



**MENTORING PROGRAM**

**HANDBOOK**

**2021 - 2022**



## Horizon Montessori Public Schools

*"Tomorrow's Education Today"*

**2402 E. Business Hwy. 83 Weslaco, Texas 78596**

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TO: Mentor Teacher

FROM: Staff

SUBJECT: Mentor Teacher Role

DATE: August 2021

You have graciously accepted one of the most rewarding responsibilities afforded persons in the teaching profession. You have agreed to be a Mentor Teacher. We sincerely commend your willingness to use your energy and time to help a colleague teacher be successful while at the same time supporting the learning processes of many young students.

Although you may have mentored teachers before, we feel that we have a unique process of teaming that will benefit both you and the Mentee as the year progresses. It is also important to remember that you have a new and unique Mentee to mentor, different from others you may have had in the past.

Our program works to ensure a strong support system for the Mentee. Therefore, we train the Mentor to better support the Mentee. The training sessions with Region One will be scheduled during the school year. We will have meetings with Mentor and Mentee to train our HMPS process as well.

Your most critical contribution to your Mentee is to facilitate the most positive first weeks possible for both the Mentee and their students. These initial days, according to the research, determine much of the success for the remainder of the year. With your knowledge, experience, and support, the Mentee's first week can't be anything but awesome.

Again, we are very appreciative of the time and efforts you have chosen to invest in our Mentee. We will have meetings during the school year and please feel free to call us at Central Office whenever you feel the need to do so. Have a terrific and successful year of leaning and mentoring. We look forward to seeing you at the team meetings.

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### Program Overview

#### HMPS Mentoring Program

A key objective of Horizon Montessori Public Schools (HMPS) is to provide all first-year/second-year teachers new to the profession trained, any teacher in the need of assistant experienced mentor teachers to assist them as they begin their teaching careers. The purpose of the **HMPS Mentoring Program** is to provide **one-to-one** mentor/teacher pairings to promote new teachers' professional growth in curricula and classroom management, and to retain talented individuals who serve all HMPS students at the highest level.

Without mentor support, it is estimated that over 32% of Texas new teachers hired will leave the profession within five (5) years. \* We have found a strong mentoring program that combines campus-based and district-level support to be the most effective method by which HMPS can reduce attrition and enhance student achievement by providing to them dedicated, experienced teachers.

The following information outlines the Mentoring Program in detail. This program is a comprehensive program that addresses all levels of campus mentorship of teachers. The Principal is the steward of the program and is the focal point for the pairing of new teachers with mentors as well as the on-going monitoring of these relationships; and Mentors provide sustained, one-on-one support to teachers.

Please let this information serve as a handbook as your campus addresses the best methods by which your teachers will develop to become successful, long-term contributors to both their and our students' success!

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### **Program Definitions**

#### **What is mentoring?**

Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) assists another (the mentee) in developing specific skills and knowledge that will enhance the less-experienced person's professional and personal growth.

#### **What does a mentor do?**

The following are among the mentor's functions:

- Teaches the mentee about a specific issue
- Coaches the mentee on a particular skill
- Facilitates the mentee's growth by sharing resources and networks
- Challenges the mentee to move beyond his or her comfort zone
- Creates a safe learning environment for taking risks
- Focuses on the mentee's total development

#### **Mentoring characteristics:**

- Takes place outside of a line manager-employee relationship, at the mutual consent of a mentor and the person being mentored
- Is career-focused or focuses on professional development that may be outside a mentee's area of work
- Relationship is personal - a mentor provides both professional and personal support
- Relationship may be initiated by a mentor or created through a match initiated by the organization
- Relationship crosses job boundaries
- Relationship may last for a specific period of time (nine months to a year) in a formal program, at which point the pair may continue in an informal mentoring relationship

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### **New Teacher**

A Teacher with no years' experience in the profession.

### **1<sup>st</sup> & 2<sup>nd</sup> Year (Beginning Teacher)**

1. A Teacher with less than one-year teaching experience in the profession.

2. A Teacher with more than one, but less than two years teaching experience in the profession.

### **Principal**

The Principal or designee (Assistant Principal and/or Instructional Officer) is responsible for the initial assignment/pairing oversight, and completion of the required documentation to ensure the success of the mentors on the campus; as well as all documentation required by the School District is complete and accurate in order for mentor to receive stipend.

### **Teacher Mentor**

A trained, experienced Teacher that will provide help and support in classroom management and content knowledge with which a new teacher will grow professionally. Mentor will be required to submit all documentation to the Principal or designee, and they will forward the information to the School District. All documentation must be complete and accurate for mentor to receive stipend.

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### HMPS Mentor Program Overview

#### MENTOR QUALIFICATIONS

The New Teacher Mentor is the heart of the Mentoring Program. Mentors provide the direct contact and on-going support to the teachers in need. These experienced teachers address issues vital to new teacher success.

This section provides a brief **Synopsis** of the Mentoring position, the **Mentor Checklist**, and the **Mentor Observation Framework**.

#### Synopsis:

<u>TOPIC</u>	<u>FOR FIRST-YEAR TEACHER</u>
DEFINITION OF MENTORING	A sustained relationship between a novice teacher and an experienced teacher that serves to provide help, support, and information with which the novice teacher can grow professionally.
QUALIFICATIONS FOR MENTORING	<b>Must demonstrate mastery of leadership skills and effective instructional practices, recommended by campus principal.</b> <ol style="list-style-type: none"><li>1. Ability to model reflective practices</li><li>2. Desire to support new teachers</li><li>3. Ability to serve in a coaching capacity and not a guidance one</li><li>4. Good organizational skills in classroom and time management, lesson planning</li></ol>
STIPENDS	<ol style="list-style-type: none"><li>1. Stipends as agreed upon between mentor and each campus administrator.</li><li>2. This stipend is an allowable expense for only one mentor program. Example: a mentor can only be allowed to receive payment for only one mentor program per school year, regardless of number of mentees they are mentoring.</li></ol>
TRAINING	Expected to attend <i>Mentor</i> training (district, campus and or other designated) and maintain progress of such program quarterly. (Ex: Evidence of participation with other district approved programs)
STIPULATION	Each Mentor will provide assistance to a <b><u>maximum of three (3) teachers</u></b> during the same period of time

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### Duties and Responsibilities of the HMPS Mentor Teacher

The Mentor Teacher is the primary source of day-to-day support and facilitation for the Mentee. As such, the Mentor Teacher is not responsible for any type of evaluation of the Mentee. The Mentor Teacher responsibilities are as follows:

#### Orientation

- To welcome the Mentee to the campus and acquaint him/her with the school facilities, policies, procedures, faculty and the school and community cultures
- To familiarize the Mentee with school district curriculum
- To familiarize the Mentee with campus/district management plan
- To assist Mentee in identifying sources of information to complete the Student/Resource Profile

#### Collaboration

- To be a facilitator, a coach, a support system to the Mentee, and not an evaluator
- To assist the Mentee in completing assignments
- To communicate with the School Administration on a regular basis to make sure that all parties are working towards the Mentee success

#### Planning and Observation

- To plan with the Mentee, as needed, with a minimum of two planning sessions per 6-week period and maintain a mentoring log
- To assist the Mentee in developing an appropriate lesson prior to each informal observation

#### Mentoring Teacher/Mentee Team Training

- To attend District Mentor Teacher/Mentee Team Training session at the beginning of the first semester and at the beginning of the second semester with School Administration

*If you feel that this is a position that you are not able to devote quality time in order to meet our expectations of mentoring and developing another teacher, please notify our office. Our goal is to assure that each first-year/second-year teacher and/or teacher in need of assistance has a dedicated and willing mentor.*

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### HMPS Mentor Program Application 2021-2022

DUE August 26, 2021 for June 2022 Payment

District Dean of Instruction, Attention: Yolanda Cantu ([yolanda.cantu@hmps.net](mailto:yolanda.cantu@hmps.net))

Complete and return this application to your Principal by:

\_\_\_\_\_  
Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Due Date: \_\_\_\_\_

Campus: \_\_\_\_\_ Position: \_\_\_\_\_ Employee ID#: \_\_\_\_\_

Grade Level/s Responsibilities (circle all that apply): Pre- K, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12  
Other Position: \_\_\_\_\_

Subject/s (circle all that apply): All, ELAR, Math, Science, SS, Fine Arts, ESL/ELL/LEP, PE/  
ATHLETICS

HMPS Email: \_\_\_\_\_@hmps.net Years Teaching at HMPA: \_\_\_\_\_

#### Mentor Eligibility

- **Mastery of Leadership Skills and effective instructional practices**
- Willingness to **mentor** another teacher
- Models Vision and Mission of HMPS
- Demonstrates **ongoing professional learning** and reflective teaching and learning practices
- Proficient in **classroom management, organizational skills, lesson planning and implementation, and student Assessment**
- Willing to **communicate regularly** with Mentee and Administration to facilitate ongoing support
- Provide all required completed documentation to your principal/or designee
- Provide 12 observations and 12 Action Plans with discussion notes for the school year
- **Positive**, caring attitude

I certify that this Mentor has these qualities: \_\_\_\_\_

Principal's Signature

#### Mentor Requirements

- **Meet** with Mentee twice per 6-week period throughout the school year and submit the **Action Plan and Observation** forms as required for Federal Programs Department.
- **Meet** with Principal/ and or Mentor Coordinator, every 6-week period to discuss documentation
- I **understand** fully that participation in the HMPS Mentoring Program may be terminated without remuneration at any time if I do not fulfill the requirements of the program.
- Full Payment (stipend) will be accounted for payment in June
- **Mentor Stipend Amount:** \_\_\_\_\_

I certify that I will meet these requirements: \_\_\_\_\_

Mentor's Signature

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### Confidentiality Acknowledgment

As a HMPS new teacher Mentor, I am committed to supporting my Mentees in a safe, confidential and non-evaluative environment in order to facilitate optimum professional growth. Therefore, I agree that:

- ☒ I will not share any privileged information about mentees with their colleagues and/or students.
- ☒ Should my mentee leave the district, professional ethics requires that confidentiality be maintained.

*I agree to these stipulations:* \_\_\_\_\_

***Mentor's Signature***

***Date***

\_\_\_\_\_  
***Principal's Signature***

\_\_\_\_\_  
***Date:***

### Form M-1A

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### HMPS MENTORING PROGRAM Mentors Timeline and Checklist:

**\*All Fields Must Be Completed, this Form Signed and Dated by the Mentor, Mentee and Principal to Receive Mentor Stipend**

**\*Mentor's Name (As it Appears on Payroll Receipt):**

Last Name(Print): \_\_\_\_\_ First Name (Print): \_\_\_\_\_  
Campus: \_\_\_\_\_ Position: \_\_\_\_\_

**\*Mentor's Employee ID# (SSNs cannot be accepted):** \_\_\_\_\_

**\*Mentor's E-Mail Address:** \_\_\_\_\_

**\*Mentee's Name** \_\_\_\_\_ **\*School:** \_\_\_\_\_ **\*Grade Level:** \_\_\_\_\_

TASK	*COMPLETED (Mentor Initials)
1. Mentor teachers are required to attend the region, district, campus, and other designated mentor trainings as assigned.	
2. Meet with the mentee teacher during the first week of school to identify needs and establish a plan for the year. <i>Date of First Meeting:</i> _____	
3. Meet with the mentee teacher on a regular basis (twice monthly per six-week period) to provide information, advice, share resources and provide specific assistance when requested.	
4. Observe the mentee teacher working with students and provide constructive feedback on performance (Action Plan and Observation Forms) twice each six-week period. <i>Dates of Observations:</i> _____ _____	
5. Helps mentee teacher by model teaching at the mentee classroom if needed or requested (once per semester) <i>Dates:</i> _____	
6. Meet with Principal and/or designee every 6-week period to discuss documentation. <i>Dates of Meetings:</i> _____ _____	

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\_\_\_\_\_  
*\*Mentee's Signature*

\_\_\_\_\_  
*\*Date*

\_\_\_\_\_  
*\*Mentor's Signature*

\_\_\_\_\_  
*\*Date*

\_\_\_\_\_  
*\*Principal's Signature*

\_\_\_\_\_  
*\*Date*

**To assure prompt payment of Mentor Stipend,  
please submit this form to District Dean of Instruction by May 26, 2022**

**Form M-2A**

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### HMPS MENTORING PROGRAM

#### Principal Checklist for Mentors

DUE May 26, 2022 for June 2022 Payment

District Dean of Instruction, Attention: Yolanda Cantu ([yolanda.cantu@hmps.net](mailto:yolanda.cantu@hmps.net))

TASK	COMPLETED (Initials/Date)
1. Review/update with the committee the HMPS Mentoring Program as needed at the end of the school year.	
2. Keep the following records: <ul style="list-style-type: none"> <li>• Copy of the Program Description signed by each mentor</li> <li>• A record of the dates mentors have attended the <i>region, district, campus and or designated mentor</i> trainings as assigned</li> <li>• A record of the dates when the mentor and mentee have met</li> <li>• A record of the dates when the principal, mentor and mentee have met</li> <li>• A record of the monthly meetings/support sessions attended at the school (include dates, times and topics)</li> </ul>	
3. Designate a Mentor and review his/her duties as provided in the HMPS Mentoring Program description prior to the orientation of the start of the school year.	
4. Commit to allow mentor time to observe mentees.	
5. Meet with the mentors and mentees, a minimum of twice, every six-week basis. Meeting should occur: <ul style="list-style-type: none"> <li>• Within the first three weeks of the beginning of the school year</li> <li>• Meet twice every six-week period</li> <li>• Each month at the beginning of the 2<sup>nd</sup> semester</li> <li>• No later than the last two weeks of May</li> </ul>	
6. During the last week of May, review and sign the Mentor and Mentor checklists.	

### Form M-3A

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### HMPS MENTORING PROGRAM

#### HMPS Mentor-Mentee Meeting Log

DUE May 26, 2022 for June 2022 Payment

District Dean of Instruction, Attention: Yolanda Cantu ([yolanda.cantu@hmps.net](mailto:yolanda.cantu@hmps.net))

Mentor: \_\_\_\_\_ Campus: \_\_\_\_\_  
First Last

Mentee: \_\_\_\_\_ Campus: \_\_\_\_\_  
First Last

Mentors and Mentees must meet twice every six-week period to satisfy HMPS Mentor Program.

Mentors are encouraged to vary the focus of meetings in order to provide well-rounded support for their mentees.

Date Mentor was first assigned: \_\_\_\_\_

Time Frame:	Date Met	Time Met	Topic(s) Discussed	Principal's Initials	Mentor Initials
1 <sup>st</sup> 6-weeks					
1 <sup>st</sup> 6-weeks					
2 <sup>nd</sup> 6-weeks					
2 <sup>nd</sup> 6-weeks					
3 <sup>rd</sup> 6-weeks					
3 <sup>rd</sup> 6-weeks					
Forms due December 2021					
4 <sup>th</sup> 6-weeks					
4 <sup>th</sup> 6-weeks					
5 <sup>th</sup> 6-weeks					
5 <sup>th</sup> 6-weeks					
6 <sup>th</sup> 6-weeks					
6 <sup>th</sup> 6-weeks					
Forms Due: May 26, 2022					

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Form M-4A

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### HMPS MENTORING PROGRAM

#### HMPS Principal/Mentor Meeting Log

DUE May 26, 2022 for June 2022 Payment

District Dean of Instruction, Attention: Yolanda Cantu ([yolanda.cantu@hmps.net](mailto:yolanda.cantu@hmps.net))

Mentor: \_\_\_\_\_ Campus: \_\_\_\_\_  
First Last

Principal and Mentor must meet every six-week period to satisfy HMPS Mentor Program requirements. Mentors are encouraged to vary the focus of meetings in order to provide well-rounded support for their mentees.

Date Mentor was first assigned: \_\_\_\_\_

Time frame:	Date Met	Time Met	Topic(s) Discussed
1 <sup>st</sup> 6-weeks			
2 <sup>nd</sup> 6-weeks			
3 <sup>rd</sup> 6-weeks			
4 <sup>th</sup> 6-weeks			
5 <sup>th</sup> 6-weeks			
6 <sup>th</sup> 6-weeks			

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Form M-5A

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### HMPS Mentor Program

#### Action Plan

Teacher: \_\_\_\_\_

Campus: \_\_\_\_\_

Mentor: \_\_\_\_\_

Action Plan Date: \_\_\_\_\_ Discussion Meeting Date: \_\_\_\_\_

Identified Topics Chosen for Further Development as per Mentor Observation Framework	
Action (s) To Be Taken	
Mentor Responsibilities	
Beginning Teacher Responsibilities	
Timeline	
Success Indicators	

#### Form M-6A

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### HMPS MENTORING PROGRAM

#### Mentor Observation

Mentee Name: \_\_\_\_\_

Mentor Name: \_\_\_\_\_

Campus: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

#### PLANNING:

Standards and Alignment  
Data and Assessment  
Knowledge of Students  
Activities

#### INSTRUCTION:

Achieving Expectations  
Content Knowledge and Expertise  
Communication  
Differentiation  
Monitor and Adjust

#### LEARNING ENVIRONMENT:

Classroom Environment, Routines and Procedures  
Managing Student Behavior  
Classroom Culture

#### PROFESSIONAL PRACTICES AND RESPONSIBILITIES:

Professional Demeanor and Ethics  
Goal Setting  
Professional Development  
School Community Involvement

Notes:

\_\_\_\_\_  
Mentee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Mentor Signature

Form M-7A

\_\_\_\_\_  
Date

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### **MENTOR OBSERVATION FRAMEWORK\***

This information is intended to provide mentors with topics for assistance to mentees. It addresses the activities of the teacher professional both inside and outside of the classroom. These points should be considered as mentors plan their mentoring work with mentees. The Educators' Code of Ethics is set forth in Texas Administrative Code to provide rules for standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and will be always adhered to.

<b>PLANNING &amp; PROFESSIONALISM</b>		<b>ENVIRONMENT, INSTRUCTION &amp; COMMUNICATION</b>	
<b>1.</b>	Demonstrating Knowledge of Content & Pedagogy	<b>2.</b>	Creating and Environment of Rapport & Respect
<b>3.</b>	Demonstrating Knowledge of Students	<b>4.</b>	Establishing a Culture for Learning
<b>5.</b>	Selecting Key Knowledge and Skills	<b>6.</b>	Managing Classroom Procedures
<b>7.</b>	Demonstrating Knowledge of Materials, Resources, & Technology	<b>8.</b>	Managing Student Behavior
<b>9.</b>	Designing Activities that Promote Student Learning	<b>10.</b>	Organizing Physical Space
<b>11.</b>	Planning to Assess Student Learning	<b>12.</b>	Communicating Clearly and Accurately
<b>13.</b>	Reflecting on Teaching	<b>14.</b>	Using Questioning and Discussion Techniques
<b>15.</b>	Maintaining Accurate Records	<b>16.</b>	Engaging Students in Learning
<b>17.</b>	Communicating with Families/Caregivers	<b>18.</b>	Assessing Student Learning
<b>19.</b>	Contributing to the School	<b>20.</b>	Demonstrating Flexibility & Responsiveness
<b>21.</b>	Growing & Developing Professionally	<b>22.</b>	Serving as an Advocate for Students

Educators' code of Ethics: The Texas Administrative Code Title 19, Part 7, Chapter 247, Rule 247.2 defines the Code of Ethics and Standard Practices for all educators in the state of Texas

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## Horizon Montessori Public Schools

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### CODE OF ETHICS AND STANDARD PRACTICES FOR TEXAS EDUCATORS

#### I. Professional Ethical Conduct, Practices and Performance.

**Standard 1.1.** The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

**Standard 1.2.** The educator shall not knowingly misappropriate, divert or use monies, personnel, property or equipment committed to his or her charge for personal gain or advantage.

**Standard 1.3.** The educator shall not submit fraudulent requests for reimbursement, expenses or pay.

**Standard 1.4.** The educator shall not use institutional or professional privileges for personal or partisan advantage.

**Standard 1.5.** The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students or other persons or organizations in recognition or appreciation of service.

**Standard 1.6.** The educator shall not falsify records, or direct or coerce others to do so.

**Standard 1.7.** The educator shall comply with state regulations, written local school board policies and other state and federal laws.

**Standard 1.8.** The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

**Standard 1.9.** The educator shall not make threats of violence against school district employees, school board members, students or parents of students.

**Standard 1.10.** The educator shall be of good moral character and demonstrate that he or she is worthy to instruct or supervise the youth of this state.

**Standard 1.11.** The educator shall not intentionally or knowingly misrepresent the circumstances of his or her prior employment, criminal history, and/or disciplinary record when applying for subsequent employment.

**Standard 1.12.** The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.

**Standard 1.13.** The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

#### II. Ethical Conduct Toward Professional Colleagues.

**Standard 2.1.** The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.

**Standard 2.2.** The educator shall not harm others by knowingly or recklessly making false statements about a colleague or the school system.

**Standard 2.3.** The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.

**Standard 2.4.** The educator shall not interfere with a colleague's exercise of political, professional or citizenship rights and responsibilities.

**Standard 2.5.** The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.

**Standard 2.6.** The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.

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**Standard 2.7.** The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.

### **III. Ethical Conduct Toward Students.**

**Standard 3.1.** The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

**Standard 3.2.** The educator shall not intentionally, knowingly, recklessly, or negligently treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health or safety of the student or minor.

**Standard 3.3.** The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

**Standard 3.4.** The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

**Standard 3.5.** The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

**Standard 3.6.** The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

**Standard 3.7.** The educator shall not furnish alcohol or illegal / unauthorized drugs to any person under 21 years of age or knowingly allow any person under 21 years of age to consume alcohol or illegal / unauthorized drugs in the presence of the educator.

**Standard 3.8.** The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

**Standard 3.9.** The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication.

### **Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:**

- (i) The nature, purpose, timing, and amount of the communication.
- (ii) The subject matter of the communication.
- (iii) Whether the communication was made openly, or the educator attempted to conceal the communication.
- (iv) Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship.
- (v) Whether the communication was sexually explicit; and
- (vi) Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

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### HMPS MENTORING PROGRAM

#### Handbook Acknowledgement

DUE August 26, 2021 for June 2022 Payment

District Dean of Instruction, Attention: Yolanda Cantu ([yolanda.cantu@hmps.net](mailto:yolanda.cantu@hmps.net))

I hereby acknowledge that I have read and agree to abide by the HMPS Mentoring Program,  
Code of Ethics and Standard Practices for Texas Educators.

\_\_\_\_\_  
Name: (Printed)

\_\_\_\_\_  
School-Grade Level-Mentor or Mentee

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### Form M-8A

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