



# Peer Mentor

## Application

The Peer Mentoring class allows students to interact with and model for their Special Education peers at LOHS. Peers interact with students at their worksites and in classes. Classes may include general education classes, electives, special education classes or applied work classes. Worksites include Laker Spirit Store, Joe's Boathouse, Laker Garden, Coffee Cart, and Kitchen. Peers will be assigned based on special education students' needs. Duties include, but are not limited to, modeling appropriate behavior, one to one interaction, and teacher support. Requirements include application and weekly reflection paper. Class may be repeated for credit. Peers taking this class for the first time are graded S/U. All others are given a letter grade

Name: \_\_\_\_\_

Grade Level (*circle*):    9<sup>th</sup>    10<sup>th</sup>    11<sup>th</sup>    12<sup>th</sup>

Number of times you've been a Peer Mentor:(*circle*):

0    1    2    More than semesters

Email address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

### TEACHER/COUNSELOR RECOMMENDATION

I support this application based on my knowledge of this student's interpersonal skills, their dependability and flexibility in working with students of diverse abilities, ages and cultural/ethnic backgrounds.

\_\_\_\_\_  
Teacher/Counselor Signature

\_\_\_\_\_  
Date

## Pathways Peer Mentor Expectations

1. Be on time. We will count on you. The students will count on you and the staff will count on you to be here on time. But we all know that things happen. If you are going to be late, you will need a note from the office.
2. Be flexible. Things change at the drop of the hat due to materials, behaviors, and personnel. Go with it.
3. Tasks include but are not limited to: reading out loud, typing, highlighting, assisting with computer access, asking students questions, etc...things to assist with the students' skill development. We won't ask you to lift, bathroom or discipline a student. Those tasks are for Educational Assistants and the teacher.
4. Be prepared to work with the Pathways students. This isn't a study hall – you are here to help the students in the program. Please put your phone away and check in with the teacher for your daily assignment.
5. Plan to stay the entire period. Unless a note comes in from the office, you are required to be here with the students.
6. Ask questions. The only dumb question.....
7. Show initiative. In this program, we are willing to try just about anything.
8. You are a role model. Students will look to you for appropriate behavior. No electronic devices may be used in class. If we see it, we'll take it.
9. If you have any problems or concerns, let Ms. Longman know immediately.
10. Confidentiality: What you hear in the Pathways classroom....stays in the classroom. There are laws and regulations we have to follow concerning privacy issues. Your help with this is appreciated.

What you'll get in return from us:

1. We will sit down before class to go over expectations for that day as well as what tasks we would like you to do and then check in after class to see how things went.
2. Support. We won't put you in a situation where you feel uncomfortable. Please let the teacher know if you feel uncomfortable or have concerns.
3. Job reference (upon request and approval of classroom teacher)
4. An opportunity to make a difference in a person's life – it'll feel good to help others!

***I agree to follow all of the expectations outlined above. I understand that any breach of confidentiality or academic integrity may result in my dismissal from the program and a W/F grade for the semester.***

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Student Signature

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Date

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Pathways Teacher Signature

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Date