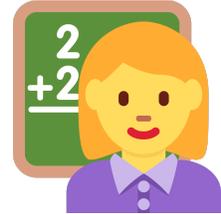


Diamond Fork Middle School

Peer Mentor Disclosure Document and Syllabus



Ms. Parker's Class
School Year 2021-2022
School Phone: 801-798-4052
Email address: joedan.parker@nebo.edu

This course is designed for middle school students to assist special needs students in the special education program. It is a unique learning opportunity where peer mentors have daily interactions with students and build relationships and compassion for students with disabilities. Peer mentors assist students with academics in the classroom as well as going with them to out classes. They also assist with social skills, appropriate behavior, and other life skills. Peer mentors become positive role models and advocates for each student in the special ed program.

Learning Targets/I Cans:

- I can come prepared to class every day, be on time, complete assignments and work with students as assigned.
- I can be a positive role model and an excellent example of appropriate behavior for students at all times.
- I can maintain confidentiality about the students I interact with
- I can have a positive attitude and work ethic.
- I can advocate for people with disabilities by being friends with and include them in my activities when possible.
- I can ensure the safety of the special needs students
- I can reflect on my experiences in working with students with disabilities

Course Requirements:

Peer mentors must be excellent examples of appropriate behavior for students at all times. You are expected to maintain a positive attitude and follow the directions of teachers and support staff at all times. Peer mentors will earn up to 10 participation points per day by doing the following:

- Arriving to class on-time and prepared to work
- Providing help and support to the student you are assigned to work with
- Positively reinforce students as necessary
- Maintaining a positive attitude at all times
- Follow all directions of staff in the room
- Demonstrating appropriate behavior and being a positive example

Cell phones are to be kept off and out of sight during class unless given permission by teachers or technicians. These items may be taken to the office and a parent will be required to pick them up if necessary.

Attendance/Daily Participation: Attendance is extremely important. When a peer mentor is absent, they not only affect their own learning, but also the learning of the students in the classroom with whom they work. If it is necessary for a student to miss class, make-up work for absences is possible by writing an additional one page paper on a disability of your choice or doing service for someone and writing about it. This must be completed within seven days of your absence. Students are responsible for all assigned work as listed below.

Weekly Reflection: Students will be required to reflect on their experiences by writing a paragraph based on specific weekly prompts. The purpose of these reflections is for the peer mentor to be able to express feelings both positive and negative, share learning experiences, reflect on their experience and ask questions. Reflections are due each Monday by the end of the day. Please complete reflections on iCampus. Points may be taken off for late turn in, little effort, unable to read, etc.

Please write at least a **5 sentence paragraph** about the following:

First/Third Term

- Week 1. This semester I would like to learn _____.
- Week 2. Share any concerns that you may have about being a peer mentor.
- Week 3. Assess three things that you did to help the students this week and determine if you could have done things differently.
- Week 4. Describe three ways you can be a positive role model for students with disabilities
- Week 5. Compare how you thought about working with special needs students before you started this class with how you feel now.
- Week 6. Relate three different ways that you can be an advocate for students with disabilities
- Week 7. Write about one of the favorite activities that you have done so far this semester.
- Week 8. Pick one of the students and share three things that you enjoy about them
- Week 9. As you end the first term, critique how you feel you are doing in class and list three ways you could do even better

Second/Fourth Term

- Week 1. Share any concerns that you may still have when working as a peer mentor.
- Week 2. Compare three things that you did best with these students with three things you could do better.
- Week 3. Relate how you are or might be affected by living with a sibling with disabilities.
- Week 4. Choose a different student than you picked last term and share three things you enjoy about them.
- Week 5. My greatest strengths when working with the students are _____. (support with specific examples)
- Week 6. My greatest weaknesses when working with the students are _____. (support with specific examples)
- Week 7. Analyze and share three ways that you have improved since you started this class.
- Week 8. Describe how you can use what you've done in this class in other situations and experiences.
- Week 9. Share a special memory or feeling about your experience as a peer mentor.

1st/3rd Term Project: Each peer mentor will do research and write a one-page paper about a disability of their choice. Please make sure to list your references at the bottom of your paper. Total points for the term project will be 30 points. This will be due the week before the end of the 1st/3rd term.

Semester Project: Each peer mentor will be required to complete a culminating activity at the end of the semester. You will need to get teacher approval before proceeding. Projects may be completed with other peer mentors in your period or on your own. All projects must be completed by their scheduled date. You will need to provide a written plan for your activity and then you will need to reflect on that activity in a 5 sentence paragraph. Total points for the final project will be 30.

These are suggested ideas for your final project and are only suggestions. Please do something that would be fun for you and the students who you will work with. **BE CREATIVE!**

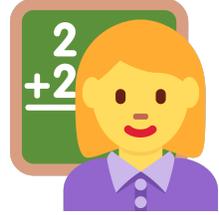
- Plan and complete an activity to do with the whole class.
- Plan and complete an activity with one student or a small group of students.
- Create and use an educational game to use with students to teach them something they need to learn.
- Make learning materials/centers for students to use in the classroom during free time.
- Create and present a personal poster showing what you learned in this class.
- Create a newspaper page showing what you enjoyed about this class.
- Take a student to a regular education class with you and share what you are learning.
(Band, orchestra or PE would probably work best).
- Do a cooking/art activity with the students.

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Ms. Parker's Class 2021-2022

School Phone: 801-798-4052

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I have read, discussed, and understand the school and classroom policies. Please return this page by the end of the first week of the semester.

Parent Signature: _____ Date: _____

Student Signature: _____ Date: _____

Confidentiality Statement:

As a peer mentor, you will be working directly with students with disabilities. Some of these students may talk or misbehave in a different and unusual manner in your presence. Federal and state laws prohibit talking about, discussing, or relating any incident involving the students behavior, academics, or other confidential information, that happens in your presence to any person other than the teacher, or an appropriate school representative (vice principal, principal) (PL 94-142). If a peer mentor has concerns, they should be brought directly to the teacher, and the teacher will inform the appropriate persons if necessary. These federal and state laws are enforced to protect the privacy and activities for the students with disabilities, therefore, no names of students or activities of students should be discussed outside the classroom.

I have read this statement and by signing this statement I am aware of the federal and state laws of confidentiality. I will respect the student's right to privacy.

Print Student Name

Student Signature

Date

Field Trips:

Throughout the school year, you may have the opportunity to participate in school-sponsored activities and class field trips with our students. These field trips are an important element of our student's academic, social and functional skills curriculum. We would love for you to participate in these field trips. Field trips may include shopping, bowling, swimming, going out for lunch, fishing, track and field days, walking to FIIZ or other activities. Students will sign up for one or more field trips at the beginning of the semester. You will need to have a "C" and above in your regular classes and a written note/field trip permit from your parents excusing you for the activity or field trip. (Field trip permits will be sent home before the event.)

_____ Yes, my student has permission to attend field trips with Ms. Parker's class

_____ No, my student may not attend field trips with Ms. Parker's class

Parent's signature

Date

Rubrics for Class Assignments

Daily/Weekly Points:

- 10 --- Mastery, Works well with students, has an excellent attitude, comes to class every day, shows initiative in new situations, follow all directions and helps in all situations
- 7 --- Proficient, Works with students with a positive attitude and follows directions
- 4 --- Basic, Work with students but requires some directions to stay on task or complete work
- 1 --- Below Basic, Does not work with students, requires extensive directions
- 0 --- No evidence, Refuses to work with students, did not attend class

The following is the scale for classes that may receive a letter grade.....

- A = 90% and above
- B = 80% and above
- C = 70% and above
- I = 69% and below

Reflection points:

Reflections are worth 5 points. You need to do each of the things in the table below to get all 5 points. Each is worth 1 point!

Answer the reflection question in well thought out sentences - at least 5 sentences
Turned in through iCampus. May be email to teacher if necessary
Turned in on time

Disability report points:

- 30 points ----turned in on time, one single spaced typed page. Report needs to include the disability chosen, characteristics of the disability, causes or treatments, 2 interesting things you learned, and the resources where you got your information.
- 15 points --- if the paper is turned in late or parts of the assignment are not there.
- 0 points --- not completed at all