BENEFITS AND REWARDS FOR VOLUNTEERS
Some rewards are immediate and measurable. Others are personal and more subtle. All volunteers, however, will feel they gain more than they give.

Some benefits of volunteering include:

1. the satisfaction of seeing a child succeed
2. observing the glow of self-worth an achieving child displays
3. the opportunity for former teachers to practice their skills
4. the satisfaction of sharing a special skill or knowledge
5. a direct line to happenings in the school
6. recognition by other adults
7. valuable experience in nurturing children
8. volunteer experience which can be included on job applications
9. setting a good example for community involvement

THE VOLUNTEER’S ROLE
The community volunteer is responsible for:

1. following instructions from his/her supervisor
2. being prompt and dependable
3. respecting pupil and school confidentiality
4. cooperating with the school staff
5. observing school rules and policies
6. clarifying and understanding assignments
7. avoiding gossip and distracting conversation
8. becoming familiar with school facilities and understanding emergency procedures

Qualities good school volunteers should have include:

1. a warm friendly manner
2. good mental and physical health
3. an interest in and appreciation of children
4. a willingness to be directed
5. sufficient time to work on a regular basis
6. skills necessary for the chosen assignment
7. patience - with children and adults
8. good moral character
9. a desire to better our schools
Strategies volunteers should use when working with individuals or a small group
1. Call each child by name - name tags help.
2. Encourage each child to participate. Don't ignore the quiet ones.
3. Develop an unhurried attitude.
4. Don't be afraid to try. Everyone makes mistakes. Use them as learning tools.
5. Accept each child as he or she is. Don't try to impose personal standards on others.
6. Stay "on task" as much as possible. Time is valuable.
7. Interruptions are costly to learning. Avoid unnecessary speech.
8. Encourage individual expression. Don't be too quick to comment or try to help, refer problems to the teacher.
9. Seat children near others who are amiable. Have assigned seats.
10. Try to find something positive to say to each child who answers a question, whether he is right or wrong.
11. Lead the student into finding his own solutions. He will remember more effectively.
12. Observe the classroom teacher's small group skills to improve your own.
13. Discipline is the teacher's responsibility but a firm voice and attitude work wonders.
14. Try to have each child leave feeling good. Avoid negative personal remarks.
15. Recognize achievement but don't favor any one child.
16. Encourage each student to clean up after his or her own work.
17. Reinforce new ideas at the end of each lesson.
THE ROLE OF THE SCHOOL PRINCIPAL

The principal must have a personal commitment to Partners In Education program. This should be demonstrated by approval and adherence to the guidelines and principles of the program as well as communication of this commitment and its cost to all levels of the school.

The principal has several responsibilities:
• Directs completion of the School Needs Assessment Form.
• Establishes a School Partners Committee.
• Approves the guidelines and principles of Community Partners In Education for the school.
• Allows needs to be identified and resources to be used.
• Stays in touch with the progress of the program.
• Recommends changes or additional resources.
• Appoints and directs the school contact person.
• Supports the Partners In Education program.
• Determines and confirms commitment to the program for the following year.
• Encourages other schools to join the program.
• Ensures that all district reports are completed, signed by the principal, and submitted to the Partners In Education office.
• Appoints and directs the person responsible for the mentor/volunteer program.
• Ensures that training and orientation for mentors/volunteers is provided.

Remember: The principal is responsible for maintaining the partner relationship in the school. The Partners In Education director acts as a broker to assist in establishing the relationship. Once the partnership is made, the principal must maintain it.
THE ROLE OF THE DIRECTOR

- Assists with initial contacts and serves as liaison between the school system, partners, and individual schools.
- Coordinates and administers partner activities.
- Recruits partners and volunteers and matches with school needs.
- Conducts orientation and training for Partners in Education contacts.
- Communicates regularly with the designated school partner liaison to ensure successful partnership activities.
- Conducts recognition activities for partners/volunteers.
- Continues ongoing needs assessment.
- Develops annual report.
- Evaluate the program.
- Publicizes the program through the media, newsletters, etc.
- Conducts Advisory Board meetings.
- Communicates with Advisory Board members.
- Follows Glynn County Partners in Education Guidelines.
THE ROLE OF THE TEACHER

The teacher who utilizes volunteers is the most important link in the entire volunteer program. It is the teacher more than anyone else who determines the success or failure of the volunteer program. This role includes:

- Getting to know the volunteer so that activities can be planned that take advantage of special interests, talents, and skills.
- Assuming the responsibility for introducing the volunteer to the school staff and the students with whom he or she will be working.
- Explaining classroom management procedures.
- Explaining the purpose and importance of the tasks so the volunteer understands the total picture.
- Providing information about alternative plans for those times when the regular schedule cannot be followed.
- Permitting the volunteer to observe techniques as activities are demonstrated.
- Encouraging the volunteer to participate in planning and to feel free to make suggestions.
- Saying “We” not "I".
- Planning specific and clearly defined activities for the volunteer.
- Increasing the responsibility of the volunteer as capabilities and strengths become apparent.
- Providing a regular time each week to plan with the volunteer.
- Providing time to talk to the volunteer for feedback about progress being made.
- Giving directions and explanations in non-technical terms, yet not "talking down" to the volunteer.
- Giving credit when it is due.
- Recognizing the volunteer through day-by-day expressions of appreciation and encouragement, as well as in special ways such as school ceremonies, certificates of appreciation, etc.

Be mindful of those responsibilities that should not be delegated to a volunteer:

diagnosing, consulting with parents, evaluating on formal basis, prescribing, providing initial instruction, disciplining students, correcting papers, having access to student records.
THE ROLE OF THE SUPERINTENDENT

The superintendent, as the Chief Executive Officer of the school district, must believe in the advantages of the Partners In Education program. This belief and its commitment must be communicated to local school staffs by word and deed.

The superintendent should:

- Obtain commitment of the Board of Education.
- Articulate to local schools the system’s commitment to, and support of, the Partners In Education program.
- Provide opportunities for discussions about exemplary programs in staff meeting and other appropriate forums.
- Encourage staff to support the program.
- Provide opportunities for principals to visit other schools to share partnership ideas.
- Acknowledge and report to the Board of Education newsworthy accomplishments in the program.
- Communicate regularly with the Partners In Education program director any and all concerns relative to the program.
- Attend partnerships events (including recognition and adoption ceremonies).
- Make presentations in support of partners at community events.
THE ROLE OF THE SCHOOL CONTACT PERSON

The school contact person, directly responsible to the principal, is a member of the school partners committee and serves as school facilitator for the project. A committed and enthusiastic leader, he/she acts as a catalyst to the program's success and is a liaison for the staff.

The school contact person has the following responsibilities:

- Keeps the principal informed about the program's progress.
- Maintains the school's adherence to the principles of the program.
- Directs the assessment of resources and needs.
- Develops a strong relationship with the business contact person.
- Documents staff and school volunteer time, placement, scheduling, evaluation, and program changes.
- Coordinates schedules and release time with the staff, supervisor, or principal.
- Relays information to the Partners In Education director in a timely manner.
- Keeps lines of communication open among all participants in the program.
- Promotes the program in house, through participant recognition, and publicly by working with the Partners In Education program.
- Becomes thoroughly familiar with the Partners in Education program and assists in staff orientation.
- Uses the Partners as a resource.
- Locates places in the school where volunteers can work with students.
- Conducts mentor/volunteer orientation and training sessions.
- Makes sure volunteers are welcome in the school and notifies them of holiday and schedule changes that affect their services.
- Holds periodic meetings with the business contact person to discuss concerns, ideas, and materials (preferably three times a year).
- Serves on school partners committee (school and systemwide).

The school contact person may choose to delegate some of these responsibilities to another individual or group.
The chief executive officer must have a personal and corporate commitment to the Partners In Education program. This commitment is evidenced by approval and adherence to the guidelines and principles of the program. The chief executive officer communicates this commitment and its costs to all levels of the organization.

The chief executive officer has several responsibilities:
- Establishes top-level commitment to Partners In Education.
- Authorizes use of company resources.
- Designates a high-level representative as the coordinator.
- Promotes/encourages participation by employees.
**THE ROLE OF THE BUSINESS/ORGANIZATION CONTACT PERSON**

The business contact person, directly responsible to the chief executive officer, is also a member of the school partners committee. He/she administers and supervises the partnership for the business or organization and is a liaison for the business volunteer.

The business contact person has the following responsibilities:

- Keeps the chief executive officer informed about the program's progress.
- Maintains the company's adherence to the principles of the program.
- Directs the assessment of money, manpower and time.
- Prepares materials and recruits in-house volunteers/mentors.
- Develops a strong relationship with the school contact person.
- Assists school contact person in matching volunteers to school needs.
- Documents time, placement, scheduling, evaluation, and program changes.
- Coordinates schedule and release time with the volunteer's/mentor's supervisor.
- Promotes the program in-house, through participant recognition, and publicly, by working with the Partners In Education program.
- Becomes thoroughly familiar with the Partners In Education program and assists in staff orientation.
- Uses the Partners In Education director as a resource.
- Holds periodic meetings with school contact person to discuss concerns, ideas, and materials (preferably three times a year).
- Arranges for recognition of its volunteers (in-house).
- Develops in-house committee to ensure continuity in case of employee termination or transfer.

The business contact person may choose to delegate some of these responsibilities to another individual or group. In many cases the business contract person is not the individual who performs the service in the school.
Before school begins, or early in on the school year, conduct an event (reception, orientation lunch, etc.) to introduce the school faculty and staff to its Partners In Education.

Distribute your school’s calendar of events and the system Activity Calendar to all Partners.

Be sure to define specifically the needs and wants of the partnership from both sides – the school’s and the partner’s.

Include a “Partners’ News” section in school newsletters and be sure to provide these newsletters to business partners.

Include Partners In Education, photos and activities on school web page under a “Partners In Education” link.

Distribute the school handbook to all partners.

Hold quarterly or semi-annual meetings to review partnership activities and to explore ways in which to strengthen the partnership.
WHAT DO PARTNERS DO?

The range of services provided by partners is broad. They can serve as:

- corporate volunteers
- mentors
- grantors of awards and incentives
- corporate trainers
- advisors for curriculum development
- providers of facilities and services
- members of task forces of advisory committees
- initiators of special projects

CORPORATE VOLUNTEERS:
- Tutor students in the basic skills areas and special academic and technical areas.
- Serve as classroom assistants and guest lecturers.
- Train students, teachers, and administrators in the techniques of public speaking and making effective presentations.
- Help with kindergarten screening.
- Contribute professional expertise in their field or specialty.
- Serve as translators for foreign students.
- Conduct creative problem-solving seminars.
- Help with fund-raising activities.
- Coordinate tax levy and bond campaigns.

MENTORS:
- Serve as an adult role model in a one-to-one relationship with an “at risk” student.
- Stimulate interests in career development activities.
- Develop programs to foster career opportunities.
- Provide facilities and staff to work with students.
- Expand knowledge and skills of gifted students.
- Provide hands on opportunities.

MEMBERS OF TASK FORCES AND ADVISORY COMMITTEES:
- Provide guidance, expertise and input from the community/business perspective on the issue the task force/advisory board has been formed to address.
- Articulate the job expectations of their business/industry to high school students.
- Help with fund-raising services.
- Work with Chambers of Commerce to foster school partnerships.
ADVISORS FOR CURRICULUM DEVELOPMENT:

- Assist school administrators in planning the curriculum for mathematics, science, high technology, and other subject areas.
- Give presentations on travel, special collections or hobbies, historical topics, and space exploration.
- Generate resource materials.
- Donate equipment and supplies to supplement the curriculum.
- Sponsor inservice activities for computer education and other areas.
- Develop ecological parks and exercise paths on school grounds.
- Provide technical assistance.
- Share software to provide additional learning opportunities.
- Publish school news in company newsletters, and school newspapers.
- Publicize school/business partnerships.
- Sponsor summer activities such as arts festivals, computer camps, and day camps.
- Evaluate courses of study, curriculum materials, and equipment.
- Develop staff development materials and seminars.

PROVIDERS OF FACILITIES AND SERVICES:

- Provide employees time to serve on task forces or advisory committees.
- Provide space for teacher and administrator meetings.
- Arrange facilities to accommodate extended-day school programs.
- Plan or host receptions for and with school personnel.
- Display student work in corporate offices and employee work areas.
- Invite school personnel to participate in management and human relations seminars.
- Provide clerical assistance.
- Refurbish school buildings.
- Improve the environment of the school buildings and grounds.
- Sponsor career day fairs.
- Sponsor Students Against Drunk Drivers (SADD) or Arrive Alive seminars.
- Include students in amateur theater productions.
- Recommend resource persons to enhance the curriculum.
- Acquaint curriculum planners with future job requirements.
- Display honor students' names on billboards or marques.


**WHAT'S IN IT FOR US**

**WHAT BUSINESSES GAIN FROM PARTNERSHIPS:**
- A contribution toward, and stake in, the educational development of youth.
  - Present firsthand, the requirements, satisfactions, and expectations of the business world.
  - Alert teachers to the skills job applicants need and help them find ways to develop these skills.
  - Help develop career awareness that is geared to specific, local job-market needs now and in the future.
- An understanding of the school system, which is a vital component of a healthy local economy and infrastructure.
- Improved employee morale through participation in school-related activities.
- Recognition as a responsible and involved community partner.

**WHAT THE COMMUNITY GAINS FROM PARTNERSHIPS:**
- New business and industry.
- Community involvement, which fosters widespread support for education.
- Students who strengthen local businesses by possessing the necessary job skills and training.
- Graduates who have skills to continue training in a variety of areas.
- Graduates who are able to become leaders in businesses and industry.

**PARTNERSHIPS—A HANDSHAKE, NOT A HANDOUT!**
To promote student achievement and encourage students to remain in school.

To enhance the instructional program of the schools.

To extend student awareness of career opportunities and requirements.

To recognize and encourage the efforts of educational personnel.

To exchange knowledge about partners' institutions and their contributions to the community.
GYLYNN COUNTY'S PARTNERS IN EDUCATION
PARTNERSHIP ACTIVITIES
RELATED TO PROGRAM GOALS

The activities listed are offered only as suggestions and to stimulate other ideas.

To promote student achievement and encourage students to remain in school.
- Tutor a student in an academic area
- Serve as a mentor for a student at risk of failing academically or personally
- Allow students to spend a day or portion of a day with an employee in your business
- Photograph a Student of the Week/Month; post at school and then send home with letter of commendation
- Display student work at business site
- Reward academic achievement, academic improvement, or perfect attendance
- Reward good citizenship or significant improvement in behavior
- Reward community service
- Provide motivational speakers
- Invite students to perform at business or organizational function
- Judge student competitions
- Read or tell stories to classes to provide role models
- Participate in assembly programs
- Give scholarships
- Sponsor or provide student leadership training
- Make opportunities available to students to attend events supported by businesses
- Encourage parents to get involved with schools
- Provide bumper stickers, coupons
- Host students at work site (lunch/tour)
- Initiate motivational programs/activities designed to help students improve self-image and show relevance of basic skills in adult world
- Encourage involvement of company employees in "Big Brother" type relationships with students
- Volunteer for field day activities
- Provide assistance to needy children at Christmas

To enhance the instructional program of the schools.
- Provide technical assistance and/or printing for student publications
- Share interests or expertise via slides, videotapes, or speeches
- Provide transportation for educational field trips
- Sponsor visits to the school by performing artists
- Provide technical assistance with audio/visual productions
- Lend/donate printed materials and audiovisuals appropriate for classroom use
- Donate surplus supplies that could be used for instruction
- Present seminars on good health and physical fitness
- Assist students with special projects, such as science or social studies fair projects, school newspapers, or yearbooks
- Create a nature trail or outdoor classroom
- Tutor a student or small groups of students
- Provide newspapers for a class
- Donate books to the library in honor of employees or organization members
- Serve on curriculum committees
- Sponsor students to attend a concert, play, or other cultural activity
- Provide computer expertise for special projects
Serve as consultant on energy conservation
Set up a weather station
Provide equipment for science labs
Sponsor pilot projects in any content area
Purchase instructional equipment or supplies
Create an educational foundation
Sponsor fund-raisers to provide funds for curricular enhancement

To extend student awareness of career opportunities and requirements.
- Conduct seminars or provide speakers on application of academic skills in the workplace
- Conduct seminars or provide speakers on private enterprise system
- Conduct seminars or provide speakers on obtaining and keeping a job
- Arrange plant or field trip visits for students, providing demonstrations of industrial and business procedures and technology
- Sponsor a Career Day
- Sponsor on-the-job shadowing
- Provide current career information to counselors
- Provide summer job placement based upon understanding that students will return to school in fall if they have not graduated
- Provide speakers to motivate students to stay in school with emphasis on relationships between curriculum and job requirements and the value of a diploma

To recognize and encourage the efforts of educational personnel.
- Sponsor workshops for teachers or administrators
- Conduct training for support personnel, such as secretaries, custodians, cafeteria staff, or paraprofessionals
- Recognize faculty/staff for excellence
- Recognize faculty/staff for perfect attendance
- Provide consultants for personal finance workshops
- Provide management training for administrators in such areas as financial management, personnel, public relations, and communications
- Sponsor faculty travel for conferences or workshops out of town
- Donate incentive grants for innovative projects
- Provide clerical help
- Donate surplus materials to school for recycling
- Provide refreshments for special events
- Provide tuition for teachers' workshops
- Highlight school staff in company newsletters
- Provide business cards, nameplates for school staff
- Substitute for teachers so they can go out to lunch
- Provide discretionary funds to teachers for educational supplies
- Send flowers to staff members
- Request information concerning educational development within the school system as well as the state
- Volunteer repair and renovation work
- Send birthday cards to staff
- Present holiday programs/refreshments and decorating ideas
To exchange knowledge about partners' institutions and their contributions to the community.

- Assist with special school events, such as carnivals, festivals, or student productions
- Chaperone field trips
- Sponsor visits by school staff to business site
- Provide working parents with release time for school conferences
- Collaborate on a community service project
- Provide information about your business or organization
- Encourage employees to participate in courses offered by the school, such as Effective Parenting, or Adult Education classes
- Assist with student orientation
- Assist with improvement projects such as landscaping
- Organize and run parent education/volunteer programs
INCENTIVES

STUDENT INCENTIVES
- Awards for academic achievement or academic improvement
- Awards for attendance, leadership, community service, or heroism
- Work/study programs
- Unpaid student work for experience and career consideration
- Employment readiness courses or workshops
- Special skill training classes, possibly leading to job with company
- Job placement and career counseling services
- Leadership training for student leaders
- Company tours
- Day on-the-job with company employees
- Tutoring students in remedial, gifted or handicapped programs
- Sponsoring student clubs, plays, musicals, proms
- Contributing to academic, attendance, arts, or athletic awards programs
- Providing health awareness seminars, booklets, films, or first aid course
- Judging student essay, poetry, oratory or art contests
- Speaking at graduation, assembly programs, and classes
- Inviting student musical, dance, or drama groups to perform at company
- Exhibiting student art and crafts
- Donating prizes for science fair, health fair, foreign language day, spelling bee, or other school or class events
- Establishing a fund to provide musical instruments and/or instruction for talented needy students
- Sponsoring book fair and providing paperbacks free for students
- Starting a scholarship fund for a bright student to attend college or technical school
**Career Education**
- Mini-courses or workshops on basic academic skills; good work habits; values; understanding the private enterprise system; job opportunities; deciding on a career; skills in seeking, finding, and keeping a job; productive use of a leisure time; what employers expect and other desirable employee attributes
- Field trips so classes can visit the company to learn about it's goals and operations
- Motivational speakers
- Career fair
- Mentorship or on-the-job "shadowing"
- Producing booklets for students on specific career opportunities
- Jobs for students (part-time or temporary during summer, Christmas holidays, and weekends)

**Special Projects**
- Landscaping and beautifying school grounds
- Technical advice on building design or remodeling
- Field trips
- Fundraising
- Starting new athletic teams
- Coaching debate team
- Repairs or renovations (clean up/fix up)
- Joint volunteer projects for needy, elderly, sick, or other groups
- Technical assistance with compiling student handbook, student newspaper, literary publication, or yearbook
- Serving on school curriculum committee or as advisors
- Showing films or slide shows depicting kinds of jobs available and skills needed, travel to foreign countries or other interesting places, local wildlife, or other topics of interest to students
- Demonstrations or talks at special interest clubs
VOLUNTEER WORK BY EMPLOYEES, RETIREES

- Tutoring
- Clerical assistance
- Library assistance
- Cafeteria assistance
- Transportation
- Art
- Drama
- Music
- School publications
- Publicity
- Recognition of volunteers' work with plaques or award ceremonies
- Providing PTA with materials or speakers for meetings

MATERIALS, TOOLS, AND EQUIPMENT

- Donate educational or vocational materials/tools/equipment
- Loan tools/equipment for vocational classes or career education
- Loan printed materials and audiovisuals appropriate for classroom use
- Share forms and math problems that show students how basic skills are used on the job
When developing a school-business partnership, a principal must be aware of a number of factors.

A. **EXPECTATIONS OF SCHOOLS**
   - Business can be a source of moral, political, and financial support and new ideas for improving education
   - Business can give support in a number of other ways:
     - Awards to students for outstanding achievement
     - Awards to teachers for exemplary achievement
     - Scholarships
     - Equipment loans
     - Executive on loan to schools
     - On-the-job training experiences for students and staff
     - Participation curriculum development/revision
     - Part-time employment opportunities for students
     - Being a member of each school's advisory committee
     - Summer employment of teachers
     - Direct participation in the instructional program

B. **STAFF INVOLVEMENT AND SUPPORT**
   - Early staff involvement in establishing a school-business partnership will increase chances of their positive response and help promote a sense of ownership.
   - The needs of all school personnel must be identified and expressed on an individual and collective basis.
   - The experience of having volunteers or others in the classroom must be viewed by students and teachers alike as an enrichment tool.

C. **EXPECTATIONS OF BUSINESSES**
   - Business people expect high school graduates to be adequately prepared to enter the complex world of work; to have a broader perspective than yesterday's graduates.
   - Business leaders, taxpayers, and citizens themselves, want to see schools run in a businesslike manner.
   - They look for accountability in the resources provided and used.
   - Business leaders of today, unlike their counterparts of the past few decades, seem willing to do more than criticize.
D. **Steps to Building the Partnership**

**Step I:**
Educators should know exactly what business people are looking for. Likewise, business people should know what they can expect from the partnership.

Some questions which must be answered by school personnel:

- What are the weakest areas in our total educational program?
- Can we strengthen these areas on our own through curriculum revision, budget modification, reassignment of personnel?
- If we ask the business community to assist us, what do we want them to do?
- Will we be able to measure the difference these people made in our program, or are we really involved in a public relations program?

A business that is considering participating in a school-business partnership should ask itself:

- Do we have the personnel to meet the needs of the school?
- Can we spare these persons on a regular basis?
- Are the partnership’s goals and objectives clear?
- Have the school staff members been prepared for our involvement?
- Have we scheduled periodic evaluations of our efforts so that we may make adjustments and/or determine if we should continue the partnership?

**Step II:**
School personnel should identify firms that are capable of providing the desired expertise. **Contact the district Partners in Education office for approval to proceed with establishing partnerships. This will prevent duplication of efforts.**

**Step III:**
Schedule a meeting with representatives of the firms you would like to have involved, faculty, parents, and students. Precede the meeting, which should be in the school, with a luncheon if possible. Planning is critical. Pay attention to all details.

**Step IV:**
Establish a program timeline - include desired outcomes, personnel involved, and specific dates for specific activities to be conducted.

**Step V:**
If only one business has agreed to become involved, a project coordinator must be identified and his/her role defined.

**Step VI:**
School and business partners should agree on a method of evaluating specific activities as well as the overall program. Strengths and weaknesses will be identified which could lead to increased funding or additional business personnel for the school.
Getting Started

Ways to Build a Successful Partnership

Partnerships vary according to the unique needs and resources of the educational system and the community it serves. Successful partnerships share a number of common characteristics. Here are a few tips to consider in starting your own partnerships:

◊ Start TALKING TOGETHER about ways to improve the schools, the colleges, and the communities they serve.

◊ Asses both the NEEDS and the RESOURCES of all the potential partners.

◊ Secure COMMITMENT at the highest levels from all partners.

◊ TOGETHER develop a plan of action with realistic PRIORITIES, GOALS, and OBJECTIVES.

◊ Name a person responsible for COORDINATING partnership activities in each organization.

◊ Think BIG and LONG-TERM, but start small to ensure success.

◊ Concentrate on acquiring HUMAN RESOURCES rather than on fund raising.

◊ EVALUATE your efforts on a regular basis.

◊ Give RECOGNITION and show APPRECIATION for what your partners contribute. A "thank you" is always nice to hear.

◊ Remember that this is a partnership where EVERYONE should benefit. Always think about ways you can help your partners.
 BENEFITS OF PARTNERSHIPS IN EDUCATION

FOR BUSINESSES AND COMMUNITY

♦ Improved pre-employment training for entry-level employees.
♦ Improve public perception of business in local community.
♦ Tax deductions.
♦ Leadership opportunities for employees.
♦ Use of school sites for training, for service projects, and child care assistance.
♦ Improvement of morale of personnel as they experience community teamwork and personal gratification.
♦ Realization of wide range or resources for employees.
♦ Summer work force can be increased during employee vacation period.
♦ Public policy relating to business will have support of school personnel.
♦ Better trained employee recruits.
♦ Easier employee recruitment.
♦ Improved work attitudes and habits of potential employees.
♦ Better understanding of business and the free enterprise system by future consumers and employees.
♦ More efficient use of tax monies and other community resources.
♦ Help with staff training, retraining, and enrichment.
♦ Access to school facilities and equipment.

FOR SCHOOLS

♦ Staff development, support.
♦ Career education opportunities.
♦ Support for mileage increases.
♦ Larger audience of interest for improving schools.
♦ Students' learning horizons broadened.
♦ Students learn that adults care and have positive expectations.
♦ Students see relevance of basic skills.
♦ Access to a wide range of resources.
♦ Morale and motivation of students and teachers enhanced.
♦ Business administration observations can improve school management.
♦ More classroom resources.
♦ Increased student motivation to attend school and graduate.
♦ Better prepared students.
♦ Improved skills for school staff.
♦ A more relevant curriculum.
♦ Realistic information about economics and the business world.
♦ More awareness of job opportunities for students.
♦ Increased ability to provide educational services to the entire community.
SUGGESTED PARTNER ACTIVITIES

Management Training for Administrators:
- Financial management
- Personnel management
- Record-keeping
- Motivation
- Time management
- Public relations
- Communications
- Buildings and grounds
- Other

Student Incentives:
- Awards for academic achievement or academic improvement
- Awards for attendance, leadership, community service, or heroism
- Work/study programs
- Unpaid student work for experience and career consideration
- Employment readiness courses or workshops
- Special skill training classes, possibly leading to job with company
- Job placement and career counseling services
- Leadership training for student leaders
- Company tours
- Day on-the-job with company employees
- Tutoring students in remedial, gifted or handicapped programs
- Sponsoring student clubs, plays, musicals, proms
- Contributing to academic, attendance, arts, or athletic awards programs
- Providing health awareness seminars, booklets, films, or first aid course
- Judging student essay, poetry, oratory, or art contests
- Speaking at graduation, assembly programs, and classes
- Inviting student musical, dance, or drama groups to perform at company
- Exhibiting student art and crafts
- Donating prizes for science fair, health fair, foreign language day, spelling bee, or other school or class events
- Establishing a fund to provide musical instruments and/or instruction for talented needy students
- Sponsoring book fair and providing paperbacks free for students
- Starting a scholarship fund for a bright student to attend college or technical school
- Other
Faculty/Staff Incentives:
- Sponsor summer workshops for teacher certificate renewal credit
- Offer summer employment to teachers in related work
- Provide teacher scholarship for advanced degree college work
- Sponsor teachers for special summer seminars in their subjects
- Assist faculty in selecting and purchasing computer software appropriate for record-keeping, attendance, report cards, and/or teaching
- Conduct or sponsor staff development training for:
  - Secretary TOPIC(S)
  - Custodial TOPIC(S)
  - Lunchroom manager and staff TOPIC(S)
  - Faculty TOPIC(S)
  - Paraprofessional TOPIC(S)
- Recognize faculty/staff for excellence
- Recognize faculty/staff for extracurricular efforts
- Donate scholarships for faculty
- Conduct seminars for teachers who need to keep up to date with "state of the art" developments related to their subject area
- Provide teachers with specific examples of how their subject matter relates directly to actual operations to include these examples in their lesson plans
- Collaborate with guidance counselors to survey local employment opportunities and establish job placement program
- Provide updated job information to counselors
- Provide summer jobs or internships to teachers or other staff
- Assist vocational teachers with mini-courses, materials, films, equipment, and tools
- Provide consultants for basic personal finance workshop
- Donate incentive grants

Career Education
- Mini-courses or workshops on basic academic skills; good work habits; values; understanding the private enterprise system; job opportunities; deciding on a career; skills in seeking, finding, and keeping a job; productive use of leisure time; what employers expect and other desirable employee attributes
- Field trips so classes can visit the company to learn about its goals and operation
- Motivational speakers
- Career fair
- Mentorship or on-the-job "shadowing"
- Producing booklets for students on specific career opportunities
- Jobs for students (part-time or temporary during summer, Christmas holidays, and weekends)
- Other ideas

Volunteer Work by Employees, Retirees:
- Tutoring
- Teacher aides
- Clerical aides
- Healthroom assistance
• Library assistance
• Cafeteria assistance
• Playground assistance
• Transportation
• Art
• Drama
• Music
• School publications
• Publicity
• Recognition of volunteers' work with plaques or award ceremonies
• Providing PTA with materials or speakers for meetings
• Other ideas

Special Projects
• Landscaping and beautifying school grounds
• Technical advice on building design or remodeling
• Field trips
• Fundraising
• Starting new athletic teams
• Coaching debating team
• Repairs or renovations (clean up/fix up)
• Joint volunteer projects for needy, elderly, sick or other groups
• Technical assistance with compiling student handbook
• Technical assistance with student newspaper, literary publications or yearbook
• Serving on school curriculum committee or as advisors
• Showing films or slide shows depicting kinds of jobs available and skills needed, travel to foreign countries or other interesting places, local wildlife, or other topics of interest to students
• Demonstrations or talks at special interest clubs
• Other ideas

Materials, Tools, and Equipment
• Donate educational or vocational materials/tools/equipment
• Loan tools/equipment for vocational classes or career education
• Loan printed materials and audiovisuals appropriate for classroom use
• Share forms and math problems that show students how basic skills are used on the job
• Other ideas
GLYNN COUNTY'S PARTNERS IN EDUCATION
PROGRAM VALUES

1. Creating in each school a climate in which student, school, business, and community needs are identified and addressed.

2. Strengthening educational experiences of students.

3. Providing opportunities for community participation, or "ownership," in the educational effort.

4. Fostering a sense of community "belonging" as well as an awareness of community responsibility for students, for faculties and staffs, and for other citizens.

5. Laying a foundation for tomorrow's community by preparing today's youth for an ever-changing and increasingly complex world.

6. Helping business, civic, industrial, and other organizations recognize the benefits derived from investing time and human resources in students, teachers, and schools.

7. Creating a growing groundswell of support for the school system, it's educational goals, and it's ultimate contributions to the larger community.
GLYNN COUNTY SCHOOLS
PARTNERS IN EDUCATION

VOLUNTEER APPLICATION

Name_________________________________________ Date___________________________

Address______________________________________ Work phone_____________________

City, State, Zip______________________________ Home phone_______________________

Your educational level: ( ) Elementary School  ( ) College
( ) Middle School  ( ) Post Graduate
( ) High School

Occupation/Employer__________________________

Do you have children in this school? ( ) yes  ( ) no

If yes, list names and grades:
1. __________________________________________
2. __________________________________________
3. __________________________________________

In case of emergency, please notify:______________________________

Interests/Special Skills/Hobbies______________________

Do you prefer: ( ) working with individual children

If yes, check: ( ) K-3  ( ) 4-6  ( ) 7-8  ( ) 9-12

( ) working with small groups

( ) working on materials/not with students

Type of volunteering preferred:
( ) Resource volunteer - limited time work/presentations on an "as needed" basis.

Area of expertise/interest___________________________

( ) School volunteer for work as:

____classroom volunteer  __________music/art volunteer

____clerical volunteer  __________computer assistant

____media/library volunteer  __________club advisor

___clinic volunteer  __________physical education volunteer

___special activities volunteer  __________facilities volunteer

Please write in the time/times and day/days you are available.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</table>

OFFICE USE

Interviewer___________________________________________

Additional information________________________________

Orientation Date__________________________

Assignment_______________________________________

School___________________________________________

Teacher/Staff Member___________________________
GLYNN COUNTY'S PARTNERS IN EDUCATION
Volunteer Services Request

Date ____________________________
Staff Member/Teacher ____________________________
School ____________________________ Grade/Class _____ No. of Students ____________

Type of Service Requested

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Short job description of what the volunteer is to do ________________________________________

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

Days and times preferred:
Please put beginning and ending times in the blocks under the desired days.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
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</table>

What time are you available to meet with the volunteer? ________________________________

day date time

Home phone number ____________________________ (for volunteer confirmation of the above meeting)

OFFICE USE

Name of volunteer ________________________________________________________________

Company/Organization represented _________________________________________________

Starting Date __________________ Location _________________________________________

Time and day(s) scheduled ________________________________________________________

Date assignment terminated ___________ Reason? ____________________________________
# Glynn County Schools Partners in Education

**Volunteers/Mentors Sign In Sheet**

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Company</th>
<th>Name or Volunteer, Mentor, or Resource Person</th>
<th>Type of Activity</th>
<th>Class/Group</th>
<th>Time In</th>
<th>Time Out</th>
<th>Hours</th>
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</table>

Total Hours
## Partners in Education Calendar
### The School Year at a Glance

*Include all planned activities and meeting times of partnership committee*

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
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</table>
GLYNN COUNTY'S PARTNERS IN EDUCATION
MENTOR APPLICATION

The information you supply will be used in matching you with a student. Submit the application to the guidance counselor at any school or Paul S. McKenzie, Director, Glynn County's Partners in Education Program, 1313 Egmont St., Brunswick, GA 31520 Telephone number: (912) 267-4100 Fax number: (912) 267-4109.

NAME: ____________________________________________

ADDRESS (work): ____________________________________ Work phone: ______________________

ADDRESS (home): ____________________________________ Home phone: ______________________

Employer (if employed): ____________________________________

Current Occupation: ____________________________________

Are you participating in the program with the full support of your employer?

Yes ______ No______ Does not apply

If no, how will you resolve potential time conflicts? ______________________________________

Educational background: ______________________________________

Hobbies and/or special interests: ______________________________________

Your age range: 0-20 21-40 41-60 61+ Your sex: M F

PREFERENCES
What gender student do you wish to mentor? Male______ Female______ No gender preference______

What grade level student do you wish to mentor?

Elem (K-5)_______ Middle (6-8)_______ High (9-12)_______ No pref._______

If you have a preference as to the school in which to work, please specify. __________________________

Availability: Preferable days ________________ Preferable times ________________ No preference ______

REFERENCES
Please list the names of friends who are school system employees and who may be used as personal references._______

Please list the names, mailing addresses and daytime telephone numbers of three persons who have known you for at least one year and who have known you well enough to vouch for your character and ability. If you are employed, one of these persons should be your supervisor. References will remain strictly confidential.

• Name ___________________________ Day phone: __________ Relationship to you: __________

  Mailing Address __________________________

• Name ___________________________ Day phone: __________ Relationship to you: __________

  Mailing Address __________________________

• Name ___________________________ Day phone: __________ Relationship to you: __________

  Mailing Address __________________________

The above information is true to the best of my knowledge. I grant permission for Glynn County's Partners in Education program to contact the references provided.

__________________________________________ ________________________
Signature Date
MISSION
The mission of Glynn County's Partners in Education (Glynn PIE) mentoring program is to involve community volunteers in efforts to improve student achievement in Glynn County schools.

OBJECTIVE
To provide positive adult role models for elementary, middle and high school students who are at risk of failing personally or academically.

DUTIES
Mentors will be matched with students one-to-one for the following reasons:
(1) to help students understand the importance of education to their personal and career goals;
(2) to serve as role models for students by demonstrating values such as dependability, reliability, and punctuality;
(3) to provide students with individual attention.

QUALIFICATIONS
Relate with a caring attitude to students. Be reliable and dependable. Maintain confidentiality.

TIME COMMITMENT
A regular schedule will be followed, based on the mentor's meeting with the student for a minimum of 30 minutes a week for at least one semester of 18 weeks.

TRAINING
School counselors will be available to provide training, give background information on the student, and answer questions about the student.

To become involved in the mentoring program, complete a mentor application and mail it to Paul S. McKenzie, Director, Glynn County's Partners in Education Program, 1313 Egmont St., Brunswick, GA 31520
Telephone number: (912) 267-4100  Fax number: (912) 267-4109
GLYNN COUNTY SCHOOLS
PARTNERS IN EDUCATION
INDIVIDUAL BUSINESS
PARTNER INTEREST SURVEY

Name __________________________ Organization __________________________
Address __________________________ Work phone __________________________
City, State, Zip __________________________ Home phone __________________________

If you would like to be involved in Glynn County Schools, please respond below by checking all appropriate areas:

I. Speakers
_____ I would like to share with students my expertise or interest in the following areas:
   _____ Art    _____ Computers    _____ Creative Writing
   _____ Drama    _____ Ecology    _____ Economics
   _____ Entrepreneurship    _____ Flowers/Plants    _____ Finance
   _____ Free Enterprise    _____ Geography    _____ Government/Law
   _____ Health/Fitness    _____ History    _____ Literature
   _____ Marine Biology    _____ Math    _____ Media
   _____ Motivation    _____ Music    _____ Nutrition
   _____ Science    _____ Storytelling
   _____ Careers (specify)
   _____ Crafts (specify)
   _____ Demonstrations (specify)
   _____ Foreign Language/Culture (specify)
   _____ Vocational areas (specify)
   _____ Other (specify)

   Grade level preference: _____ elem. (K-5); _____ middle (6-8); _____ high (9-12); _____ any level

II. Mentors
_____ I would like to be a mentor; that is, I would like to be a positive adult role model for students at risk of failing academically or personally.
   Grade level preference: _____ elem. (K-5); _____ middle (6-8); _____ high (9-12); _____ any level

or
_____ I would like to be a mentor for a special academic project, for example, a science or social studies fair project.
   Specify area of preference:

III. Tutors
_____ I would like to tutor an individual or small groups of students who are behind academically.
   Subject area preference: _____ math; _____ reading; _____ science;
   Other (please specify): __________________________

   Grade level preference: _____ elem. (K-5); _____ middle (6-8); _____ high (9-12); _____ any level

IV. Volunteer
_____ I would like to volunteer to do specific work in the schools:

_________________________________________________________________________________________

Thank you for participating in this interest survey.
<table>
<thead>
<tr>
<th>Date Completed</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________</td>
<td>Indicate interest in program by completing response card or by telephoning Glynn County's Partners in Education office at 267-4100.</td>
</tr>
<tr>
<td>_____________</td>
<td>Meet with Partners in Education director or school contact person for program details and project ideas.</td>
</tr>
<tr>
<td>_____________</td>
<td>Designate a contact person from your organization for the partnership program.</td>
</tr>
<tr>
<td>_____________</td>
<td>Complete the Business Resource Inventory to determine potential partner activities.</td>
</tr>
<tr>
<td>_____________</td>
<td>Complete Individual Business Partner Interest Survey.</td>
</tr>
<tr>
<td>_____________</td>
<td>Generate ideas for partner projects and a get-acquainted activity prior to meeting with school or system partner.</td>
</tr>
<tr>
<td>_____________</td>
<td>Promote the Partners in Education program in your organization by informing employees or organization members of projects planned and their opportunities for participation.</td>
</tr>
<tr>
<td>_____________</td>
<td>Share a profile of your organization with your partner and publicize the partner's profile in your in-house publications.</td>
</tr>
<tr>
<td>_____________</td>
<td>Meet with partner contact person to determine initial activities, to discuss other possible services and to plan a get-acquainted activity.</td>
</tr>
<tr>
<td>_____________</td>
<td>Set up employee release time when necessary.</td>
</tr>
<tr>
<td>_____________</td>
<td>Arrange recognition for organization participants.</td>
</tr>
<tr>
<td>_____________</td>
<td>Complete Partners in Education evaluations requested from the Partners in Education director's office.</td>
</tr>
</tbody>
</table>
Please discuss this inventory with key members of your organization. This will help you to identify those areas where your organization can make the greatest contribution to our schools. Please mark with an "x" any area in which your organization might be able to contribute support to the school(s).

**FACULTY AND STAFF**

- [ ] Financial Management
- [ ] Guidance on Personnel Matters
- [ ] Public Relations
- [ ] Record Keeping
- [ ] Time Management
- [ ] Organizational Management
- [ ] Communication Strategies
- [ ] Building and Grounds
- [ ] "Recharge" for teachers (math, science, vocational, etc.)
- [ ] Tours for new teachers/new to system
- [ ] Stress Management
- [ ] Positive Thinking/Motivational Seminars
- [ ] Other

**INCENTIVES**

- [ ] Student Recognition for Academic achievement
- [ ] Student Recognition for Attendance
- [ ] Teacher Recognition for Attendance
- [ ] Faculty/Staff Recognition for Extracurricular Efforts
- [ ] Scholarships for Students/Faculty
- [ ] Faculty/Staff Recognition for Teaching/Job Performance Excellence
- [ ] Incentive Grants
- [ ] Other

**CAREER EDUCATION**

- [ ] Mini-Courses
- [ ] Shadowing
<table>
<thead>
<tr>
<th>Field Trips</th>
<th>Workshops on Job Preparation</th>
<th>Career Awards Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Fair</td>
<td>Motivational Speakers</td>
<td>Assistance with Resumes and Job Applications/Interviews</td>
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<tr>
<td>___</td>
<td>___</td>
<td>Student Employment</td>
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<td>Other ____________________________</td>
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</tbody>
</table>

### VOLUNTEER SUPPORT

<table>
<thead>
<tr>
<th>Tutoring/Mentoring</th>
<th>Teacher Assistance</th>
<th>Music/Art Assistance</th>
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</thead>
<tbody>
<tr>
<td>Clerical Assistance</td>
<td>Media (Library) Assistance</td>
<td>School Publications Assistance</td>
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<tr>
<td>Transportation</td>
<td>Judging for Various Competitions</td>
<td>Publicity</td>
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<tr>
<td>___</td>
<td>___</td>
<td>Field Day Assistance</td>
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<tr>
<td>___</td>
<td>___</td>
<td>Student Assembly Assistance</td>
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<td>___</td>
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<td>Printing Assistance</td>
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<td>___</td>
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<td>Other ____________________________</td>
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</tbody>
</table>

### SPECIAL PROJECTS

<table>
<thead>
<tr>
<th>Landscaping</th>
<th>Tours (Subject to QBE Policies)</th>
<th>Assistance for Special Clubs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slide Shows/Guest Speakers</td>
<td>Specialized Employee Skills for Student/School Projects</td>
<td>Purchase of Educational Materials, Tools, and/or Equipment</td>
</tr>
<tr>
<td>Repair/Renovation Work (Clean/Fix-up)</td>
<td>Donations (Equipment, Materials, etc.)</td>
<td>Fundraising Assistance</td>
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<td>___</td>
<td>___</td>
<td>Joint Volunteer Programs</td>
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<tr>
<td>___</td>
<td>___</td>
<td>School Pride Campaigns (bumper stickers, buttons, flags, signs, etc.)</td>
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<td>Other ____________________________</td>
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### COMMENTS:


Thank you for your interest in our young people, their education, and their future! Becoming a PARTNER IN EDUCATION is an indication of your willingness to support the schools in Glynn County. Thank you for your support!
GLYNN COUNTY SCHOOLS
PARTNERS IN EDUCATION
BUSINESS PARTNER
AGREEMENT

School ____________________________ Date ______________________

Business/Organization ____________________________

THE SCHOOL AND BUSINESS/ORGANIZATION NAMED ABOVE HEREBY AGREE TO PARTICIPATE IN GLYNN COUNTY SCHOOLS' PARTNERS IN EDUCATION PROGRAM. PROJECTS PLANNED WILL MEET ONE OR MORE OF THE FOLLOWING GOALS:

- To promote student achievement and encourage students to remain in school.
- To enhance the instructional program of the schools.
- To extend student awareness of career opportunities and requirements.
- To recognize and encourage the efforts of educational personnel.
- To exchange knowledge about partners' institutions and their contributions to the community.

ANNUAL REPORTS OF PROJECTS AND ACTIVITIES WILL BE SUBMITTED TO GLYNN COUNTY SCHOOLS' PARTNERS IN EDUCATION DIRECTOR AS REQUESTED.

____________________________________  ______________________________________
Name of Principal                      Authorized Representative

____________________________________  ______________________________________
Name of School Contact                  Business/Organization
GLYNN COUNTY SCHOOLS
PARTNERS IN EDUCATION
MENTOR/VOLUNTEER ORIENTATION
SCHOOL CHECK SHEET

Name of School: ___________________________ Phone Number: ___________________________
Name of Mentor/Volunteer: ___________________________ Time: ___________________________
Mentor/Volunteer Training Dates: ___________________________ Days: ___________________________

Names to Remember

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Room and Home Phone Number</th>
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<td>Principal</td>
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<td>Asst. Principal/</td>
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<td>Instructional Spec.</td>
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<td>School Secretary</td>
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<td>School Counselor</td>
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<td>Media Specialist</td>
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<td>Classroom Teacher</td>
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<td>Where I Volunteer</td>
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<tr>
<td>Paraprofessional</td>
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<tr>
<td>Partners School Contact</td>
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<tr>
<td>PTA President</td>
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</table>

School Policies Put a (√) before each of the following as you become familiar with the school policies concerning them. Space is provided for notes.

1. [ ] Dress Code: ___________________________
2. [ ] Place to Work: ___________________________
3. [ ] Taking and Returning a Child
   - Children: ___________________________
4. [ ] Sending things home (notes, Child's work, books): ___________________________
5. [ ] Discipline: ___________________________
6. [ ] Parking: ___________________________
7. [ ] Checking Out Policies
   - Audio-Visual: ___________________________
   - Media Center: ___________________________
   - Textbooks: ___________________________
   - Other Supplies: ___________________________
8. [ ] Teacher's Lounge: ___________________________
9. [ ] Eating and Smoking in the Building: ___________________________
10. [ ] Office Sign In and Identification: ___________________________
11. [ ] Absence Procedures: ___________________________
12. [ ] Traffic Pattern: ___________________________
13. [ ] Use of Custodial Services: ___________________________
14. [ ] Use of Telephone: ___________________________
15. [ ] Rewards and Gifts: ___________________________
16. [ ] Liability Coverage: ___________________________
17. [ ] Fire Drill Procedures: ___________________________

Tour of School - Know the location of the following:

[ ] Cafeteria [ ] Workroom [ ] Bookroom
[ ] Media Center [ ] Main Office [ ] Parking Areas
[ ] Lounge/Restores [ ] Audio-Visual Room [ ] Others: ___________________________
### Summary Information for District Data

**School Partners in Education**

**School Name** ____________________________  **Date** ____________________________

**School Contact Person(s)**

*This information must be current and complete. Communication is based on this.*

**School Partners**

<table>
<thead>
<tr>
<th>Business/Organization</th>
<th>Contact Person/Title</th>
<th>Address</th>
<th>Phone/FAX</th>
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**Inactive School Partners**

<table>
<thead>
<tr>
<th>Business/Organization</th>
<th>Contact Person/Title</th>
<th>Phone</th>
<th>Reason/Comments</th>
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*Please complete and send to Brittany Tate at the central office. Fax 267-4109.*