

Guidance for Engaging in the OhioMeansJobs-Readiness Seal through Remote Mentorship

Recommended Practices for Schools, Families and Students

Schools:

- Use a school/program platform (Zoom or Google Classroom) with password protection;
- Use school/program-monitored student email;
- Use student or school IDs instead of student names, or create a unique program ID for students and mentors;
- Use services like Google Voice to protect students' personal phone numbers;
- Have mentors use headsets. Utilize a space that allows privacy and enables the posting of signage;
- Have a trusted adult, program staff and/or parent/caregiver on virtual meetings;
- Have school, mentors, students and families read and sign an agreement of understanding of the [Child Internet Protection Act](#);
- Utilize or create virtual training for mentors, students and families to understand and learn how to use the virtual tools needed during virtual mentorship programming, such as Google Voice, Google Classroom, Google Forms and Zoom;
- Utilize or create training for mentors around trauma-informed care and conflict resolution;
- In addition, provide resources to educate students and families on what trauma-informed care is;
- Create parent/caregiver communications about the mentors their student will engage with, the mentor's role and the parent/caregiver support role, as well as why it is important for them to be present during virtual interactions (safety and privacy). Also inform them about security and etiquette related to background and line of sight to protect the safety and security of family/individuals;
- Conduct mentor interviews or check references;
- When evaluating mentors, conduct background checks using screening tools such as BCI, FBI or the [National Child Sex Offender Public Website](#) (free).

Families and Students:

- A trusted adult, parent or caregiver may be required to be present during virtual meetings with mentors;
- Students and families may be required to read and sign an agreement of understanding of the [Child Internet Protection Act](#);
- Schools may provide training to help students and families learn and navigate the technology used in remote mentorship programming;
- Schools may provide resources concerning trauma-informed care and its use in remote mentorship programming;
- Schools may issue communications about the mentors students will engage with, the mentor's role and the parent/caregiver support role, as well as other support resources for creating a safe and effective remote mentorship experience for students.

Suggested Mentor Guidelines for Remote Mentorship

Examples of what should be included in local mentor application/pledge. Mentor's should:

- Understand the purpose and goal of the [OhioMeansJobs – Readiness Seal](#);
- Understand the role of the [OhioMeansJobs – Readiness Seal Mentor](#)
- Be aware of, and have a general understanding of the school's culture;
- Understand and agree to the expectations for the mentorship, including but not limited to the number of students to be mentored and time commitment of the mentorship;
- Agreement to adhere to district/school policies on student confidentiality and privacy, student safety and cyber securities;
- Read and sign an agreement of understanding of the [Child Internet Protection Act](#);
- Pledge to give unbiased quality evaluation of assigned OhioMeansJobs – Readiness Seal professional skill(s) based on the Ohio Department of Education [OhioMeansJobs – Readiness Seal rubric](#).

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