

Hamilton Park Pacesetter Magnet

Parent Involvement Policy

2023-2024

Richardson Independent School District

<u>Committee Members</u>	<u>Position</u>
<u>Lyndsey Gammara</u>	<u>Principal</u>
<u>Clayton Claridy</u>	<u>Assistant Principal</u>
<u>Julie Inskeep</u>	<u>Parent and Family Engagement</u>
<u>Michael Titus</u>	<u>Parent</u>
<u>Meagan Crouch</u>	<u>District Rep</u>
<u>Mitchell Stein</u>	<u>Community Representative</u>
<u>Aaron McCardell</u>	<u>Community Leader</u>

It is the policy of HPPM that parents of participating children shall have the opportunity to be involved jointly in the development of the school wide plan and in the school yearly review process for the purpose of school improvement. Recognizing that parental involvement is the key to academic achievement, we seek to involve parents in an effective home-school partnership that will provide the best possible education for our students. Hamilton Park Pacesetter Magnet provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent involvement activities. Hamilton Park Pacesetter Magnet encourages parent involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents to help their children; educating school personnel about involving parents and the value of parent contributions; and developing roles for community organizations and businesses to work with parents and schools.

1. This jointly developed and agreed upon written policy is distributed to parents of participating Title I children and all parents in school wide buildings through the Parent Handbook which is distributed to every family at the time of registration.
2. Two annual meetings are held, for all parents of participating children. Additional meetings with flexible times shall be held throughout the year and be determined by parent suggestions. Notification will be sent in the building newsletter.
3. Parents are given assistance in understanding the Title I requirements, standards, and assessments through the annual meetings and parent-teacher conferences. (see attachment).
4. Parents receive an explanation of the school's performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report distributed to all stockholders in the spring of the year, through individual reports given to parents at conference time, and through report cards.

5. In targeted assistance buildings parents are informed of and involved with their child's participation in the Title I program. They also are informed about the curriculum, instructional objectives, and methods used in the program. This information is delivered through newsletters, conferences and the annual meetings. (see attachment).

6. Parent recommendations are encouraged and responded to in a timely manner. Verbal or written responses will be given for all recommendations.

7. A jointly developed school/parent compact outlines how parents, the entire school. Staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents will build and develop a partnership to help children achieve our local high standards. It is distributed in the parent handbook and is reviewed at the annual meetings.

8. The Title I program provides opportunities for parents to become partners with the school in promoting the education of their children both at home and at school. Parents are given help monitoring their student's progress and aided on how to participate in decisions related to their student's education. The school also provides other reasonable support for parental involvement activities as requested by parents. Parents are encouraged to participate as volunteers in the school setting. Individual conferences will also be held upon request. A reading library, which contains reports on educational issues, books, and videos, are available to parents for check out at the request of the principal.

9. The school continues to coordinate and integrate, to the extent feasible and appropriate, the parent involvement policy and other programs and activities within the district. Transitional information for students moving from fifth grade to sixth grade will be provided to parents at Hamilton Park Pacesetter Magnet at the annual spring meeting.

10. An annual evaluation of this parental involvement policy shall be conducted to determine its effectiveness. Findings will be used to design strategies for school improvement and revision of policies. The annual spring meetings will serve as the site for the discussions of program adjustments.

Providing all Hamilton Park Pacesetter Magnet children with equal access to quality education is of primary purpose. It is crucial that all partners (students, parents, educators, and communities) have the opportunity to provide input and offer resources to meet this purpose. As these partnerships are mutually beneficial, developing cooperative efforts will ensure improved academic achievement for all students.

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