



**BOSTON**  
**PARTNERS**  
**IN EDUCATION**

Match Closure Scenarios and Recommendations

# SCENARIO

## Match Closure Session Attendance

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A mentor Ana, was told by her mentee, Andrew, that he will not be able to attend their last session together due to some unforeseen circumstances. Ana wants to assure they have an effective match closure but when looking at their calendar, no day before the end of the school year works for them to reschedule.

How can Ana handle this situation to assure for an effective match closure?

### Recommendations:

- Thank Andrew for letting her know in advance.
- If the problem is availability during school hours, propose meeting virtually at a time that works for both to close out the year and loop in either the teacher and/or parent/guardian.
- If you cannot meet at all, consider either dropping off or sending an email of the match closure information to the student, and other adults supporting the match.
- Cannot guarantee that they will be able to work together next year, but wants to remind mentee about improvements mentor has seen (confidence, problem solving, etc)

# MATCH CLOSURE SCENARIOS

Working With  
Middle & Elementary  
School Students



# SCENARIO

## School Closures/Students Moving or Transferring

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Alex, a mentor at a BPS elementary school, has worked with his mentee for two years. At a meeting with his mentee Jessica, she mentions that the school she's been at is closing and is worried that she won't be able to work with him next year. Alex is sad to learn this news but wants to comfort her during this time.

How can Alex handle this situation without promising to work with her again?

### Recommendations:

- Acknowledge that it must be hard knowing your school is closing
- Ask them which school they are attending and maybe if BPS, you might be able to reach out to the school to see if you can mentor them again
- Remind them that even students who stay in some school might not have the same mentor
- Ask them if there is anything else they'd like to talk about relating to this matter and provide a listening ear

# SCENARIO

## Student Wants To Stay In Contact With Mentor Over The Summer

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Tara and her mentee Abraham have been meeting since October. Abraham has mentioned in their meetings that he is going to miss talking with her each week, and keeps asking for her phone number so he can call her over the summer. Tara knows that this is not allowed but isn't sure what to do.

How should Tara handle this situation?

## Recommendations:

- Thank the student for their kind words
- Remind them that you can't actually give them your number
- Ask about other programs that they might be enrolled in for the summer or ask if they would like you to share summer resources where they might be able to connect with another caring adult over the summer
- Share those resources

# SCENARIO

## Mentor not able to return

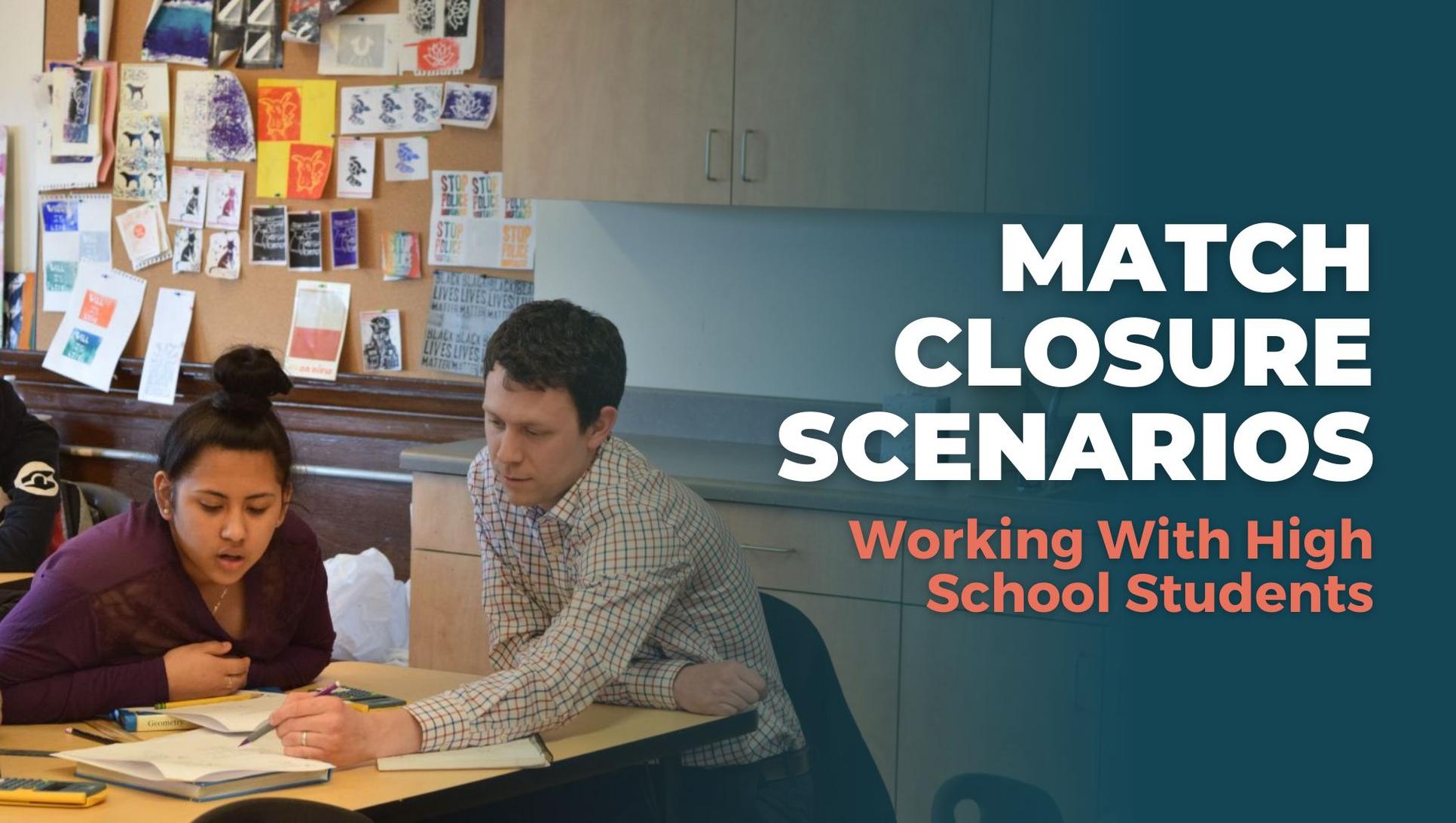
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Jackie, a mentor at a BPS elementary school is currently a college senior. She has worked with her mentee Josh since November and they have grown very close. At a meeting with Josh, he mentions that he is excited to see her again in the fall but Jackie knows that she'll be graduating and moving to Minneapolis for work.

How should Jackie handle this situation?

## Recommendations:

- Thank the student for the kind words and that you are also so grateful to have worked with them
- Let me know that you will be moving and therefore unable to continue mentoring them
- Let them know you could write a letter of recommendation about your experiences working with them as a mentor for a new mentor/job/internship
- Remind them of the steps, if any, they could take to get a new mentor next year



# MATCH CLOSURE SCENARIOS

Working With High  
School Students

# SCENARIO

## Graduating Seniors & School Closures

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Alex, a mentor at a BPS high school, has worked with his mentee for two years. While meeting with his mentee Jessica, she mentions that the school she's been at is closing and is worried that she won't be able to work with him next year. Alex is sad to learn this news but wants to comfort her during this time.

How can Alex handle this situation without promising to work with her again?

## Recommendations:

- Acknowledge the fact that it is very hard to learn that a school is closing (especially if the student has been there many years)
- Ask mentee if they know what school they will be transferring to
  - If she knows, share this information with PM/BPIE. If she doesn't, ask teacher for parent/guardian contact info if possible
- Mention you feel so lucky to have had this much time with the mentee, and will never forget it
- Cannot guarantee that they will be able to work together next year, but wants to remind mentee about improvements mentor has seen (confidence, problem solving, etc)
- Remind of strategies they've developed when feeling stuck
- For Seniors, try to summarize time together, share improvements. Mentors should assess if they have the capacity to and potentially offer support for college and beyond. You can get in contact with the teacher for parent/guardian contact to continue the partnership.

# SCENARIO

## Mentor Not Able To Return

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Jackie, a mentor at a BPS high school is currently a college senior. She has worked with her mentee Josh since November and they have grown very close. At a meeting with Josh, he mentions that he is excited to see her again in the fall but Jackie knows that she'll be graduating and moving to Minneapolis for work.

How should Jackie handle this situation?

## Recommendations:

- Share with the student the impact they have made on you throughout the time you had together.
- Let them know your current situation and be direct with the fact that you will be graduating and moving, set expectations.
- Let them know you could write a letter of recommendation about your experiences working with them as a mentor for a new mentor/job/internship
- Remind them of the steps, if any, they could take to get a new mentor next year or mentor could decide to participate in ILS with the same student if interested - BPIE can work with them to coordinate.

# SCENARIO

## Mentee Wants To Work With Same Mentor Next Year

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Gary and his mentee James have worked together since December. Meeting with each other has become the highlight of both of their weeks. At the last meeting of the school year, James keeps making comments about how excited he is to see Gary in the fall. Gary hopes he can see him again in the fall but knows that it is possible they may not be rematched and doesn't want to give James false hope.

How should Gary handle this situation?

## Recommendations:

- Express the impact that the match has had on their lives.
- Set clear expectations on what is to come.
- Be open and honest about the possibility of not being rematched. If it is at capacity for mentor, let teacher know they would like updates on next years placement for student.
- Mentor can work with the teacher to figure out who will be mentees teacher next year so that the mentor can let BPIE know and speed up the process when the new school year starts to potentially match with the same student again. The mentor should also be in communication with BPIE during the summer to fill out CORI & all other documentation needed to make sure they are able to mentor the next school year.



# MATCH CLOSURE SCENARIOS

Online/Remote  
Mentoring

# SCENARIO

## School Closures/Students Moving Or Transferring

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Alex, a mentor at a BPS elementary school has worked with his mentee for two years. At a meeting with his mentee, Jessica, mentioned that the school she's been at is closing and is worried that she won't be able to work with him next year. Alex is sad to learn this news but wants to comfort her during this time.

How can Alex handle this situation without promising to work with her again?

### Recommendations:

- Alex - ask Jessica if she knows what school she will be transferring to this coming year
  - If she knows, share this information with PM/BPIE
- If she doesn't, ask teacher for parent/guardian contact info if possible
- Mentor should mention that they feel so lucky to have had this much time with the mentee, and will never forget it
- Cannot guarantee that they will be able to work together next year, but wants to remind Jessica about improvements Alex has seen (confidence, problem solving, etc)
- Remind of strategies they've developed when feeling stuck

# SCENARIO

## Student Wants To Stay In Contact With Mentor Over The Summer

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Tara and her mentee Abraham have been meeting since October. Abraham has mentioned in their meetings that he is going to miss talking with her each week, and keeps asking for her phone number so he can call her over the summer. Tara knows that this direct communication is not allowed but isn't sure what to do.

How should Tara handle this situation?

### Recommendations:

- Mentor should assess if they have the capacity to do so
- Express she's so happy he'd like to stay in touch
- She can provide parent/guardian with contact information so they can coordinate time to keep in touch; if parent/guardian is okay with it, they can also periodically continue sessions over the summer.
- Most important is that parent/guardian and BPIE is informed about whatever is decided

# SCENARIO

## Mentor Not Able To Return

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How should Jackie handle this situation?

## Recommendations:

- Mentor should mention that they feel so lucky to have had this much time with the mentee, and will never forget it
- Share news about moving away to be open and honest, set clear expectations
- Remind student about improvements Jackie has seen (confidence, problem solving, etc)
- Remind of strategies they've developed when feeling stuck
- Mentor could decide to participate in ILS with the same student if interested - BPIE can work with them to coordinate.



If you have any further questions about match closure, please contact us at:  
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