

Forrest City Junior High School

Parent & Family

Information Kit

2018 - 2019



PARENT PAGE

We ask that parents complete the following actions in support of their child:

- Ask your child about plans for their career.
- Find out what the child needs to do to complete the goal.
- Request a progress report on the second and fourth Wednesday of each month.
- Attend school-wide parent conference days.
- Insure that any medications are available and taken by the student.
- Read the student handbook with the student.
- If your child gets 4 referrals, come for a conference to discuss improvement tactics.
- Each day examine the student's notebook for that day. There should be notes daily from each class.
- Buy supplies for each class. Replenish supplies as needed.
- If you bring your child to school after 8 am, bring the child to the front desk. You should come in with the child.
- Attend meetings for special programs as needed.
- Review and become familiar with the discipline chart.
- Be sure the child is in dress code compliance before leaving home.
- Please do not text or call students on their cell phones. Call the school at (870)633-3230.
- Complete the student information sheet.
- If you visit the school, report to the main office.
- Call for makeup work if your child is or will be absent.
- Call to ask for the planning period of any teacher with whom you need to conference.
- If you transport your child, please park on the north side (Victoria Street). Buses use the South (Graham Street) side.

STUDENT INCENTIVES

Students will have the opportunity to attend quarterly incentive trips and an end of year trip. The quarterly trips will include a college tour and or educational outing.

Forrest City Junior High School END OF 1st QUARTER STUDENT INCENTIVE RUBRIC

The *END OF QUARTER STUDENT INCENTIVE PROGRAM* is a program that recognizes and awards the students who display consistent overall positive student achievement each quarter. This rubric will be based on: 1. Attendance, 2. Behavior/Character, 3. Parental Engagement

- **ATTENDANCE:** In order for a student to meet the attendance requirement for the end of quarter celebration, he/she may only have up to **(1)** absences on their record for the quarter. **(3)** tardies will result in an absence.
- **BEHAVIOR/CHARACTER:** In order for a student to meet the behavior/character requirement for the end of quarter celebration, he/she may only have up to: - **(0)** Out of school suspensions (OSS); - **(1)** In school suspensions (ISS); - **(3)** Saturday School; - **(4)** or fewer After School or Lunch detentions
- **PARENTAL ENGAGEMENT:** In order to receive points from parental engagement the parent sign the registration sheet or sign – in sheet indication their name and the student's name and grade with a viable phone number. Each time the parent signs in the student will receive one point. If both parents sign in then the student can receive as many as two **(2)** point per event. **The mandatory orientation does not count toward the requirement.**

Forrest City Junior High School END OF QUARTER STUDENT INCENTIVE RUBRIC

The *END OF QUARTER STUDENT INCENTIVE PROGRAM* is a program that recognizes and awards the students who display consistent overall positive student achievement each quarter. This rubric will be based on: 1. Attendance, 2. Academics, 3. Behavior/Character, 4. Parental Engagement

- **ATTENDANCE:** In order for a student to meet the attendance requirement for the end of quarter celebration, he/she may only have up to **(1)** absences on their record for the quarter. **(3)** tardies will result in an absence. For every 5th day you attend After School sessions, you will receive 1 point. Each day of attendance at Saturday Academy, you will receive **(1)** point.
- **ACADEMICS:** In order for a student to meet the academic achievement requirement for the end of quarter celebration, he/she must maintain a cumulative C average (70%) for all classes will receive **(5)** points. Students returning their signed Interim Report and holiday packet will receive **(5)** points for each.

- **BEHAVIOR/CHARACTER:** In order for a student to meet the behavior/character requirement for the end of quarter celebration, he/she may only have up to: - **(0)** Out of school suspensions (OSS); - **(1)** In school suspensions (ISS); - **(3)** Saturday School; - **(4)** or fewer After School or Lunch detentions
- **PARENTAL ENGAGEMENT:** In order to receive points from parental engagement the parent sign the registration sheet or sign – in sheet indication their name and the student’s name and grade with a viable phone number. Each time the parent signs in, the student will receive one point.

Forrest City Junior High School END OF YEAR STUDENT TRIP INCENTIVE RUBRIC

The END OF YEAR STUDENT TRIP INCENTIVE RUBRIC is a reward for the students who display consistent overall positive student achievement. This rubric will be based on: 1.Attendance, 2. Academics, 3. Behavior/Character.

- **ATTENDANCE:** In order for a student to meet the attendance requirement for the END OF YEAR TRIP celebration, he/she may only have up to **(4)** absences on their record for the year with no more than **(3)** tardies per quarter. For every 2nd day you attend After School sessions, you will receive 1 point. Each day of attendance at Saturday Academy you will receive **(1)** point for each attended session.
- **ACADEMICS:** In order for a student to meet the academic achievement requirement for the end of quarter celebration, he/she must maintain a cumulative C average (70%) for all classes will receive **(5)** points. Students returning their signed Interim Report and holiday packet will receive **(5)** points for each.
- **BEHAVIOR/CHARACTER:** In order for a student to meet the behavior/character requirement for the end of quarter celebration, he/she may only have up to: - **(0)** Out of school suspensions (OSS); - **(2)** In school suspensions (ISS) - **(4)** Saturday School; - **(4)** or fewer After School or Lunch detentions
- **PARENTAL ENGAGEMENT:** In order to receive points from parental engagement the parent sign the registration sheet or sign – in sheet indication their name and the student’s name and grade with a viable phone number. Each time the parent signs in, the student will receive one point.

AFTER SCHOOL TUTORING

The purpose of the program is to provide opportunities to extend our students' learning time to outside the regular classroom day. After school tutoring takes place on Mondays, Wednesdays, and Thursdays. Tutoring begins at 3:40 and ends at 5:20. Students are fed a small meal immediately after school. By attending the Afterschool Program your child will have the opportunity to review English Language Arts and Math concept you have not yet mastered. This additional enrichment is offered to give your child the maximum opportunity to pass your English Language Arts and Math test. Incentive points are given to the students that attend the Afterschool Program.

LOCKERS

Each student will be assigned a locker. Only that locker is to be used by that student. Lockers may be inspected at any time. Use of the locker is a privilege and not a right. School officials may revoke the privilege.

MINOR CLASSROOM INFRACTIONS

Teachers may assign Saturday school or detention for some infractions. Mrs. Dearing will review the assignments for matters to include availability of seating, frequency of assigning etc. The teacher gives the student the form for detention or Saturday school at the conclusion of class.

VISITORS

Unscheduled visitors and guests will remain in the office. The person or student they need to see will be summoned to the office. No parent or other visitor is allowed the classroom, hallways or in the cafeteria during lunch / breakfast. The needed student will be brought to the office. School age visitors are not allowed except by an administrator. Do not conduct a parent conference during class time.

ELECTRONIC DEVICES

Any that are seen or used after breakfast may be confiscated. Any electronic device that is brought into the classroom must be concealed. Students are not permitted to bring them, but we will not search for them. An obvious print in your pocket is a violation. It is simple, **THE ADULT MUST NEVER KNOW THAT THE DEVICE IS IN THE ROOM. IT SHOULD BE IN YOUR LOCKER.** * (See Appendices)

PROMOTION / RETENTION

In the 7th and 8th grade, the student must pass 3 core courses and 2 encore courses to be promoted. A student must successfully complete 10 courses to be promoted to the high school.

MAKEUP WORK

A student who misses school for any reason must get the missed work from teachers on the first day of their return. It is not provided before or during the absence except for excused absences. Students who are in ISS or OSS must get their work when they return, if they did not complete the work while in ISS/OSS. The student has the time equivalent to the time missed to complete the work or the same time provided to the other students. Work will be graded as normal for unexcused absences to include ISS and OSS. When a student is or will be absent (excused), the parent may call the school and request makeup work for the student. The administration will determine if the absence is excused or unexcused.

ZAP (Zeroes Aren't Permitted)

On the Saturday before the end of each grading period, teachers are to provide work for students who were absent or need to make-up a failed assignment. Teachers are to communicate frequently with families about the instructional program and convey information about individual student progress. Teachers are to send a ZAP form home with the students to be returned to the teacher or on ZAP Saturday. We will two (2) ZAP Saturday per nine weeks grading period.

SATURDAY ACADEMY

On the Saturdays, teachers will provide work for students who want additional instruction and or help with their core curriculum subjects, specifically Math, English and Science. Saturday Academy begin at 9:00 a.m. and ends at 12:00 p.m.

ISS

In School Suspension is imposed for major infractions. ISS is a red zone (no talking) from the time of arrival to the time of dismissal. The student may not talk in ISS, at lunch, on bathroom breaks or while in the ISS room. The child may not talk to other students at any time. If a student is removed from ISS, there will be a minimum of 1 day of OSS and 1 day of Saturday school. SOME infractions that will result in removal from ISS are:

1. Talking
2. Getting out of the assigned seat.
3. Not continually working in ISS. There is no break unless granted by the supervisor.
4. Sleeping in ISS.
5. For any infraction or nonconformity.

ISS is designed to be a strict, undesirable, rigorous punishment. Students will only be assigned for such actions that warrant OSS, not from minor infractions. After a student has been assigned ISS 3 times or 20 days in any grading period, the counselor will arrange a session with the student, parent, administrator and teachers as needed to discuss why the child is habitually in trouble.

SATURDAY DETENTION

Saturday detention (Saturday School) is imposed for minor infractions. The child must arrive between 7:50 and 7:59 am. If the student does not arrive on time or is dismissed for non-compliance, the student will receive OSS.

WALKING STUDENTS

Students who walk from school are to use any designated exit except the front door. Only bussed students may use the front door.

HALL PASSES

Students who are out of class without a viable pass will spend the remainder of the period in ISS.

HOMEWORK

Each student will receive homework for all classes, but in particular, the core curriculum subjects (English, Math, Social Studies, and Science). Homework must be turned in as directed by the teacher. In event of an absence, the work will be turned in the first day the student returns. Homework should not take longer than an hour to complete.

GRADES / GRADING

Teachers are to provide remediation on failing work by providing additional instruction; provide peer help; provide instructional websites on the objective... they are to make every effort to support students to prevent a failing grade.

INSTRUCTION

The instructional formula is "I do; we do together; you do". It is imperative that teachers model, demonstrate and otherwise teach the lesson. It is imperative that the students display mastery independent of the teacher. This does not preclude inventiveness and instructional diversity such as students leading the lesson; group discussion etc. There should be a class routine. The routine includes students having an activity (DO NOW) to do immediately as they enter the room. This initial activity should be related to the lesson for the current or previous day.

TARDIES

If a student is tardy to class, their name will be listed on the tardy report. The student will report to the library, and return with a note.

OSS

OSS is imposed for major infractions. After a student has been assigned OSS 3 times or 8 days in any grading period, the counselor will arrange a session with the student,

parent, administrator and teachers as needed to discuss why the child is habitually in trouble. The discipline secretary will notify the counselor and principal when a student has 3 OSS assignments or 8 days.

CLASSROOM DISCIPLINARY STEPS

Teachers will provide respectful and progressive discipline before the child is referred to an administrator. There are infractions that warrant the immediate referral of the child. But generally, the child must follow the discipline steps. Below is the recommended order for dealing with misconduct. This order may be altered. A child should not be referred unless the parent has been contacted.

- Warning
- Teacher verbal warning / Redirect
- Call parent
- Issue afterschool detention
- Counselor / Behavior Specialist / Saturday School

Teachers may not assign detention or Saturday School unless the parent was contacted.

COMMUNICATE IN A REGULAR, TWO-WAY, AND MEANINGFUL MANNER

“Through two-way communication, families and teachers can be informed of what is expected related to child behavior, achievement, and discipline. This sets the stage for establishing shared goals, mutual decision-making, avoiding misunderstanding, and helping families understand how to reinforce learning and reading in the home.” Communication will take via phone calls and parent conferences. We will also communicate through technology. Technology communication will be used via email, school cast, and use of the school’s website.

Forrest City Junior High School

2018-2019

Save the Date

Date	Event	Time
August 2	Registration for FCJHS	9 a.m. – 2 p.m.
August 3	Registration for FCJHS	9 a.m. – 2 p.m.
August 10	District Open House	4 p.m. – 6 p.m.
August 11	Back to School Fair	9 a.m. – 12 p.m.
August 13	1 st day of school for students	
September 3	Labor Day Holiday (No School)	
September 11	Title I, Report to the Public Parent Meeting 5:00 p.m. (End of Quarter Student Incentives /Trip Eligibility Requirements/ HAC/Mobile App	
September 13	Mid-Quarter	
September 21	Parent Teacher Conference/Progress Reports (SGA, FCJHS, Mustang Academy & FCHS)	4 – 6 p.m.
October 2	Fall Site Based Meeting	4 p.m.
October 8	Teacher –In Service (No Students)	
October 8	EACC, Crowley's Ridge, Mid-South Community College	
October 6	ZAP Saturday	9 a.m.
October 12-14	AVID Trip 8 th Grade	
October 12	End of 1 st Quarter (43 days)	
October 10	After School Program Begins	3:30-5:30 p.m.
October 15	Beginning of 2 nd Quarter	
October 17	Grades Due	
October 19	Report Cards go home	
October 31	1 st Quarter Awards Program – Science Dept.	2:15 p.m.
November 1– 2	AEA/Teacher – In Service /No Students	
November 1– 2	AVID Trip 7 th Grade	
November 10	ZAP Saturday	9 a.m.
November 14	Mid-Quarter	
November 16	Mid-Quarter Progress Reports	
November 19–23	Thanksgiving Holiday (No School)	
December 15	ZAP Saturday	9 a.m.
December 21	Teacher – In Service (Not Students)	
December 22	Christmas Holiday Begins (December 22 – January 4	

Forrest City Junior High School
2nd Semester 2018 – 2019

Save the Date

Date	Event	Time
January 7	Teachers and Students Return to school	
January 8	End of the 2 nd Quarter (45)	
January 9	Beginning of 3 rd Quarter	
January 11	Report Cards go home	
January 21	MLK Holiday (No School)	
January 22	Parent Meeting	5:00 p.m.
January 26	ZAP Saturday	9:00 a.m.
February 2	UALR/Mosaic Templar/ASU v. UALR Game	7:30 a.m. – 10 p.m.
February 8	2 nd Quarter Awards Program (Social Studies)	9 a.m.
February 8	Mid-Quarter Progress Reports	
February 13	Parent Teacher Conference/Progress Reports (SGA, FCJHS, Mustang Academy & FCHS)	4 – 6 p.m.
March 2	ZAP Saturday	9:00 a.m.
March 9	UCA/Clinton Library	7:30 a.m. – 5 p.m.
March 12	Parent Meeting	5 p.m.
March 13	End of 3 rd Quarter (44)	
March 14	Begin 4 th Quarter	
March 15	Grades are Due	
March 18- 22	Spring Break	
March 18-19	8 th Grade Pre-AP Trip	
March 25	Return to School	
March 26	Report Cards go home	
April 18	3 rd Quarter Awards Program (Math & Sp Ed)	9:00 a.m.
April 19	Good Friday Holiday (No School)	
April 13	ZAP Saturday	9:00 a.m.
April 15	Spring Site Based Meeting	4 p.m.
April 30	Parent Meeting	5:30 p.m.
May 18	ZAP Saturday	9:00 a.m.
May 24	8 th Grade Promotion – (ELA & Encore)	2:15 p.m.
May 24	Last day of School for Students (46 days)	
May 27	Memorial Day	
May 28	Teacher In-Service /Grades Due End of Year Trip	

ACT Aspire

Whether assessment is organized and implemented by states, districts or school, ACT Aspire provides the following features and functions in support of Parental and Learner review:

- a standards-based system of assessments to monitor progress toward college and career readiness from grade 3 through early high school, connecting each grade level to the next
- assessment, data management and reporting functions for all students, aggregated and disaggregated groups of learners, and the individual learner
- alignment with the ACT College Readiness Benchmarks
- student outcomes aligned to the Domain and Cluster reporting categories of the Common Core State Standards
- capability for predicting outcomes on the ACT

ASSESSMENTS

- assessments in summative, interim and classroom formats
- summative content areas of English, math, reading, science and writing
- multiple question types including multiple choice, constructed response and technology-enhanced items
- online delivery of assessments using state-of-the-art technology while also offering paper-and-pencil testing options
- capability to create a personal needs profile for students on an individual education plan (IEP)

DATA REPORTING

- capability for school downloads of data to secure school sites for parental review
- capability of paper reporting for parental review

SUSTAINABILITY

- ongoing research, support, and validation of the system to reflect changes in college and career readiness standards

What are Performance Level Descriptors (PLDs)?

Performance Level Descriptors outline the knowledge, skills, and practices that students performing at any given level achieve in each content area at each grade level. They indicate if the students are academically prepared to engage successfully in further studies in each content area, the next grade's material and, eventually at the high school level to verify that they are college and career ready.

Why did we develop PLDs?

PLDs were developed to give educators and parents further framework to what students in a score range are able to do and know, and to show progression of skills development within and across grades.

Who are PLDs for?

PLDs are designed to be used by educators, students and parents. Because PLDs more clearly communicate the specific knowledge and skills that students demonstrate at different levels of proficiency within reporting categories, they can serve a number of purposes in guiding classroom instruction. They are the foundation of rich discussion around what students need to do to perform at higher levels and to explain the progression of learning within a subject area.

How will PLDs be used?

PLDs are essential in setting standards. Standard setting panelists use PLDs to determine the threshold expectations for students to demonstrate the knowledge and skills necessary to attain performance levels of “In Need of Support”, “Close”, “Ready”, and “Exceeding ”. PLDs are also used to inform item development, as each test needs questions that distinguish performance all along the continuum.

We encourage the use of the PLDs for a variety of purposes, such as:

- Differentiating instruction to maximize individual student outcomes
- Completing assessments to help identify target performance levels for individuals or groups of students
- Tracking student growth along the proficiency continuum as described by the PLDs.

Teacher's Role

It is important that students achieve. Therefore, teachers shall strive to do the following:

- Provide necessary assistance to parents so that they can help with the assignments
- Encourage students and parents by providing information about student progress
- Use special activities in the classroom to make learning engaging
- Respect all students and encourage them to respect others
- Administer fair, firm, and consistent discipline
- Ensure that each parent feels welcomed to my classroom

The Parent's Role

Parents want their child(ren) to achieve. Therefore, they should encourage and support him / her by doing the following:

- See that their child is punctual, dressed appropriately, and attends school regularly
- Establish a time and place for homework and review it regularly
- Remind their child of the necessity of discipline in the classroom - especially self-discipline
- Encourage their child's efforts and be available for questions
- Read with their child and let their child see them read
- Provide the school with a current address and phone number
- Support the activities of their child's school
- Follow the rules and regulations established by the school

The Student's Role

It is important that students work to the best of their ability. Therefore, they shall strive to do the following:

- Attend school regularly
- Come to school each day prepared to learn and with appropriate learning tools
- Complete and return homework assignments
- Conform to the rules of student conduct
- Be the best student that they can be

The Principal's Role

The principal will support parental involvement. Therefore, he / she shall strive to do the following:

- Provide an environment that allows for positive communication between teachers, parents, and students
- Actively and consistently work toward the goal of achieving excellence in our school
- Ensure each parent feels welcomed to our school

Become Involved

1. Give positive feedback and show appreciation for teachers and the principal.
2. Approach interactions with a positive attitude and an open mind.
3. Listen to others' viewpoints.
4. Share your child's strengths, talents, and interests with your child's teachers.
5. Share expectations and set goals together with your child.
6. Make appointments as needed to discuss your child's progress or concerns.
7. Attend parent-teacher conferences with specific questions you want to ask.
8. Indicate the best way to give you information (phone, e-mail, notes, etc.).
9. Understand and reinforce school rules and expectations at home.
10. Participate in informal opportunities to talk with and get to know school staff and educators.
11. Address concerns or questions honestly, openly, and early on.
12. Attend PTA or parent meetings regularly.
13. Read classroom and/or school newsletters.
14. Visit your school's web page.
15. Know school staff's extensions and office hours.
16. Read and know your school's handbook.
17. Request that information be available in all relevant languages.
18. Share your family's culture, values, and parenting practices with your child's school.
19. Share your perceptions with educators and school staff of how parents are treated.

20. Work with school staff and educators to revise and improve perceptions and school climate.
21. Meet your child's friends and get to know their parents.
22. Contact your school for information on family programs and resources.
23. Help establish a parent center at school and use its resources.

Forrest City Junior High School

Parent & Family

Information Kit

2018 – 2019

Appendices



Forrest City School District
New Dress Code Policy
Effective 2018 - 2019 School Year



Clothing should be clean and neat, and the students should be dressed in a manner suitable to an educational setting. If the principal, or designee, determines that a student's dress or grooming is unacceptable, the student will be disciplined accordingly. All clothing must be properly worn. (Snaps snapped, buckles buckled, buttons buttoned, zippers zipped, etc.)

The dress code will be enforced at all times, including special school activities.

1. Students are not allowed to wear clothing that is indecent, disrespectful provocative or revealing. No articles of clothing will be permitted that displays profanity, nudity, suggestive comments or those that advertise or support drugs, alcohol or tobacco.
2. Any accessory or manner of wearing clothing that is deemed related to gangs, sororities, fraternities, secret societies, or other inappropriate symbols will not be allowed. This includes gang signs or graffiti, wearing of gang colors, clothing, and jewelry.
3. Shirts or tops should not expose cleavage and must be long enough to completely cover the midriff when arms are raised above the head. Strapless, tank and sheer shirts are not allowed. Tops should not extend past the wrist when the arms are hanging loosely at the sides.
4. Inappropriate head covering, such as bandanas, scarves, sweatbands, caps, do-rags, sunglasses, combs, picks, towels, head-wraps or hairnets are not to be worn at school. Head coverings that relate to a student's religion or for documented health reasons will be allowed. Hats and hoods are not to be worn inside the building at any time.
5. Bottoms: Skirts, shorts and dresses should come within 3 inches of the knee and skirts should be without silts. Khaki and jeans (non-stretch material) are permitted. Leggings and pajama pants are not permitted. **Holes in pants are not permitted.**

6. Pants must be worn at the waist. NO SAGGING. Clothing must be sized appropriately as oversized clothing will not be allowed. **Garments should be not visible if worn under pants.**

7. Shoed with a back enclosure must be worn at all times. Slippers, slide-ins and house shoes are not permitted.

4.47 - POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether district or student owned, that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden.

As used in this policy, "electronic devices" means anything that can be used to transmit or capture images, sound or data.

Misuse of electronic devices, includes but is not limited to:

- 1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;**
- 2. Permitting any audible sound to come from the device when not being used for reason #1 above;**
- 3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;**
- 4. Using the device to take photographs in locker rooms or bathrooms;**
- 5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.**

Consequences from warning to recommendation for expulsion, may be administered by the principal.

Forrest City Junior High School Electronic Device Protocol will consist of the following:

- 1. Electronic devices are to be kept in lockers, backpacks or purses.**
- 2. Confiscated electronic devices will be held by the school for forty-eight (48) hours.**
- 3. After forty-eight (48) hours, the confiscated device may be picked up at the school administration office by the student, parent or guardian.**

Parental Involvement Plan Summary

In support of strengthening student academic achievement, each school that receives Federal Title I, Part A funds must work with parents to create a Parental Involvement Plan (PIP). The PIP establishes the school's expectations for parental involvement and describes the opportunities that will be offered throughout the school year.

Forrest City Junior High School's Parental Involvement Mission is to:

- ❖ ensure successful learning experiences for all students.
- ❖ provide an academically challenging environment which is both caring and supportive.
- ❖ work together with parents to build and develop a partnership to help children achieve the state's high standards.

The following information is a summary of the Forrest City Junior High School's Parental Involvement Plan:

1. The school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used.
2. The school will coordinate and integrate parental involvement programs and activities that teach parents how to help their child(ren) at home.
3. The school will conduct an annual meeting designed to inform parents about the school's Title I program.
4. The school will offer a flexible number of meetings.
5. The school will implement activities that will build the capacity for strong parental involvement. Activities will promote effective involvement of parents and support a partnership among the school, parents, and the community to improve student academic achievement.
6. The school will provide training to staff members to promote parental involvement.
7. The school will conduct, encourage and support parents by more fully participating in the education of their children.

A complete copy of the Forrest City Junior High School Parental Involvement Plan is available in our school's Parent Resource Room.

FCJHS PARENTAL SURVEY

Dear Parents/Guardians,

As partners in your child's education, your input is valued. Please take a few minutes to respond to this brief parent survey. This information will be used to help evaluate and strengthen parental involvement within our school. All surveys may be returned to Mrs. Word or Ms. Turner at your earliest opportunity.

School Environment

1. How welcome does the school staff at your child's school make you feel?

Not at all Minimally Quite a bit A tremendous amount

2. How often do you participate in school events because your child encourages you to be involved?

Not at all Minimally Quite a bit A tremendous amount

3. In the past year, how often have you visited your child's school?

Never Once or twice Every few months Monthly Weekly or more

4. In the past year, how often did you participate in a parental involvement activity, event, or program at your child's school?

Never Once or twice Every few months Monthly Weekly or more

5. In the past year, how often have you talked with the school about how they can help your child learn?

Never Once or twice Every few months Monthly Weekly or more

6. Please check any of the following that would help you participate more often in school functions, activities, and planning events?

Transportation provided Child care provided

Event/Meeting reminders one week before the event Meetings/Activities offered more than once

Meetings/Activities offered at various times Other (Please Describe): _____

Meetings/Activities held in community locations other than the school

7. When is the best time for you to attend a school event for parents?

Before school (M-F) Evenings (M-F) During school, before lunch (M-F)

Saturday During school, after lunch (M-F)

Preferred day/time (please indicate): _____

8. Do you know with whom to communicate at your child's school when you have a question or concern? Yes No

If yes, who do you speak with regularly: Secretary Classroom Teachers Nurse

Parent Facilitator Counselors Assistant Principal Principal Superintendent

Other: (Please specify who this person is) _____

9. How often does your child's school provide you with information about ways to be involved in the education of your child?

Never Once or twice Every few months Monthly Weekly or more

10. How often have you had opportunities to visit with your child's teachers to discuss your child's progress throughout the school year?

Never Once or twice Quarterly Monthly Weekly or more

11. In the past year, how often did you communicate with teachers at your child's school?

Never Once or twice Quarterly Monthly Weekly or more

12. In your opinion, how effective are the following when it comes to the school communicating with you or your family?

	Not Effective	Effective	Very Effective
Parent meetings (open house, curriculum night, etc.)	_____	_____	_____
Parent/Teacher Conferences	_____	_____	_____
Automated calls from the school	_____	_____	_____
Email	_____	_____	_____
School website	_____	_____	_____
Notes/Letters/Flyers sent home with your child	_____	_____	_____

13. What are the best ways for you to provide input regarding your child's school? (Please check all that apply) Attend meetings Complete survey online Phone call Email

Complete and return a paper survey Send a note to the school

14. Do you have difficulties with any of the following?

	Yes	No
Understanding school policies	_____	_____
Accessing the school web page	_____	_____
Attending meetings	_____	_____

If yes, please provide specifics: _____

15. How many times per month do you access the school website? 0-5 6-10 10 or more