



School and Family, Partnership in Responsibilities

We value a family's role in working to help your child achieve high academic standards.

The following is an outline of some of the ways families and the school staff will build and maintain a positive partnership and share in the responsibilities for supporting your child's growth in learning and understanding.

School Responsibilities:

The school understands the importance of the school experience to every learner and their roles as educators and models. At school, to the best of their ability, the school will:

- ★ Provide high quality curriculum and learning materials.
- ★ Provide families with assistance in understanding academic achievement standards and assessments as well as ways to monitor your child's progress.
- ★ Provide opportunities for ongoing two-way communication between families and teachers through a minimum of the following, as per *Every Student Succeeds Act* known as (ESSA):
 1. Bi-annual parent-teacher conferences or as requested.

2. Trimester updates regarding your child's progress.
3. Opportunities to engage in quick phone call conversations, email exchanges, and /or notes home about overall progress.
4. The ability to attend parent information sessions.

Family Responsibilities:

The parent understands that participation in his/her learner's education will help his/her achievement and attitude. At home, to the best of his/her ability, the parent will:

- ★ Encourage children to talk to their teachers if they do not understand something.
- ★ Feel free to ask for the reading teacher or classroom teacher's assistance when needed.
- ★ Go over assignments each night.
- ★ Encourage reading each night at home.
- ★ Review all school communications and respond when needed.
- ★ Review the student responsibilities with my child.
- ★ Attend other school related events as possible.

Student Responsibilities:

The learner realizes education is important. He/she is the one responsible for his/her own success. To the best of his/her ability, he/she will:

- ★ Come to school every day ready to work.
- ★ Become a better reader by practicing at home to build stamina.
- ★ Be responsible for my own behavior.
- ★ Complete class work and homework.
- ★ Come to class prepared and ready to learn.

Assessments:

- ★ DIBELS 8, K-4th Grade
- ★ STAR Early Literacy, K
- ★ STAR Literacy, 3rd & 4th
- ★ IRLA, K-4th Grade
- ★ Writing Sample, K-4th Grade
- ★ PSSA, 3rd & 4th ELA and Math
- ★ PSSA 4th Science



Our Schoolwide Title 1 Program is committed to providing families with opportunities to:

- ★ Provide feedback on the building level Family Engagement Policy, the School-Parent Compact, the events we host each year, and the informational sessions we provide to families
- ★ Attend the family engagement events with the entire family that occur throughout the school year
- ★ Attend the Annual Parent and Family Engagement Meeting held in the *Spring* of each year
- ★ Talk, ask questions, and share successes and concerns with all staff.

School-Parent Compact 2024-25

The Manheim Central School District's Title I Family Engagement Policy 918 states:

In compliance with federal law, the district and parents/guardians of students receiving Title I funds shall jointly develop with parents/guardians of students served in the school, a Parent Compact outlining the way parents/guardians, school staff and students share responsibility for improved student achievement in meeting academic standards. The compact shall:

1. Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment, enabling all learners to meet the district's academic standards.
2. Indicate the ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time.
3. Address the importance of parent-teacher two-way communication on an ongoing basis through, at a minimum, parent-teacher conferences, frequent reports to parents/guardians, and reasonable access to staff.



Let us Introduce Ourselves

DR Title 1 Principals and Facilitators

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Reviewed with Parents last Spring during the yearly Annual Parent Meeting



Dear Families,

When schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. Research has shown that parental participation in schooling improves student learning. Such participation of parents and families is critical not only at the very beginning of the educational process, but throughout a child's entire academic career. Therefore, to promote the opportunity for developing strong school-family partnerships that promote shared responsibility for the high performance of students, the Manheim Central School District welcomes you to read this information and contact us with any questions.



Thank you very much for your support. Here's to a wonderful year of reading and learning!
Warmest Regards, Dr. Krystal Nemeth, Director of Curriculum and Instruction

Mr. Art Paynter, Building Principal
Mr. Christopher Sherwood, Assistant Principal
Mrs. Melissa Troiano, Instructional Coach
Mrs. Kim Norcross, Reading Specialist
Mrs. Jen Rittel Maddie Hallman, LTS Reading Specialist
Ms. Laura Houck, STEM Coach
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