoy most about school? Best class/subject and why?*
- *What do you like about yourself? What are you great at?*
- *What would you change if you could?*
- *What do you want to be when you grow up? Passions? Career Choice?*
- *Tell me about your family. What fun things do you do together?*
- *Tell me about how you spent your vacation, day off, weekend.*
- *If you could travel anywhere in the world, where would you go? (map)*
- *Tell me about your friends. What activities do you enjoy together?*
- *Do/did you and your family participate in a FH community event? Tell me more.*
- *If you have free time, what do you like to do?*
- *If you had \$1000, how would you spend it?*
- *What type of books do you like to read? Tell me more.*
- *Favorite song, musical group, color, food, animal, sport, game..... why?*

## COMMONLY ASKED QUESTIONS BY MENTORS

### 1. How do I get my mentor assignment and when will I start?

- Your completed Mentor Profile is shared with the school principal and then with teachers who have a student who requested a mentor. Have patience, as our Mentor Committee is working hard behind the scenes to have a seamless transition for staff and students as we navigate a new school year and try to fulfill a good partnership between a Mentor and Mentee.
- If requested, you can work with the same student from the previous school year.
- Teachers need time early in the school year to assess student needs and secure parent permission. A Mentee/Mentor match will be made according to availability and a time/day that works for both.
- If you requested a later start (e.g., October or January), you'll be contacted accordingly.
- Contact Kim or Donna with assignment questions or if a student match does not work out; do not contact a teacher/school directly.

### 2. Can I learn more about my student's background?

- Personal student information and test results are confidential. Teachers may share limited academic info (e.g., "reading at 2nd-grade level", "needs practice with multiplication facts", spelling list, math worksheet, supplemental reading material) but not personal or behavioral history.
- You may ask focused questions tied to your mentoring goals, like "Is there a subject you'd like me to help them with?" or "Let's practice Math facts today", or "Tell me about the chapter you read in the novel". You may ask a Middle school or High School student to share assignments on a chromebook. Email a specific teacher as to how to best support work completion or academics. Over time, your student may open up, allowing you to build a deeper connection.

### 3. Can I contact my student's parents?

- No. All contact should be with a co-coordinator, teacher, or administrative office personnel.
- If a parent happens to introduce themselves at a school event, it's fine to be cordial, but continued contact is outside the program's scope.

### 4. How do I report an absence? (see School Information: page 3)

- **Elementary:** Notify the teacher in advance and inform the front office.
- **Middle/High:** Notify the student in advance and inform the front office.
- **Last-minute absence** (e.g., illness): Contact the Administrative Assistant.

### 5. Can I bring snacks or treats?

- Best practice is to **NOT** give a student food, drink, or a snack. There are too many allergens, choking hazards, and dietary restrictions to be safe.

## **6. Can I give a gift to my student?**

- Gifts are discouraged, but small educational items (like a book or pack of crayons) are acceptable.
- Handwritten cards for holidays or birthdays are always appropriate.
- If you'd like to support district students, consider a monetary donation to fhgeef.org

## **7. What if my student gets sick?**

- If a minor illness (cough, sore throat, tummy ache, head hurts, small cut, impacts mentoring session and you have concerns , escort your student back to the classroom and inform teacher.
- For a more serious health concern (vomiting, falling asleep, crying, fever, acting unusual, bleeding, had a hard fall), contact the administrative assistant or have another mentor/staff in the room seek help for you. Do not leave the student unattended.

## **8. Are there training or events for mentors?**

- Yes. Refresher training sessions, newsletters, informal gatherings, and a "Thank You" breakfast are offered. Mentors are strongly encouraged to communicate with a member of the Mentor Committee for support or clarification as soon as possible.
- Topics may include academic support tips, toolbox resources, or idea-sharing sessions.

## **9. Where are the educational resource materials at each school?**

- Available in the McDowell Mountain Mentor Room and Middle School library.
- These include grade appropriate games, books, flash cards, puzzles, colored pencils, paper, etc.

## **10. How do I know if my student is absent or unavailable?**

- Check the school calendar for early release days, holidays, and testing schedules.
- You may email the student's teacher regarding grade level field trips.
- The Mentor co-Coordinators will keep you posted regarding holidays and state testing periods.
- The school's administrative assistant or a GEEFMP co-Coordinator may call you if she is aware of an absence or situation where mentoring must be canceled on that day. This is not always possible due to timing and other duties. Thank you for being flexible if this situation occurs.

## **11. What is the best way to contact the teacher? Where can I find staff emails?**

- Email is most reliable. Visit: [www.fountainhillsschools.org](http://www.fountainhillsschools.org).
- Each school has staff directories, calendars, and news updates.
- MS and HS students can share teachers' names and classes with you.

## **12. How do I know what work to do with my student?**

- Ask Mentee to bring in a chromebook for each session. (HS and MS) Middle School and High School students can share information about classwork. They will need to check one out with a teacher. Ask what class they may need support in, and they may share an assignment and ask for guidance. Email communication with the teacher and Ideas and strategies in monthly Mentor Newsletter will support

**14. What if a student seems emotionally upset or angry?**

- Stay calm and compassionate. If quiet activities like coloring or simple games don't seem to change the mood, contact the administrative assistance to intervene.

**15. Can I see my student during the summer, weekends, or days off?**

- No. A mentor only supports a student during the school year, in a designated room at the school, and during regular school hours. DO NOT take a student off campus, to your car, or to lunch.  
- You might see your mentee and family members publicly at a community event, at the library, or local store. It is appropriate to say hello as a personal gesture!

**16. I loved mentoring! Where can I sign up for next year?**

- YAY! Mentoring a student is truly rewarding! Please go to [fhgeef.org](http://fhgeef.org) to complete and submit an end of year **Evaluation Form** and a '26-'27 school year **Mentor Profile**.