



CHARLOTTE MECKLENBURG SCHOOLS

NORTH STAR READING PARTNERS INITIATIVE

Encourage, Challenge, Support and Celebrate

Mentors working with 12th grade students may use the following information as a tool for guiding conversations with potential high school graduates. The goal is that each senior will graduate from high school with a clear plan aligned to their postsecondary goals. Whether the student is headed toward college, career and/or military enlistment, the mentor will **encourage, challenge, support and celebrate** students as they progress toward graduation. Thank you in advance for your efforts in ensuring that CMS graduates are future ready!

General Guidelines

CMS has outlined procedures for mentors as found on the district's website. It is imperative that all mentors read this information as it contains important tips and guidelines:

<http://www.cms.k12.nc.us/cmsdepartments/vp/Pages/MentoringTips.aspx/>

During your sessions with students, sensitive topics may arise (e.g., child abuse, suicidal ideation or homelessness). A member of the school's Student Services team (i.e., counselor, psychologist or social worker) should be contacted immediately. If the student is expressing suicidal ideation, the student must never be left alone. Please escort the student to a member of the school's Student Services team immediately.

Because of the high stakes associated with the senior year (e.g., graduation and postsecondary planning), it is imperative that the mentor collaborate with the student's counselor. The counselor is ultimately responsible for ensuring that the student meets graduation requirements and completes steps for their specific postsecondary plans. Extreme caution is to be used in advising students in these areas.

This timeline is intended to guide your conversations with your mentee. Understand that disclosures during any given session may alter your focus during that session or during subsequent sessions. You may exercise flexibility in how you proceed through these talking points, but there are key topics included that are beneficial for you to address so that your student has a successful senior year. Though some items are listed only once, the recommendation is that these topics be revisited on an ongoing basis. Examples include periodically checking grades and attendance in PowerSchool or getting status updates regarding progress toward postsecondary plans.

WEEK 22: February 1 – 5

- ✓ February 3 – Report cards distributed
- ✓ February 3 – Mid-year Graduation at Bojangles' Coliseum at 4:30 or 7:30 p.m.
- ✓ February 6 – ACT administration (January 8th registration deadline)
- ✓ As the second semester is well underway, encourage your student to maintain focus on graduation as the ultimate academic goal for the school year. Have your student reflect upon challenges and successes from the first semester, and inquire about any areas of concern that may be surfacing for the second semester.
- ✓ If your student is enrolled in English IV during the second semester, support your student as progress is made with the Senior Exit Project. Consider joining your student in reading or researching additional material related to the topic. The opportunity for dialogue will hopefully foster the student's enthusiasm and passion for the subject, and will also build confidence as the student prepares for the presentation.
- ✓ Students planning to apply for financial aid for the 2016-2017 academic year should be completing the Free Application for Federal Student Aid (FAFSA) and, along with parents, should be compiling documents that will assist in this process. The sooner the application is submitted, the sooner your student may be able to receive the Student Aid Report (SAR) which outlines details of the student's financial aid award. You may direct your student to college financial aid representatives or to Student Services staff if there are questions about this process.

WEEK 23: February 8 – 12

- ✓ Join your student in reading a text that may be required for English IV or another course on the student's schedule. Suggest a reading plan which allows dialogue with the student about various aspects of the book. Ideally, the discussions would take place prior to any assignments, tests or projects that may be anticipated in the English (or other) course. If the student completed English IV during the first semester, consider reading a text related to the student's career interest or a hobby that he or she may have. Feel free to select a book that is not required, but may be of interest to the student. The school media specialist or an English teacher may be able to offer suggested reading material as well.
- ✓ Encourage your student to remain active in extracurricular activities. If a student is wait-listed, admissions officers may want to know what has been accomplished since the student initially applied. Potential employers may want to know about a student's involvement and leadership as a member of the school community.

WEEK 24: February 15 – 19

- ✓ February 15 – Make-up School Day (for snow)
- ✓ February 20 – FAFSA Day – In this free program offered by the College Foundation of North Carolina (CFNC), the North Carolina Association of Student Financial Aid Administrators and the State Employees' Credit Union, college financial aid officers and other volunteers assist students in the completion of the FAFSA forms. Interested students and parents may visit www.cfnc.org for more information about the locations that will be open for assistance to families.
- ✓ The second semester occasionally presents attendance challenges for students, especially for those who may be experiencing "senioritis." Remind your student that regular attendance and participation in class will greatly enhance achievement in all course work. Encourage your student to only miss class when absolutely necessary so that course credit is not lost due to excessive absences.
- ✓ Have your senior continue to monitor the status of any applications to ensure that all materials are sent and received on time. If mid-year grades are required by any institution or scholarship source, have the student follow procedures for submitting the requested information.

WEEK 25: February 22 – 26

- ✓ Mid-quarter progress reports will be distributed on February 24th and 25th. Ask your student if there are academic issues or concerns that need to be addressed before the end of the quarter. Celebrate success as the student strives to meet academic goals. For any areas of concern, please have your student contact the teacher for assistance.