

Jefferson High School District #1

INSTRUCTION

2151F6

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1 **JHS Activities/Athletics Parent Survey**
 2 Activity/athletic program I am completing this survey for: _____ Season start month and year: _____
 3

4 For the student and activity/sport I am completing this survey for: Gender: male female Grade: 9 10 11 12
 5

6 **Please circle your rating for each statement:**
 7

| | 1- Strongly Agree | 2- Agree | 3- Disagree | 4- Strongly Disagree | 5- Not Applicable |
|--|-------------------------|-------------|----------------|----------------------------|-------------------------|
| PROGRAM ISSUES | | | | | |
| I am familiar with the five Standards of the activity/athletics program | 1 | 2 | 3 | 4 | 5 |
| The five standards reflect the values of the school and community | 1 | 2 | 3 | 4 | 5 |
| Participation in this program is a positive experience | 1 | 2 | 3 | 4 | 5 |
| Expectations of participants is fair and equitable | 1 | 2 | 3 | 4 | 5 |
| Rules of conduct are effectively followed | 1 | 2 | 3 | 4 | 5 |
| Activity/athletic policies and procedures are clearly defined | 1 | 2 | 3 | 4 | 5 |
| Demands of meeting or practice schedules are reasonable | 1 | 2 | 3 | 4 | 5 |
| An appropriate balance exists between academics and athletics | 1 | 2 | 3 | 4 | 5 |
| The activities/athletics program is well-administered | 1 | 2 | 3 | 4 | 5 |
| Activity/athletic and sports offerings are sufficient to accommodate the interests of most students | 1 | 2 | 3 | 4 | 5 |
| PERSONNEL ISSUES | | | | | |
| Advisors/coaches are fair in choosing teams and playing participants | 1 | 2 | 3 | 4 | 5 |
| Advisors/coaches teach positive values to participants | | | | | |
| Advisors/coaches demonstrate competence in teaching about this activity/sport | 1 | 2 | 3 | 4 | 5 |
| Advisors/coaches demonstrate competence in competition/game strategies | 1 | 2 | 3 | 4 | 5 |
| Participants can approach advisors/coaches freely to discuss personal issues | 1 | 2 | 3 | 4 | 5 |
| Advisors/coaches provide guidance and assistance to participants intending to compete/play in college | 1 | 2 | 3 | 4 | 5 |
| COMMUNICATIONS | | | | | |
| Parent input regarding activity/athletic programs is valued | 1 | 2 | 3 | 4 | 5 |
| The activity/athletic department clearly communicates its expectations concerning sportsmanship and fan behavior | 1 | 2 | 3 | 4 | 5 |
| Activity/athletic achievements are given appropriate exposure within the school | 1 | 2 | 3 | 4 | 5 |
| Parental input regarding advisors/coaches is fairly considered by administration | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|----------|----------|----------|----------|----------|
| Advisors/coaches effectively communicate their expectations of participants to parents | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|

EQUITY

| | | | | | |
|--|----------|----------|----------|----------|----------|
| All students are given an equal opportunity to participate in activity/athletic programs | 1 | 2 | 3 | 4 | 5 |
| Boys and girls activity/athletic programs receive equitable treatment | 1 | 2 | 3 | 4 | 5 |
| Practice and game facilities are equitable for boys and girls sports | 1 | 2 | 3 | 4 | 5 |
| Uniform replacement is equitable for boys and girls teams | 1 | 2 | 3 | 4 | 5 |
| Facilities, equipment and uniforms are as good as our opponents | 1 | 2 | 3 | 4 | 5 |
| Activity/athletic teams are financially as well supported as those of our opponents | 1 | 2 | 3 | 4 | 5 |

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Legal Reference:

Policy History:

Adopted on: May 2016

Revised on:

Revision Note: