

Volunteer Handbook

2026-2027



Our Mission: Teaching students to gain the skills, knowledge, and positive values that ensure success as productive citizens in an ever-changing world.

Thomas County Schools

200 North Pinetree
Boulevard
Thomasville, Georgia
31792
(229) 225-4380
Fax (229) 225-5012

Thomas County Schools

2026-2027 Calendar

Event	Day(s) of the Week	Date
Independence Day Holiday	Thursday-Friday	July 2-3, 2026
Preplanning	Monday-Friday	July 27-August 7, 2026
First Day for Students	Monday	August 10, 2026
Labor Day Holiday	Monday	September 7, 2026
Fall Break	Monday-Friday	October 12-16, 2026
Teacher Workday/Student Holiday	Monday	October 19, 2026
44 days in first nine weeks		
First Day, Second Nine Weeks	Tuesday	October 20, 2026
Thanksgiving Holidays	Monday-Friday	November 23-27, 2026
Winter Holidays	Monday-Friday	Dec. 21, 2026 - Jan. 1, 2027
Teacher Workday/Student Holiday	Monday	January 4, 2027
39 days in second nine weeks		
First Day, Third Nine Weeks	Tuesday	January 5, 2027
Martin Luther King, Jr. Holiday	Monday	January 18, 2027
Teacher/Student Holiday	Friday	February 12, 2027
Presidents' Day Holiday	Monday	February 15, 2027
Teacher/Student Holiday	Friday	March 12, 2027
Teacher Workday/Student Holiday	Monday	March 15, 2027
45 days in third nine weeks		
First Day, Fourth Nine Weeks	Tuesday	March 16, 2027
Spring Break	Monday-Friday	April 5-9, 2027
Last Day for Students	Wednesday	May 26, 2027
47 days in fourth nine weeks		
Post-planning	Thursday-Friday	May 27-28, 2027
Memorial Day Holiday	Monday	May 31, 2027

Veterans Day will be observed as part of a planned activity at each school.



FOR PARENTS

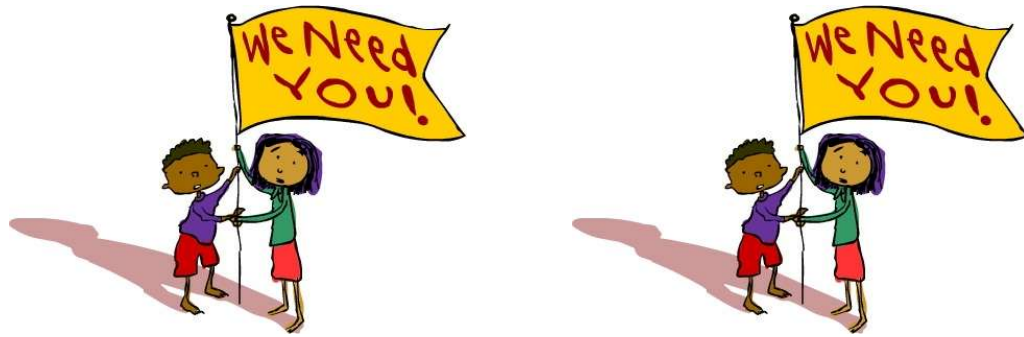
What is a Parent Leader?

A parent leader is defined as one who is able to provide support to parents, students, teachers and constituents in their community with the objective of obtaining positive outcomes for everyone. They also encourage other parents to take on leadership roles in education. This individual passionately represents the needs and perspectives of all parents, improves the direction of their families, and acquires the knowledge and skills needed to have a meaningful voice without being in a staff role at the school. Parent leaders become role models for parent engagement, advocating not only on behalf of their own children, but for other families as well.

How Can I Become a Parent Leader?

- 1 Provide support and leadership through active engagement in your child's education.
- 2 Work collaboratively with your school's principal, teachers, and parent liaison to learn about all aspects of the school's structure and share this information with other parents.
- 3 Remember T.E.A.M. — Together Everyone Achieves More. Continue to support your child's learning at home by working with their teacher to help them develop good homework and study habits.
- 4 Ask questions and "speak out" to have a powerful voice in the decision-making that directly impacts every component of your child's education.
- 5 Help create opportunities for community members and stakeholders to support school efforts through meaningful collaboration related to curriculum and school improvement.
- 6 Talk with your child's teacher and school principal to learn about opportunities to get involved in your school's advisory councils as a method to make your talents, skills, and availability to assist known.
- 7 Work with other parents at your school to develop a plan of action for engaging all parents with the goal of helping your school's administrator improve learning for all children.





Qualifications for Volunteers

- Have a love for children.
- Have the desire to see children succeed.
- Be sensitive to children's needs regardless of their abilities.
- Respect cultural, social, and educational differences.
- Have patience and a sense of humor.
- Be dependable and reliable.
- Be flexible and willing to adapt to daily changes and emergencies.

Things Volunteers Should Avoid

- Divulging personal information about a student (confidentiality).
- Giving medications to students.
- Promoting personal or religious doctrines or beliefs.
- Handling serious discipline problems.
- Lending money to students.
- Assuming total instructional responsibility for students.
- Using personal electronic devices while in a school.
- Taking pictures of students unless instructed to do so.
- Unannounced/unplanned visits.

Responsibilities of Volunteers

- Complete a volunteer form each year.
- Sign in each time you volunteer.
- Wear the volunteer badge at all times.
- Park in the appropriate place.
- Notify the school when unable to fulfill volunteer commitments.
- Abide by system and school policies and regulations.
- Be supportive and maintain open communication with the teachers and staff members in the school.
- Respect and follow all school rules.
- Discuss any concerns that may arise with the teacher or Parent Involvement Coordinator.
- Contact the principal if necessary.
- What to do if you suspect abuse?
 1. Write down student's name.
 2. Get the student's teacher's name.
 3. Privately discuss with an administrator, e.g., the principal, assistant principal, or guidance counselor.
 4. Don't leave the school before you tell someone.
 5. Volunteers are required to report abuse. See mandates on page 6.



Thomas County Schools

Mandated Reporter Information and Resources

Child abuse occurs when a child under the age of 18 is subjected to any of the following:

- Sexual exploitation or molestation including incest, exhibitionism, fondling, child prostitution, or pornography;
- Non-accidental serious physical injury including excessive corporal punishment;
- Neglect including failure to provide such basic needs for the child such as food, clothing, cleanliness, shelter, medical care, or supervision;
- Emotional or psychological abuse including excessive criticism, ridiculing, and withholding of love and affection.

Georgia Law (O.C.G.A. §19-7-5) requires all school system employees and school volunteers who have “reasonable cause to believe that a child has been abused” to report suspected child abuse to the appropriate authority according to the local child abuse reporting protocol. Within the school setting, the designated person to receive reports of suspected abuse is the school counselor or school administrator. Any mandated reporter who makes a report to the designated person in the local reporting protocol “shall be deemed to have fully complied” with the law.

If abuse is detected or disclosed by a child, it must be reported as soon as possible – and no later than 24 hours. Any reporter who makes a report in “good faith” is “immune from any civil or criminal liability.” However, any mandated reporter who “knowingly and willfully fails to do so shall be guilty of a misdemeanor.”

Reporting Information

If a student discloses that he or she has been abused, do not try to investigate or “get all the details.” Often the first thing a student tells you is the most important. Write down the actual words used by the student, if possible. The first statement made spontaneously has forensic significance to the investigators and the exact words can be important. Above all, minimize the number of questions, if any, you ask the child and avoid the use of leading questions (questions that suggest an answer).

Immediately report any suspected or disclosed abuse to the school counselor or school administrator. However, if a child discloses to you during an off-campus school event or trip, immediately notify the lead school staff member. Do not delay in making this report. Be prepared to share exactly what you saw and heard. Once you have made the report to the designated school personnel, you have fulfilled your responsibility as a mandated reporter. It is the responsibility of the designated school personnel to forward the report to investigators.

Resources

Additional resources can be found at the following link <http://www.gadoe.org/wholechild/pages/home.aspx>. On this page, you will find links to a Child Abuse Prevention presentation and additional resources. You are encouraged to take the time to review these additional resources to gain a more comprehensive understanding of your role as a mandated reporter of suspected child abuse.

Contacts

If you have additional questions or concerns, please contact the school counselor or school administrator at the appropriate school listed below or you may contact Clay Stanaland, Director of Student Services, at 225-4380 or 225-6868.

Hand-in-Hand Primary	225-3908
Garrison-Pilcher Elementary	225-4387
Cross Creek Elementary	225-3900
Thomas County Middle School	225-4394
Thomas County Central High School	225-5050
Thomas County Academy	227-1397
Pathways Educational Program	225-3910
Renaissance Center	227-3222

Policy

Child Abuse or Neglect

Descriptor Code: JGI

All employees of the Board of Education, as well as persons who attend to a child pursuant to their duties as a volunteer for the school system, who have reason or cause to believe that suspected child abuse has occurred shall notify the principal or the school system's designee, who shall report such abuse immediately, but in no case later than 24 hours from the time there is reasonable cause to believe that suspected child abuse has occurred, in accordance with Georgia law and the protocol for handling child abuse cases for Thomas County, Georgia.

Under no circumstances shall the principal or designee to whom a report of child abuse has been made exercise any control, restraint, modification or make other change to the information provided by a mandated reporter, although the reporter may be consulted prior to the making of a report and may provide any additional, relevant and necessary information when making the report.

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Date Adopted: 12/18/2023

Last Revised: 8/11/2015

State	Description
O.C.G.A. 15-11-0002	<u>Definitions-juvenile code</u>
O.C.G.A. 15-11-0134	<u>Required findings; justifying removal from the home</u>
O.C.G.A. 16-06-0005.1	<u>Improper sexual contact by employee, agent, or foster parent; consent not a defense; penalty</u>
O.C.G.A. 16-06-0009	<u>Prostitution</u>
O.C.G.A. 19-07-0005	<u>Reporting child abuse</u>
O.C.G.A. 19-15-0002	<u>Child Abuse Protocol</u>
O.C.G.A. 20-02-0200	<u>Regulation of certificated professional personnel by Professional Standards Commission; rules and regulations; fees</u>
O.C.G.A. 20-02-0314	<u>Development of rape prevention, personal safety education, and teen dating violence prevention programs</u>
O.C.G.A. 20-02-1184	<u>Mandatory reporting of students committing certain prohibited acts</u>
O.C.G.A. 49-03-0002	<u>Appointment of county board members (DFCS)</u>
O.C.G.A. 49-05-0041	<u>Persons and agencies permitted access to records</u>
Rule 160-4-8-.04	<u>Child Abuse and Neglect Reporting</u>

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Regulation School Volunteers

Descriptor Code: IFCD-R

A volunteer is a person who donates his/her services and time to assist a teacher or other school personnel in school-related tasks. The volunteer should enjoy working with children and should possess qualities of enthusiasm, integrity, initiative, and industry. The volunteer should have a strong commitment to public education and should strive to strengthen school-community relations through positive participation.

To clarify roles and responsibilities, the following guidelines have been developed for Thomas County Volunteers in Public Schools:

1. **Confidentiality** – Because of legal and other considerations regarding confidentiality, permanent records, psychological, reading and mathematics profiles, and other such records should be available only to appropriate school or system wide personnel.
2. **Reliability** – When a volunteer agrees to serve in a school, it is very important that he/she be on time in reporting for assigned duties. If a schedule needs to be changed, the volunteer should contact the principal or teacher as soon as possible.
3. **Dress** – Dress should be appropriate for the situation in which the volunteer will be working.
4. **Relationship with Children** – It is important to understand and accept students in terms of their own backgrounds, values, manners, vocabulary, and aspirations. Students should be dealt with in such a way as to avoid embarrassment whenever possible. (Sometimes a student's desire and need for recognition, attention, success, and love can be very persistent and demanding.) Volunteers should attempt to find good qualities in all children and not have children feel that they have "favorites."
5. **Discipline** – All discipline problems should be referred to the teacher for appropriate action. Sometimes, the mere presence of an adult prevents much misbehavior; however, if a volunteer is confronted with obvious misconduct, he/she should ask the student or students to correct their conduct. The actual disciplining of students should be referred to the teacher. Under no circumstances should a child be touched in anger.
6. **Teacher Conferences** – While working at school, a volunteer may be in contact with his/her child's teacher; however, conferences concerning the volunteer's child should be scheduled according to regular school procedures.
7. **Ethics** – Volunteers should abide by the rules and policies of the school and school system and work cooperatively with the staff. If there are concerns about the school, staff, or regulations, the volunteer should share these concerns with the appropriate school personnel.
8. **Relationship with Staff** – It is desirable for the volunteer to establish and maintain a good working relationship with school staff members. The principal or designee will be responsible for coordinating all aspects of the volunteer program and should be contacted in any situations where a problem or conflict might arise.
9. **Keep the School Informed** – The Volunteer should inform the school about any changes of address or telephone number. Any concerns regarding the various assigned duties should be discussed with the appropriate school personnel.
10. **Responsibility for Children** – The legal responsibility for students during the school day rests with school personnel.
11. **Assignment of Volunteers** – Volunteers serving a school on a regular basis will be assigned duties or responsibilities by the principal or designee.

MENTOR GUIDELINES AND CODE OF CONDUCT

CONGRATULATIONS! As a mentor, you are now about to begin one of life's most rewarding and fulfilling experiences. Your commitment indicates that you believe in young people. You recognize the magnitude of the responsibility that you accepted in choosing to work with youth and agree to interact appropriately with your mentee according to the highest ethical standards at all times.

Be yourself! Please read the following guidelines carefully.

Your Role as a Mentor:

- At the initial stages of the match, your mentee may appear to be hesitant, unresponsive, and unappreciative of the mentor relationship. This guarded attitude is simply a manifestation of his/her insecurity about the relationship. The mentee's attitude will gradually take a positive turn as he/she realizes your sincerity about being a friend. ***Be patient!*** Don't try to speed up the process by going out of your way to accommodate your mentee, such as seeing your mentee more than the prescribed one hour per week.
- Remember that the mentor-mentee relationship has an initial phase. During this phase the mentee is more interested in getting to know how "real" you are and how much he/she can trust you.
- Don't try to be teacher, parent, disciplinarian, therapist, Santa Claus or babysitter. Experience demonstrates it is counterproductive to assume roles other than a dependable, consistent friend. Present information carefully without distortion and give all points of view a fair hearing. Listen carefully and offer possible solutions without passing judgment. Don't criticize or preach. Think of ways to problem solve together rather than lecturing or telling the mentee what to do. Never **"should of"** your mentee.
- Respect the uniqueness and honor the integrity of your mentee and influence him/her through constructive feedback. The mentor empowers the mentee to make right decisions without actually deciding for the mentee. Identify the mentee's interests and take them seriously. Be alert for opportunities and teaching moments. Explore positive and negative consequences.
- Set realistic expectations and goals for your mentee and make achievement for them fun. Remember there is a big difference between ***encouraging*** and ***demanding***. Encourage your mentee to complete his/her secondary education and pursue higher learning or vocational goals; provide access to varying points of view. Assist in making the connection between his/her actions of today and the dreams and goals of tomorrow. Don't get discouraged if the mentee isn't turning his/her life around or making great improvements. Mentors have a great deal of impact; it's not always immediately evident. Look for signs such as increased school attendance, improved grades, showing up for meetings and expressing appreciation.
- As a friend you can share and advise, but know your limitations. Problems that your mentee may share with you regarding substance abuse, molestation and physical abuse are best handled by professionals. If you have any concerns, ***contact the mentor coordinator immediately.***
- Be supportive of the parent, even when you may disagree. Don't take sides or make judgments concerning any family conflict or situation. Leave the parenting to the parent.

Discipline:

There may be instances when your mentee's behavior is unacceptable. Again, remember the school officials are responsible for the child's discipline while here at school.

- Never physically discipline.
- Never use abusive language.
- Don't use ultimatums.
- Most children will listen and respond to reason. Explain to your mentee why you find his/her behavior unacceptable.
- Don't give your mentee the silent treatment to solve the problem. Discuss your concerns.
- On very rare occasions, your child may need to be taken back to class because of unacceptable behavior. Before taking this action, tell him/her what you are doing and why you made the decision. Taking your mentee back to class because of his/her behavior doesn't mean the match (relationship) has ended. Before you leave make sure the child understands he/she will see you again and that you are not using his/her behavior as a pretext to abandon the relationship.

Health and Safety:

- Do not use alcohol, tobacco or drugs when with your mentee.
- Do not have firearms or weapons present while with your mentee.
- Do not leave your mentee alone or with strangers.
- Do not take your mentee alone to any unsupervised area while on the school campus (e.g., your car, or classroom where you are not visible by school staff).
- If you have become aware that your mentee's safety or the safety of another is in jeopardy through disclosure (e.g., child abuse, sexual abuse), report your concerns to the mentor coordinator or teacher immediately. Let your mentee know that you are required to do so. This requirement should always be discussed at the beginning of the relationship to inform the mentee of your obligation to report safety concerns.

Program Rules:

- No overnight stays.
- Discussions between you and your mentee are considered confidential. Be careful about sensitive personal issues. The mentee's personal or family life may be difficult to discuss, particularly early in the relationship. Your mentee may be ashamed of poor school performance, family culture and religion, financial problems and so on. It is important not to measure the success of the relationship by the extent of the mentee's disclosure.
- If you have a concern you feel is beyond your ability to handle, call the mentor coordinator even if it seems trivial. There is no reason to feel helpless or hopeless.



Your Measure of Success:

- Your success is measured by many milestones.

Your mentee may realize for the first time that he/she . . .	Good indications:
✓ has potential	✓ setting goals ✓ developing new skills ✓ aware of time management
✓ is confident and self-assured	✓ increased cooperation with parents, teachers and peers ✓ behavioral changes
✓ values education and the learning process	✓ increase in school attendance ✓ improved grades ✓ respect for teachers
✓ is a capable young person	✓ a willingness to help others ✓ ability to see the future ✓ ability to plan for college

- Your mentee will reward you through notes or simply conversation. He/she may tell you how “great” you are, how you might have helped him/her with a specific problem and so much more. It may be big or small. Whatever the compliment, know that what you are doing has had a significant impact on the future of this child.
- You will work with your mentee to establish mutual respect, friendship, motivation and measurable goals. Please don’t hesitate to ask questions if you find any part of the guidelines unclear or confusing. The mentor coordinator is available to assist you in any way possible.
- Your commitment and dedication to your mentee may be the most profound opportunity that you experience. The quality of the relationship you build directly influences the life and future of the child. Please exert every effort to maintain professional standards, improve your mentor skills, and exercise good judgment when engaged in any activity involving your mentee.

- Mentoring is not a panacea for all the problems/decisions facing your mentee and his/her family. The essence of mentoring is the sustained human relationship: a one-on-one relationship that shows a child that he/she is valued as a person and is important to society.

You Are A:

POSITIVE ROLE MODEL

FRIEND

COACH

ADVISOR

SELF-ESTEEM BUILDER

CAREER COUNSELOR

ADVOCATE

Courtesy of California Governor's Mentoring Partnership.

We are ready to have a great year!



Opportunities to Be Involved

The Thomas County Schools believe that parents are a vital resource in the education of our children. As such, parents should be given numerous opportunities to be involved in their child's education both at home and at the school. Some of these opportunities include:

- Making school a priority in the home.
- Making school attendance a priority.
- Reading to your child.
- Discussing school with your child on a daily basis.
- Monitoring your child's progress by communicating with your child's teacher.
- Participating in school-sponsored meetings and workshops.
- Visiting the school's parent resource room and checking out materials to use at home with your child.
- Assisting teachers with organizational tasks.
- Joining the school's parent-teacher organization.
- Chaperoning field trips.
- Helping the faculty and students with special projects for the classroom and/or the school which may include tutoring students, improving the school grounds, and assisting with special days and activities.

Some of the many special days and activities at the school include:

- Family Reading Nights
- Special Parent Meals
- Healthy Habits
- Family Fitness
- Math/Science Nights
- Earth Day
- Volunteer Appreciation
- Grandparent Days
- Designated School Nights at local restaurants
- Back to School Parent Orientation
- Various Workshops
- Art Nights
- Field Day
- Jump Rope for Heart
- Can Food Drives
- Attendance Appreciation Days

Refer to calendars and newsletters for specific activities and dates.

Play a role in your child's success in school.



Get the facts...get connected...GET INVOLVED!

Schools understand that parents are busy people, but there are many different ways you can get involved in your child's education. No matter how little or how much time you have, there are many ways you can positively impact your child's education at school and at home. Remember, when parents get involved and stay involved, all students achieve at higher levels.

- 1. Volunteer at school** - Schools often send home lists of various ways that parents can volunteer. If they don't, let your child's teachers, principal, or counselors know your special skills and ask what you can do to help.
- 2. Show your child that you care** - Have a conversation with your child about school and homework regularly. Ask specific questions that inform you about your child's day. Know what classes your child is taking, who your child's friends are, and other essential information.
- 3. Keep in touch with the school** - Get to know your child's teachers, principal, counselors and school's parent involvement coordinator. Make it a point to stay in contact with them throughout the school year.
- 4. Express high educational expectations** - Encourage your child to take challenging courses and monitor your child's academic performance (homework, grades, and test scores) throughout the year. Emphasize effort and achievement.
- 5. Attend school meetings, functions, and events** - Make time to attend parent-teacher conferences, parent fairs, curriculum nights, award ceremonies and other school events. Your attendance and support matters to your child.
- 6. Seek out information** - Request a meeting with your child's teacher regarding any aspect of your child's education. If you have other questions, ask the school by calling or sending a note so they can link you with the appropriate person that can respond to your needs.
- 7. Be an active part of decision making committees** - Participate in parent or school leadership organizations. Ask your school about the Parent Teacher Association or Parent Teacher Organization, school council, parent advisory committee or other parent organizations and then join one.
- 8. Make school important** - Talk positively about school with your child. Send your child prepared for school each day with pens, pencils, notebooks, and homework completed. Make school a priority by ensuring they are at school every day and arrive on time.
- 9. Be seen at school** - Arrange a visit to your child's classroom, have lunch with your child at school, or visit the Parent Center. Your presence matters and shows the school that you are invested in your child's education.
- 10. Be informed and responsive** - Ask, collect, read, and respond, if needed, to all information (school policies, field trip information, student handbook, etc.) that is sent from your child's school or teacher. If you need to receive information in a language other than English, call or visit the school.
- 11. Visit your school's website** - Access all kinds of information, including homework assignments, class schedules, lesson plans, test dates, and grades on your child's school website. If you don't know your school's website, ask your child's teacher or the school.
- 12. Participate in workshops that are offered** - Look for great opportunities to meet other parents at school through workshops that cover topics such as child development, school standards, and other shared parent concerns. If workshops are not offered regularly, help plan one or suggest ideas to your school counselors or parent involvement coordinator.
- 13. Provide a rich learning environment at home** - Make time for meaningful dinner conversations, trips, games, reading time, family sports, and daily routines. Activities like these will contribute to your child's academic achievement at school.
- 14. Drop in on after school or extracurricular activities** - Pick your child up from after-school activities or stop by a few minutes early to watch your child in action, if you are unavailable during the school day. It is also important to know your child's after school teacher, instructor, or coach.
- 15. Invite the community to partner with the school** - Encourage local businesses, churches, clubs, or civic organizations that you are involved with to volunteer or financially support the school. Have community partners provide schools and families with information about services and resources they provide that support student learning such as mentoring, tutoring, and service learning activities.

Parent and Family Involvement and Student Success

- When parents are involved, students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level.
- The more extensive the parent involvement, the higher the student achievement.
- When parents are involved in their students' education, those students have higher grades and test scores, better attendance, and more consistent homework habits.
- When parents are involved, students exhibit more positive attitudes and behavior.
- Students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in post-secondary education.
- Different types of parent/family involvement produce different gains. To have long-lasting gains for students, parent involvement activities must be well planned, inclusive, and comprehensive.
- In programs that are designed to involve parents in full partnerships, student achievement for disadvantaged children not only improves, it can reach levels that are standard for middle-class children. In addition, the children who are farthest behind make the greatest gains.





Suggestions for Reading Aloud to Children

Reading aloud to children is important because it helps them acquire knowledge and skills they will need to be successful in later life situations. It is the single most important activity for building knowledge. Reading aloud will also help children acquire the knowledge they will need to be successful readers. Some of the things young children can learn may seem basic, but are so important:

- Knowledge of printed letters and words
- Relationship between sound and print (phonemic awareness skills)
- The meanings of words
- General information about the world they live in
- Awareness of the variety of books, print, and writing styles
- Pleasure
- Reading for a purpose
- Connection of spoken language to written language

Suggestions for reading aloud to young children:

- Be enthusiastic: Be excited and enthusiastic and your emotions will transfer!
- Make reading books enjoyable
- Change your voice and facial expressions
- Make sure children are comfortable
- Read aloud to children frequently (3-4 times daily)
- Establish regular reading times
- Help children notice new information
- Point out pictures as they relate to the story
- Explain words they may not know to help increase vocabulary
- Ask children questions before and after reading
- Ask children questions as you read and have them make predictions
- Encourage children to talk about the book
- Read many kinds of books
- Choose books to help you teach
- Reread favorite books
- Engage children as often as possible
- Read in small groups, large groups and individually
- Show the children the cover of the book and the title, author's name, illustrator, etc.
- Take advantage of "teachable" moments



School Contacts

Hand-In-Hand Primary School

(229) 225-3908

Principal, Dee Gaines

dgaines@tcjackets.net

Family Engagement Coordinator

Carmen DeVane

cdevane@tcjackets.net

Thomas County Middle School

(229) 225-4394

Principal, Deann Garcia

dgarcia@tcjackets.net

Family Engagement Coordinator

Misty Taylor

mitaylor@tcjackets.net

Garrison-Pilcher Elementary School

(229) 225-4387

Principal, Robin Webb

rbinion@tcjackets.net

Family Engagement Coordinator

Rachel Sweat

rsweat@tcjackets.net

Thomas County Central High School

(229) 225-5050

Principal, Jamie Thompson

jthompson@tcjackets.net

Thomas County Academy

(229) 227-1397

Principal, Dr. Jim Rehberg

jrehberg@tcjackets.net

Family Engagement Coordinator

Brett James

bjames@tcjackets.net

Cross Creek Elementary School

(229) 225-3900

Principal, Ashley Lane

alane@tcjackets.net

Family Engagement Coordinator

Rachel Sweat

rsweat@tcjackets.net

Renaissance Center

(229) 225-3900

Dean of Students, Todd Creech

tcreech@tcjackets.net

Family Engagement Coordinator

Melissa Flowers

mflowers@tcjackets.net

Assistant Superintendent of Federal Programs and Accountability

Bob Dechman

(229) 225-4380

bdechman@tcjackets.net

Federal Programs Administrative Assistant

Melissa Brown

(229) 584-9132

mebrown@tcjackets.net

PARENT INVOLVEMENT WORKSHOPS 2026-2027

No workshops are scheduled at this time.
Any future parent events or workshops will be announced from the school by the principal.

Bus Safety and Discipline videos are available for parents from the Thomas County System's Transportation Department. (229-227-3187)





Volunteer Application

Studies show that parental involvement in a child's education is one of the most important factors in raising student self-esteem and academic achievement. Most experts agree that parental involvement should go beyond attendance at teacher conferences and open house. Because we realize that each of our families is unique, with its own priorities, needs, talents, and time constraints, we try to provide as many different kinds of opportunities for parental involvement as possible.

Volunteer's Full Name: _____

Address: _____

Home Phone Number: _____ Mobile Number: _____

E-mail: _____

Student's Name: _____ Grade: _____ Teacher's Name: _____

Student's Name: _____ Grade: _____ Teacher's Name: _____

The best days for me to volunteer: ☐ Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐ Saturday

The best times for me to volunteer: ☐ Between 7:30 and 11:30 a.m. ☐ Between 11:30 a.m. and 2:30 p.m.

I WOULD LOVE TO ASSIST AT THE FOLLOWING SCHOOLS:

- ☐ Hand-In-Hand
- ☐ Garrison-Pilcher
- ☐ Cross Creek
- ☐ Thomas County Middle School
- ☐ Thomas County Central High School
- ☐ Thomas County Academy
- ☐ Renaissance Center

Have you had a previous background check? ☐ Yes ☐ No

Thomas County Schools may require you to have a background check, at your expense, if needed.

I have read and understood the parent handbook and volunteer procedures and commit to adhere to them and to the confidentiality of school, staff, and student information. I agree to meet time and duty commitments or provide adequate notice so alternative arrangements can be made.

Volunteer's Signature

Date

Please return completed application to your school's Parent Involvement Coordinator.



Solicitud de Voluntario

Los estudios demuestran que la participación de los padres en la educación de un niño es uno de los factores más importantes en la crianza de los estudiantes la autoestima y el rendimiento académico. La mayoría de los expertos coinciden en que la participación de los padres debe ir más allá de la asistencia a las conferencias con los maestros y de puertas abiertas. Porque nos damos cuenta de que cada una de nuestras familias es único, con sus propias prioridades, necesidades, talentos y limitaciones de tiempo, tratamos de ofrecer la mayor cantidad de diferente oportunidades de participación para los padres como sea posible.

Nombre del de Voluntarios: _____

Dirección: _____

Número de Teléfono de Casa: _____ Número Celular: _____

Correo electrónico: _____

El nombre del estudiante: _____ Grado: _____ Nombre del profesor: _____

El nombre del estudiante: _____ Grado: _____ Nombre del profesor: _____

Los mejor días para mí para ser voluntario: ☐ Lunes ☐ Martes ☐ Miércoles ☐ Jueves ☐ Viernes ☐ Sábado

Los mejores tiempos para mí para ser voluntario: ☐ Entre 7:30 y 11:30 a.m. ☐ Entre 11:30 a.m. y 2:30 p.m.

ME ENCANTARÍA VOLVER A AYUDAR A LAS SIGUIENTES ESUELAS:

- ☐ Hand-In-Hand
- ☐ Garrison-Pilcher
- ☐ Cross Creek
- ☐ Thomas County Middle School
- ☐ Thomas County Central High School
- ☐ Thomas County Academy
- ☐ Renaissance Center

¿Ha tenido antes una verificación de antecedentes? ☐ Sí ☐ No

Las Escuelas del Condado Thomas puede requerir que usted tenga una verificación de antecedentes, a su cargo, si es necesario.

He leído y entendido el manual para padres y voluntarios procedimientos y comprometerse a adherirse a ellos y la confidencialidad de las la escuela, personal, y la información del estudiante. Estoy de acuerdo en satisfacer tiempo y deber os compromisos o proporcionar adecuado aviso tan alternativa arreglos puede ser hecho.

Voluntarios Firma

Fecha

Por favor devuelva la solicitud completa a su escuela e Participación de Padres Coordinador.