



# ConnectiKids

Educating, Enriching, and Empowering Hartford's Youth Since 1978



## TUTORING & MENTORING PROGRAMS

### Our Mission

ConnectiKids connects students facing systemic inequities and other barriers with people, places, and experiences that level the playing field and inspire academic achievement, positive life choices, and big dreams.



## Table of Contents

Introduction .....	4
Mentor letter .....	6
ConnectiKids History .....	7
ConnectiKids Programs .....	9
Mentoring Sessions .....	14
Tutoring and Mentoring Program Curriculum .....	16
Making Reading Meaningful and Relevant.....	16
How to Read with Your Student .....	17
Theme Goal Information .....	19
Lesson Plan Example.....	20
Site Schedule and Daily Procedures .....	21
The Value of Mentoring.....	22
Participation and Expectations .....	24
Tutor Expectations.....	26
ConnectiKids Guiding Principles .....	28
Policies.....	30
A. Physical Contact .....	30
B. Verbal Interactions .....	31
C. One-on-One Interactions.....	32
D. Off-Site Contact.....	35
E. Electronic Communication.....	37
F. Electronic Communication and Social Media Code of Conduct.....	38
ANTI-BULLYING POLICY .....	42
Monitoring and Supervision .....	52
Abuse Risk Management Items.....	52
Performance Evaluations .....	53
Responding .....	54
Education Program Assistant Responsibilities .....	62
Site Contact/Liaison Roles & Responsibilities.....	63
Top Ten .....	64



CALENDAR .....	66
Tutoring and Mentoring Program Contacts .....	67
Agency Contacts .....	69
Acknowledgment of Receipt .....	77
Thank you! .....	79



## Introduction

ConnectiKids goal is focusing on Educating, Enriching, and Empowering Hartford's youth. ConnectiKids Inc. is a nonprofit positive youth development organization that focuses on educating, enriching, and empowering Hartford's youth. We work directly with elementary and middle schools, in Hartford, with students in grades kindergarten to eighth grade. We provide one-on-one tutoring and mentoring and arts & enrichment throughout the academic year and summer program during summer break. With these programs we expose our students to new people, places, and experiences that aid in growth and development.

*We fulfill this youth-empowering, equity-advancing mission in partnership with schools, families, and the community. We provide one-on-one academic tutoring, individualized mentoring, arts and enrichment programs, and community-based learning experiences during the academic year and summer. These connections and opportunities motivate historically underserved kids to embrace high expectations, overcome adversity, and reach their full potential.*

### Our history

ConnectiKids began in 1978 when volunteers from the Asylum Hill Congregational Church initially got together to provide a positive summer experience for third grade students at West Middle School a public elementary school in the neighborhood. The group formed what was to be known for the next twenty years as the West Middle School Committee. Upon completing their first summer, the volunteers quickly realized there was a greater need for assistance; with help from corporations located on "The Hill" they decided to have occasional after-school tutoring sessions for those students. The name of the organization was changed to ConnectiKids in October of 1999 to better reflect the program's wide-ranging impact and the connections it makes among children and adults from many walks of life. ConnectiKids is currently in its 44<sup>th</sup> year of service and works with over 400 plus children from West Middle, MD Fox Elementary, and Naylor Elementary and Martin Luther King Middle schools through year-round and summer programming.

### About this Manual

This training manual is a critical component of our communication with all **staff and volunteers**. Plan to use it as a guide when you have questions related to your role at ConnectiKids. For questions or topics not covered in the handbook, you are encouraged to contact your program managers or the Executive Director for answers or concerns relating to any aspect of your responsibilities and expectations.

This training manual will be made available electronically, and a printed copy will be offered to each staff and volunteer. From time to time, we will provide updates or additions to both the electronic and printed versions.



The policies, procedures, engagement requirements, code of conduct, and best practices described in this manual are not to be considered conditions of employment or volunteering. While ConnectiKids Inc. expects to continue its policies, procedures, and other communication, the Organization reserves the unconditional right to modify, revoke, suspend, terminate, or change any or all such policies, and procedures at any time and without notice. This manual supersedes all other manuals. This manual is not intended to create, nor is it to be construed as, either an express or implied agreement of engagement.



## Mentor letter

Dear Mentors,

Welcome to our Tutoring and Mentoring program! The entire staff of ConnectiKids would like to say **THANK YOU**. On behalf of the children and families in our program, we would like to welcome you into the new tutoring year. Thank you for your commitment, dedication, and support.

Being a tutor, mentor, and volunteer helps our children tremendously; the commitment you make to them guarantees the children that someone cares about them. We are thankful for your willingness to assist them with their daily homework and goals for a positive future.

We value your time and efforts. Once again, thank you very much; we look forward to a joyous and impactful year.

ConnectiKids will post a PDF of your site's Academic Support Booklet to the ConnectiKids webpage for you to have. The website is [www.ct-kids.org](http://www.ct-kids.org). Please click on the mentor tab to find the booklet. If you have any questions or comments, please get in touch with our office at 860-522-8710.

Learning & Growing Together,

E. Andrea Williams  
Executive Director





## ConnectiKids History

### Goals:

ConnectiKids Tutoring and Mentoring Program primary objectives:

- To have children develop a meaningful relationship with an adult (young adult) tutor/mentor. This relationship allows for the following: A) enhancement of classroom learning, which leads to improved grades and attitude in school B) promotes a life-long love of learning and C) improved future orientation
- Develop student comprehension of educational materials and concepts (literacy, reading comprehension, math/problem solving), all foundations for long-term academic success
- Improve study skills and attitudes towards academics
- To enhance problem -solving, improve communication skills, and engender increased self-esteem.
- Foster self-confidence, self-exploration, and self-sufficiency

### Accomplishments

Since 1978 ConnectiKids has provided free programs to over 16,000 children.

For five consecutive years -based on Community Schools data- ConnectiKids participants have:

- Scored higher on standardized testing than their peers
- Outperformed their peers academically
- On average, had fewer behavioral referrals

We have been serving the community for 44 years and have partnered with schools, community organizations, foundations, and corporations that collectively support our children's growth.

ConnectiKids received several awards for partnership and engagement with children and education.

A 2020 student retention rate of 94%

In January 2019, ConnectiKids received the Oprah Winfrey award for leadership and exposure. The organization has been selected to receive the Heads Up! Hartford Rising Star award in March 2019. Our Executive Director is a recipient of the 2019 100 Women of Color Award. We are also recognized by Hartford's city each year in their report on the positive impact of tutoring and mentoring during the school year.







## ConnectiKids Programs

### Current Programs:



ConnectiKids is committed to providing students with academic support through individual tutoring. The central focus of ConnectiKids is our Tutoring and Mentoring Program, which offers one-on-one reading, writing, and homework assistance to low-income, at-risk minority students (K-12th grade) in Hartford.

A student who joins the ConnectiKids program in kindergarten and continues up to 8th grade will have the opportunity to work with a caring high school, college student, and business professionals. They will receive personalized tutoring and mentoring that is one to one throughout their time moving from a high school location (partner) to a college campus, to a corporate partner. These locations, partners, and exposure allow this child to experience new people, places, and opportunities. The child also experiences fun and educational field trips with their peers and mentors. Friday enrichment is introduced that encompasses a variety of art forms. The tutoring, mentoring, and enrichment programs support the whole child, supporting their future career interest and realizing skills and passion within. This child also strengthens their reading, communication, and math skills to achieve better grades and connect their school learning to home and their community. At select times throughout the academic year, this child also enjoys family fun events, such as a family-style thanking feast, a holiday party, and an end-of-year celebration to commemorate their time with their mentor. At the end of the academic program, the child can participate in ConnectiKids five weeks, a full-day summer program that also supports their educational goals but focuses more on outdoor adventures and personal advancement. As the student progresses through the program, they learn more about themselves, gain more academic and personal guidance, and become more engaged in setting educational and personal goals to become lifelong learners and fruitful citizens.

### *Tutoring and Mentoring*

ConnectiKids provides students with one-on-one tutoring and mentoring. The core focus is to provide students with equitable academic support through individualized tutoring, which will, in turn, support classroom learning.

Students are encouraged to make smart academic decisions that will better equip them for life. The programs, staff, and mentors stimulate thoughts and aspirations of completing school and gain a vision of attending college for all students. Through our mentoring program, students develop a good sense of citizenship, becoming productive community members and individuals. Our students also learn how to advocate for themselves and how to embrace their unique talents. Working with caring adults allows students to gain a comprehensive view of how their individual goals can become a reality through goal



setting, hard work, effective study habits, school attendance, a positive attitude toward life, education, and a positive peer circle.

### **Book Club**

ConnectiKids also provides Book Club and Enrichment opportunities for students. Students put into cohorts by grade and assigned a book to read throughout the school year. During Book Club, students will read along with the instructor, analyze the story, and bring the book to life with hands-on activities.

### **Enrichment on Fridays**

ConnectiKids also offer a unique Arts and Enrichment program coupled with character-building activities that are often creatively linked to educational concepts in areas that students would not have the opportunity to be engaged. All materials needed are provided to students. These experiences help students grow socially, define their identity, and understand their strengths, interests, and goals, which typically contributes to increased school performance.

### **Family Engagement**

To support the families, ConnectiKids host a monthly event to enjoy in person safely. The events provide a safe environment for students to engage with other students and program staff. Students receive incentives and snacks as a reward and encouragement to keep up the excellent work in school. Students also take-home activities to complete with their family to encourage parent involvement. Parents receive support during these events from donated pantry items, gift cards, toiletries, and more. We understand how important it is to support the students and their families and ensure a holistic approach.

### **Program Logistics**

This year the program will be on a hybrid model. ConnectiKids understands that not all students can participate in virtual afterschool programs for a host of reasons. We know that many students and families are looking for in-person opportunities to be involved now more than ever. Therefore, we have opted to provide a hybrid program this year.

### **In-Person sessions:**

ConnectiKids works in partnership with the lead agency, Boys and Girls Clubs of Hartford at West Middle. Our Tutoring and Mentoring program will serve approximately 250 children at our partner schools in grades K-8 with an academic focus on literacy, writing, and utilizing educational frameworks.

At the beginning of the school year, the partnering sites are secured and prepared for students' arrival. Each day ConnectiKids staff pick up registered students from West Middle School at dismissal from their teachers. The students are accompanied by the staff directly to their designated tutoring site location via the school bus, which is provided



free of charge. Upon arrival at the site, students are paired with their mentor (one to one). Before the start of the program, mentors are recruited, formally trained, and background checked. Students are then provided a healthy snack and proceed to focus on their 75 minutes session, which is a mixture of homework help, reading, writing, mathematics, the supplemental curricula, and various activities (some may be cultural, seasonal, or revolve around mentoring aspects of the program). At the end of the program, students are accompanied by program staff back onto the bus and return to West Middle for dismissal. Mentors will spend time reading with the students and promote literacy and other fundamental developments. Literacy is an important aspect of our student's success. For this reason, ConnectiKids provides a range of literacy-based options, including a large assortment of books, relevant content, and subject matters that our mentors and mentees can easily access. Additionally, the mentors help students with homework completion. We provide a supplemental curriculum that aligns with national standards. The curricula are designed to reiterate what is being taught in school and allow students to have some creativity in completing the lessons with their mentors. For students who require additional help, the lessons and activities are customized to meet their individual needs and learning styles.

**Virtual Sessions:** These sessions will be hosted via Microsoft Teams to support mentees and mentors who have been selected to participate in the program virtually. We will use both MS Teams and Zoom to host mentoring sessions and utilize breakout rooms to separate mentor pairs. ConnectiKids staff will monitor the breakout rooms to assist and oversee the program. All mentors will be trained, and background checked before meeting with a student.

**Summer Program and Alumni** - The ConnectiKids Summer Program is a full day, multi-week program and incorporates hands-on, experiential learning activities that promote learning through interactive problem solving and the creation of individual and group projects in a variety of subject areas, along with opportunities for general recreation.

### **Mentor -Mentee Stories**

**Leilani** is a 5th-grade student who has been attending ConnectiKids for a couple of years. She has always been timid, and reserve but is a bright young lady. This year her mentor was Austin. Austin and Leilani instantly connected. Leilani would finish her homework quite early in each session, so Austin would have her choose books to read. They would analyze the story, and Austin would use the text to see if it might relate to Leilani's life. The more Austin did this, the more he would learn about Leilani. They were both saddened when we had to pause mentoring due to the pandemic. Once mentoring returned virtually, it was as if time had not passed between Leilani and Austin. ConnectiKids had integrated more social and emotional learning worksheets into the supplementary lesson plans. We know that the pandemic has taken a toll on students and adults. It is important to practice positive thinking during this time. Austin was very good



at utilizing the lesson plans provided by ConnectiKids. He had Leilani write down some goals she has for now and the next school year. One of her goals was to gain more friends next year, especially since she will be going to a new school. Austin helped Leilani come up with steps to reach her goal. ConnectiKids gained more students who were interested in online mentoring but did not have enough volunteers, so Austin and Leilani agreed they would accept another student into their group. It was terrific to see Leilani work on her goal of gaining new friends. Over the next couple of weeks, you can see she was actively speaking more in the mentoring session and trying to find similarities with the new student, which were two of her steps to gaining new friends next school year.

-Mentor

"The ConnectiKids Tutoring and Mentoring program stands true to its title. Volunteers help students with their academics and help them navigate through their emotions, give them guidance and advice, and be positive role models for students to be successful young adults one day." - ConnectiKids staff

We are focusing on mentoring more this year, as our youth needs the support and are more open to holding more in-depth conversations that seem to be helping them.

"[I] Truly appreciated the opportunity this year and last. The traditional homework and book sessions didn't work for us this year as my mentees' life has changed significantly. So, we were relegated to talking about school, home, after Middle school, and entering HS. We talked about daily events and life experiences. Schoolwork was mingled in before, during, and after, and hopefully, they didn't realize I snuck it in. My two mentees will do just fine in HS."

~ConnectiKids Mentor

Being a mentor versus a tutor to fulfill my mentee's academic and personal needs. "I normally don't follow the guidelines, journaling, etc., with my mentee, who is an 8th grader. They are great kids, and I have kids of my own; now grown, I found that journals, schedules, homework, etc., are not always as easy as they seem to keep them focused. So, we have adapted sports [discussions], newspapers, life lessons into our hours. They [mentees] stay more focused when speaking about families, things of interest, card games, and I try to sprinkle in positive things as we go through. I can tell you that their attitudes, manners, demeanors, and language have improved in the past two years. I also believe that they understand that by living in the 8th-grade moments, there is a big road ahead of them, and they have at least begun to think and prepare for it."

~ConnectiKids Mentor

**Anticipated outcomes for the ConnectiKids Tutoring and Mentoring Program are:**

-Students will develop positive relationships with adult mentors



- Students will develop a fundamental comprehension of educational materials and concepts
- Students will gain exposure to new things, knowledge of their abilities and challenges, and the ability to make better life choices
- Students will develop Positive self-image, positive attitudes toward learning, and future aspirations

**Program Evaluation**

ConnectiKids administers and analyzes a post-test tool to measure our target indicators at the end of the program year to evaluate program success. Factors measured include positive self-image, positive relationships with adults, and positive attitudes toward learning and future aspirations. ConnectiKids also administers Academic Goal Set Sheets to gauge the level of skill attainment in participating students. The themes are intended to coincide with the themes and skills students are learning in school. This is achieved through an alignment of the curriculum and the goal set sheets.



## Mentoring Sessions

### Anatomy of A Session

There are a range of activities that you can engage in with your student during the programming session. You and your student may develop a routine that you follow each week, or you may just take it one day at a time and need to “check in” with your student each session to decide how the session will go. The very special feature of this program is that each student is matched individually with a mentor who gets to know them over the course of the year. Therefore, there is no cookie cutter approach that will work for all tutors and their students. You will become the expert on your student over the course of the year and will get a sense of what works best to “build a relationship and provide an educational opportunity”. Below is a range of possibilities for engaging your student during the tutoring session:

❖ **Curriculum** Starting this year, we will be switching out our weekly lessons plans for our ConnectiKids Academic Support Booklet. The booklet will contain your students’ curriculum for the 2019-2020 school year. It will help guide you if you and your student do not understand a homework question with tips to follow and examples to use if needed. In recent years, we have found that there are students who are more ahead in their curriculum than others. Our booklet will eliminate that challenge as you will be able to move at your students’ pace. We will provide additional worksheets if your student does not have homework as well as a SEAM (Stop Everything and Mentor) for you to get to know your student through questions.

❖ **Structured Reading** ConnectiKids is the fortunate recipient of a grant of books from the First Books Foundation. This program allows for hundreds of books to be at each programming site for use by tutors and students during the session. Students are then later allowed to take these books home to build their own personal libraries. Depending on the child’s skill and energy level, you can either read to the child, have the child read to you, or take turns reading. During reading take the time to break down larger words into smaller segments, by doing this you will help your student with their word and sound recognition. Reading with a child is the single most important thing you can do to help build her/his literacy skills.

❖ **Homework** Due to strong feedback from parents as well as tutors, we are asking you to include it in your weekly sessions. Some students may be very concerned about getting their homework completed and others may be anxious because they need help with it. You may want to check in with your student at the start of the tutoring session to see if they have any homework for that night.

❖ **Side Table Activities** In addition to homework the students bring and the ConnectiKids Academic Support Booklet we provide, each site will periodically have worksheets, games, magazines, and activities. Worksheets and activities usually reference a holiday or special occasion occurring around that specific tutoring session. Some of the activities may be hands on arts and craft projects while the worksheets are compiled of puzzles, games, or visual art activities.

**Your Own Ideas** As you get to know your student; you will discover their interests and will hopefully have ideas for activities that may engage your student. For example, one tutor for a third grader would bring in the board game *Candy Land* and turned it into a math game for the



student. Tutors are always encouraged to bring in additional educational activities that will engage their student. We only ask that they not be activities that are loud or disruptive to other students and their tutor/mentors. These activities should also remain an interaction between you and your student and should not turn into “group games”. If you have an idea that has worked well with your student, please send it to [www.ct-kids.org](http://www.ct-kids.org), or submit it in writing to your site coordinator so we may share it with the other tutors in the program.

**The Student’s Ideas** Listen to your student and encourage them to be an active partner in their own learning, rather than only a recipient of adult knowledge. Maybe the student wants to write their own story or create their own puzzle. Maybe they want to draw a picture of what their life will be like when they are “grown up”. The school day can be very structured and programmed when you are one of over 20 students in a classroom. Use the program session as a time when the student can explore their own interests and skills.

**The Journal** Each student will be provided with a journal. They may use this notebook to complete curriculum assignments, to write about their day, to keep track of new vocabulary words, to draw pictures, or for any other purpose. Many students are intimidated by writing, so try not to turn the journal into a chore, but a fun activity. As a tutor you should feel free to write in the journal as well, in order to model the activity for the student. You could, for example, ask your student to write a list of the foods they had for Thanksgiving dinner, and then draw them. Or you may use the journal to play word games, such as “hangman” which teach decoding, spelling, and using context clues to decipher meaning. At the end of the year, the journal goes home with the student as an important memento of the time spent with their tutor. So, remember, the journal’s possibilities are only limited to you and your student’s imagination.

**Newspapers In Education** Through a partnership with the Hartford Courant’s Newspapers In Education department we will provide you with daily newspapers that may be used periodically, as part of that day’s lesson activity. These newspapers can also be used independently to teach your student the different components and purposes of each newspaper section as well as how to decipher an article.

**Multi-Media/Internet Assignments** Because of how vast technology has grown since the start of our program, we have recently added the option of the use of technology to help advance the development of your student. You may use the iPad we bring to each session upon request, or you may bring your own tablet, iPad, or laptop computer (at your discretion). However, please refrain from the personal use of your cellphones as they pose a threat to the flow of session. You can look up interactive lessons, play games, look up pictures, or research anything in general that you think would benefit your child in some way. We just ask that while using the technology, you make sure that both you and your student is involved in whatever you are using it for. Just as an example, we do not want your student to be playing a game while you are working on something else not pertaining to the student



## Tutoring and Mentoring Program Curriculum

### Promoting Literacy and Self Expression

The central focus of the tutoring curriculum is to promote lifelong literacy in each student by helping them become effective readers of both fiction and non-fiction texts. This is accomplished using educational cycles with centralized theme goals, based on Hartford Public Schools' competency standards. During tutoring sessions students will have the opportunity to practice their decoding and fluency skills, reinforce their reading strategies, and learning new strategies to comprehend and analyze reading materials. The curriculum packets also include math activities which build on these reading comprehension skills. Students also have the option to write in a journal which provides them with an informal opportunity to express their thoughts, opinions, and questions about their experiences they discover in their reading.

### Structured Reading

Through various grants and Holiday Book Drives by *Barnes and Nobles*, there are hundreds of books available at each site for use during the tutoring session. Students also have several opportunities during the year to select books for their own personal libraries. Therefore, all the books need to be kept in good condition. Please do not allow your student to write, mark or highlight the books in any way. A variety of books will be available on site. They are arranged by reading levels in color coded bins. Each book has a colored sticker on its cover that identifies the grade level. This will help you to select books appropriate to your student's reading level.

The color-grade level code is as follows:

<b>Pink</b>	<b>Pre-Kindergarten</b>
<b>Orange</b>	<b>Kindergarten and First grade</b>
<b>Yellow</b>	<b>Second and Third grades</b>
<b>Green</b>	<b>Fourth, Fifth, and Sixth grades</b>

## Making Reading Meaningful and Relevant

Ideally, tutors will assist students in seeing how to connect their life experiences with those that they read about in books. In narrative fiction the connections are more obvious when identifying the following elements of a story; what the main characters' traits are and how they affect their interaction with others, the dynamic between cause and effect





and the resolution of conflicts or problems. In non-fiction reading (Social Studies/ historical text or in a factual science or newspaper article) the essential elements are the main topic and subtopics and the way in which the supporting details help describe and explain what these topics/issues are and why they are important. In reading either type of text it is essential for the reader to make some connection between their life experience or prior knowledge of someone else's life experience and the experiences in the text. It is up to the tutor help the student find these links as they read thus making the books as meaningful and relevant to their lives as possible.

## **How to Read with Your Student**

ConnectiKids is the fortunate recipient of a book grant from the First Books Foundation. This program allows for many books to be placed at each partnered site for use by tutors and students during the session. Students are then allowed to take these books home to build their own personal libraries at the end of the tutoring year. Depending on the child's skill and energy level, you can either read to the child, have them read to you, or take turns. While reading together take the time to break down larger words into syllables or compounds because doing so will help your student improve their word and sound recognition. Reading with a child is the single most important thing you can do to help build their literacy skills.

### **For all types of reading the student should:**

- Read title and use pictures to understand what the book is going to be about
- Ask questions about the meaning of new vocabulary and use context clues
- Re-read sections that the student does not understand
- Read fluently and smoothly while using punctuation cues to pause and add expression
- Explore why the author wrote the text

### **With FICTION texts the student should:**

- Identify the main characters and their traits
- Identify the problem or conflict they face in the story
- Pause to review and summarize what has already happened in the story
- Make predictions about what may happen

### **With NON-FICTION texts the student should:**

- Identify main topic and subtopics
- Identify supporting details
- Discriminate between facts and opinions
- Understand the purpose of the text: whether it is an expository or persuasive text

### **What do I do if my child doesn't want to read?**



Your child may not want to read for several reasons: they may be tired of reading because they “read all day at school” or they may feel embarrassed because they cannot read fluently. There are strategies that you can use to overcome this obstacle:

- Tell the child that you will read to them.
- Start reading the story and ask them to read a few sentences at a time or alternate paragraphs.
- Try to interest them in the pictures, topic or find another book that interests them more.

If you read aloud to the student, you may find you can use a more advanced book as children’s comprehension often is greater than their reading level. If you consistently have problems with your student’s reading, please speak with on-site Program Assistant. He or she will help you determine if it is an academic issue, a discipline problem, or a combination of both.





## Theme Goal Information

**Theme Goals** are a very important part of how we keep our agency going. For us to continue running we need to show proof that we are making a difference in the lives of the students we serve. All we ask is for you to fill out the **Theme Goal** forms based on what your student does and does not know.

Every week your student will have a chance to work on academics whether it comes from school assigned homework or activities from the booklet we provide. Please check off each goal if they can complete it with little to no help from you. It is okay if your student is unable to accomplish one or more of the goals on the sheet. Give the student time to accomplish the goal throughout the year and then go back and check it off once they have accomplished the goal. This way we can better assess the overall knowledge of the student.

We do not create these goals ourselves but use the goals that the state of Connecticut has required us to use. Therefore, there are goals that are difficult to understand. That is why using the ConnectiKids Academic Support Booklet is useful to you because not only does it help you understand concepts in your students' homework, but it also tells you what **GOAL(S)** each homework corresponds with in a *light blue* sentence. This makes it a lot easier for you to find the goal on your student's **Theme Goal** form.

The **Theme Goal** forms are due at the end of the tutoring/mentoring program year, May 2021, but we are asking that you **do not** wait until the end of the year to fill out this **IMPORTANT** form. Please fill it out continuously at each session. Your Program Assistant for your site will periodically remind you of this mission and will answer any questions you may have.

If you have any additional questions or concerns, please do not hesitate to ask your Site Coordinators or Program Assistant. You may also call our main office for a more detailed explanation or e-mail Andrea Williams, the Executive Director, at [awilliams@ct-kids.org](mailto:awilliams@ct-kids.org)

Thank you,  
ConnectiKids Team



## Lesson Plan Example

Please follow the link below to view one of the educational booklets created to support mentor-mentee sessions.

[SAMPLE CONNECTIKIDS EDUCATION SUPPORT BOOKLET- 3RD GRADE](#)



# ConnectiKids

## EDUCATIONAL

# BOOKLET





## Site Schedule and Daily Procedures

The Tutoring and Mentoring Program is in operation from October until June. Students are picked up from their schools and transported to the assigned partner organization. The two grids below outline the schedule for a typical program session. The program time varies according to the school your student attendance.

<b>West Middle Community School</b>	<b>Volunteer Organizations</b>
<p><b>12:00</b> ConnectiKids takes daily attendance.</p> <p><b>1:00</b> ConnectiKids informs tutors about student absences. ConnectiKids contacts substitute tutors or may call to ask other tutors to work with an additional student.</p> <p><b>1:00</b> ConnectiKids set up the site prior to the Session.</p> <p><b>3:25</b> Students are dismissed from school</p>	<p>1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> West Middles School, Avon High School, Northwest Catholic High School, Asylum Hill Congregational Church (AHCC)</p> <p>4<sup>th</sup> The Hartford</p> <p>5<sup>th</sup> Saint Joseph College</p> <p>Middle Aetna Grades (6-8)</p>
<b>Michael D. Fox School</b>	<b>Volunteer Organizations</b>
<p><b>12:00</b> ConnectiKids takes daily attendance.</p> <p><b>1:00</b> ConnectiKids informs tutors about student absences. ConnectiKids contacts substitute tutors or may call to ask other tutors to work with an additional student.</p> <p><b>2:00</b> ConnectiKids set up the site prior to the session.</p> <p><b>3:25</b> Students are dismissed from school</p>	<p>1<sup>st</sup>, 2<sup>nd</sup> &amp; 4<sup>th</sup> Trinity College</p> <p>3<sup>rd</sup> Office of Policy and Management, Department of Public Health, Department of Mental Health and Addiction Services, Department of Developmental Services</p> <p>5<sup>th</sup> &amp; 6<sup>th</sup> Travelers</p>
<b>Naylor &amp; MLK schools</b>	<b>Volunteer Organizations</b>
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## The Value of Mentoring

At its most basic level, mentoring helps because it guarantees a young person that there is someone who cares about them. A child is not alone in dealing with day-to-day challenges.

Think back. Did you know how to study for a test or make plans for college? Do you remember wanting your first car or looking for a part-time job? Simple things that seem easy or straightforward to you now may appear to be a complete mystery to a young person.

Mentors provide their mentees with an experienced friend who is there to help in any number of situations.

### Support for education

- ✓ Mentors help keep students in school.
- ✓ Students who meet regularly with their mentors are 52% less likely than their peers to skip a day of school and 37% less likely to skip a class.
- ✓ Mentors help with homework and can improve their mentees' academic skills.

### Support with day-to-day living

- ✓ Mentors help improve a young person's self-esteem.
- ✓ Youth who meet regularly with their mentors are 46% less likely than their peers to start using illegal drugs and 27% less likely to start drinking.
- ✓ About 40% of a teenager's waking hours are spent without companionship or supervision. Mentors provide teens with a valuable place to spend free time.
- ✓ Mentors teach young people how to relate well to all kinds of people and help them strengthen communication skills.

### Statistics and Research

Research confirms what we know anecdotally or intuitively — that mentoring works.

The 2013 study “The Role of Risk: Mentoring Experiences and Outcomes for Youth with Varying Risk Profiles,” examined mentoring program relationships, experiences, and benefits for higher-risk youth, and among the findings determined:

- ✓ The strongest program benefit, and most consistent across risk groups, was a reduction in depressive symptoms — a particularly noteworthy finding given that almost one in four youth reported worrisome levels of these symptoms at baseline.
- ✓ Findings also suggested gains in social acceptance, academic attitudes, and grades.
- ✓ In addition to benefits in specific domains, mentored youth also experienced gains in a greater number of outcomes than youth in the comparison group.



Overall, mentoring programs can be beneficial for youth with a broad range of backgrounds and characteristics. Tailoring the training and support that is available to matches based on the specific risks

This report builds on existing research, including a research brief published by Child Trends and titled "Mentoring: A Promising Strategy for Youth Development" found that youth who participate in mentoring relationships experience several positive benefits.

- ✓ In terms of educational achievement, mentored youth have better school attendance; a better chance of going on to higher education; and better attitudes toward school.
- ✓ In terms of health and safety, mentoring appears to help prevent substance abuse and reduce some negative youth behaviors.
- ✓ On the social and emotional development front, taking part in mentoring promotes positive social attitudes and relationships. Mentored youth tend to trust their parents more and communicate better with them.

### **Mentoring and Academic Achievement**

High school graduation is an economic imperative in today's global economy driven by knowledge and innovation. Mentoring is a positive youth development strategy that supports the Grad Nation goal of attaining a 90 percent high school graduation rate by the Class of 2020.

Mentoring by a caring adult over a prolonged period has been shown in countless academic studies to be effective in combating these risk factors. Several studies have revealed a correlation between a young person's involvement in a quality mentoring relationship and positive outcomes in the areas of school, mental health, problem behavior and health (DuBois & Karcher, 2005; Rhodes, 2002; Zimmerman, Bingenheimer & Behrendt, 2005). [www.mentoring.org](http://www.mentoring.org)



## Participation and Expectations

**Students:** Students are recruited for the Tutoring and Mentoring Program in kindergarten and are retained through their graduation from middle school. Last year, the student return rate was 90% at West Middle Community School and 85% at Michael D. Fox School. Students are recruited and choose to sign up with us for a variety of reasons. Some students need extra academic support, while others may need a mentoring relationship or the structure and support that an after-school program can provide.

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### Parent Participation

Parents and students are expected to follow the expectations outlined in the ConnectiKids registration; this is a requirement of all participants. ConnectiKids staff maintains strong lines of communication with both students and parents to ensure that these expectations are being met.

**Attendance:** Students agree to participate in the tutorial and after-school programs on all assigned days unless students have an excused absence from school. Students with **three unexcused absences from tutoring** will be dismissed from the program. An excused absence will require notification from a parent to the ConnectiKids office no later than 12:00 noon on the participation date.

**Behavior Principles/Policies:** ConnectiKids, Inc. is committed to providing quality learning experiences for all participants in our school year and summer programs. We strive to create a positive learning environment, to foster intellectual development, and promote positive interaction among our participants, staff, and volunteers. We believe that all persons involved in our program have the right to a safe, respectful, and productive learning environment. We believe the maintenance of a quality educational climate requires expectations, positive behavioral guidelines, and consequences. To accomplish these goals, we teach and practice the following Behavior Principles/Policies. Included are consequences for students who do not meet our behavioral expectations and disciplinary procedures for such behavior.

### Student Expectations

- Follow directions
- Stay in assigned areas unless permitted by an adult staff or volunteer
- Keep hands, feet, and objects to yourself
- Listen attentively when an adult is speaking
- Use appropriate language (no swearing/name calling)
- Actively engage in assigned activities and program activities
- Remain quiet while standing in line or walking to classrooms
- Use a quiet voice on the bus
- Maintain a positive attitude towards program participation and activities



- Maintain appropriate verbal and body language
- Show attention to the task at hand
- Bring all notices and permission slips home
- Respect the rights and property of others
- Be cooperative, courteous, and respectful with staff and peers
- Behave in a way that promotes a positive teaching/learning environment

**Discipline Procedures:** The above expectations are in effect for all non-classroom activities such as indoor and outdoor recess, tutoring or arts/enrichment sites, passage through hallways, and during transport to and from program sites. Individual classroom teachers will use their own classroom discipline plans during instructional time in accordance with “ConnectiKids Behavior Principles/Policies”. The procedure for discipline follows a **“THREE STRIKES” POLICY**. The **“first strike”** earns a student a verbal warning and phone call to a parent to discuss the child’s behavior. The **“second strike”** will result in a written warning sent to a parent/meeting with parent. The **“third strike”** results in a formal meeting with ConnectiKids staff/ dismissal from the program. The above stated discipline procedures allow all participants of programs- parents, students, staff, and volunteers- to have a clear understanding of the Program’s standards and expectations.

**Staff/Volunteer Expectations:** Positive reinforcement is an effective method in rapport building and behavior management of youth. When children receive positive, non-threatening, and supportive interaction from adults and peers, they develop positive self-concepts, problem solving abilities, and self-discipline. Based on our belief of how children learn and develop values, ConnectiKids staff and volunteers will practice the following discipline and behavior management strategies.

- Promote an atmosphere of respect for children and adults
- Show enthusiasm when working with students
- Practice patience and understanding toward participants
- Demonstrate an understanding of fostering independence within special need students
- Treat students in a respectful, responsible, and fair manner with due consideration to the students’ physical, social, and psychological development.
- Maintain effective and cooperative relationships with students
- Demonstrate appropriate responses to student-initiated interactions.
- Provide a positive role model for students
- Provide positive feedback and mutual respect between staff and students
- Establish clear and specific guidelines and implement consistent consequences.
- Redirect inappropriate and detrimental behavior in a positive manner.





- Reinforce and encourage appropriate behavior in a group or among individuals.
- Encourage caring and supportive behavior among students.
- Provide opportunities and activities for students to participate with peers

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## Tutor Expectations

**Tutor Attendance:** Volunteers are expected to attend a training session prior to the start of the program and tutor a child one day each week from October through June. The tutoring program coincides with the Hartford Public School calendar, and the calendar related to each site, if any. When Hartford schools are not in session or have an early dismissal date, the program will not be in operation. Although there is a specified start and end time for each tutoring session, the sessions may sometimes start later and end later than usual due to bus transportation and picking up the students. Although this may happen from time to time, we are requesting all tutors to please try to arrive on time as it can be anxiety producing to the child and disruptive to the program if you are late. Please notify your on-site Education Program Assistant as soon as possible if you are unable to attend a tutoring session or will be running late so we can plan accordingly. If the on-site Education Program Assistant is unavailable, please contact your Site Contact about the situation. If an emergency arises and you are unable to reach the ConnectiKids office prior to the start of the tutoring program, please contact the office the next day. If you miss several tutoring sessions without notifying ConnectiKids staff or your site contact, you will be contacted by one of our staff members as a means of a check-in to make sure that you will still be participating.

**Preparing for the Session:** There is very little preparation required for each session. All we ask is that you bring the right mind state, a positive attitude, and a smile to make each session enjoyable. Each session we will provide a lesson plan for your student to complete for the current session and the lesson plan for the next session for you to review if you please. All lesson plans will be posted on our website at [www.ct-kids.org](http://www.ct-kids.org) under the mentors' tab and on Google classroom. We will also provide each student with a folder, composition notebook, pencils, crayons, a glue stick, and a pencil box that is theirs to hold onto for the entire year and that they will be able to take home at the end of the year. You are also free to bring in any additional supplemental items that you feel will benefit your child whether it be academically related or just a game for fun. Once you get to know your student, you will probably be able to predict which activities will work well and which will not.

**Communication with the On-Site Program Assistant:** ConnectiKids encourages open lines of communication between tutors and staff. The ConnectiKids staff, also known as the Program Assistant is the designated person in charge of running your site each week



who will be your direct link to ConnectiKids should you have any questions or concerns during your session. Concerns about student behavior should be brought to the immediate attention of the Program Assistant, who will follow the Discipline Policy as necessary. Please do not hesitate to approach the ConnectiKids staff member with any issues as soon as they arise whether it may be big or small so that we can attempt to resolve them quickly. You are always welcome to bring any program concerns to the attention of the Program Director, Kiera Steele, or the Executive Director, Andrea Williams. We are almost always able to arrive at a solution that works for the tutor, the student, and the program.

**Role of the Site Coordinator:** Each program site has a designated Site Contact as well as an On-Site Coordinator who is an employee or student of each organization that serves as the liaison between the host agency and ConnectiKids. Your site contact communicates information about scheduling, notices, and other pertinent information. Please contact your Site Coordinator if you will be late or absent from tutoring and are unable to reach ConnectiKids directly. You may also speak with this person if you are more comfortable speaking with them because they will then relay the information on to the appropriate person(s).

**Substitute Tutors:** If you are unable to attend a tutoring session, your student will be matched with a substitute tutor, or another volunteer will be asked to “double up” and work with two students for the day. ConnectiKids encourages volunteers to use the “buddy system” and ask a fellow tutor to work with your student in case of your absence. *If you use the “buddy system”, you must inform your on-site Program Assistant of the match so that when you are absent staff can match your student up with the pre-arranged “buddy” tutor.*



## ConnectiKids Guiding Principles

1. Each child is unique and can benefit from individual tutoring and mentoring. Some days may focus on academics while others may focus on mentoring conversations. Although your role as a mentor requires you to take charge, we ask for you to be as flexible as possible and feel out which direction your student needs to be pointed in for the day.
2. Arts and enrichment activities are as important as academics in the development of each child's multiple intelligences and self-esteem. Feel free to bring in enriching activities such as board games or crafts. Using creativity during tutoring sessions helps pique the interest of the student and helps things run smoother.
3. We expect high standards from all ConnectiKids' students, tutors, staff, and board members in areas such as behavior, attendance, and mutual respect. Competency and appreciation of different backgrounds, traditions, and interests lead to healthy relationships. It is important for us to create and maintain safe, fun environments where students, tutors, and staff members are able to learn and develop strong relationships.
4. Children best develop self-worth through positive reinforcement. Regularly give your student words of encouragement.
5. Conducting programming at professional work sites and building relationships with professional people help the students envision a positive future for themselves. Do not hesitate to share a bit about your career, especially if your student expresses interest.
6. A holistic approach to working with children will in the long run enhance their lives and improve their ability to learn. It is therefore important for the staff to know the families and to be aware of what challenges the children may face.

ConnectiKids is accountable to the students and sponsors to assess the results of the program on a regular basis and to make changes where necessary. Help us give accurate daily assessments by completing activity sheets, theme goal packets, and communicating with the site-specific Program Assistant.

**Use of Mentoring Time:** Mentorship is not merely advice. It is a two-sided commitment between two people, based upon mutual trust and a commitment. The commitment of the mentor is to provide advice, career help, and personal guidance to the mentee. The commitment of the mentee is to be ready to listen to the advice, receive the help, and act upon it. The exchange of the mentor/mentee relationship is personal satisfaction and



shared accomplishment. Please use each 75 minutes to ensure the best possible session – dedicating a portion of time to this skill area. Some days may focus on academics while others may focus on mentoring conversations. Either way, please make it an empowering experience for both of you, and most importantly, have fun.



## Policies

The following policies must be followed by all staff and volunteers working with the ConnectiKids program.

### A. Physical Contact

Our organization’s physical contact policy promotes a positive, nurturing environment while protecting clients (students and families), employees, and volunteers. Our organization encourages appropriate physical contact with clients and prohibits inappropriate displays of physical contact. Any inappropriate physical contact by employees or volunteers towards students in the organization’s programs will result in disciplinary action, up to and including termination of employment.

The organization’s policies for appropriate and inappropriate physical interactions include but are not limited to:

Appropriate Behaviors	Inappropriate Behaviors
<p>Contact initiated by the client such as:</p> <ul style="list-style-type: none"> <li>• Side hugs</li> <li>• Shoulder-to-shoulder or “temple” hugs</li> <li>• Pats on the shoulder or back</li> <li>• Handshakes</li> <li>• High-fives and hand slapping</li> <li>• Pats on the head when culturally appropriate</li> <li>• Touching hands, shoulders, and arms</li> <li>• Arms around shoulders</li> <li>• Holding hands (with young children in escorting situations)</li> </ul>	<ul style="list-style-type: none"> <li>• Full-frontal hugs</li> <li>• Kisses</li> <li>• Showing affection in isolated areas or while one-on-one</li> <li>• Lap sitting</li> <li>• Piggyback rides, wrestling</li> <li>• Tickling</li> <li>• Allowing a client to cling to an employee’s or volunteer’s leg</li> <li>• Allowing client, older than kindergarten, to sit on an employee or volunteer’s lap</li> <li>• Any type of massage given by or to a student outside of accepted and documented medical treatment</li> <li>• Any form of affection that is unwanted by the student or the employee or volunteer</li> <li>• Touching bottom, chest, or genital areas that is outside authorized and documented personal care assistance</li> </ul>



## B. Verbal Interactions

Employees and volunteers are prohibited from speaking to students in a way that is, or could be construed by any observer, as harsh, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. Employees and volunteers must not initiate sexually oriented conversations with students. Employees and volunteers are not permitted to discuss their own sexual activities with students.

Our organization’s policies for appropriate and inappropriate verbal interactions are:

Appropriate Verbal Interactions	Inappropriate Verbal Interactions
<ul style="list-style-type: none"> <li>• Positive reinforcement</li> <li>• Appropriate jokes</li> <li>• Encouragement</li> <li>• Praise</li> </ul>	<ul style="list-style-type: none"> <li>• Name-calling</li> <li>• Discussing sexual encounters or in any way involving students in the personal problems or issues of employees and volunteers</li> <li>• Secrets</li> <li>• Cursing</li> <li>• Off-color or sexual jokes</li> <li>• Shaming</li> <li>• Belittling</li> <li>• Derogatory remarks</li> <li>• Harsh language that may frighten, threaten, or humiliate students</li> <li>• Derogatory remarks about the student or the student’s family</li> </ul>



## C. One-on-One Interactions

Most abuse occurs when an adult is alone with a student. Our organization aims to eliminate or reduce these situations and prohibits private one-on-one interactions unless approved in advance by the organization administration.

In those situations where one-on-one interactions are approved, employees and volunteers should observe the following additional guidelines to manage the risk of abuse or false allegations of abuse:

### Additional Guidelines for One-on-One Interactions

- When meeting one-on-one with a student, always do so in a public place where you are in full view of others.
- Avoid physical affection that can be misinterpreted. Limit affection to pats on the shoulder, high-fives, and handshakes.
- If meeting in a room or office, leave the door open or move to an area that can be easily observed by others passing by.
- Inform other employees and volunteers that you are alone with a student and ask them to randomly drop in.
- Document and immediately report any unusual incidents, including disclosures of abuse or maltreatment, behavior problems and how they were handled, injuries, or any interactions that might be misinterpreted.

**Leaving the Program Area:** Students are not permitted to accompany tutors to their offices, dorm rooms, cars, etc. for any reason. ConnectiKids staff is responsible for students at all times while they are participating in the program, thus, we cannot allow students out of the supervised program area for liability reasons.

### **Bathroom Activities:**

Most incidents of abuse occur in the bathrooms. Therefore, the following supervision guidelines are recommended:

If students need to leave the program area to go to the restroom, please be sure to escort them to ensure the student safety.

When supervising restroom use, adult employee members should first quickly scan the bathroom before allowing students to enter.

a. For “Group Bathroom Breaks”:

- Require staff to take groups of two or more students to the bathroom –following the “rule of three” or more.
- If the bathroom only has one stall, only one student should enter the restroom while



- the others wait outside with the staff.
  - If there are multiple stalls, only send in as many students as there are stalls.
  - Minimize students of different ages using the bathroom at the same time.
  - ConnectiKids staff shall stand outside the bathroom door but remain within earshot.
- b. For single use restrooms:
- Require students to ask permission to use the bathroom.
  - ConnectiKids staff shall frequently check bathrooms.
- c. Staff and volunteers shall not use the bathroom at the same time as students.
- d. If assisting very young students in the stalls, the employees should keep the door to the stall open.

## Transportation Activities

Transporting children may increase the risk of abuse or false allegations of abuse because employees and volunteers may be alone with a student or may make unauthorized stops with students. In addition, transportation activities may provide a time for unsupervised children to engage in child-to-child sexual activity.

ConnectiKids transportation guidelines:

- a. Require written parent/guardian permission for all students on the trip. Employees take these permission forms and medical releases with them on the trip.
- b. Require employees to have a list of the students on the trip. The employees take attendance when boarding the bus, when leaving the bus, periodically throughout the trip, and then again when boarding the bus.
- c. Specify staff-to-student ratios. The bus driver is not counted in the supervision ratio.
- d. ConnectiKids staff and volunteers will sit in seats that permit maximum supervision.
- e. When possible, high-risk students are seated by themselves or with a employee.
- f. Prohibit drivers from making unauthorized stops.
- g. ConnectiKids staff will document the beginning and ending time of the trip, names of the students being transported, and the destination.
- h. ConnectiKids staff will document any unusual occurrences.

When public transportation is used:

- a. In addition to the transportation procedures listed above, staff, volunteers and students should remain in one area of the bus, if possible.
- b. Employees and volunteers that are assigned to a group should remain with that group on the bus.
- c. Take a head count or attendance immediately after entering and leaving the bus.

In situations where employees transport students in non-organization vehicles:

- a. Administrators must be notified of all transportation activities.
- b. Use the “rule of three” when transporting students: At least two adults must



- transport a single student, or at least two students must be present if transported by a single adult.
- c. Students must never be transported without written permission from a parent/guardian.
  - d. Students must be transported directly to their destination. No unauthorized stops may be made.
  - e. A ConnectiKids employee must document beginning and ending times and mileage, the names of students, and other employees and volunteers who are involved in transportation, purpose of the transportation, and destination.
  - f. Employees must avoid unnecessary physical contact with students while in vehicles.
  - g. When possible, employees should avoid engaging in sensitive conversations with students.

### **Off-Site Activities**

The off-site procedures include:

- a. Requiring supervisor approval for all off-site activities.
- b. Requiring parent/guardian approval.
- c. Specifying staff-to-student ratios for the activity.
- d. Requiring employees and students to be easily identifiable.
- e. Including specific bathroom and locker room procedures as applicable to outing.
- f. Including transportation procedures.
- g. Including instructions for a supervisor to observe the off-site activities at scheduled times and random intervals.
- h. Considering specific recommendations based on the location and type of activity (for example, Amusement parks, Water Parks, Bowling Alleys, etc.).



## D. Off-Site Contact

Research shows many cases of organizational abuse occur off-site and outside of regularly scheduled activities. Allowing contact outside of regularly scheduled activities may put employees, volunteers, students, and our organization at increased risk. This document offers various options for managing the risk of abuse and false accusations arising from contact outside the organization's regularly scheduled programming.

Examples of contact outside of regularly scheduled program activities:

- Babysitting arrangements
- Tutoring
- Private lessons/coaching
- Mentorship
- Social interactions between employee's or volunteer's children and children served by the organization:
  - Playdates and birthday parties
  - Sleepovers
  - Overnight trips and vacations
  - Rides to/from organization or extracurricular activities and events
- Attending public events in a shared community (like graduation, sports events, religious ceremonies)
- Continued contact with student after a student's participation in a program has ended

ConnectiKids strongly encourages employees and volunteers to refrain from outside contact with students. However, if interactions with students outside of regularly scheduled program activities are part of programming or otherwise unavoidable, this organization offers the following guidelines:

- Documents that are required to approve outside contact interactions, such as:
  - Written parent/guardian approval for all students under 18 years old
    - The permission must be signed by a parent/guardian
  - The staff or volunteer must notify the ConnectiKids Directors
  - Documentation defining the purpose or rationale for the outside contact
  - A schedule of the interaction including times of engagement, student(s) involved, and location of event/activity must be provided

Only the student parents can initiate sustained communication or contact with employees or volunteers after they leave or end their program participation, and preferably through organization-approved means of communication (i.e., organization email address or business phone line)



- Student and parent/guardian must understand the contact is not affiliated with or represented by the employee or volunteer's professional role within the organization. Please refer to the other organizational policies governing interactions between employees, volunteers, and students (such as physical contact, verbal interactions, electronic communications, managing one-on-one interactions)

**Contacting Students Outside of Programming:** Staff and volunteers are **not** permitted to contact students outside of program activities. The adult-student relationship established through ConnectiKids should be limited to the time and locations of the program. If a staff or volunteer happens to bump into a student, it is appropriate to stop and say hello, but planned outings, meetings, and connections over social networks are prohibited. Failure to comply with this policy will result in dismissal from the program. This policy is enforced to protect students, staff, and volunteers. Any questions about this policy should be directed to the Program or Executive Director.



## E. Electronic Communication

The terms “electronic communications” and “social media” or “social network” refer to activities that integrate technology, telecommunications, and social interaction using words, images, video, or audio tools. Examples include, but are not limited to social websites, blogs, message boards, wikis, podcasts, image- and video-sharing sites, text and voice chat platforms for gaming, live webcasting, and real-time web communities. Additionally, sending text messages between two or more mobile phones or fixed or portable devices over a phone or wireless network is included within these definitions.

ConnectiKids prohibits all electronic and social media communication directly with students. All employees and volunteers should follow these guidelines:

- Employees and volunteers are prohibited from sending text messages to students and/or replying to text messages from a student. If a student attempts to communicate with an employee or volunteer via text, a supervisor must be notified immediately.
- All e-mail communications with students who are minors must be directed to the student’s parents/guardians. ConnectiKids Directors are the designated employees who should be copied on all electronic communication with students. Employees and volunteers are prohibited from all other forms of electronic communications and instant messaging with students.
- Employees and volunteers are prohibited from communicating with students using social networks, including direct messaging through social media and gaming platforms.
- Personal social media accounts and blogs of employees and volunteers must be private and inaccessible to students. Employees and volunteers with profiles on social media sites may not request to be friends with or follow students or approve friend/follow requests from students.

**Use of Electronics during programming:** Although we understand that technology has become a major part of our daily lives we are requesting that you refrain from the use of your cell phone during tutoring sessions. Use of ConnectiKids’ technology (including tablets, iPads, and laptops) is permitted at the tutors’ discretion. The allowance of technology should not hinder the connection between you and your student but enhance the educational experience. Keep in mind that the time you have with your student is limited to only an hour and fifteen minutes one day a week and should be used efficiently.



## **F. Electronic Communication and Social Media Code of Conduct**

In recent years, electronic communication and social media platforms have become increasingly popular. While these tools provide many benefits, they also present the potential for inappropriate behavior, increased access to vulnerable students, and privacy violations. Employees, volunteers, and students participating in this organization's programs, events, and activities shall adhere to the following Social Media Code of Conduct:

1. Do not engage in behavior or comments that are, or could be construed by any observer to be, harsh, abusive, coercive, threatening, intimidating, shaming, derogatory, demeaning, or humiliating.
2. Do not engage in personal attacks, sexually oriented conversations, or discussions about sexual activity.
3. Be a positive role model by exhibiting professionalism in all interactions; portray an attitude of respect, loyalty, patience, courtesy, tact, and maturity.
4. Only program-related messaging may be communicated electronically between employees and volunteers of the organization and students, parents, and guardians. Such communication should generally occur during standard business hours.
5. Employees and volunteers are prohibited from sending private messages to students and/or replying to private messages from a student. If a student attempt to privately communicate with an employee or volunteer electronically, their supervisor must be notified immediately.
6. Personal social networking profiles and/or blogs of employees and volunteers shall be private and not shared with students. Employees and volunteers with profiles on social networking sites shall not request to be "friends" with or follow students or approve friend or follow requests from students.
7. Employees and volunteers may not engage in electronic communication or social media contact with other family members or friends of students.
8. Never reveal sensitive or confidential information, including identifiable details or photos of a student without written consent from their parent or legal guardian.
9. Employees and volunteers may not post or share on their personal social media accounts any photographs or videos of students participating in the organization's programs.
10. Employees and volunteers may not post or share inappropriate photos or comments on photos of students.
11. Do not make pornography in any form available to students participating in the organization's programs, events, and activities or assist students in any way in gaining access to pornography.
12. Employees and volunteers may not create web pages on behalf of the organization unless they have prior approval to do so and may not misrepresent their work with the organization or the organization itself.



13. Employees and volunteers engaging in social media and online communication become a public figure associated with the organization and are responsible to help protect the organization and its students. Always act in a professional and constructive manner and use sound judgement before posting or sharing content.
14. Rather than personally defend the organization's reputation, employees and volunteers should notify their supervisor or an administrator of a negative comment or online representation or if any member of the media contacts them about any matter related to the organization.
15. Employees and volunteers must adhere to uniform standards of electronic communication and social media use as outlined in any applicable organizational policies and procedures.
16. This Code of Conduct and associated policies and procedures shall be provided to parents/guardians of students. It shall also be available on the organization's website for public view.
17. Students and Parents/guardians may request in writing that a student not be contacted through any form of electronic communication or social media by an employee or volunteer of the organization.

**Acknowledgment of Electronic Communication and Social Media Code of Conduct**

I have received a copy, read, and voluntarily agree to comply with this organization's Electronic Communication and Social Media Code of Conduct. I understand that failure to comply with these policies may result in my removal from this organization.

Name (Please Print) \_\_\_\_\_

Program or Department: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name (if applicable)

Signature \_\_\_\_\_ Date \_\_\_\_\_



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## **G. Gift Giving**

Molesters routinely groom children by giving gifts, thereby endearing themselves to the client. They might instruct the student to keep the gifts a secret, which then starts teaching the child to keep secrets from parents/guardians. For this reason, employees and volunteers should only give gifts to groups of students, and only under the following circumstances:

1. Administration must be made aware of and approve the gift.
2. Parents/guardians must be notified.

ConnectiKids has a stringent policy against gift giving to students. Each year there are two events in which host sites can collaborate with ConnectiKids to ensure consistent and equitable gift giving. These events are the Holiday Party and the Year-end Celebration. At these time sites can select an appropriate gift(s) to purchase for all the children. Giving of additional gifts is not allowed. We realize that birthdays and other significant events may occur during the year. At these times we ask that you please reiterate ConnectiKids' belief that your time to your child is the greatest gift they can receive. This policy has been established to ensure that all children in the program are treated equitably and receive consistent messages about the purpose of their participation in the program.



## ANTI-BULLYING POLICY

ConnectiKids Inc. is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, harassment, and discrimination. To foster an atmosphere conducive to learning, ConnectiKids has developed the following Anti Bullying Policy, which coincides with Connecticut state law. This policy represents a comprehensive approach to addressing bullying and cyber-bullying and sets forth ConnectiKids expectations for creating a positive climate and thus preventing, intervening, and responding to incidents of bullying.

Bullying behavior is strictly prohibited. Students who are determined to engage in such behavior are subject to disciplinary action, which may include suspension or removal from the ConnectiKids tutoring and mentoring program. The organization's commitment to addressing bullying behavior involves a multi-faceted approach, which includes education and promotion of a positive program climate in which bullying will not be tolerated by students or staff.

### I. Prohibition against Bullying and Retaliation

- A. ConnectiKids expressly prohibits any form of bullying behavior during program hours; at program sponsored or program-related activity, function whether on or off program/site grounds; at the Program bus stop; on the bus or other vehicles owned, leased, or used by ConnectiKids; or through the use of an electronic device or an electronic mobile device owned, leased or used by ConnectiKids.
- B. ConnectiKids also prohibits any form of bullying behavior outside of the Program setting if such bullying (i) creates a hostile environment during programming time for the students against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at the program, or (iii) substantially disrupts the education process or the orderly operation of ConnectiKids.
- C. In addition to prohibiting student acts which constitute bullying, ConnectiKids also prohibits discrimination and/ or retaliation against an individual who reports or assists in the investigation of an act of bullying.
- D. Students who engage in bullying behavior in violation of ConnectiKids Anti-Bullying Policy shall be subject to program discipline, **up to and including expulsion**, in accordance with ConnectiKids policies on student discipline, suspension, and expulsion as stated in the registration/parent handbook and consistent with the state and federal laws.



## II. Definition of Bullying

- A. **“Bullying”** means the repeated use by one or more students of a written, verbal, or electronic communication, such as cyber-bullying, or a physical act or gesture directed at another student that:
1. Causes physical or emotional harm to such student or damage to such student’s property.
  2. Places such student in reasonable fear of harm to oneself or of damage to one’s property.
  3. Creates a hostile environment at Programming for such student.
  4. Infringes on the rights of such student at ConnectiKids; or
  5. Substantially disrupts the education process or the orderly operation of The ConnectiKids Tutoring Program.
- B. Bullying shall include, but not be limited to, a written, verbal, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristics, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, physical appearance, or mental, physical, developmental, or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

## III.. Other Definitions

- A. **“Cyber-Bullying”** means any act of bullying using the internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devise or any electronic commutations.
- B. **“Electronic Communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo-electronic, or photo-optical system.
- C. **“Hostile environment”** means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the Program climate.
- D. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that can play a video game or a digital video disc, or equipment on which digital images are taken or transmitted.



- E. **“Outside of the Program setting”** means at a location, activity or program that is not Program related, or using an electronic device or a mobile electronic device that is not owned, leased or used by ConnectiKids.
- F. **“Prevention and intervention strategy”** may include, but is not limited to, (1) prohibiting bullying, harassment, and intimidation, and establishing appropriate consequences for those who engage in such acts as stated in the Parent Handbook, (2) adequate adult supervision of Tutoring areas, hallways, and busses and other specific where bullying is likely to occur, (3) inclusion of grade-appropriate bullying education and prevention curricula in first grade through sixth grade, (4) individual interventions with the Program Director, parents and Program coordinators, and interventions with the targeted student, parents and Program employees, (5) Program-wide training related to safe Program climate, and (6) promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.
- G. **“Program Climate”** means the quality and character of program life with a particular focus on the quality of the relationships within the Program community between and among students and adults.
- H. **“ConnectiKids employee”** means (1) the Executive Director, the Program Director, Program Coordinators, volunteers, or Alumni employed by or working with ConnectiKids; or (2) any other individual who, in the performance of employment duties has regular contact with students and who provides services to or on behalf of students enrolled in ConnectiKids.
- I. **“ConnectiKids-Sponsored Activity”** shall mean any activity conducted on or off Program property (including Program buses and other program-related vehicles) that is sponsored, recognized, or authorized by ConnectiKids.

## 1. Procedures for Reporting and Investigating Complaints or Bullying

- A. Students and parents/guardians may file written reports of bullying.  
Written reports of bullying shall be reasonably specific as to the basis for the report, including the time and place of the alleged conduct, the number of incidents, the target of the suspected bullying, and the names of potential witnesses. Such reports should be filled with the Program Director for review and actions consistent with the policy.
- B. Students may make anonymous reports of bullying to any ConnectiKids employee. Students may also request anonymity when making a report, even if the student’s identity is known to the program employee. In cases where student requests anonymity, the Program Director or designee shall meet with



the student (if the student's identity is known) to review the request for anonymity and discuss the impact that maintaining the anonymity of the complainant may have on the investigation and on any possible remedial action. All anonymous reports shall be reviewed, and reasonable action will be taken to address the situation, to the extent such action may be taken that does not disclose the source of the report and is consistent with the due process rights of the student(s) alleged to have committed acts of bullying. No disciplinary action shall be taken solely based on an anonymous report.

- C. All Program employees who witness acts of bullying or receive reports of bullying shall orally notify the Program Director, not later than one (1) program day after such employee witnesses receives a report of bullying. The Program Coordinator shall then file a written report not later than two (2) program days after reporting such oral report.
- D. The Program Director or designee shall be responsible for reviewing any anonymous reports of bullying and shall investigate or supervise the investigation of all reports of bullying and ensure that such investigation is completed promptly after receipt of any written reports. To allow the program to adequately investigate complaints filed by a student or parent/guardian, the parent of the student suspected of being bullied should be asked to provide consent to permit the release of that student's name in connection with the investigation process, unless the student and/or parent has requested anonymity.
- E. In investigating reports of bullying, the Program Director or designee will consider all available information known, including the nature of the allegations and the ages of the students involved. The Program Director or designee will interview witnesses, as necessary, reminding the alleged perpetrator and other parties that retaliation is strictly prohibited and will result in disciplinary action.

## **2. Responding to Verified Acts of Bullying**

- A. Following investigation, if acts of bullying are verified, the Program Director or designee shall notify parents or guardians of the students against whom such acts were directed as well as the parents or guardians of the students who commit such acts of bullying of the finding not later than forty-eight hours after the investigation is completed. This notification shall include a description of the Program's response to the acts of bullying. In providing such notification, however, care must be taken to respect the statutory privacy



rights of other students, including the perpetrator of such bullying. The specific disciplinary consequences imposed on the perpetrator, or personally identifiable information about a student other than the parent/guardian's own child, may not be disclosed except as provided by law.

- B.** In any instance in which bullying is verified, the Program Director or designee shall also invite the parents or guardians of the student who commits any verified act of bullying and the parents or guardian of the student against whom such act was directed to a meeting to communicate the measures being taken by the Program to ensure the safety of the targeted student and to prevent further acts of bullying. The invitation may be made simultaneous with the notification described above in Section V.A. The purpose of the meeting is to communicate to parents/guardians the measures being taken by the program to ensure the safety of the student involved and to prevent further acts of bullying. Normally, separate meetings shall be held with the respective parents; however, at the discretion of the Program Director and with written consent of the parents/guardians involved, the meeting(s) may be held jointly.
- C.** If bullying is verified, the Program Director or designee shall develop a student safety support plan for any student against whom an act of bullying was directed. Such support plan will include safety measures to protect against further acts of bullying.
- D.** A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. The written intervention plan may include counseling, discipline, and other appropriate remedial actions as determined by the Program Director or designee, and may also incorporate a student safety support plan, as appropriate.
- E.** Notice to Law Enforcement: If the Executive Director, the Program Director, or designee reasonably believes that any act of bullying constitutes a criminal offense, this person shall notify appropriate law enforcement. Notice shall be consistent with ConnectiKids obligations under state and federal law and ConnectiKids policy regarding the disclosure of personally identifiable student information. In making this determination, the Program Director or designee may consult with other individuals they deem appropriate.
- F.** If a bullying complaint raises concern about discrimination or harassment based on a legally protected classification {such as race, religion, color, national origin, gender, age, or disability), the Program Director or designee



shall also coordinate any investigation with other appropriate personnel within the program as appropriate.

### **3. Documentation and Maintenance of Log**

- A. ConnectiKids shall maintain written reports of bullying, along with supporting documentation received and/or created because of bullying investigations, consistent with the Program's obligations under state and federal law. Any educational record containing personally identifiable student information pertaining to an individual student shall be maintained in a confidential manner and shall not be disclosed to third parties without prior written consent of a parent, guardian, or eligible student, except as permitted under ConnectiKids policy and state and federal law.
- B. The Program Director shall maintain a list of the number of verified acts of bullying in the Program and this list shall be available for parent inspection upon request. Consistent with ConnectiKids obligations under state and federal law regarding student privacy, the log shall not contain any personally identifiable student information, or any information that alone or in combination would allow a reasonable person in the community to identify the students involved. Accordingly, the log should be limited to basic information such as the number of verified acts, grade level, and relevant date. Given that any determination of bullying involves repeated acts, each investigation that results in a verified act of bullying for that program year shall be tallied as one verified act of bullying unless the specific actions that are the subject of each report involve separate and distinct acts of bullying. The list shall be limited to the number of verified acts of bullying in the program and shall not set out the particulars of each verified act, including, but not limited to, any personally identifiable student information, which is confidential information by law.

### **4. Other Prevention and Intervention Strategies**

- A. Bullying behavior can take many forms and can vary dramatically in the nature of the offense and the impact the behavior may have on the targeted student and other students. Accordingly, there is no one prescribed response to verified acts of bullying. While conduct that rises to the level of "bullying", as defined above, will generally warrant traditional disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action {e.g., suspension or expulsion) is a matter for the professional discretion of the Program Director or designee. No disciplinary action may be taken solely based on an



anonymous complaint. As discussed below, the Program may also consider appropriate alternative to traditional disciplinary sanctions, including age-appropriate consequences and other restorative or remedial interventions.

B. A specific written intervention plan shall be developed to address repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual. This plan may include safety provisions, as described above, for students against whom acts of bullying have been verified and may include other interventions such as counseling, discipline, and other appropriate remedial or restorative actions as determined by the Program Director.

C. The following sets forth possible interventions which may also be utilized to ConnectiKids Inc. Tutoring Program's prohibition against bullying:

*i. Non-disciplinary Interventions*

When verified acts of bullying are identified early and/or when such verified acts of bullying do not reasonably require a disciplinary response, students may be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying. Students may also be subject to other forms of restorative discipline or remedial actions, appropriate to the age of the students and nature of the behavior.

If a complaint arises out of conflict between students or groups of students, forms of mediation may be considered.

*ii. Disciplinary Interventions*

When acts of bullying are verified and a disciplinary response is warranted, students are subject to the full range of disciplinary consequences. Anonymous complaints, however, shall not be the basis for disciplinary action.

Suspension may be imposed only after informing the accused perpetrator of the reasons for the proposed suspension and giving the individual an opportunity to explain the situation, in accordance with the ConnectiKids Policies.

Expulsion may be imposed in accordance with ConnectiKids policies. This consequence shall normally be reserved for serious incidents of bullying and/or when past interventions have not been successful in eliminating bullying behavior.

*iii. Interventions for Targeted Student*



The Program Director or designee shall intervene to address incidents of bullying against a single individual. Intervention strategies for a targeted student may include the following:

- a. counseling.
- b. increased supervision and monitoring of student to observe and intervene in bullying situations.
- c. encouragement of student to seek help when victimized or witnessing victimization.
- d. peer mediation or other forms of mediation, where appropriate.
- e. Restitution and/or restorative interventions.

iv. *General Prevention and Intervention Strategies*

In addition to the prompt investigation of complaints of bullying and direct intervention when acts of bullying are verified, other program actions may ameliorate potential problems with bullying in programming or at program-sponsored activities. While no specific action is required, and program needs for specific prevention and intervention strategies may vary from time to time, the following list of potential prevention and intervention strategies shall serve as a resource for the ConnectiKids Staff. Such prevention and intervention strategies may include, but are not limited to:

- a. ConnectiKids Program rules prohibiting bullying, harassment, and intimidation and establishing appropriate consequences for those who engage in such acts.
- b. adequate adult supervision of outdoor areas, hallways, tutoring sites, busses, and other specific areas where bullying is likely to occur.
- c. inclusion of grade-appropriate bullying education and prevention curricula in first grade through sixth grade, which may include instruction regarding building safe and positive communities including developing healthy relationships.
- d. individual interventions with the Program Director, parents and Program Coordinators, and interventions with the targeted student, parents, and Program Coordinators.
- e. program-wide training related to safe tutoring climate, which training may include cultural diversity/multi-cultural education or other training
- f. student peer training, education, and support.
- g. promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings, and individual interventions.



- h. implementation of evidence-based approaches for safe program climate or for the prevention of bullying.
  - i. respectful responses to bullying concerns raised by students, parents or staff.
  - j. planned professional development programs addressing prevention and intervention strategies, which training may include program/school violence prevention, conflict resolution and prevention of bullying, with a focus in evidence-based practices concerning same.
  - k. use of peers to help ameliorate the plight of targeted students and include them in group activities.
  - l. continuing awareness and involvement on the part of program employees and parents regarding prevention and intervention strategies.
  - m. modeling by Program coordinators of positive, respectful, and supportive behavior toward students.
  - n. creating a program atmosphere of team spirit and collaboration that promotes appropriate social behavior by students in support of others.
  - o. employing tutoring strategies that instruct students how to work together in a collaborative and supportive atmosphere.
- D. In addition to prevention and intervention strategies, program coordinators may find opportunities to educate students about bullying and help eliminate bullying behavior through group discussions, counseling, and reinforcement of socially appropriate behavior. Other employees, instructors or volunteers should intervene promptly whenever they observe mean-spirited student conduct, even if such conduct does not meet the formal definition of "bullying."

### **VIII. Annual Notice and Training**

- A. Students, and parents or guardians of students shall be notified annually of the process by which students may make reports of bullying.
- B. ConnectiKids shall add the Anti-Bullying Policy to Parent Handbook.
- C. At the beginning of each program year, ConnectiKids shall provide all Program Coordinators with a written or electronic copy of the ConnectiKids Anti-Bullying Policy and require that all Program employees annually complete training on the identification, prevention, and response to bullying as required by law.

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#### Legal References:

Public Act 11-232, An Act Concerning the Strengthening of Program Bullying Laws

Conn. Gen. Stat. § 10-222d

Conn. Gen. Stat. §§ 10-233a through 10-233f

Connecticut State Department of Education Circular Letter C-8, Series 2008-2009 (March 16, 2009)

Trinity Christian School (2011)





## **Monitoring and Supervision**

### **General supervision procedures:**

Administrative and Supervisory Visits to Student Programs- ConnectiKids program directors and administrators will regularly visit all youth programs to ensure that all activities are well- managed and that ConnectiKids policies are observed by all in attendance.

Ratios- Each program will follow the ratio requirements that are directly to the goals of the program and the design of the program area. During Tutoring and Mentoring there are 25-30 students (mentees) matched one to one with 25-30 trained and background checked mentors. There will be one lead staff and 1-2 volunteers with each group. The staff or volunteer-to-student ratio should be adjusted for programs that serve students with special needs. Staff are trained on ration and will refer to their training, the school districts requirements, local licensing requirements, and general best practice guidelines for establishing adult-to student ratios.

Mixed Age Groups- In most incidents involving one child abusing another child, the children are from different age groups. Each program is responsible for establishing specific guidelines for additional monitoring and supervision of activities that involve children from different age groups. During the mentoring program students that are within the same grades are grouped together to receive mentoring. During Enrichment, Book Club, and summer program students are group with similar grades, for example, grades 1 and 2, 3 and 4, and so on. Employees and volunteers must be aware that close line of sight supervision is required when monitoring programs that mix age groups.

## **Abuse Risk Management Items**

Employees and volunteers who directly supervise students will:

- Adhere to policies related to boundaries with children.
- Attend required abuse risk management training.
- Adhere to procedures related to managing high-risk activities and supervising children.
- Report suspicious or inappropriate behaviors and policy violations.
- Follow mandated abuse reporting requirements.

Employees and volunteers who do not directly supervise students will:

- Adhere to policies related to boundaries with children.
- Attend required abuse risk management training.



- Report suspicious and inappropriate behaviors and policy violations.
- Follow mandated abuse reporting requirements.
- Adhere to job specific abuse risk management responsibilities.

**Supervisors and administrators will:**

- Follow employees and volunteers screening requirements and use screening instruments to screen for abuse risk.
- Provide employees and volunteers with on-going supervision and training related to abuse risk.
- Provide employees and volunteers with regular feedback regarding their boundaries with students.
- Require employees and volunteers to adhere to policies and procedures related to abuse risk.
- Respond quickly to policy and procedure violations using the organization's progressive disciplinary procedures.
- Respond seriously and confidentially to reports of suspicious and inappropriate behaviors.
- Follow mandated reporting requirements.
- Communicate to all employees and volunteers the organization's commitment to protect our students from abuse.
- Report essential abuse risk management information to the board of directors.

## **Performance Evaluations**

Abuse Risk Management Items for Performance Evaluations:

- **Trainability:** Attends all required trainings. Able to comprehend and behaviorally incorporate new information and skills. Willing to utilize training and supervision to modify and improve performance. Keeps required training hours current.
- **Teaching:** Able to identify opportunities for teaching and to use these opportunities to help others develop and maintain new ideas and skills.
- **Team Interaction:** Able to communicate with others in a helpful manner while simultaneously building credibility and rapport. Able to accept the suggestions and feedback of others and provide suggestions and feedback in a manner that is conducive to success.
- **Policy Adherence:** Able to conform to established policies and procedures in all functions of job performance, both with clients and with colleagues.



- **Judgment:** Able to solve problems by considering all aspects of a situation. Able to balance the desires and needs of children with the concerns of parents. Consistently exhibits good decision making and a realistic understanding of issues even when dealing with emotional or sensitive topics.
- **Spoken Communication:** Able to verbalize information clearly. Able to influence or persuade others in both positive and negative circumstances. Able to listen well and understand others. Able to communicate directly and appropriately with supervisors, co-workers, parents, and students.
- **Boundaries:** Able to establish rapport with students without relinquishing the adult role. Able to separate personal needs and issues from those of the children in care

## Responding

### Responding to Suspicious or Inappropriate Behaviors or Policy Violations

Because our organization is dedicated to maintaining zero tolerance for abuse, it is imperative that every employee and volunteer actively participates in the protection of children. If employees observe any suspicious or inappropriate behaviors and/or policy violations on the part of other employees or volunteers, it is their personal responsibility to immediately report their observations.

Remember, at our organization, the policies apply to everyone.

#### Examples of Suspicious or Inappropriate Behaviors Between Employees/Volunteers and Children

- Violation of the abuse prevention policies described above
- Seeking private time or one-on-one time with students
- Buying gifts for individual students
- Making suggestive comments to students
- Picking favorites

All reports of suspicious or inappropriate behavior with children will be taken seriously. Our procedures will be carefully followed to ensure that the rights of all those involved are protected.

### Employees and Volunteer Response:



If employees or volunteers witness suspicious or inappropriate behaviors or policy violations from another employee or volunteer, the employee or volunteer is instructed to do the following:

### Guidelines for Employees/Volunteers Response to Suspicious or Inappropriate Behaviors and/or Policy Violations

- Interrupt the behavior.
- Report the behavior to a supervisor, director, or other authority.
- If you are not comfortable making the report directly, make it anonymously.
- If the report is about a supervisor or administrator, contact the next level of management.
- Document the report but do not investigate.
- Keep reporting until the appropriate action is taken.

### **Supervisor and Administrator Response:**

If a supervisor or an administrator receives a report of suspicious or inappropriate behaviors or policy violations from an employee member or volunteer, the supervisor is instructed to do the following:

### Guidelines for Supervisors and Administrators Response to Suspicious or Inappropriate Behaviors and/or Policy Violations

- Report to the next level of administration and determine the appropriate administrator to respond to the concern.
- Determine the appropriate response based on the report.
- Speak with the employees or volunteer who has been reported.
- Review the file of the employees or volunteer to determine if similar complaints were reported.
- Document the report on the appropriate form.
- If at any point in gathering information about a report of suspicious or inappropriate behavior, a concern arises about possible abuse, contact the state authorities, and file a report.
- If appropriate, notify parents and/or guardians.
- Advise the person who reported the behavior that the report is being taken seriously.



Based on the information gathered, the following may be required:

- Increase monitoring or supervision of the employees, volunteer, or program.
- If policy violations with children are confirmed, the employees or volunteer must be subject to disciplinary action up to and including termination and prosecution. Disciplinary action will follow the Progressive Disciplinary Process outlined in this manual.

If more information is needed, interview and/or survey other employees and volunteers or Students.

### **Organizational Response:**

#### Guidelines for Organizational Response

- Review the need for increased supervision.
- Review the need for revised policies or procedures.
- Review the need for additional training.

### **Responding to Suspected Abuse by an Adult**

#### **Employees or Volunteer Response to Abuse:**

As required by mandated reporting laws, employees and volunteers must report any suspected abuse or neglect of a child—whether on or off organization property or whether perpetrated by employees, volunteers, or others—to state authorities. Reports may be made confidentially or anonymously. A person who mistakenly reports suspected abuse is immune from civil or criminal liability if the report was made in good faith and without malice. *\*Refer to CT mandated reporting requirements for definitions of abuse more specific reporting information.*

In addition to reporting to state authorities, employees and volunteers are required to report any suspected or known abuse of children perpetrated by employees or volunteers directly to leadership so that immediate and proper steps may be taken to ensure the safety of alleged victims and others who may be at risk. Reports of suspected or known abuse may be made confidentially to the following:

- a. Program Director
- b. Executive Director
- c. Board of Directors

#### Additional Guidelines for Employees/Volunteer Response to Incidents or Allegations of Abuse



- If you witness abuse, interrupt the behavior immediately.
- If abuse is disclosed to you, assure the individual disclosing that he or she was correct to tell you.
- Protect the alleged victim from intimidation, retribution, or further abuse.
- Immediately report the allegation or incident to the proper organization authorities (based on mandatory reporting requirements) and the designated authority.
- Be sure to document the incident, disclosure, or any circumstances causing your suspicion of abuse. State only the facts.
- It is not your job to investigate the incident, but it **IS** your job to report the incident to your supervisor in a timely manner.
- Check back to make sure appropriate steps were taken. If not, report again to your supervisor or the designated organization authority

### **Supervisors and Administrators Response to Abuse:**

In addition to the above response procedures, supervisors and administrators should ensure the Following:

#### **Guidelines for Supervisor and Administrators Responding to Allegations or Incidents of Abuse**

- First, determine if the child is still in danger and if so, take immediate steps to prevent any further harm.
- Gather as much information about the allegation as you can. For example, who made the report, who was allegedly abused, who was the alleged abuser, what was the nature of the alleged abuse, where and when did the alleged abuse occur, etc.
- Accurately record everything you learn in as much detail as you can. Remember your notes may be read by others. Stick to the facts.
- Contact the appropriate local authorities as indicated by your mandatory reporting procedures. Make sure you get a case number and the name and contact information of the person with whom you speak at the reporting agency.
- If the alleged abuse involves an employee or volunteer, notify your crisis management team and follow your crisis management plan.
- Suspend the accused employee or volunteer until the investigation is completed.

## **Critical Incident Management Plan**



### **Prior to Allegation/Incident**

- Determine who from ConnectiKids will be on the Critical Incident Management Team.
- Educate all employees and volunteers on what to do if someone alleges current or historical abuse involving a ConnectiKids student, employee, or volunteer.
- All employees and volunteers should know how to fulfill their duties as mandated reporters in accordance with CT state law.
- All employees and volunteers should be trained on how to complete the appropriate critical incident forms for ConnectiKids.

### **Immediate Safety**

- Follow all mandated reporting requirements and contact the authorities as appropriate.
- Where applicable, prevent the accused from having further access to children until a thorough incident review is completed. Before beginning an internal incident review, verify with local authorities that this will not interfere with their investigation.
- If the accused person is an employee, follow progressive discipline procedures accordingly. This may involve suspending the accused during the investigation.
- When applicable, notify other employees.

### **Initial Communication Plan**

- The Executive Director shall respond to all inquiries from parents, the media, and other stakeholders.
  - Prepare a short media statement in advance of getting a media inquiry.
  - All oral and written communication should speak with a voice of compassion and confidence.
  - All employees and volunteers should know how to refer media inquiries to the appropriate person.
- As soon as possible, meet in person (not over the phone) with identified victims and their parents/guardians.
  - Reassure them that ConnectiKids is taking this seriously.
  - Find out what response they expect and be prepared to explain support ConnectiKids will offer, such as counseling.
- Consider reaching out in writing to parents/guardians of all children currently attending ConnectiKids as well as those with past contact with the accused offender.
  - The message should communicate:
    - **Empathy:** Begin by stating that such incidents run counter to ConnectiKids values.
    - **Facts:** Include a summary of the incident, including information about the arrest, suspension, investigation, etc.
    - **Contact Request.** Ask parents to contact ConnectiKids or the specified authorities if they suspect their child may have been abused.
    - **ConnectiKids Response:** Explain that ConnectiKids is fully cooperating with the authorities. Describe proactive steps the organization is taking such as offering resources to parents, hosting a parent meeting, training employees, and conducting an independent investigation to learn from this incident so our organization can prevent it from happening again.
- Host a parent/guardian meeting to speak directly with concerned families and directly answer any questions before rumors or misinformation is spread.
  - Communicate as much information as allowed about the incident.
  - Provide information regarding the proactive steps ConnectiKids leadership is taking in response to the incident.
  - Describe resources ConnectiKids is providing families and give parents a chance



to ask questions.

- Provide parents with information about how to talk to their children about abuse.

### **Ongoing Communication and Response**

- Determine how to manage ongoing relations with authorities, parents, the community, and media.
  - Consider adding a page to the ConnectiKids website with updated details about the incident.
  - Designate specific individuals within ConnectiKids to handle various communications and outreach efforts.

### **Promote Prevention at All Levels of ConnectiKids**

- Educate parents on abuse prevention. Offer a workshop during which parents can learn how to protect their children from abuse. This is an educational session that is different from the parent meeting described above.
- Provide a youth education program to all students involved with ConnectiKids on how to protect themselves from abuse and how to express concerns.
- Train (or –re-train) all employees and volunteers on how to identify and report “red-flag” behaviors that do not rise to the level of suspected abuse. This is an important part of the overall response and ongoing prevention effort.

### **Annual Notice and Training**

- Students, and parents or guardians of students shall be notified annually of the process by which individuals may make reports of abuse.
- ConnectiKids shall add the Abuse Risk Management Policy to Parent Handbook.
- At the beginning of each program year, ConnectiKids shall provide all Program Coordinators with a written or electronic copy of the ConnectiKids Abuse Risk Management Policy and require that all employees and volunteers annually complete training on the identification, prevention, and response to abuse.



## Training Requirements

### A. General Training Requirements

Audience	Content	Timetable	Delivery Method
All employees and volunteers with access to students	Abuse Risk Management	Within 30 days of selection or prior to placement	Live Training or Online Training
All employees and high access volunteers (interns & multiple days volunteers)	Prevention of child-to-child Abuse	Within 30 days of selection or prior to placement	Live Training or Online Training
All employees who make hiring decisions	Screening and Selection	Prior to making hiring decisions	Live Training
All employees who conduct internal investigations	Incident Investigation	Prior to investigations	Live Training
All employees with access to children	Refresher Abuse Risk Management	At employment or volunteer anniversary date	Live Training or Online Training

Education and training are essential for informing our team about the workplace, challenges, and needs to work carefully and be productive. We offer CPR and first aid training to contribute to our children's safety and health. Through management and other professionals' training, our staff gains the knowledge and skills they need to do their work safely and avoid creating hazards that could place themselves or others at risk.

Practical training builds awareness and understanding of workplace challenges and helps staff identify, report, and control them. Our team received specialized training to ensure that they can fulfill their roles in providing leadership, direction, and resources for all stakeholders' safety and health. Our two program managers have an excellent understanding of the program's structure, plans, and procedures. They use this knowledge to ensure that all staff members can fully participate in implementing our youth and families' services.

All staff and volunteers are required to participate in orientation and training. All participants will receive an agency overview, including standards and protocols, youth development practices, and philosophies. Staff and volunteers will receive training in the Department of Children and Families (DCF) mandated reporting policies and their responsibilities should a situation arise. Staff also receive group training to discuss the



program's theme, activities, and implementation. All staff receive in-depth training and other specialized training.

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Some of the policies in this manual was adopted from Praesidium via Selective Insurance – ConnectiKids



## Education Program Assistant Responsibilities

Program Assistant/Site Coordinator are responsible for the both the security of and accuracy of programming. This includes:

### Program

- Supervise students to and from program sites
- Oversee student behavior during program
- Assist site coordinators and instructors during program sessions
- Communicate with program providers as needed to prepare for sessions
- Assist in special agency events as needed
- Assist coordinators in the recruitment process - mentees and mentors
- When taking **attendance** of students at the school and site. It is suggested that you **always perform a head count** to confirm that all students are present prior to leaving on and off the bus run. 1, 2, 3...
- Passing out and collecting **student and mentors name tags**
- Having tutors/mentors complete the **Sign in Sheet**
- Filling out your **Site Notes** at every session

Additionally, during designated times in the programming year. Program Assistants and Site Coordinators have the responsibility of:

- Administering the Pre and Post Evaluation Test
- Collecting Goal set sheets
- Sharing, collecting, and delivering Student Progress Reports
- Collecting Student/Parent/Tutor Surveys

These responsibilities are all vital to the overall operations, success, and sustainability of the high standards of quality ConnectiKids programs provide.

said issues, please refer them to the Senior Staff or you are always welcome to bring any program concerns to the attention of the Executive Director.

- 1) High standards are essential. We expect high standards from all ConnectiKids' students, tutors, staff and board members in such areas as behavior, attendance, and mutual respect.
- 2) It is important to create a safe and happy environment where students, tutors, staff, and board members are able to learn together and develop strong relationships.
- 3) A child best develops self-worth through positive reinforcement.





## Site Contact/Liaison Roles & Responsibilities

### SITE CONTACTS MUST BE

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- 18 years or older
- Passionate about our mission
- Committed to promoting our values
- Able to communicate via email and phone

### PRE-PROGRAM RESPONSIBILITIES

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- Review, compare and approve academic calendar as it relates to the sites
- Must attend at least one to two meetings to cover program updates
- Secure mentoring space for ConnectiKids for 1 hour one day per week
- Secure a backup location in case we ever get moved from the original location
- Secure opportunities to tour the Site
- Identify storage space for CONNECTIKIDS INC supplies Site Materials, (1 create), Book bin (1 create), etc.)
- Assist in the recruitment of Mentors (up to twenty-five per grade) for the site
- Inform ConnectiKids of any recruitment events
- Assist with tabling and recruitment on site during recruitment events

### RECRUITMENT RESPONSIBILITIES

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- Distribute flyers around site or forward agency email with communication about programs
- Ensure that a minimum of 25 Mentors sign up for the program, the maximum number of Mentors needed per site is 25-30.
- Notify ConnectiKids Program Director and Coordinator if assistance is needed with additional information, challenges with mentors, site, or staff

### ONGOING RESPONSIBILITIES

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- Maintain regular communication with ConnectiKids regarding program and facility, site changes, updates, and closure dates.
- Identify any challenges; notify Program Director when assistance is needed
- Attend at least one training, weekly mentoring and serve as a mentor to provide support: ensure things are running smoothly.
- Assist Staff to ensure that programming runs according to plan



## Top Ten

- ✓ Know your student's name and use it.  
This shows a level of respect and care about the student that is very important in establishing a relationship.
- ✓ Share about yourself.  
Any good relationship involves give and take. It is important for students to learn about people of different backgrounds and to learn about a range of career options and lifestyles. This communication will help you to form a bond with your student that will build over the year and make the tutoring sessions more productive.
- ✓ Arrive prepared for the session.  
This tells your student that you really care about the relationship and that you believe your time and work together are important. In addition, you are modeling the important workplace behavior of being prepared. Each week's curriculum is available the week before, so that you can read it and think about how you might use it.
- ✓ Treat each tutoring session as any other appointment that you might have.  
None of us would think about just not showing up for a doctor's appointment, or to a scheduled staff meeting. Protect your weekly meeting time as much as possible, and if you need to cancel, be sure to give staff (and the student, if possible) as much notice as you can.
- ✓ Be enthusiastic about learning.  
If you approach the tutoring session as a chore that the student has to "get through" students will pick up on this energy. Instead, think about each session as a mini adventure that the two of you will create together. Talk to your student about why learning is important in life, how you use reading in your job and/or your life. Tell your student about any training or studying that you are involved in so that she/he realizes that learning is a life-long activity.
- ✓ Do whatever you can to make work assignments relative to the student's life.  
If you read a story about a park, ask your student about a time that they went to the park, what park they go to, what they do when they go to the park. Students learn best when they can "attach" their learning to something meaningful in their life, rather than learning isolated facts in a vacuum.
- ✓ Use positive reinforcement whenever possible.  
**NEVER** put a student down or criticize their academic performance. Children naturally want to please adults and receive praise for a job well done. If they sense that you think they are "dumb" or can't succeed they will withdraw from participating in the session with you.
- ✓ Give specific feedback.  
Rather than saying "you did a great job" say "you did a great job of reading carefully and following the directions" or "I like the way you kept trying even when the assignment got difficult for you".
- ✓ Try to avoid a disciplinary relationship with your student.  
While you should set clear behavioral limits for your student, if you are experiencing trouble managing student behavior, please let a staff person know. If



you put yourself in the position of disciplining a child, you run the risk of damaging your relationship. Let the staff be the “bad guys” – that’s our job!

✓ HAVE FUN!

If you’re not having fun – something’s wrong!! As a tutor/mentor you should be comfortable and enjoy the experience if you’re not, please talk to a staff person who can help you find a solution to whatever problems you’re encountering.



## CALENDAR

### **CONNECTIKIDS 2022-2023 TUTOR/MENTOR SCHEDULE**

#### **Mondays-**

September	October	November	December	January	February	March	April	May
No Program	24, 31	7,14,21,28	5	23, 30	6,13,27	6,13,20, 27	3,17, 24	1,8,15, 22

22 days

#### **Tuesdays-**

September	October	November	December	January	February	March	April	May
No Program	25	1,15,22, 29	6	24,31	7,14,28	7,14,21, 28	4,18, 25	2,9,16,23, 30

24 days

#### **Wednesday –**

September	October	November	December	January	February	March	April	May
NO Program	26	9,30	No Program	25	15	8,22,29	19	3,17,31

12 days

#### **Wednesday – Half Day Program @ Naylor 12:15 p.m. -3:30 p.m.**

September	October	November	December	January	February	March	April	May
NO Program	NO Program	2,16, 23	7	NO Program	1,8	1,15	5,26	10,24

16 days

#### **Thursdays-**

September	October	November	December	January	February	March	April	May
No Program	27	3,10,17	1,8	26	2,9,16	2,9,16,23, 30	6,20,27	4,11,18, 25

22 days

#### **Fridays- Enrichment**



September	October	November	December	January	February	March	April	May	June
No Program	28	4,18	2,9	27	3,10,17	3,10,17,24,31	21,28	5,12,19,26	2,9

18 days

### Tutoring and Mentoring Program Contacts

#### *Participating Organizations*

<p>CVS/Aetna 151 Farmington Avenue Hartford, CT 06156 (860) 273-9639</p> <p>Gary Moore, Site Contact</p>	<p>Trinity College 300 Summit Street Hartford, CT 06106 (203) 300-7964</p> <p>xxx Site Contact</p>	<p>Asylum Hill Congregational Church (AHCC) 814 Asylum Avenue Hartford, CT 06105 (860) 522-8710</p> <p>Andrea Williams, Site Contact</p>
<p>Avon High School 510 West Avon Road Avon, CT 06001 (860) 404-4740</p> <p>Rose-Marie Mouning, Site Contact</p>	<p>Saint Joseph College 1678 Asylum Avenue West Hartford, CT 06117 (860) 231-5313</p> <p>xxx Site Contact</p>	<p>The Hartford Hartford Plaza Hartford, CT 06154 (860) 547-4901</p> <p>Marion Moebus, Site Contact</p>
<p>Travelers One Tower Square Hartford, CT 06183 1.866.336.2077</p> <p>Gary Girouard Amber King Pam Roy Site Contacts</p>	<p>Department of Public Health Department of Mental Health and Addiction Services 410 Capitol Avenue Hartford, CT 06106 (860) 509-7372 (860) 418-6772</p>	<p>Office of Policy and Management 450 Capitol Avenue Hartford, CT 06106 (860) 418-6435</p> <p>Site Contact</p>



<p>Northwest Catholic High School 29 Wampanoag Drive West Hartford, CT 06117 (860) 236-4221</p> <p>Christopher M. Haddad, Site Contact</p>	<p>University of Connecticut Greater Hartford Campus 10 Prospect Street Hartford, CT 06103 (959) 200-3500</p> <p>Kiera Steele, Site Contact</p>	<p>Department of Developmental Services 460 Capitol Avenue Hartford, CT 06106 (860) 418-6022</p> <p>Site Contacts</p>
	<p>University of Hartford 200 Bloomfield Ave West Hartford, CT 06117 (860) 216-1254</p> <p>Terrie Bournique Site Contact</p>	

**Schools Serve**

<p>West Middle Community School 44 Niles Street Hartford, CT 06105 (860) 695-5484 Lynn Estey, Principal</p>	<p>Michael D. Fox Elementary School 470 Maple Avenue Hartford, CT 06114 (860) 695-7720 Kevin Geissler, Principal</p>	<p>Martin Luther King Jr Middle School 25 Ridgefield St, Hartford, CT 06112 (860) 695-3980 Derine Crawford, Principal</p>
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## Agency Contacts

**Andrea Williams, Executive Director**

[awilliams@ct-kids.org](mailto:awilliams@ct-kids.org)

860-522-8710 x14 or 806-977-1678

**Kaleitha Brown, Development Director**

[kaleithanb@ct-kids.org](mailto:kaleithanb@ct-kids.org)

860-522-8710 ext. 10 or 860-841-8265

**Kiera Steele, Program Director**

[ksteele@ct-kids.org](mailto:ksteele@ct-kids.org)

860-522-8710 x11 or 860-841-6925

**Vicmarie Delgado, Program Coordinator**

[vdelgado@ct-kids.org](mailto:vdelgado@ct-kids.org)

860-522-8710 or 860-841-8602

### Program Assistants

**Rosemarie Delgado**

**Dasia Parker**

**Susie Smith**

**Akbar Jewel**

### ConnectiKids, Inc.

**814 Asylum Avenue, Hartford, Connecticut, 06105**

**Phone: (860) 522-8710**

**Fax: (860) 249-5901**

**[www.ct-kids.org](http://www.ct-kids.org)**



## BOARD OF DIRECTORS

Board of Directors FY 2022-2023					
Organization Name: ConnectiKids Inc.					
Name	Organization	Work Title	Contact Information	General Info	Time on
Moebus, Marion <b>(Chair)</b>	Hartford Financial Services Group	Sr. Business Consultant	<a href="mailto:mmoebus@thehartford.com">mmoebus@thehartford.com</a> <a href="mailto:mmoebus@ct-kids.org">mmoebus@ct-kids.org</a>	Development Committee <b>(Chair)</b>	3 years
May, Therese <b>(Vice-Chair)</b>	Preferred Therapy Solutions	Speech and Language Therapist	<a href="mailto:thereseam@hotmail.com">thereseam@hotmail.com</a> <a href="mailto:tmay@ct-kids.org">tmay@ct-kids.org</a>	Governance Committee	3 years
Mills, Viktoriia <b>(Treasurer)</b>	Fiondella, Milone & LaSaracina	Senior Audit Associate	<a href="mailto:vmills@fmlcpas.com">vmills@fmlcpas.com</a> <a href="mailto:vmillis@ct-kids.org">vmillis@ct-kids.org</a>	Finance Committee <b>(Chair)</b>	4 years
Lewis, Shay <b>(Secretary)</b>	Academy of Aerospace and Engineering Elementary	Assistant Principal	<a href="mailto:shayyvette@gmail.com">shayyvette@gmail.com</a> <a href="mailto:slewis@ct-kids.org">slewis@ct-kids.org</a>	Development Committee	2 years
Rigby, Ymari	Hartford Financial Services Group	Process Analysis	<a href="mailto:rigby.ymari@gmail.com">rigby.ymari@gmail.com</a> <a href="mailto:yrigby@ct-kids.org">yrigby@ct-kids.org</a>	Development Committee	2 years
Smith, Jeremy	Honey Well International	Sr. Product Manager	<a href="mailto:jeremysmith.tech@gmail.com">jeremysmith.tech@gmail.com</a> <a href="mailto:jsmith@ct-kids.org">jsmith@ct-kids.org</a>	Development Committee	2 years
Matics, Angelika	Montessori school	Para Educator	<a href="mailto:angelikamatics@gmail.com">angelikamatics@gmail.com</a> <a href="mailto:amatics@ct-kids.org">amatics@ct-kids.org</a>	Development Committee	1 year
Lessard, Roland	Greenwich Point Capital	self-employed	<a href="mailto:roland@greenwichpointcap.com">roland@greenwichpointcap.com</a>	Development Committee	1 year



Shurn, Barrow	Pratt and Whitney Division of Raytheon Technologie	Associate Director Engineering	<a href="mailto:barrow.shurn@gmail.com">barrow.shurn@gmail.com</a> <a href="mailto:bshurn@ct-Kids.org">bshurn@ct-Kids.org</a>	Developme nt Committee	1 year
Wisenski, Mary K. (Committe e only)	Fiondella, Milone & LaSaracina	Manager, Assurance & Advisory Services	<a href="mailto:mwisenski@fmlcpas.com">mwisenski@fmlcpas.com</a>	Finance Committee	15 years
Condron, Jane (Committe		Retired	<a href="mailto:jmcondron8@gmail.com">jmcondron8@gmail.com</a>	Governanc e Committee	15 years



<b>Agency or Affiliated Organization (School)</b>	<b>Today's Date:</b>
<b>Tutor Name</b> Mon <input type="checkbox"/> Tue <input type="checkbox"/>	<b>Day (Trinity)</b>
<b>Preferred Mailing Address</b>	
<b>Telephone</b>	<b>Fax Number</b>
<b>E-Mail Address</b>	

### Tutor/Mentor Registration Form

**PLEASE CHECK ALL THAT APPLIES:**

I will serve as a regular tutor this year.  I would like to buddy up with a friend

I will serve **only as a substitute** this year.  I do not mind helping more than one child

**PLEASE CHECK ONE:**

I would like to be on the ConnectiKids mailing/email list

I do not want to be on the ConnectiKids mailing/email list

I have tutored for ConnectiKids in the past. Yes  No  If yes, this is my \_\_\_\_\_ year.

Do you speak any foreign languages? Yes  No  If yes, which languages? \_\_\_\_\_

Would you be willing to team up with another student/tutor pair to provide coverage for a colleague in the event of that volunteer's absence from the program on a given tutoring day?  
Yes  No

If you are 18 years or older, you **MUST** have a background check, without it you cannot be a Mentor/Tutor

Understand that there is a background check done for any 18 years or older. Yes

I have read the policies, procedures and guiding principles of the ConnectiKids Tutoring Program and agree to follow them to the best of my abilities.

\_\_\_\_\_

Tutor Signature



**Return this form to ConnectiKids staff at your tutor training session.**  
*ConnectiKids must be in receipt of this completed form prior to the start of the tutor*

*Return this form to ConnectiKids staff at your tutor training session.*  
*ConnectiKids must be in receipt of this completed form prior to the start of the tutorial program, volunteering, or you position as a staff.*



# Mentee Mentor

Hello Tutor/Mentor,

Please complete this brief questionnaire so we can properly match you to your mentee.

## TUTOR/MENTOR MATCHES

Name \_\_\_\_\_ M/

F \_\_\_\_\_

Organization (Mentoring Site)

\_\_\_\_\_

List all Languages you speak fluently

\_\_\_\_\_

\_\_\_\_\_

What are some of your hobbies/activities?

\_\_\_\_\_

\_\_\_\_\_

What is your learning style? (Circle the one that best describes you)

- Auditory – Learns best through listening
- Visual – Learns best through seeing
- Tactile/Kinesthetic – Learns best through touching, moving and doing

What subjects are you strong in \_\_\_\_\_?

Special

Considerations \_\_\_\_\_

\_\_\_\_\_



We are excited to get you matched with a wonderful young boy or girl and looking forward to a great year!

Thank you,

ConnectiKids





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## Acknowledgment of Receipt

This staff and volunteer manual provides you with important information about your commitment with **ConnectiKids, Inc.** Of course, it cannot answer all your questions; therefore, you are encouraged to contact your team with any questions you may have.

ConnectiKids, Inc. may implement revisions to this manual to modify or eliminate existing policies at its discretion at any time. When adopted, the revisions will apply to me even if this manual has not been updated to include the modifications.

I understand that this manual supersedes all previous written or oral communications made to me by any representative of ConnectiKids, Inc. In addition, I understand that any future oral representations or agreements that modify or contradict the terms of this manual in any way are invalid and unenforceable.

I have entered my relationship with ConnectiKids, Inc. voluntarily and acknowledge that there is no specified volunteer or employment length. I acknowledge that this manual is not a contract of employment. Accordingly, either the ConnectiKids, Inc. or I may terminate this relationship at will, with or without cause, and with or without notice.

I understand that no person, other than the Executive Director of ConnectiKids Inc., may enter into any oral or written agreement on behalf of ConnectiKids, Inc. Volunteers or employees should not rely on oral or written statements or representations of others.

I have received this manual, and I understand that it is my responsibility to read and understand the policies and procedures in the manual and any revisions made to it. I understand that I should consult the Executive Director regarding any questions not answered in the manual.

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**EMPLOYEE/VOLUNTEER'S NAME**

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**EMPLOYEE/VOLUNTEER'S SIGNATURE**

---

**DATE**

**DISCLAIMER:** This manual is not an employment contract and is not intended to create contractual obligations of any kind. Accordingly, neither the employee/volunteer nor



ConnectiKids, Inc. is bound to continue the working relationship if either chooses at will to terminate the relationship at any time.

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# Thank you!

