

# MENTORING STUDENTS TO SUCCESS



## SCHOOL BASED MENTORING

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“Show me a successful individual and I’ll show you someone who had real positive influences in his or her life. I don’t care what you do for a living—if you do it well I’m sure there was someone cheering you on or showing the way. A mentor.”

**DENZEL  
WASHINGTON**

# A PERSONAL STORY

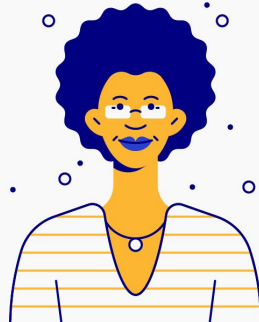
WHO HAD AN IMPACT ON YOU?

WHY?



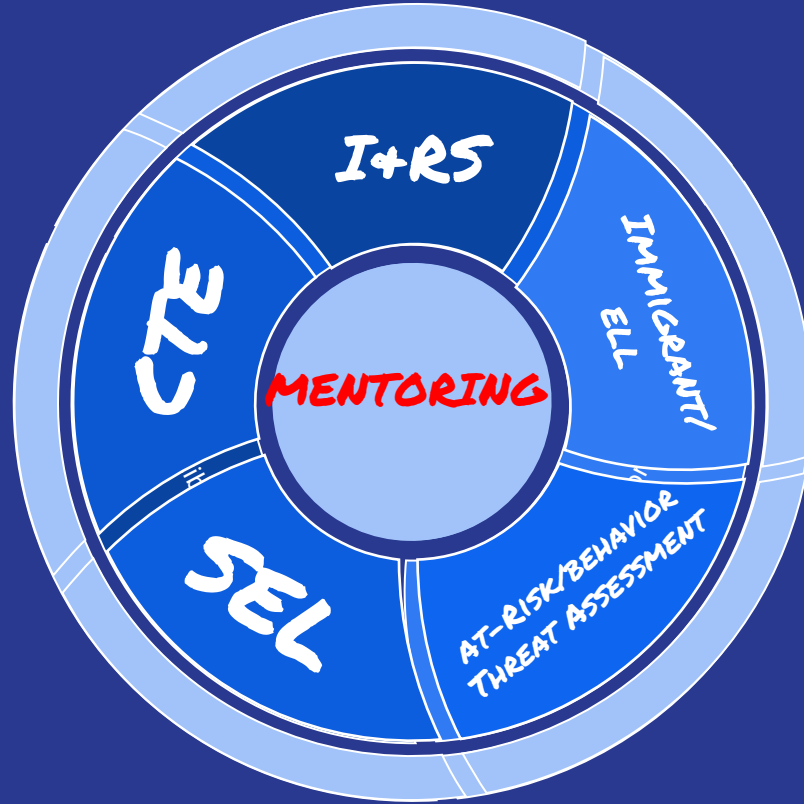
# REASONS FOR MENTORING

*WHY AND WHEN DO WE SEEK A MENTOR?*



A **mentor** is a person who can support, counsel and guide someone with less experience.

# MENTORING AFFECTS...



## INTERVENTION AND REFERRAL SERVICES

INTERVENTION + REFERRAL SERVICES (I+RS) IS AN INTERDISCIPLINARY TEAM OF PROFESSIONALS WITHIN THE SCHOOL ENVIRONMENT WHO COME TOGETHER THROUGHOUT THE SCHOOL YEAR TO FORMULATE COORDINATED SERVICES AND TEAM DELIVERY SYSTEMS TO ADDRESS THE FULL RANGE OF STUDENT LEARNING BEHAVIOR, SOCIAL, AND HEALTH PROBLEMS IN THE GENERAL EDUCATION PROGRAM AS WELL AS FOR STUDENTS DETERMINED TO BE IN NEED OF SPECIAL EDUCATION PROGRAMS AND SERVICES.

# IMMIGRANT OR ENGLISH LANGUAGE LEARNER





# CAREER AND TECHNICAL



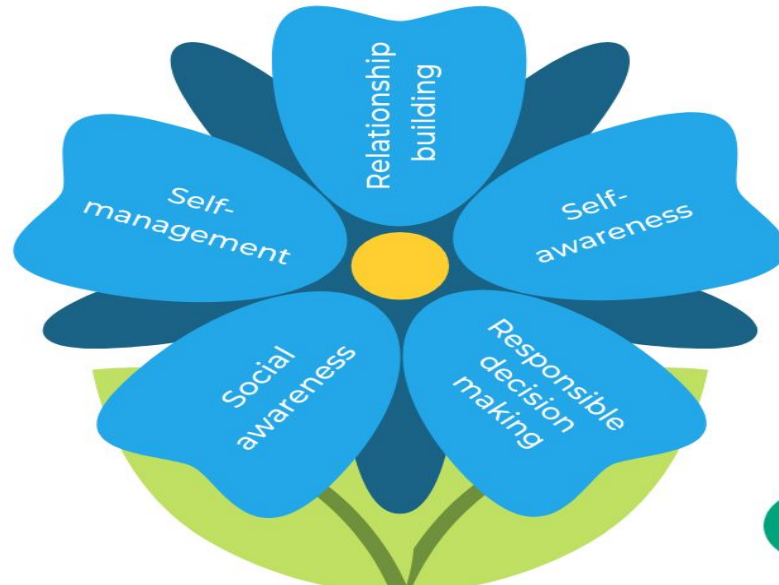
***Career and Technical Education | New Jersey CTE: Building Pathways for Success***



# SOCIAL EMOTIONAL LEARNING

## Social Emotional Learning

Helping Your Students Succeed



# BEHAVIOR/ AT RISK THREAT ASSESSMENT



# PUBLIC HEALTH ADVISORY

## BEHAVIOR THREAT ASSESSMENT

THREAT ASSESSMENT TEAMS PROVIDE SCHOOL TEACHERS, ADMINISTRATORS, AND OTHER STAFF WITH ASSISTANCE IN IDENTIFYING STUDENTS OF CONCERN, ASSESSING THOSE STUDENTS' RISK FOR ENGAGING IN VIOLENCE OR OTHER HARMFUL ACTIVITIES, AND DELIVERING INTERVENTION STRATEGIES TO MANAGE THE RISK OF HARM FOR STUDENTS WHO POSE A POTENTIAL SAFETY RISK TO PREVENT TARGETED VIOLENCE IN THE SCHOOL AND ENSURING A SAFE AND SECURE SCHOOL ENVIRONMENT THAT ENHANCES THE LEARNING EXPERIENCE FOR ALL MEMBERS OF THE SCHOOL COMMUNITY.

"MENTAL HEALTH CHALLENGES IN CHILDREN, ADOLESCENTS, AND YOUNG ADULTS ARE REAL AND WIDESPREAD. EVEN BEFORE THE PANDEMIC, AN ALARMING NUMBER OF YOUNG PEOPLE STRUGGLED WITH FEELINGS OF HELPLESSNESS, DEPRESSION, AND THOUGHTS OF SUICIDE – AND RATES HAVE INCREASED OVER THE PAST DECADE."

–SURGEON GENERAL VIVEK MURTHY

# THE RIDGEFIELD MODEL...

1. IDENTIFY FUNDS
2. DETERMINE THE GREATEST OUTREACH. HOW CAN WE REACH THE MOST PEOPLE?
  - A. TITLE 3 - IMMIGRANT/ESL STUDENTS ARE ELIGIBLE; PARENT OUTREACH
  - B. TITLE 4 - AT RISK STUDENTS THROUGH REFERRAL
3. HIRE COORDINATOR AND MENTORS
4. ASSIGN MENTEES
5. HOME/SCHOOL CONNECTION - EVENING ADULT ESL CLASS
6. EVALUATE EFFECTIVENESS

# ADULT ESL CLASS



A screenshot of a Zoom meeting interface for an "ADULT ESL CLASS". The interface shows a 3x3 grid of video feeds. The top row contains three participants: Monica Zuniga, Azra Ozgul, and Mashaer Bakri. The middle row contains Elena Trejo, Josefina Alt Ovalles Perez, and Manuel Salvador Quintero Lopez. The bottom row contains two participants: Julyta Goiricelaya and Tamika DePass, followed by a larger video feed of the user "You". The bottom of the screen features a toolbar with icons for microphone, video, chat, hand, screen share, and a red end call button. The status bar at the bottom left shows "PM | ozv-rmbw-fgf".

monica zuniga

Azra Ozgul

Mashaer Bakri

Elena Trejo

JOSEFINA ALT OVALLES PEREZ

manuel salvador quintero lopez

JULYTA GOIRICELAYA

Tamika DePass

You

PM | ozv-rmbw-fgf



# PROGRAM ACTIVITIES



## 7. Reason for Referral \*

*Check all that apply.*

- ☐ Positive Role Model
- ☐ School Behavior
- ☐ Emotional Support
- ☐ Homeless
- ☐ Impulse Control
- ☐ Eating Issues
- ☐ Try New Activities
- ☐ Missing School
- ☐ History of Abuse
- ☐ Arrests/Legal Issues
- ☐ Hyperactivity
- ☐ Grief/Loss Anxiety
- ☐ Friendship Building
- ☐ Peer Conflict
- ☐ Domestic Violence
- ☐ Drug/Alcohol
- ☐ Self-Esteem
- ☐ Depression
- ☐ Social Skills
- ☐ Family Conflict
- ☐ Runaway
- ☐ Gang Related
- ☐ Body Image
- ☐ PTSD

# STUDENT REFERRAL FORM

8. Describe the reason(s) for the referral to the mentoring program. Any recent changes with the student noticed? Any recent changes with the child's family or living situation? Any specific challenges or difficulties? If so, what and when did they begin?

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9. How are the student's grades? Are there any behavior problems? Does the child have an IEP, I&RS, or 504 plan?

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10. How does the student relate to peers? Any significant relationships? Any difficulties getting along well with peers?



# PRE-MENTORING SURVEY

REASON FOR MENTORING: (CHECK ALL THAT APPLY)

- POSITIVE ROLE MODEL • TRY NEW ACTIVITIES • FRIENDSHIP BUILDING • SOCIAL SKILLS • SCHOOL BEHAVIOR
- MISSING SCHOOL • PEER CONFLICT • FAMILY CONFLICT • EMOTIONAL SUPPORT • HISTORY OF ABUSE
- DOMESTIC VIOLENCE • RUNAWAY • HOMELESS • ARRESTS/LEGAL ISSUES • DRUG/ALCOHOL • GANG RELATED
- IMPULSE CONTROL • HYPERACTIVITY • SELF-ESTEEM • BODY IMAGE • EATING ISSUES • GRIEF/LOSS ANXIETY
- DEPRESSION • PTSD • OTHER: \_\_\_\_\_

1. HOW WOULD YOU LIKE TO BE CONTACTED? PHONE OR EMAIL

PHONE: \_\_\_\_\_

EMAIL: \_\_\_\_\_

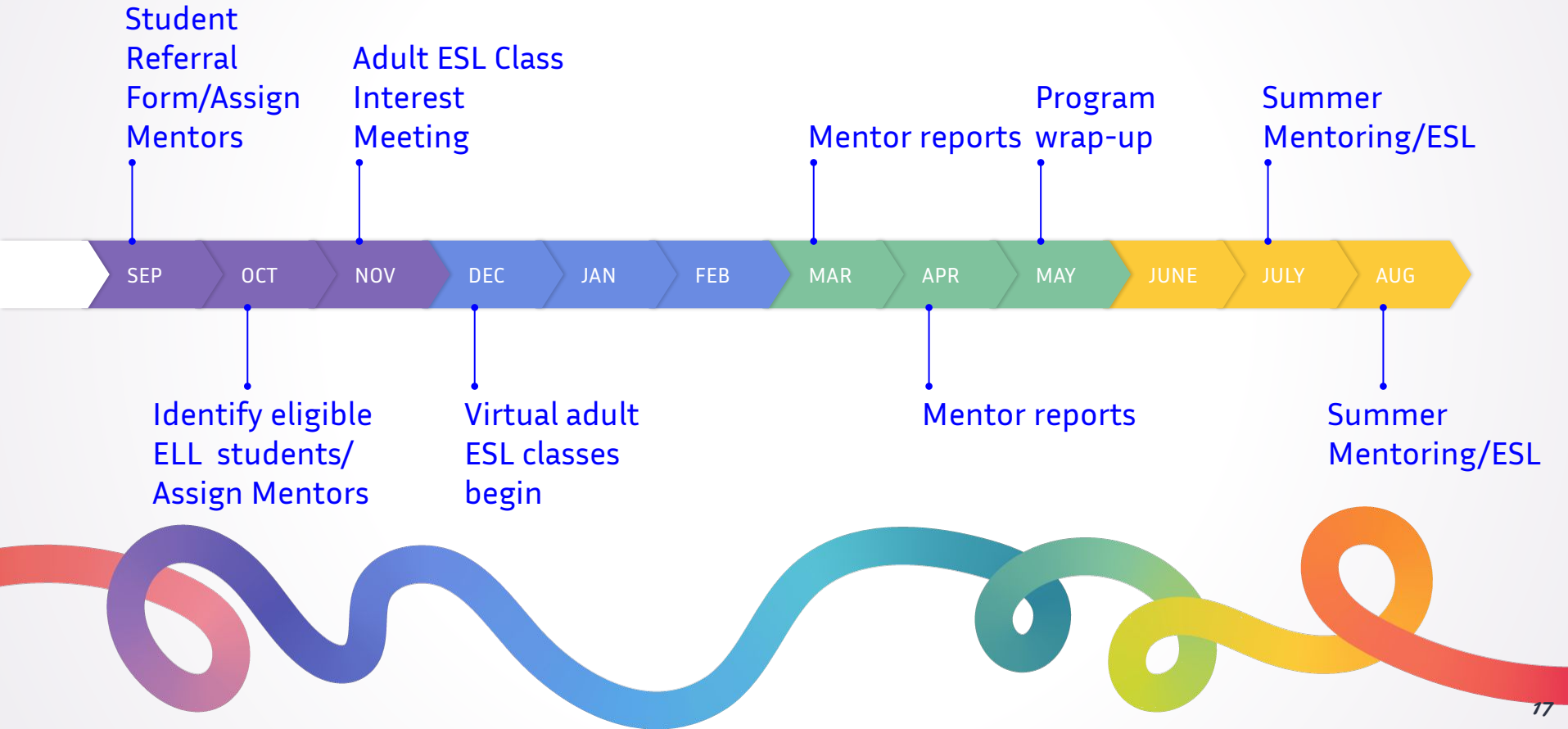
2. WHAT ACADEMIC AREAS DO YOU STRUGGLE WITH? \_\_\_\_\_

3. WHAT ARE SOME HOBBIES YOU ENJOY? \_\_\_\_\_

4. HOW MANY TIMES PER WEEK WOULD YOU LIKE TO MEET/TALK WITH YOUR MENTOR?    ONCE  
TWICE

5. WHAT WOULD YOU LIKE YOUR MENTOR TO KNOW ABOUT YOU? \_\_\_\_\_

# Timeline





# Participants

	<i>Title 3</i>	<i>Title 4</i>
<i>Students</i>	96	72
<i>Mentors</i>	13	13



# Post-mentoring Survey

4. Did you enjoy the mentoring program? \*

*Mark only one oval.*

☐ Yes

☐ No

5. Was your mentor a good match for you? \*

*Mark only one oval.*

☐ Yes

☐ No

6. What did you enjoy most about the mentoring program? \*

7. List at least one strategy you learned from your mentor that will be useful to you. \*

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8. What is one thing you wanted to do or learn that you didn't get to?

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9. Would you be interested in continuing in the program over the summer? \*

## NEXT STEPS

**WHEREAS**, on August 1, 2022 Governor Phil Murphy signed into law legislation requiring all public school districts to create school-based threat assessment teams to help identify and assess students at risk of committing violent acts or other harmful activity; and

**WHEREAS**, threat assessment is recognized as the current best practice for preventing targeted school-based violence and helping to maintain school safety; and

**WHEREAS**, mentoring advances social emotional learning in students, which can have a profound impact on the safety and security of not only the school community but the greater community at large; and

## NEXT STEPS

**WHEREAS**, mentoring helps create healthier relationships and lifestyle choices for students; and

**WHEREAS**, mentoring can enhance self-esteem and self-confidence; and

**WHEREAS**, mentoring builds stronger relationships with parents, teachers, and peers through improved interpersonal skills and behavior; and

**WHEREAS**, mentoring decreases the likelihood of drug and alcohol use; and

**WHEREAS**, a school-based mentoring program advances the family/school connection while instilling a sense of student belonging to the school community; and

**WHEREAS**, school-based mentors additionally serve as liaisons between families and schools; a





Do you have  
any  
Questions?

