

Classic City High School Mentoring Handbook

**Classic City High School
440 Dearing Extension – Bldg 3
Athens, Georgia 30606**

Welcome to Classic City High School!

Our high school serves students between the ages of 16 and 22, who learn better and are more successful in a non-traditional, smaller setting. We are a partnership between the Clarke County School District and Communities In Schools of Georgia, both of whom are in the business of seeing to it that students thrive in school and in life.

Classic City High School is open from 9:15 am-3 pm, Monday through Friday. Our academics are a combination of computer-based, direct, and project-driven instruction. Many of our students are at Classic City to graduate early, catch up on credits, and/or receive extra academic support. By serving as a tutor for our students, you will be given the opportunity to provide them with the support they need to be successful in their coursework. Through your interest and commitment, you will also serve as a caring presence for them...a circumstance that is often missing in their lives!

Our hope is that all of our students will graduate from high school with a plan for their future. As a college student, you can help our students work toward this goal. As a tutor/mentor, you will have the opportunity to enrich, expand, and enhance a young person's school and life experience. *You can make a difference!*

This manual will help you to understand your role as a tutor/mentor and to provide some tools to help you be effective in your interactions with your student. I hope you enjoy the experience!

Mimi Middendorf
Mentor/Tutor Coordinator
Classic City High School

Steps to Successful Tutoring/Mentoring

“There is neither a hand so small nor one so large, that it cannot reach out to grasp the hand of another.”

Evelyn Moore, Natl. Black Child Develop. Institute

A mentor serves as an adult companion, is a positive role model, is a friend, and a listener, is an instructor and a limit setter, is a resource and a guide. In these roles, the mentor will be the one who initiates the flow of the relationship and invites the mentee to share and explore in this relationship through open communication.

DO	DON'T
<p>NO CELL PHONES!</p> <p>DRESS APPROPRIATELY – no oversized T-shirts that cover your shorts or revealing items of clothing</p> <p>Be Yourself</p> <p>Be a Good Role Model</p> <p>Be A Good Listener</p> <p>Teaches By Example</p> <p>Be Dependable</p> <p>Be Clear and Consistent</p> <p>Be Realistic</p> <p>Give Advice Sparingly</p> <p>Accept Your Mentee for Who He/She Is</p> <p>Help Your Mentee Become More Self Aware</p> <p>Be Patient</p> <p>Have a Sense of Humor</p> <p>Have Fun</p> <p>Give Encouragement</p> <p>Acknowledge Accomplishments</p> <p>Develop a Friendship</p> <p>Care About Academic Success</p> <p>Have High Expectations</p> <p>Report Disturbing Behavior to Teacher</p>	<p>Criticize</p> <p>Pass Judgment</p> <p>Use A Lot of “Shoulds”</p> <p>Make Promises You Can Not Keep</p> <p>Be a Surrogate Parent</p> <p>Be Santa</p> <p>Be An ATM</p> <p>Be a Psychologist</p> <p>Be a Savior</p> <p>Be a Professional Counselor\</p> <p>Be a Teacher</p>

Diversity/Sensitivity & Cultural Overview

The Valuing Diversity Model:ASK

The “A” in ASK stands for Awareness of self and others. Self and other awareness is a must if cultural diversity is to be appreciated in our schools and elsewhere.

The "S" in ASK refers to both Sensitivity and Skills. Sensitivity to others is essential as well as a willingness to learn new and innovative ways to communicate. Skills are needed by students and others if we are to learn to value diversity and to improve intercultural communication.

The "K" stands for Knowledge of cultures different from our own. Culture influences feelings, thoughts, non-verbal behaviors, ideas and perceptions. "Cognitive empathy" (knowledge) of another's culture is needed to improve intercultural relationships.

KNOWLEDGE OF THE CULTURALLY DIFFERENT

Students of all ages can be taught to be culturally skilled. A culturally skilled communicator is willing to gain cognitive knowledge about different cultures, i.e., their history, cultural values, current problems and lifestyles and how this impacts on their respective worldview. This may be the most important thing we can do in becoming more effective intercultural communicators.

It is important that we approach different cultural members with understanding over and above our feelings. That is, having strong feelings of support for a particular culture and its participants is necessary. However, it is not enough to truly communicate with participants from that cultural group. If we are ignorant of the values and ways of participants from cultural groups different from ours, we will certainly be less effective communicators than we would be if we operated with accurate, cognitive understanding of them. The teaching of the values and ways of other cultural groups can, and should be, central to any comprehensive school guidance program (Wittmer, 1990)

The Power of Communication

AWARENESS OF SELF AND OTHERS

Self-aware individuals avoid a condescending attitude and do not patronize culturally different persons. To patronize implies the belief that we hold a superior position to them--we come across to them as being "better" than they. And members of other cultural groups view this as disrespectful (Wittmer, 1990)

SENSITIVITY AND COMMUNICATION SKILLS
Our sensitivity toward and willingness to understand others is a major key to effective communication with the culturally different. We need to be aware of others' thoughts and feelings, regardless of their race, creed or cultural background. Effective, multicultural communicators understand that worldviews are influenced by culture, are aware of other persons' frames of reference and their views of the world. We can learn communication skills that will assist us in understanding how others view their worlds and react to them, as opposed to telling them how they should react and behave toward their own worlds! Their worldviews may be very different from ours, but they are based on their perceptions--which are their "realities." And, their reality determines how they feel, think and behave (Wittmer, 1990)

DIRECTORY

**Classic City High School
Performance Learning Center
440 Dearing Extension-3
Athens, GA 30606
706 353 2323 (Administrative Offices)**

Administration

Katrina Daniel, Director	Ext. 20200
Carl Sayles	Ext. 20260
Phyllis Sanders, Administrative Assistant	Ext. 20210
Mimi Middendorf, Graduation Coach	Ext. 20243

middendorm@clarke.k12.ga.us

Directions to School- MAKE SURE YOU USE THESE OR PUT THE RIGHT ADDRESS IN YOUR GPS!

- a) Traveling from campus, get on Atlanta Hwy. (Baxter, right on Milledge, left on Broad/Atlanta Hwy)
- b) When you see Auto Zone (on the left), look for Evans St. just beyond it, and turn left
- c) Turn left on Waddell Ext., turn left at T in road, and go into parking lot on left. Bldg. 3 (next to parking lot is Classic City.
- d.) Go into lobby and ask for Ms. Mimi

Classic City High School Schedule (M-F)!

First Period	9:15-10:30
Second Period	10:35-11:50
Lunch	11:50-12:30
Third Period	12:30-1:45
Fourth Period	1:50-3:05

Important!

Dates Students Are Not in School:

Jan.15

Feb. 19

Feb. 21-23

March 12-16

April 9