



marathon  
SCHOLARS



# Family Handbook

# Contents

---

Program Overview .....	3
Program History .....	3
Mission Statement .....	3
Vision Statement.....	3
Values.....	3
Who We Are.....	3
How Marathon Works.....	4
A. Long-term Mentorship .....	5
B. College Scholarship .....	6
C. Scholar Enrichment .....	6
Get to Know Your Mentor.....	8
Stages of the Mentoring Relationship .....	9
Activity Ideas.....	10
Policies, Rules, and Guidelines.....	13
Scholar Code of Conduct.....	13
Screening Policy .....	14
Confidentiality Policy-For Families and Mentors.....	14
Grievance Policy-For Families and Mentors.....	15
Transportation Policy-For Mentors.....	16
Overnight and Out of Town Visit Policy- <i>For Mentors</i> .....	16
Mandatory Reporting of Child Abuse and Neglect- <i>For Mentors</i> .....	17
Unacceptable Behavior Policy- <i>For Mentors</i> .....	17
Closure Policy- <i>For Mentors</i> .....	18

# Program Overview

---

## Program History

Marathon was founded in Portland, Oregon, by eight friends on September 11, 2002. In the aftermath of the events of 9/11, these friends were united by their desire to make a meaningful difference in their community. Struck by the low high school and college graduation rates among children from low-income families, they developed a simple model of a long-term, one-on-one relationship between a child (“Scholar”) and an adult (“Mentor”). The organization’s name reflects its mission. “Marathon” signifies that Scholar and Mentor develop an enduring relationship that begins when the Scholar is 10 years old and continues through college. “Education” is the goal. Mentors encourage Scholars to envision themselves as college-bound and they provide further encouragement and guidance.

## Mission Statement

To bring together caring adults and talented, under-resourced children to make the dream of a college degree a reality.

## Vision Statement

Marathon Scholars believes that higher education is life changing and should be accessible to all who aspire. We believe that personal, long-term relationships have the ability to transform the lives of both our Scholars and their Mentors.

## Values

We believe that opportunity can change a life.

We desire to share experience and good fortune with kids who have less.

We believe in the need to act; not just discuss.

We desire to have a direct, long-term impact on the life of a child.

We desire to expand a child’s view of the possible.

We believe that a Mentor’s participation will benefit the Mentor as much or more than the Scholar.

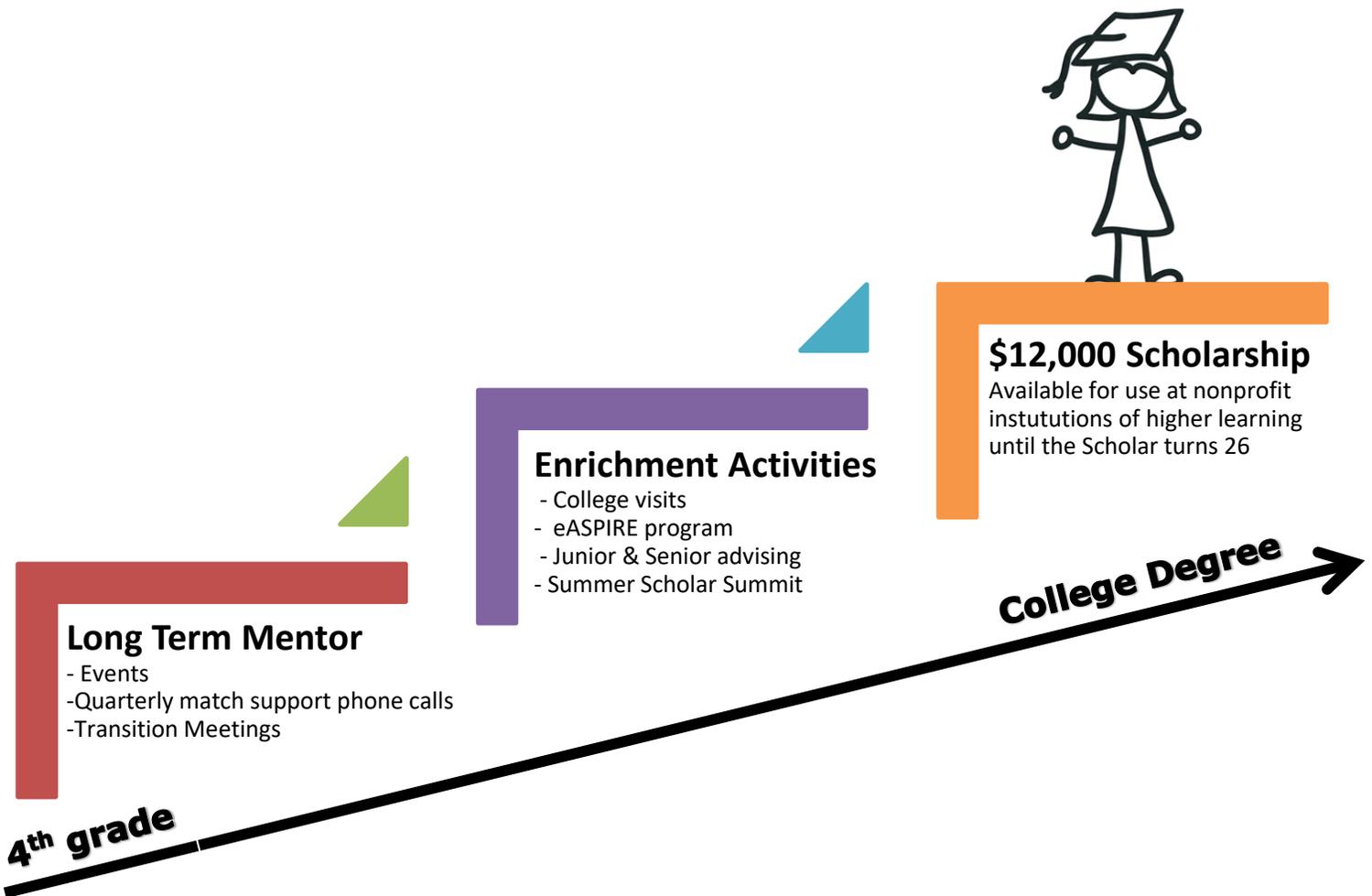
## Who We Are

- *Molli Mitchell*, Youth Program Director, 503-235-2500 [molli@marathonscholars.org](mailto:molli@marathonscholars.org)
- *Brooke Adams*, College Program Director, 503-235-2500 [brooke@marathonscholars.org](mailto:brooke@marathonscholars.org)
- *Wendy Patton*, Executive Director, 503-235-2500 [wendy@marathonscholars.org](mailto:wendy@marathonscholars.org)

# How Marathon Works

Marathon supports college-bound students from low-income families in their marathon to and through higher education. Our program uses three pieces to support our students from 4<sup>th</sup> grade to college completion:

1. The power of **long-term mentorship**,
2. An early incentive **\$12,000 college scholarship**,
3. College-access **enrichment activities** to support our Scholars



At the heart of our program are Marathon Mentors and Sponsors. Each incoming 4<sup>th</sup> grade Scholar is matched with a Mentor who acts as a Scholar's long-term mentor and a sponsor who donates \$12,000 to their scholarship fund.

## A. Long-term Mentorship

The most important part of Marathon's program is the mentoring relationship between a youth and an adult. This relationship becomes the core of all Marathon's college access activities. The Mentor is the main source of encouragement, support, and ongoing success in each child's educational journey.

Marathon Scholar/Mentor matches are community-based. This means that Mentors usually pick our Scholars up from their homes and spend time doing fun activities together in our community. This might include going bowling, playing sports, drawing, painting or cooking. Our Mentor/Scholar matches might also participate in activities that are related to the Scholars academic and career goals. Each Mentor is asked to see their Scholar in person every month and to communicate regularly via phone, email, mail or any method that works best for each of them. Marathon supports our mentoring relationships with ongoing supervision such as transition meetings at key stages of the relationship, quarterly phone calls, program support for relationship challenges, Scholar-Mentor events, and community building celebration events!

### Transitions

When a Marathon Mentor enters the program, they commit to connecting with a child every month for at least 4 years or until the Scholar enters 9<sup>th</sup> grade. Most Marathon Mentors continue their relationship for over 10 years until the Scholar graduates from college. Marathon facilitates meetings with Scholars, Parents, and Mentors at crucial transition points to ensure all parties are ready for the next stage of their relationship. If a Mentor and Scholar match will not move on to the next stage of their relationship, the transition meeting provides a venue for all parties to reflect on their time together and prepare the Scholar to be introduced to their next Marathon Mentor.

**First Year Transition** – Mentors and Scholars spend the first year building their relationship and getting to know each other. At the one year mark, Marathon arranges a meeting to check that the relationship is developing and all parties are ready to be matched for the next several years.

**High School Transition**– The summer before 9<sup>th</sup> grade, Marathon Scholars and Mentors are invited to their high school transition meetings. Prior to the meeting, Marathon Staff determines whether the match will continue together in the program or if they are ready to close their match. If they decide to stay matched, the Mentor commits to another 4 years in the program with their Scholar. If they decide to end their match, Marathon oversees a closure meeting and begins the process of re-matching the Scholar with a new Mentor.

**College Transition** – The summer before a Scholar begins college, Marathon Scholars and Mentors are invited to college transition meeting. Prior to the meeting, staff determines what kind of relationship the Mentor and Scholar will have moving forward and helps establish clear expectations for contact, activities, and support. If both parties are ready to end their match, Marathon oversees a positive closure meeting. If a Marathon Scholar requests a new Mentor to

mentor them through college, Marathon will begin the process of re-matching the Scholar with a new Mentor.

### **Match Support Phone Calls**

Every quarter, Marathon staff calls each Mentor, Scholar, and Parent or guardian involved in the Marathon program. The purpose of these phone calls is to monitor the progress of a relationship, ensure safety, and provide resources.

### **Scholar-Mentor Events**

As often as possible, Marathon facilitates free activities for Mentors and Scholars to attend together. We would love for Mentors and Scholars to select 2-4 activities to attend together each year.

### **Annual Summer Event**

The Summer Event takes place each June. It's a chance for Marathon to celebrate our graduating College and High School Scholars, gather our community, and congratulate all our participants for another awesome year in Marathon! Attendance is highly encouraged for all Mentors and Scholars.

## **B. College Scholarship**

One hundred percent of the money donated to the Marathon Scholarship Fund goes directly to Marathon Scholars in the form of a college scholarship. A Scholar is eligible for their Marathon Scholarship when they graduate from high school and enroll in a nonprofit institute of higher learning. In order to be eligible for their scholarship they must:

1. Be under 26 years of age
2. Maintain a 2.0 GPA
3. Stay enrolled in school with a minimum of 3/4 fulltime credit (unless otherwise authorized)
4. File their FAFSA
5. Complete a scholarship application each academic year of college.

The Marathon scholarship can be used for books, tuition and fees, and student housing costs. For specific information about the college scholarship, ask marathon Staff for the Scholarship Application.

## **C. Scholar Enrichment**

While much of the Marathon program is about the Mentor-Scholar connection, the Marathon Staff also play a huge role in helping Scholars prepare for college. In addition to facilitating long-term mentors and a college scholarship, Marathon staff provides direct services to Scholars through the Scholar Enrichment Program. This program includes college-access activities designed to help Scholars earn a college degree.

**Family College Day Visits** Throughout the length of the program, Scholars and their family members will be invited to visit local college campuses with Marathon staff. The trip includes transportation to and from the college, a campus tour, lunch in the college cafeteria, and a brief enrichment activity.

### **School Visits**

Program staff may arrange visits to schools where three or more Scholars attend. The program staff plans enrichment activities or match support activities during the meeting, but the meeting is mainly to connect with students in person on a consistent basis, establish relationships with schools, and provide Scholars with organizational support.

### **Summer Programming**

During the summer, Marathon will plan programs to keep Scholars engaged and to prepare them for the upcoming school year.

### **eASPIRE Program**

When Scholars begin high school, they are invited to sign up for the eASPIRE online mentoring program through Marathon Scholars. This program will pair each participating high school Scholar with a volunteer e-mentor who will commit to helping students prepare for college. Volunteer commitment is for one school year. The eASPIRE program is administered in conjunction with the Oregon Student Access Commission and adheres to all policies and procedures as outlined in their organization's manual.

### **Academic Advising**

Marathon Juniors and Seniors are invited to advising meetings with the College Program Manager starting the summer before their junior year. Each Marathon Scholar will create a portfolio with their college preparation. Scholars will be encouraged to schedule quarterly meetings with the Program Manager during their Junior year and semi-monthly meetings during their Senior year.

### **What Will it be Like to be Mentored?**

The first time the Scholar meets their mentor the meeting will take place in either in the Scholar's school, their home, or in a public space like a coffee shop or park. The meeting will include a Marathon Staff Member, the Scholar, the Mentor and the Scholar's parents. The purpose of the meeting is for everyone to get to know one another. The Scholar will be given the opportunity to share what types of activities they hope to do during their time with their Mentor. Towards the end of the meeting, the Mentor will leave the meeting a little early. Then the Scholar and Scholar's parents will discuss whether they feel the Mentor will be a good fit for Scholar. If all parties that are involved decide that the Mentor is a good fit, a second meeting will be planned where the Scholar, Mentor and Marathon Staff will meet together for the first official meeting. Towards the end of that meeting, the Marathon Staff Member will help the Mentor and Scholar plan the next meeting. Mentor/Scholar meetings usually involve activities that both parties enjoy.

Included below are some descriptions of a mentoring relationship and ideas that we share with new mentors to get them thinking about activities that they might do with your Scholar.

# Get to Know Your Mentor

Here are some good questions to ask them:

- What are your three favorite activities?
- What did you like to do for fun when you were my age?
- What's your favorite; food, movie, book, board-game, sport, sports team, etc.?
- Who's your mentor?
- What is your cultural background?
- What's your family like?
- Why did you want to be my mentor?
- What were your favorite subjects in school?
- How'd you get your job or choose your educational experiences?
- If you could do one thing to change your community, what would you do?
- What are three things on your bucket list?
- What are three words you would use to describe yourself?
- What are you most looking forward to about this mentoring relationship?

# Stages of the Mentoring Relationship

Every mentoring relationship is unique as it's based on the experiences and interests of you and your mentor. With that being said, most mentoring relationships develop in four phases that can be compared to the process of building a house.

- **Laying the foundation** – This is the introduction of the relationship when you and your mentor are first getting to know one another.



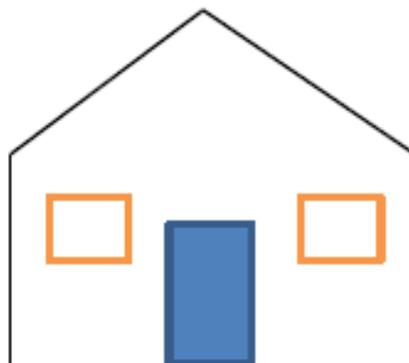
- **Developing Supports** – Through spending consistent time together and having fun, you and your mentor can start to establish trust to support one another, kind of like the walls of a house.



- **Add Details** – Once you and your mentor know each other, you can support each other to practice strengths, set goals, and try new things.



- **Lay the Roof** – This is the final stage of the relationship. You and your mentor have met the program expectations and decide to graduate from the program and celebrate your relationship. Like putting a roof on a house, participating in a closure process will help you protect all that you've learned from each other.



# Activity Ideas

Collected from Mentor.com

*Feel free to change the activities to fit your Scholar's interest or come up new activities!*

*Here are just a few we thought up...*

- “Scholars are teachers!” What could you teach your Mentor?
- “Go on a trip!” Not really of course, but choose a place you have always wanted to visit (Fiji, Greece, Disney World) find pictures and fun facts in magazines, books and online. When is the best time to go? What do you want see while you are there? Then make your own scrapbook or traveler’s guide. A great way to explore and learn geography!
- Play the “Who, what, when, where, why, how” game. Rip 6 pieces of paper and on each write “who”, “what”, “when”, “where”, “why” and “how”. Read a story, and take turns drawing one of the pieces of paper and answering a made up “who”, “what”, “when”, “where”, “why” or “how” about the story.
- “Learn a language!” Learn Sign language, Spanish, Latin or Pig Latin! Teach each other a new word or phrase at each session. Write them down to keep track and see how many you can remember.
- “Show and Tell!” You and your Scholar can both bring in photos or items that important to you.
- Set a goal together – silly or serious!
- “Act it out!” Go to the library find a play, and read it out loud.
- Make your own board game. (<http://www.wikihow.com/Make-Your-Own-Board-Game>)
- You can each make a list of 25 things you want to do or accomplish during your lifetime and share it with one another.
- “Write a letter together!” Talk to the program coordinator about finding a pen pal for you and your Scholar at their school (the principal or guidance counselor), abroad or with armed service member.
- “Serve!” Come up with a service project you can do together in your community. Plant flowers or plan to read to a lower grade.
- “Rubber Egg?!” Do the rubber egg experiment or another egg experiment. Plan it out, come up with a hypothesis and test it out! (<http://www.eggs.ab.ca/kids/Egg%20Science/splash.htm>)
- “Check mate!” Teach each other how to play chess or checkers, get a book from the library to figure out how.

- “Extra, extra!” Pretend you are a newspaper reporter and schedule to interview someone interesting in your community. Prepare a list of questions with your Scholar and prepare them to interview someone of interest.
- Make a bird feeder. Do your research on what types of birds are in your area. Find out about each bird's preferred habitat and diet. With the right food, you may be able to attract some birds that you don't normally see otherwise.
- “Story Swap!” Starts writing a story with your Scholar, then each take turns taking the story home and adding new fun twist and turns to the story. You can even write the story by mail or e-mail!
- “What is onomatopoeia? Find out!” Each of you seek out new and interesting English words and share them at your next session. Make your own book of definitions
- “What’s your plan?” Make a timeline of your life over the next 5-10 years. What do you want to accomplish by the time you are 10, 16, 18 and 25?
- “Make a collage!” Choose a theme like: “What do I want in my future?”, “What is fashion”, “What I want to be”, and find pictures and words in old magazines and glue them on paper. Check out SCRAP PDX for cheap crafting resources!
- “Play!” Learn how to play a new sport. Look up the rules, find clips, etc. of how to play cricket, hacky sack, or water polo.
- Make a kite
- Play Frisbee
- Make a scrapbook or photo album
- “Knit or Crochet!” Find books in the library or clips online on how to do it, and learn how together!
- Paper Airplanes! Find a book or website about how to make different kinds of paper airplanes, and have a contest to see whose goes the farthest!
- Discuss a current event.
- “Take a tour!” Let your Scholar give you a tour of their school or schedule a college visit at a local college.
- “Help wanted!” Fill out mock applications for jobs or help your Scholar create their résumé. (<http://sbandcompany.com/images/practice-employmentapp.pdf> or <http://jobsearch.about.com/od/jobappsamples/a/sampleapp.htm>) If the Mentor has a résumé you may want to bring it, and share it with your Scholar.

- “Solve it!” You and your Scholar both take time making up your own math worksheets, then swap sheets, set the timer and see how many each of you can get done. This is most beneficial as a skill/self-esteem building activity if the Mentor makes sure the math problems they create are on their Scholar’s math level. Your Scholar will get a kick out of making your problems as difficult as they can!
- Organize! Assist your Scholar in organizing school work and developing study schedules.
- Learn how to make Origami (<http://www.origami-instructions.com/>)
- Every day is a holiday! Make a card or draw a picture for any upcoming holiday like Arbor Day, or Talk like a Pirate Day!
- Write a haiku (<http://www.poetry4kids.com/blog/lessons/how-to-write-a-haiku/>)
- Write a rap or a different style of song, especially as a method to help them remember key facts for a test! (<http://www.wikihow.com/Write-a-Song>)
- Play 20 questions
- Put together a puzzle or make your own.
- Learn to play a new card game like “I declare war”, “Go Fish”, Hearts, Gin Rummy, Memory, Old Maid
- Create a flip book
- Play Sudoku
- Practice positive imagery and relaxation techniques with your Scholar. Find an area you would like to work on or improve and use positive imagery to start to make it happen!
- Do a crossword puzzle or word search, or make your own!
- Take turns reading a page, paragraph or sentence from funny story aloud.
- Take a walk to find as many leaves as possible and then try to find which trees your leaves came from.
- Make your family trees. (<http://video.about.com/genealogy/How-to-Make-a-Family-Tree-on-Paper.htm>)
- “It’s a mystery!” Write down a list of 10 things you’ve always wanted to know. “Why is it dark at night?” “How does a car work?” “How does an airplane fly?” Go to the library or go to the internet and figure out the answers!

# Policies, Rules, and Guidelines

---

## Scholar Code of Conduct

Marathon Scholars is committed to supporting Scholars taking responsibility for themselves and their education. Marathon requires Scholars to make their best efforts; and live up to community, legal, and moral standards. Scholars shall be good students and good citizens. In addition, Marathon requires the following for Scholars to remain in the program:

**Progress toward a degree.** Scholars must make ongoing satisfactory progress toward high school graduation or obtaining a general equivalency degree (GED). Portland Public Schools defines 'on-track to graduate' as:

- Meet or exceed 3rd grade reading benchmark
- Meet or exceed 7th grade math and writing benchmarks
- Maintain 90% attendance or better
- Finish 9th grade with 6 or more credits

### Communication

- **Current Information.** Scholars shall provide Marathon and their respective Mentor with their current phone numbers, addresses and school information, and notify all parties of any change to this information.
- **Ongoing Contacts.** Scholars shall promptly respond to all communication from Marathon and their Mentors.
- **Grade Reports.** Scholars shall promptly provide Marathon or their Mentors all information reasonably requested, including a copy of the Scholar's grade report within 5 days of the Scholar's receipt of it.
- **Meetings and Events.** Scholars shall make every effort to attend all Scholar Events and scheduled meetings with Mentors. Scholars shall be on time.

**Appropriate Conduct.** Scholars shall comply with all rules and regulations of the schools they attend.

**Parent or Guardian Responsibility.** Scholars' parents or guardians shall support Marathon's goals and programs and acknowledge this support in writing. Parents or guardians shall cooperate with Marathon with respect to this Code and other reasonable requests of staff.

**Scholars or their Parents/Guardians failing to meet the Code may be dismissed from the Program at the discretion of the Marathon Board of Directors.**

# Screening Policy

It is Marathon Scholars top priority to keep our youth safe. Consequently, our Mentors are screened thoroughly before being matched with a Scholar. This screening includes an FBI fingerprint background check, DMV Record Check, Reference Check, National Sex Offender Registry Check, Internet Check, and a Proof of Auto Insurance. Mentors are also trained and interviewed by Marathon Staff before they are matched. Scholars are primarily matched with Mentors based on common interests.

## Confidentiality Policy-For Families and Mentors

It is the policy of Marathon Scholars to protect the confidentiality of its participants and their families. With the exception of the limitations listed below, program staff will only share information about Mentors, Scholars, and their families with other Marathon Scholars professional staff and the Board of Directors. Further, all prospective Mentors, Scholars, and parents/guardians should be informed of the scope and limitations of confidentiality by program staff.

In order for Marathon Education to provide a responsible and professional service to participants, it is necessary to ask Mentors, Scholars, parents/guardians, and other outside sources to divulge extensive personal information about the prospective participants and their families, including:

- Information gained from Mentors and Scholars, written or otherwise, about themselves and/or their families, in application to and during program participation
- Participants' names and images gained from participants themselves, program meetings, training sessions, and other events
- Information gained about participants from outside sources including confidential references, school staff, employers

Records are, therefore, considered the property of the agency, not the agency workers, and are not available for review by Mentors, Scholars, or parents/guardians.

### **Limits of Confidentiality**

Information from Mentor or Scholar records may be shared with individuals or organizations as specified below under the following conditions:

- Information may be gathered about program participants and shared with other participants, individuals, or organizations only upon receipt of signed "release" forms from Mentors, Scholars, or parents/guardians.
- Identifying information (including names, photographs, videos, etc.) of Scholars may be used in agency publications or promotional materials only upon written consent of the Scholar's parent/guardian.
- Members of the Board of Directors have access to participant files only upon authorization by a formal motion of the board. The motion shall identify the person(s) to be authorized to review such records, the specific purpose for such review, and the period of time during which access shall be granted. Such members of the board granted access shall be required to comply with the agency policies on confidentiality and may use the information only for purposes

stated by the approved action of the Board of Directors. Known violations shall be reported to the Board chairman. A violation of the agency's confidentiality policy by a Board member shall constitute adequate cause for removal from the Board.

- Information may only be provided to law enforcement officials or the courts pursuant to a valid and enforceable subpoena.
- Information may be provided to legal counsel in the event of litigation or potential litigation involving the agency. Such information is considered privileged information, and its confidentiality is protected by law.
- Program staff and volunteers are mandatory reporters and as such must disclose information indicating that a Mentor or Scholar may be dangerous to or intends to harm him/herself or others.
- If program staff members receive information at any point in the match process that a volunteer is using illegal substances, there is a criminal history of any kind, or is inappropriately using alcohol or other controlled substances, the information will be shared with the parent and they will have the option to reject the prospective Mentor or close the existing match.
- At the time a Mentor or Scholar is considered as a match candidate, information is shared between the prospective match parties. Full names and addresses are shared with match mates only after the involved parties have met and agree to be formally matched. Each party shall have the right to refuse the proposed match based on the information provided to them. The information to be shared may include:
  - Mentors: age, sex, race, religion, interests, hobbies, employment, marriage or family status, sexual preference, living situation, reasons for applying to the program, and a summary of why the individual was chosen for the particular match. Results of driving records and criminal histories may also be shared.
  - Scholars: age, sex, race, religion, interests, hobbies, family situation, living situation, excerpts from Scholar application essay, and expectations for match.

## Grievance Policy-For Families and Mentors

Marathon Scholars has adopted a model of continuous improvement and learning. We welcome feedback from our clients, our client's parents, and our partners in the community. We take concerns seriously, and we strive to give every grievance a thoughtful response and change program practices when applicable.

### *Grievance Procedure:*

You are encouraged to file a grievance when you are unhappy with an aspect of Marathon Scholar's delivery of services. Marathon Scholar's will not seek any form of retaliation against you should you choose to file a grievance. If you decide not to take your grievance through the process outlined below, your grievance will be considered resolved according to the last reply or action performed in this sequence.

If you encounter a problem during the course of your experience, you are first encouraged to discuss it informally with your immediate program contact/supervisor and come to a resolution.

If you are unsatisfied with the response or resolution proposed, you may present the written grievance to the Executive Director *Stephen Wasserberger* who is obligated to review the grievance, draft a written response and return it to you in a timely manner. You will receive a written decision within 10 business days of submitting a written grievance to a supervisor or director.

Contact information for staff members:

- *Molli Mitchell* Gerente del Programa, 503-235-2500 [molli@marathonscholars.org](mailto:molli@marathonscholars.org)
- *Brooke Adams* College Program Manager, 503-235-2500 [brooke@marathonscholars.org](mailto:brooke@marathonscholars.org)
- *Wendy Patton*, Executive Director, 503-235-2500 [wendy@marathonscholars.org](mailto:wendy@marathonscholars.org)

## Transportation Policy-For Mentors

It is the policy of Marathon Scholars to allow Mentors to transport Scholars in their own private vehicles. The program manager must ensure that all Mentors meet the following criteria prior to transporting the Scholar:

- All Mentors who will transport youth must own a car or have access to *reliable* insured transportation; all safety equipment including blinkers, lights, brake and back-up lights, seat belts, tires, and brakes must be in good operating condition.
- All Mentors must possess a valid driver's license and present proof of auto insurance; a record of insurance will be maintained in the mentor's file and will be updated every 2 years.
- All Mentors must undergo a driving record check and have a clean driving record for the last three years.
- Marathon Scholars requires that mentors obey all traffic laws, and use seat belts and headlights at all times.
- Mentors may not take medication or use any other substances that might impair their ability to drive.
- If an accident occurs while the Mentor is transporting a Scholar, it should be reported to the program coordinator promptly.

If any of the above policy is not followed, the Mentor will not be allowed to transport the Scholar in a private automobile or may face other consequences.

## Overnight and Out of Town Visit Policy-For Mentors

It is the policy of Marathon Scholars to encourage Mentor/Scholar visits within their own community and to limit the number of overnight or out-of-town visits. However, overnight visits and out-of-town trips w/o parent or guardian present are permitted under the following conditions:

- Overnight visits and out-of-town travel are only permitted after three years of participation with a match.
  - During the first three years of the Mentor/Scholar match, overnight visits and out-of-town travel may occur only during organized events under the supervision of the program manager.
  - After three years, both overnight visits and out-of-town travel may occur only with permission of the parent and the program coordinator. All parties must report all such occurrences during their quarterly contact with Marathon staff, the nature of the activity, and the purpose.
- For any and all admissible out-of-town travel, the parent/guardian must write and sign a permission slip stipulating:
  - Their child is permitted to travel with the Mentor to the predetermined destination, specifying names and the location(s) being traveled to.
  - Permission for medical treatment in the case of a medical emergency.

- For any and all admissible out-of-town travel, the Mentor must write out or type a detailed itinerary of the trip, and provide this to the parent/guardian prior to leaving, and include the following:
  - The destination(s)
  - Phone numbers of their cell phone (optional), places being visited, and lodging
  - Times and dates of departure and arrival at each location being visited
  - Expected time of return
- For out-of-town trips of more than one day's duration, the Mentor must check in with the parent/guardian daily by phone, if possible.

During permissible out-of-town travel, the Mentor should review and abide by all terms outlined in the transportation policy.

## Mandatory Reporting of Child Abuse and Neglect- For Mentors

It is the policy of Marathon Scholars that all staff, Mentors, and other representatives of the program must report any *suspected* child abuse and/or neglect of agency clients or program participants immediately. All such suspected reports must be made to appropriate state and/or local authorities. Program staff must follow the mandatory reporting of child abuse and neglect procedure.

All employees, volunteers, and incoming Marathon Mentors are required to undergo training as to what constitutes child abuse and neglect, what the state statutes are, and how to properly report such cases.

Any staff, volunteers, or Mentors accused of child abuse or neglect will be investigated by the agency. Contact with program youth will be restricted or constrained and/or the person in question suspended from employment or program participation per the decision of the executive director and board of directors until such investigation is concluded.

## Unacceptable Behavior Policy-For Mentors

It is the policy of Marathon Scholars to prohibit and discourage the use of drugs, alcohol, and firearms. Mentors and Scholars are prohibited from using drugs or alcohol or possessing firearms while engaged in the mentoring relationship. Any suspected violations should be reported to the program coordinator.

**Alcoholic Beverages:** No participant of the Marathon Scholars will possess or consume beer, wine, or other alcoholic beverages while actively engaged or prior to actively engaging in mentoring, nor shall any participant endorse the use of alcohol. Mentors and Scholars may go to a location where minors are allowed and alcohol is served provided that the Mentor and Scholar do not consume any alcohol.

**Drugs:** No participant of the Marathon Scholars program will manufacture, possess, distribute, or use any illegal substance while engaged in mentoring or otherwise.

**Tobacco:** The intent of Marathon Education is to create a smoke- and tobacco-free environment. To that end, smoking and the use of all tobacco products is prohibited during Marathon Education events and activities and those involved with the program must refrain from the use of such products while engaged in mentoring. The use of tobacco products includes but is not limited to cigarettes, cigars, pipes, chewing tobacco, snuff, or other matters or substances that contain tobacco.

**Weapons, Firearms, and Other Dangerous Materials:** The possession or use of firearms, firecrackers, explosives, toxic or dangerous chemicals, or other lethal weapons, equipment, or material while participating in mentoring activities is strictly prohibited.

Any violation of this policy will result in the immediate suspension and/or termination of the Mentor/Scholar match. In addition, violations of this policy may result in notification being given to legal authorities that may result in arrest or legal action, and may be punishable by fine and/or imprisonment

It is the policy of Marathon Scholars that unacceptable behaviors will not be tolerated on the part of Mentors or Scholars while participating in the program. This policy is in addition to behavioral requirements stipulated in other policies or procedures within this manual. This policy in no way is intended to replace or take precedence over other policies or procedures including, but not limited to, the following:

- Confidentiality Policy
- Transportation Policy
- Overnight Visits and Out-of-Town Travel Policy
- Mandatory Reporting of Child Abuse and Neglect Policy
- Use of Alcohol, Drugs, Tobacco, and Firearms Policy

A number of behaviors are regarded as incompatible with Marathon Scholars goals, values, and program standards and therefore are considered unacceptable and prohibited while participants are engaged in mentoring activities:

- Unwelcome physical contact, such as inappropriate touching, patting, pinching, punching, and physical assault
- Unwelcome physical, verbal, visual, or behavioral mannerisms or conduct that denigrates, shows hostility, or aversion toward any individual
- Demeaning or exploitive behavior of either a sexual or nonsexual nature, including threats of such behavior
- Display of demeaning, suggestive, or pornographic material
- Known sexual abuse or neglect of a child
- Denigration, public or private, of any mentee parent/guardian or family member
- Denigration, public or private, of political or religious institutions or their leaders
- Intentional violation of any local, state, or federal law
- Drinking while driving under the influence of alcohol
- Possession of illegal substances

Any unacceptable behavior, as specified but not limited to the above, will result in a warning and/or disciplinary action including suspension or termination from participation in the mentoring program.

## *Closure Policy-For Mentors*

It is the policy of Marathon Scholars that all Mentors and Scholars must participate in closure procedures when their match ends. Closure is defined as the ending of a formal match relationship under the supervision of Marathon Scholars regardless of the circumstances of the match ending or whether they intend to have future contact informally beyond the match duration.

Closure can occur for any number of reasons including: the contracted match duration has ended, one or both participants do not want to continue the match, there are changes in life circumstances of either the Mentor or Scholar, or an individual no longer meets the requirements for program participation. Hence, the match may end at the discretion of the Mentor, Scholar, parent/guardian, and/or program coordinator. It is left to the discretion of the program coordinator whether an individual will be reassigned to another match in the future based upon past participation performance and current goals and needs of the program.

Future contact will be at the mutual and informal agreement of the Mentor, Scholar, and the parent/guardian. If future contact is agreed upon, Marathon Scholars will not be responsible for monitoring and supporting the match after the match has ended. The coordinator will verbally and in writing inform all parties—the Mentor, Scholar, and parent/guardian—that the formal match has ended and that Marathon Scholars will not be liable for any incidents that occur after the match has closed.

In closing, if you ever have questions about any of the material in this Handbook or concerns about your child's participation as a Marathon Scholar please do not hesitate to contact Marathon staff. We are here to support you and your child in any way we can.