

Waynesville R-VI School District

Classified Mentor



Handbook

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WHAT DOES IT MEAN TO BE A MENTOR?

A classified mentor has been described as a “coach, trainer, positive role model, developer of talent, and opener of doors.” This emphasizes that the role of the classified mentor is a “helper, not evaluator.”

Ideally, a mentor should have experience in the same area as the new employee. Mentors will be identified in sufficient time to allow for training.

Thorough and consistent training of classified mentor employees is very important to the success of the program. The training will address these topics:

1. The role and responsibilities of all members
2. Techniques of coaching
3. How to help the new employee draw on areas of strength
4. The format and content of the professional development plan
5. Resources available to new employees at the district level

Too often, during the first years of “on-the-job training,” new employees have to master their craft through trial and error and in an isolated environment. The mentoring process can mitigate this isolation and accelerate the learning process for new employees. The mentor plays a vital role in the development and training of the new employee. It is the job of the mentor to provide support and collegiality while helping the new employee learn the “ropes.” The mentor is not an evaluator. Rather, in a variety of ways, the mentor offers the new employee opportunities to share and to learn from an experienced colleague.

The mentor may incorporate a variety of strategies and activities to help the new employee grow and develop in professional competence, attitudes, and behaviors. Regardless of the specific activities of the mentor, it is the qualitative nature of the relationship, which determines the success, and effectiveness of the mentor in achieving these goals. The primary task of the mentor, therefore, is to work to establish a relationship with the new employee based on mutual trust, respect, support, and collegiality.

ROLES OF THE CLASSIFIED MENTOR

A Classified Mentor is one who has the ability to listen and nurture and is competent in their field. A classified mentor is an experienced classified employee who guides one who is less experienced and becomes a friend to them. Mentors service many roles: teacher, coach, guide, protector, advisor, resource, developer of talent, colleague, and role model.

Expectations:

- Be a role model in all aspects of the profession.
- Support, coach, encourage, and assist the new employee in professional development or in a professional work style.
- Carry out the duties and responsibilities outlined in this handbook.
- Help build a successful foundation for a first year employee.

Characteristics:

- Skillful teaching
- Excellent listening skills
- Thorough knowledge of the employee responsibilities
- Sensitivity to the needs and concerns of a new employee
- Genuine enthusiasm
- The need to be familiar with the Mentor Handbook and responsibilities

Knowledge:

- Roles of mentor and the new employee
- The duration of the program
- Know where to go if you need assistance

ROLES OF THE NEW CLASSIFIED EMPLOYEE

The New Classified Employee is an employee that has never worked for the Waynesville R-VI School District. These employees are required to participate in a mentoring program that the Waynesville R-VI District provides for all new employees.

Expectations:

- Seek support and assistance as needed
- Share new ideas with colleagues
- Develop a personal work style

ROLES OF THE PRINCIPAL

The Principal is the instructional leader of the building.

Expectations:

- Respect the confidentiality of the mentor/new employee relationship
- Advise on mentor/new employee pairings
- Provide encouragement and support for the success of the mentoring program

WHAT ARE WE LOOKING FOR IN A MENTOR?

Description:

Mentors must play several roles, including guide, role model, coach, and resource.

Responsibilities:

As a mentor, you will be responsible for:

- Meeting regularly with the new employee, both formally and informally
- Guiding the new employee through the daily operation of the school
- Being a role model in all aspects of professionalism
- Developing your skills as a mentor as well as an employee
- Supporting and counseling the new employee, providing perspective when needed
- Enhance effective communication skills

Qualifications:

It takes a special person to be a good mentor. Maturity, self-assurance, patience, and confidence in your knowledge and ability are prerequisites for this important undertaking. More specifically, a good mentor is an employee who:

- Is a skillful employee
- Is able to transmit effective work strategies
- Has a thorough knowledge of the position responsibilities
- Is a good listener
- Can communicate openly with the new classified employee
- Is sensitive to the needs of the new classified employee
- Is careful not to be overly judgmental

Conditions of Employment:

Extra time, effort and commitment are required. Increased contact with colleagues, professional stimulation, and sense of accomplishment are likely. Tangible compensation – never enough; intangible rewards – priceless.

WHAT ARE THE GOALS OF A MENTOR?

The mentor's goal should be to help the new employee develop and enhance:

Competence - mastery of the knowledge, skills, and application that the position requires

Self-Confidence - belief in one's ability to make good decisions, to be responsible, and to be in control

Self-Direction – the assurance and ability to take charge of one's personal, professional, and career development

Professionalism – to understand and assume the responsibilities and ethics of the profession

In some cases, it may be advisable to reassign a mentor. The principal should be alert at all times for any personality differences or disagreements that might necessitate assignment of a new mentor.

PHASES OF FIRST YEAR EMPLOYEES

New employees will move through a number of developmental phases. While not every new employee goes through this exact sequence, these phases are very useful to assist you in the process of being supportive. They move through several phases from anticipation, to survival, to disillusionment, to rejuvenation, to reflection, then back to anticipation.

Here is a look at the stages during this first crucial year.

Anticipation Phase

New employees enter with a tremendous commitment to making a difference and a somewhat idealistic view of how to accomplish their goals. This feeling of excitement carries new employees through the first few weeks of school.

Survival Phase

The first month of school is very overwhelming for new employees. They are learning a lot and at a very rapid pace. During the survival phase, most new employees struggle to keep their heads above water. They become very focused and consumed with the day-to-day routine. There is little time to stop and reflect on their experiences. Although tired and surprised by the amount of work, first-year employees usually maintain a tremendous amount of energy and commitment during the survival phase, harboring hope that soon the turmoil will subside.

Disillusionment Phase

After weeks of nonstop work and stress, new employees enter the disillusionment phase. The intensity and length of the phase varies among new employees. The extensive time commitment, the realization that things are probably not going as smoothly as they want and low morale contribute to this period of disenchantment. New employees begin questioning both their commitment and their competence. Many new employees get sick during this phase.

This is a very difficult and challenging phase for new employees. They express self-doubt, have lower self-esteem and question their professional commitment. In fact, getting through this phase may be the toughest challenge they face as a new employee.

Rejuvenation Phase

The rejuvenation phase is characterized by a slow rise in the new employee's attitude. It generally begins in January. Having a winter break allows breath of fresh air and gives the new employee a broader perspective with renewed hope.

Reflection Phase

The reflection phase is a particularly invigorating time for a first-year employee. Reflecting back over the year, they highlight events that were successful and those that were not. They think about the various changes they plan to make the following year. The end is in sight, and they have almost made it; but more importantly, a vision emerges as to what their second year will look like, which brings a new phase of anticipation.

It is critical to assist new employees and ease the transition into a new career. Recognizing the phases new employees go through gives you the framework within which you can design your support program to make their first year a positive experience for everyone.

TIPS FOR NEW EMPLOYEES

- Smile.
- BE FLEXIBLE!!!
- Learn to multi-task
- ORGANIZATION is the key
- Don't fall behind
- Be sure to learn about the technology and software available
- Be sure to save every document on the server and/or keep at least one copy of everything you do to make life easier next year
- Think positively
- Show enthusiasm about your job
- Ask for help
- Maintain professionalism

MENTOR AND NEW EMPLOYEE CHECKLISTS

The following is a listing of suggested activities designed to promote interaction between mentors and their protégés. **Mentors and new employees are encouraged to review these activities as a team, to modify them as needed**, and to create others of their own in order to maximize the development of their relationship. An area for notes or ideas is provided.

A minimum of one scheduled meeting between the mentor and protégé should be held monthly. The purpose of this meeting is to focus on specific ideas and concerns.

The appropriate mentoring of new employees ensures that they can tap the experience of veteran staff, develop their potential to work in collaborative settings, and learn the skills and inclination for career-long professionals' growth.

Job Descriptions/Procedures/Policies

- Review the Job Description
- Review all Handbooks Applicable to the Position
- Review all Policies, Guidelines and Forms Applicable to the Position
 - ✓ Anti-harassment
 - ✓ Vacation/Sick Leave
 - ✓ FMLA/Leaves of Absence
 - ✓ Holidays
 - ✓ Time and leave reporting
 - ✓ Overtime
 - ✓ Performance Reviews
 - ✓ Dress Code
 - ✓ Personal Conduct Standards
 - ✓ Progressive Disciplinary Actions
 - ✓ Security

- ✓ Confidentiality
- ✓ Safety
- ✓ Emergency Procedures
- ✓ Visitors
- ✓ E-mail and Internet Use
- Review General Standard Operating Procedures
 - ✓ Emergency Procedures
 - ✓ Office/Desk/Work Station
 - ✓ Keys
 - ✓ Mail (Incoming and Outgoing)
 - ✓ Shipping (FedEx, DHL, UPS)
 - ✓ Business Cards
 - ✓ Purchase Requests
 - ✓ Telephones
 - ✓ Building Access Cards
 - ✓ Conference Rooms
 - ✓ Picture ID Badges
 - ✓ Expense Reports
 - ✓ Office Supplies
 - ✓ Copy Machine Procedures/Codes
 - ✓ Fax Machine Procedures
 - ✓ Phone Procedures/Set up voicemail
 - ✓ Identify procedures: transportation, supervision: lunchroom, lunch cards, playground, hallways, bathrooms
 - ✓ Laminating procedures
 - ✓ Arrival and Departure Times/Lunch Schedules

Tour the Building

- Make introductions – principal, secretary, custodian, etc.
- Mail Room
- Copy Room
- Lunch Room
- Teacher’s Lounge
- Coffee/Vendor Machine
- Kitchen/Cafeteria
- Parking
- Fax Machine
- Printers
- Supplies Location
- Office(s)
- Nurse
- Restrooms
- Emergency Exits
- Parent Pick-up
- Special Areas (Art, Music, P.E., L.D., Library Media Specialist, Technology Instructional Specialist)

General Questions

- What do I do if a student misbehaves?
- Where do I purchase a lunch?
- When/where do I eat lunch?
- How much do meals cost?
- What is the student lunch schedule?
- How do I log on to technology?
- Who do I contact about technology questions?
- Who do I contact if technology is not working?
- How do I request supplies?
- Who are the support staff and where are they located? How do I get ahold of them if I need them? (Custodians, secretaries, admin, guidance counselors, etc.)
- What supervision duties, if any, do I have?
- How do I call in sick? How do I schedule pre-arranged absences?
- Where do I keep my personal belongings?
- Fire, tornado, earthquake, bomb and stranger in building drills. When do we do drills? Where are my emergency plans?
- What professional development is required?

Technology

- My Learning Plan
 - ✓ Professional Development
 - ✓ Evaluations
- SafeSchools
 - ✓ Required Videos
 - ✓ Required Forms
- TigerNet
 - ✓ Time Clock
- AESOP
 - ✓ Absence Entries
- AppliTrack
- eSchool
- Sungard
- Outlook
 - ✓ Email account
- Google
- Share Folders
- Waynesville R-VI District and Building Webpages

Nurses

- Health Services Handbook
- Annual Schedule
- Immunization Requirements
- Common Vaccine Abbreviations
- Mass Casualty Barrel Inventory List
- School Calendar

- Print-outs from Health Services Webpage
- Epi Pen Prescription

Transportation Employees

- Assist with quizzes for written test
- Assist w Pre-Trip and Post-Trip Inspection
 - ✓ Identifying parts of the bus.
 - Outside
 - Inside
 - Under the hood
- Answer any questions with the operation of the bus.
- Driver's Skill Testing
- Address Driver Topics
 - ✓ Driver Attitude
 - ✓ Student Management
 - ✓ Highway – Rail Grade Crossing Safety
 - ✓ Vehicle Training
 - ✓ Knowing Your Route
 - ✓ Loading and Unloading
 - ✓ Emergency Evacuation
 - ✓ Transporting Students with Special Needs
 - ✓ Driving Under Adverse Weather Conditions
- District Policies and Procedures
- Office Forms
 - ✓ Pre – Trip
 - ✓ Mechanic Work Orders
 - ✓ Absentee Sheet
 - ✓ Discipline Referral
- Employee of the Month Criteria
 - ✓ Attendance
 - ✓ Extra Duties. (volunteering for extras without complaint)
 - ✓ No Discipline write-ups. (in regards to the employee)
 - ✓ Maintaining the standard of the bus and student's safety.
 - Student write-ups.
 - No accidents this year.
 - ✓ Bus cleanliness.
 - ✓ Going “above and beyond” for the student's safety and behavior.
 - ✓ Pre-trip and post-trip inspections routinely done properly.

Custodial Employees

- Classrooms
 - ✓ Floors (Tile, Carpet, Wood, Hard, etc.)
 - ✓ Windows/Doors (Clean Inside and Outside)
 - ✓ Desks/Furniture (Clean, Polish, Repair)
 - ✓ Woodwork/Trim (Clean, Polish, Repair, Replace)
 - ✓ Light Fixtures (Clean, Replace Bulbs/Tubes)
 - ✓ Blinds/Shades/Drapes (Clean)
 - ✓ Whiteboards/Smartboards/Bulletin Boards (Clean)
 - ✓ Walls/Ceilings (Clean, Paint)

- ✓ Radiators/Registers/Vents (Clean)
- ✓ Lockers (Clean)
- ✓ Empty Trash
- ☐ Gymnasium
 - ✓ Floors (Tile, Carpet, Wood, Hard, etc.)
 - ✓ Windows/Doors (Clean Inside and Outside)
 - ✓ Bleachers (Clean)
 - ✓ Woodwork/Trim (Clean, Polish, Repair, Replace)
 - ✓ Trophy Cases (Clean)
 - ✓ Walls/Ceilings/Backboards (Clean, Paint)
 - ✓ Empty Trash
- ☐ Restrooms/Shower Rooms/Lockers
 - ✓ Floors (Tile, Slip Resistant Flooring, Carpet, Hard, etc.)
 - ✓ Windows/Doors (Clean Inside and Outside)
 - ✓ Acid Clean Showers
 - ✓ Metal Fittings (Shower Heads, Controls, Dispensers, Soap Dishes)
 - ✓ Light Fixtures (Clean, Replace Bulbs/Tubes)
 - ✓ Walls/Ceilings (Clean, Paint)
 - ✓ Lockers (Clean)
 - ✓ Empty Trash
- ☐ Kitchen/Cafeteria
 - ✓ Floors (Tile, Carpet, Unfinished Tile, Hard, etc.)
 - ✓ Windows/Doors (Clean Inside and Outside)
 - ✓ Woodwork/Trim (Clean, Polish, Repair, Replace)
 - ✓ Light Fixtures (Clean, Replace Bulbs/Tubes)
 - ✓ Blinds/Shades/Drapes (Clean)
 - ✓ Walls/Ceilings (Clean, Paint)
 - ✓ Exhaust Hoods/Registers/Vents/Grills (Clean)
 - ✓ Metal Fittings (Clean/Polish)
 - ✓ Furnishings (Clean, Repair or Replace Tables, Chairs, Railings)
 - ✓ Walk-in Freezers/Refrigerators (Clean)
 - ✓ Empty Trash
- ☐ Auditorium/Stage
 - ✓ Floors (Tile, Carpet, Wood, Hard, etc.)
 - ✓ Windows/Doors (Clean Inside and Outside)
 - ✓ Blinds/Shades/Drapes (Clean)
 - ✓ Walls/Ceilings (Clean, Paint)
 - ✓ Seating/Furniture (Clean)
 - ✓ Woodwork/Trim (Clean, Polish, Repair, Replace)
 - ✓ All Bright Work (Clean, Polish)
 - ✓ Light Fixtures (Clean, Replace Bulbs/Tubes)
 - ✓ Empty Trash
- ☐ Library
 - ✓ Floors (Tile, Carpet, Wood, Hard, etc.)
 - ✓ Windows/Doors (Clean Inside and Outside)
 - ✓ Shelving/Furniture (Clean, Polish, Repair, Replace)
 - ✓ Woodwork/Trim (Clean, Polish, Repair, Replace)
 - ✓ Light Fixtures (Clean, Replace Bulbs/Tubes)

- ✓ Blinds/Shades/Drapes (Clean)
- ✓ Whiteboards/Smartboards/Bulletin Boards (Clean)
- ✓ Walls/Ceilings (Clean, Paint)
- ✓ Radiators/Registers/Vents (Clean)
- ✓ All Bright Work (Clean, Polish)
- ✓ Empty Trash
- ☐ Offices/Lounges/Nurse's Office
 - ✓ Floors (Tile, Carpet, Wood, Hard, etc.)
 - ✓ Windows/Doors (Clean Inside and Outside)
 - ✓ Shelving/Furniture (Clean, Polish, Repair, Replace)
 - ✓ Woodwork/Trim (Clean, Polish, Repair, Replace)
 - ✓ Light Fixtures (Clean, Replace Bulbs/Tubes)
 - ✓ Blinds/Shades/Drapes (Clean)
 - ✓ Whiteboards/Smartboards/Bulletin Boards (Clean)
 - ✓ Walls/Ceilings (Clean, Paint)
 - ✓ Radiators/Registers/Vents (Clean)
 - ✓ All Bright Work (Clean, Polish)
 - ✓ Empty Trash
- ☐ Hallways/Corridors/Stairways
 - ✓ Floors (Tile, Carpet, Wood, Hard, etc.)
 - ✓ Windows/Doors (Clean Inside and Outside)
 - ✓ Woodwork/Trim (Clean, Polish, Repair, Replace)
 - ✓ Light Fixtures (Clean, Replace Bulbs/Tubes)
 - ✓ Blinds/Shades/Drapes (Clean)
 - ✓ Bulletin Boards (Clean)
 - ✓ Walls/Ceilings (Clean, Paint)
 - ✓ Radiators/Registers/Vents (Clean)
 - ✓ All Bright Work (Clean, Polish)
 - ✓ Lockers (Clean)
 - ✓ Drinking Fountains (Clean)
 - ✓ Walk-off Mats and Stair Treads (Clean)
 - ✓ Empty Trash
 - ✓ Maintain all exit and emergency lighting (Report any that are not in working order to the Maintenance Department)
- ☐ Mechanical Room, Equipment Room and Elevators
 - ✓ Empty Trash
 - ✓ Floors (Tile, Carpet, Wood, Hard, etc.)
 - ✓ Windows/Doors (Clean Inside and Outside)
 - ✓ Woodwork/Trim (Clean, Polish, Repair, Replace)
 - ✓ Light Fixtures (Clean, Replace Bulbs/Tubes)
 - ✓ Walls/Ceilings (Clean, Paint)
 - ✓ Keep Area Uncluttered
 - ✓ Maintain a Clear Access to all Electrical Panels

PARAPROFESSIONAL MENTOR CONTACT LOG

Name of Mentor: _____ Building: _____

Name of Employee: _____ Building: _____

The following log is designed to document the details of each monthly meeting between mentors and their protégés. Please complete this log and provide any feedback about the employee's progress.

<i>Date</i>	<i>Description of Meeting</i>

Employee/Protégé Feedback:

Please complete & return the “Mentor Contact Log” to the Special Services Office by the second Friday of May.

