



The Lunch Pals Partnership

The Lunch Pals mentoring program partners a school with an organization or company that provides employees to be mentors. Each mentor meets one-to-one with their assigned student for 30 minutes during the student's lunch time on a designated day each week.

The purpose of this agreement is to provide a guide for school staff to work with their Lunch Pals partner, assuring the success of these valuable partnerships and mentoring relationships.

Lunch Pals School Agreement

School: _____ Community Partner: _____

To assure that the partnership runs smoothly, our school agrees to make it a priority for our School and Community Liaison to:

We agree: (X)	School Provided Action
	<p>Student Involvement</p> <ul style="list-style-type: none"> ▪ Obtain a list of students who could benefit from being matched with a mentor. ▪ Communicate with parents to get their permission for their student to have a mentor. ▪ Interview the students and utilize the Lunch Pals Student Profile to record information that can be shared with the mentor. Use the Mentor and Mentee Agreement to explain the commitment they and the mentor are making to one another.
	<p>First Mentor Contact</p> <p>Contact trained mentors within 2 days of receiving their names. Include:</p> <ul style="list-style-type: none"> ▪ Determining which day of the week and what time works best for the mentor. ▪ Where the school is located, any special parking and school entrance information to help them navigate the site. ▪ What grade student they prefer (with the understanding that this will be limited by the student's lunch time and the mentor's availability). ▪ What some of the mentor's interests are to help determine a match to a student using the Mentor Interest Form. ▪ Let Lunch Pals Coordinator know you have made contact with the mentor.
	<p>Matching Mentor and Student</p> <ul style="list-style-type: none"> ▪ Match the mentor with a student within a week, utilizing information gathered. ▪ Be sure to associate the student to the mentor in the database. Let the Lunch Pals Coordinator know when match has been made. ▪ Immediately contact the mentor to set a date for them to begin.
	<p>Review Resources</p> <ul style="list-style-type: none"> ▪ Take a look at the Resource Tools available for sharing with mentors. Find the link on the website at pcsb.org/lunchpals ▪ Share this website and one or two resources at your first meeting with the mentor to help get them started; share and encourage use of additional resources throughout the year.
	<p>At the mentor's first visit to the school:</p> <ul style="list-style-type: none"> ▪ Welcome them. ▪ Complete and share the Mentor Student Match Form to provide some contact and procedural information. ▪ Show them how to sign in and log their volunteer hours, including using their user name and password on https://focus.pcsb.org/focus

	<ul style="list-style-type: none"> ▪ Present the mentor with the <i>Mentor and Mentee Agreement</i> to explain the commitments they and their student are making. ▪ Share your contact information and working hours. ▪ Explain the procedure the mentor should follow to find their student each week and where they can sit. ▪ To assure that an unnecessary trip to the school isn't made by the mentor when student is absent, call the mentor if their student is absent that day. ▪ Let mentors know how to contact the school when they are unable to attend on scheduled mentoring day and need to reschedule. ▪ Facilitate a meeting to help the student and mentor get to know each other and briefly go over and sign the <i>Mentor and Mentee Agreement</i>. ▪ Share available resources.
	<p>At the mentor's next visit to the school:</p> <ul style="list-style-type: none"> ▪ Check in briefly to make sure all is going well. ▪ Remind mentor to log their hours to help them get in the habit of doing so.
	<p>Ongoing:</p> <ul style="list-style-type: none"> ▪ Say thank you to mentors to let them know they are appreciated. ▪ Send students reminder notices of mentor meetings. ▪ Remind mentors to log their hours. ▪ Email the mentors in advance with information that may impact visits: holiday breaks, other days off, testing dates. ▪ Check to be sure mentors are showing up regularly and are recording their hours. ▪ Check in at least once a month to ask mentors how things are going, provide resources, and obtain answers to any questions they might have. Utilize the Lunch Pals Coordinator as a resource as needed. ▪ Communicate once a month with the community partner's designated contact, keeping them informed about any mentors who are not attending on a regular basis so they can follow up with them. ▪ Share mentor and student stories with the Lunch Pals Coordinator. These are great to feature in newsletters and additional ways of communication with current and potential partners and the community.
	<p>Nearing End of School Year</p> <ul style="list-style-type: none"> ▪ In April, begin the process of asking mentors if they plan to return in the next school year. ▪ Inform them of the approximate timing and let them know the procedures for reconnecting with their student. ▪ Invite them to the end of year volunteer recognition event being held at your school.
	<p>Mentor Contact in the New School Year</p> <ul style="list-style-type: none"> ▪ Send out a welcome back email when school resumes: <ul style="list-style-type: none"> ○ Ask if there have been any changes with mentors. ○ Let them know when you expect to resume mentoring sessions. ○ While waiting for the final student count/assignments, check to see which students have returned & make a list of their classes & lunch times. ○ For those mentors whose students did not return, email them individually to inform them of the change and what school their student is attending. Ask whether they intend to follow the student to their new school or if they would like a new assignment at your school. If they intend to follow the student, contact that school informing them of the pair and ask who the contact will be. Forward that information to the mentor. ○ Make a schedule for this school year in the form of a spreadsheet that only includes student's first names that notes the day and time their mentor can visit; send it to all mentors who are returning to your school.

	Principal Signature: _____ Date: _____
	Community and School Liaison Signature: _____ Date: _____

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