

THE SCHOOL DISTRICT OF PHILADELPHIA

Edward T. Steel Public School

4301 Wayne Ave, Philadelphia, Pa 19140

Phone: 215-400-3910 | Fax: 215-400-3911



Mr. Angikindslovs Senatus
Principal
Faculty Handbook
2019 - 2020



Edward T. Steel Public School
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Mr. Senatus, Principal
Mrs. Rutkowski, Assistant Principal



Table of Contents

SCHOOL PROFILE	4
School Hours	4
SCHOOL MOTTO	5
SCHOOL MISSION	5
PHILOSOPHY	5
SALUTE TO THE FLAG AND MORNING ANNOUNCEMENTS	5
MAIN OFFICE PROCEDURES	6
OFFICE PROCEDURES	8
ATTENDANCE	8
ATTENDANCE AND PUNCTUALITY OF PUPILS	8
ATTENDANCE & INTERVENTIONS	8
EXCUSED ABSENCES	9
MISSED SCHOOL WORK	9
TARDINESS	10
MTSS/RTII	10
GRADING SCALE	10
HOMEWORK	11
PARENTAL INVOLVEMENT	11
INTERIM REPORTS	12
HOMEWORK TIPS	12
VISITOR PROCEDURES	12

Safety → **Respect** → **Achievement**



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TRESPASSING ON SCHOOL DISTRICT PREMISES	13
PROMOTION AND GRADUATION	14
STUDENT CODE OF CONDUCT	14
ZERO TOLERANCE POLICY	17
DUE PROCESS	17
SUSPENSION	17
OUT-OF-SCHOOL SUSPENSION	18
AFTER SCHOOL DETENTIONS	19
HALL PASSES	19
MANDATORY UNIFORM POLICY	19
ELECTRONICS POLICY	20
LATENESS TO CLASS	20
CHILD ABUSE AND NEGLECT	20
FOOD SERVICES FOR STUDENTS	21
EMERGENCY CLOSING OF SCHOOLS	21
SCHOOL CLOSING DURING SCHOOL DAY	22
EXTRACURRICULAR ACTIVITIES AND SPORTS	22
ATHLETIC ATTENDANCE STANDARDS	23
SAFETY TIPS –HELP KEEP YOUR CHILD SAFE EACH DAY	23
ELEMENTARY/MIDDLE SCHOOLS	24
TRANSFER APPLICATION PROCESS	24
TITLE I PROGRAM	25

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HIGHLY QUALIFIED STAFF	26
PARENT INVOLVEMENT POLICY	26
SCHOOL PARENT COMPACTS	26
REQUIRED SCHOOL-PARENT COMPACT PROVISIONS	26
TRANSPORTATION POLICY	38
SIGNATURE PAGE	58

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SCHOOL PROFILE

The Steel Elementary School staff has developed a pattern of strong commitment to our students, our school, and the community we serve. Adhering to the guidelines in this handbook will help to ensure a quality educational program for all our students, as well as a cooperative, pleasant working environment for all staff.

*Welcome to the Steel Elementary School.
We hope that your experience here will be exciting and rewarding.*

The Steel Elementary School is located in 4301 Wayne Avenue Philadelphia, PA. 19140. We are a Title I school serving students starting in Pre-Kindergarten until they graduate from the 8th grade.

School Hours

Regular school hours are from 8:20 a.m. to 3:09 p.m. Professional development will take place during the year on School District scheduled days.

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Bell Schedule

Steel Elementary School Bell Schedule		
PD #	Time	Event/Task
Breakfast	8:05 - 8:30	Breakfast
1 - Adv	8:30-9:00 - CPR & Morning Meeting (30)	<ul style="list-style-type: none"> · Transitioning to the classroom - (8:30 - 8:35) · 3-5 (Town Hall) (Tuesday) / 6-8 (Wednesday) (Town Hall) · Morning Meeting (K-5) / CPR (6-8)
2	9:00 - 9:45 (45)	Period 1
3	9:45 - 10:30 (45)	Period 2
4	10:30-11:15 (45)	Period 3
5	11:15- 12:00 (45)	Period 4 (K-2) Lunch
6	12:00 – 12:45 (45)	Period 5 (3-4) Lunch
7	12:45 – 1:30 (45)	Period 6 (5- 6) Lunch
8	1:30 – 2:15 (45)	Period 7 (7-8 Lunch)
9	2:15 – 3:00 (45)	Period 8
3:00 – 3:09 (Student Departure and advisory) - School Wide Dismissal - All staff can leave after a safe and orderly dismissal		

Steel Elementary School 12:00 P.M. Dismissal Schedule		2 Hour Delay Schedule	
PD #	Time	Time/PD	Period
Breakfast	8:05 - 8:30	8:10-8:20	NA
1 - Adv	8:30-9:00 (30)	8:20-8:40 (20)	Administrative arrival time.
2	9:00 - 9:30 (30)	9:00 - 10:20	Staff arrival
3	9:30 - 10:00 (30)	10:00 - 10:30	Staff preparation/ Student entry
4	10:00 - 10:30 (30) - (K-2 Lunch)	PD - 1	PD 1 - 10:30 -11:15 (45)
5	10:30 - 11:00 - (30) - (3-4 Lunch)	PD - 2	PD 2 - K-2 – Lunch - 11:15 - 12:00
6	11:00 - 11:30 (30) - (5-6 Lunch)	PD - 3	PD 3 - 3-4 Lunch- 12:00 - 12:45
7	11:30 -12:00 (30) - (7-8 Lunch)	PD - 4	PD 4 - 5-6 Lunch - 12:45 -1:30
<i>Dismissal</i> 11:50 - 12:00 (10)		PD - 5	PD 5 - 7-8 Lunch - 1:30 - 2:15
		2:15 - 3:00	Homeroom/Advisory
		3:00 - 3:09	Dismissal

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SCHOOL MOTTO

Motto: At Steel we push our students to put **SAFETY** first, treat others with **Respect** and **ACHIEVE** success. Students are encouraged to remain Steel S.T.R.O.N.G.

Steel S.T.R.O.N.G. stands for:



We are always Steel **S.T.R.O.N.G.!**

We always...

Say everything with care! *Who, What, When, Why, & Where*

Take care of our school. *Keep it clean & safe.*

Respect differences & rights of others.

Oppose all bullying. *(Physical, Emotional, Cyber)*

Need to be responsible for our words & actions.

Give help whenever we can.

Our priorities are Safety, Respect, & Achievement!

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School Vision

Edward T. Steel is a place where the VISION is to be a school with a culture that is characterized by clearly articulated achievement goals that are met through nurturing* our students and providing structure, consistency, & rigor in the learning environment.

School Mission

At Steel Elementary School, all students will be empowered with the academic and personal skills needed to pursue their dreams and achieve postsecondary success.

Philosophy

“We value equity in academic attainment and hold high expectations for all the diverse groups of students in our school. “We believe that all students should put SAFETY first, always RESPECT others, and Strive for Achievement

Staff Core Values

It’s our belief that teachers should strive to embody our staff core values.



A **Steel** teacher is a master teacher that hones their classroom and is willing to modify to serve students.



All **Steel** staff members are academic coaches who develop their students to be critical thinkers



A **Steel** stakeholder holds all students, peers and community members to high moral and character standards.



A **Steel teacher** meets students where they are and moves them through the learning continuum.



A **Steel teacher** formally and informally assesses the needs of our students on a daily basis.

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PHILOSOPHY

“We value equity in academic attainment and hold high expectations for all the diverse groups of students in our school”. “We believe that all students can learn.”

SALUTE TO THE FLAG AND MORNING ANNOUNCEMENTS

In accordance with the Board Resolution passed on November 8, 1976, the Salute to Flag is to be carried out at the beginning of each school day. The Pledge of Allegiance is to be recited, and the National Anthem is to be sung at every official assembly.

The following procedures will be in effect daily:

1. At 9:20 A.M. advisors should bring the students to order. PA announcements will include the Pledge of Allegiance in English and Spanish.
2. The Pledge of Allegiance will be led over the PA system. Homeroom teachers are to supervise its observance. Pupils in the halls are to stop and remain silent until the Pledge and moment of silence are over, and then continue to the classroom. The cooperation of all staff members is needed to carry out these procedures.

The Pledge of Allegiance:

I pledge allegiance
to the flag of the United States of America,
and to the republic for which it stands,
one nation under God,
indivisible,
with liberty and justice for all.

All teachers must have an American flag in the classroom. See the secretary, immediately if there is not a flag in your classroom

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Main Office Procedures

All entrances are constantly monitored by cameras. Anyone entering the building without approval will be considered trespassing and subject to legal consequences. Surveillance cameras and a front door buzzer system are installed and are operational at the Steel Elementary School. These systems are helping us to provide a safer environment for our students, parents, visitors and staff members. The following is the procedure to be followed in order to ensure that these systems are effectively used.

- The main entrance will be locked at all times.
 - **For safety reasons, all staff members must use the main entrance at all times, when entering and leaving the building.** All exits must be kept secured at all times. Parents can make appointments with their children teachers by sending a note to the teacher with their child. Teachers may schedule to meet with parents during their prep or after school hours. **For safety reasons, parents are not allowed to go to the classroom without administrator's approval.**
 - Early dismissal of students will not be permitted after 2:30 p.m. Exceptions will be made on emergencies only. It is the School District of Philadelphia's recommendation that parents schedule doctor's appointments for their children on Saturdays or after school hours. The secretaries will ask for an ID and the parent must sign out when picking up a student for early dismissal. **NO EXCEPTIONS!**
 - **Teachers are not to release any students with anyone that comes to pick them up at the door.** The secretary will call the teacher when a student is being dismissed early.
 - Children are responsible for the work they miss and they must be informed that the grade will be affected when they leave early. Leaving early will be considered Half Day absence.
 - Students will be dismissed with parents/approved guardians.
 - The lobby is not a recreational area. For safety reasons, no one will be allowed to loiter in the lobby.
 - **Late Students:** A climate personnel will be at the main entrance to receive the students who arrive after the yard gate is closed. Parents are to leave the students at the door. A climate personnel will escort young students to their classrooms. Students must be admitted into the classrooms without a late note up to 8:40 am.
 - The teacher is responsible for marking the student late and informing the parents of their lateness.
 - Kindergarten: Between 8:05 -8:30 a.m. Kindergarten students' parents/guardians will bring their students through the big yard to the back entrance. The parents of the other students will not be allowed in the yard. Parents or guardians are to leave their children at the door.

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During Morning Arrival:

- **Pre-K** - Pre-K teacher(s) will admit parents at the front door. All parents must sign students in at the front.
- **Kindergarten** - Kindergarten students will enter through the back entrance. Breakfast will be served to the Kindergarten students in the classroom at 8:30 a.m.
- **1st - 4th Grade** - 1st, 2nd, 3rd and 4th grade students will go directly to the cafeteria and remain till pick-up.
- **5th - 8th Grade** - 5th, 6th, 7th and 8th grade students will have breakfast and then go to the auditorium at 8:25.

The students will be supervised by the School Police, Leads, and Specialists Teachers while waiting at the assigned areas. The teachers will arrive to their assigned areas by 8:30 to pick up their students. Parents or guardians are to leave their children at the gate with the exception of the kindergarten students whose

Dismissal Time Procedure: The gate for dismissal will open at 3:09 pm.

- Kindergarten students will be picked up by their parents/guardians in the small yard
- 1st, 2nd, 3rd, 4th & 5th grade students will be escorted by their teachers to the big yard. Teachers are not to leave the yard until all his/her students have been picked up. Young students not picked up by a relative, older brother or sister must be brought to the main office and the parent contacted.
- 6th, 7th, and 8th grade students will be escorted by their teachers through door # 2 exit located on the corner of 3rd and Ontario.

OFFICE PROCEDURES

Office procedures have been established to protect the confidentiality of the records and files, as well as to increase the quality of service to teachers, parents and children. The office staff can be of greater service to the school when traffic and unnecessary distractions are kept to a minimum. Whenever possible teacher should anticipate needs and arrange to pick up forms, records, etc., during non-instructional time.

ATTENDANCE

At Steel we strive for 100% attendance from every child. The simple truth is that students who are not in the building cannot learn. Of course, medical and family emergencies occur. However, we are committed to ensuring that all of our students attend school on a daily basis.

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ATTENDANCE AND PUNCTUALITY OF PUPILS

State and District Attendance Policy:

The policy of the School District requires that school-aged students enrolled in the schools of this District attend school regularly, on time, and for the entire school day in accordance with the laws of the State of Pennsylvania. Please refer to the link below for the full SDP truancy policy.

<http://webgui.phila.k12.pa.us/offices/a/attendance--truancy>

In order for students to be academically successful they must be in attendance at school every day and on time.

ATTENDANCE & INTERVENTIONS

Student attendance is vital towards the success of all students. Below are the intervention steps prescribed by the SDP and Steel policy.

Attendance Steps	
Missed Day	Intervention
1	Teacher phone call and Robocall
2	Teacher phone call and Robocall
3	Counseling meeting/Phone call. RTII/MTSS and Truancy Elimination Plan.
4	Robo call and teacher discussion with student/family
5	Mandatory meeting with Climate Manager – Create attendance plan
6	Robo call and teacher discussion with student/family or administrator
7	Mandatory meeting with Assistant Principal
8	Robo call and teacher discussion with student/family A
9	Mandatory meeting with Principal
10	Reporting to truancy office
11	Robo call and teacher discussion with student/family or administrator
12	Meeting/Discussion with Assistant Principal
13	Robo call and teacher discussion with student/family or administrator
14	Robo call and teacher discussion with student/family or administrator
15	Meeting/Discussion with Principal
16	Robo call and teacher discussion with student/family or administrator
17	Robo call and teacher discussion with student/family or administrator
18	A student who misses 18 or more days may be asked to repeat their current grade. The Principal, with teacher input, will make final the decision.

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School District of Philadelphia Attendance Policies

When	What	Who	How
1 st Unexcused Absence MTSS/RtII Tier 1	Phone Call Home	School Messenger Classroom/Advisory Teacher	Via Classroom Teacher and the SIS
3 rd Unexcused Absence (Truant) MTSS/RtII Tier 2	Send home the Third Day Illegal Absence Notice (C-31), to notify parents/guardian of the student absences	Attendance Designee	The SIS will auto populate the form by running the Third Illegal Day Report. To run this report, go to IC and under the Index Tab, search for Attendance Reports, select the Third Day Absence Letter either K-8 or High School.
6 th – 10 th Unexcused Absence (Habitually Truant) MTSS/RtII Tier 2	Invite the family/student in to hold SAIP conference to address barriers to attendance	Attendance Designee & School Counselor	Via the Student Attendance Improvement Plan and document the barriers that are impeding good attendance as well as the intervention to reduce truancy.
10 th Unexcused Absence (Chronically Truant) MTSS/RtII Tier 3	Submit the Truancy Referral to the OAT at 440. The file/s will be reviewed and checked. Once the file has been reviewed it will be forwarded to DHS/Family Court for supports.	Attendance Designee, Counselor or Principal	Submit the truancy referral (SAIP) via email at truancyreferrals@philasd.org See Attendance Guidelines for more information.

After the Truancy Referral, has been submitted to OAT, it will be checked for accuracy. It is at this point that The Truancy Provider will begin to work with the families. The Case Manager will request Attendance & Demographic Information from the school for student. The case manager must provide a FERPA and Work ID to the school for a release of information. The information can be retrieved via SIS (Infinite Campus).

EXCUSED ABSENCES

If a student is ill and cannot attend school a note signed by the parent/caregiver must be brought to school after an absence. Please indicate the dates and reasons for the absence. Other key policies:

- Absences will be coded “unexcused” if a note is not provided by the parent or caregiver.
- Absence notes must be provided within 3 days of absence. Failure to comply will result in absence code to be unexcused.
- Absences for vacations, waking up late, and illnesses or appointments of a sibling will be considered unexcused.
- When a pupil is absent for three days due to illness, a written doctor’s note documenting the medical necessity for the absence must be brought to school and given to the home based teacher. Please notify the school if a pupil is to be absent for several days.
- After 9 handwritten notes doctors note will be required.

MISSED SCHOOL WORK

Every effort should be made to make up work missed as a result of illness or other excused absence. Furthermore, students are responsible for making up work that is missed as a result of

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suspension or any other disciplinary actions. Work missed because of absence, including suspension, will lower academic marks.

Students who have 3 or more unexcused absences will be receive a legal notice indicating the dates of the absences and will be referred to the appropriate counselor for a meeting.

Please be advised that all cases of truancy will be referred to Truancy Court. Refer to the Code of Student Conduct Handbook for further information and policies regarding Attendance and Truancy.

TARDINESS

At Steel we believe that our day must begin promptly. Every moment of the school day is important and students must be ready to learn at the ringing of the first bell. As such, in the timeliness is expected and rewarded.

For those students who are tardy, the consequences are as follows:

1 st Infraction:	Within the first 20 minutes, students must report to the designated location and receive a late note. Students provide a valid phone number and parents are immediately called.
2 nd Infraction	Mandatory Parental or Guardian Conference

MTSS/RTII

The Multi-Tier Student Services and Response to Instruction and Interventions (MTSS/RTII) is the local and state mechanism designed to remove barriers to learning via the implementation of research based instructional and behavioral strategies. Research indicates that the most effective strategies are those that are systematic and build capacity across the school, the classroom, and the community.

Each grade team must meet regularly to address students at risk. One period has been identified bi-weekly in the schedule, for MTSS/RTII meetings. Minutes should be taken and copies sent to the MTSS/RTII Coordinator and administrator.

The AP will maintain a MTSS/RTII flowchart of students discussed. Teachers' responsibilities will be discussed and explained by the counselor during PD and meetings. MTSS/RTII training will continue to be given during the year. Students cannot be retained without evidence of MTSS/RTII, which includes strategies and interventions to help all students succeed.

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GRADING SCALE

Students Earn a Letter Grade of :	Averages:	General Assignments:	Assignment Scale:
A	90-100	● Tests and Projects	50% of Grade
B	80-89	● Quizzes	25 % of Grade
C	70-79	● Class work	15% of Grade
D	65-69	● Homework	10% of Grade
F	60-64		

HOMEWORK

It is the expectation of the administration that any homework assignments given will be meaningful and related to the content being taught. Creative assignments that include involvement are suggested.

Homework may consist of any of the following:

- Projects that exceed 1 day
- Research that relates to a topic being discussed.
- Preparation for an in-class assignment, test oral or written presentation.
- Reading-comprehension, inference, vocabulary review.
- Development of a study guide or similar organizer.
- Interviews
- Problem solving and questions to develop critical thinking
- Homework will be marked and the grade recorded in the grade-book.
- Homework must be returned in a timely manner to students.
- Homework will exceed 30 minutes per subject on any given night (less for children in lower grades.)

In order to make homework meaningful, it will be discussed and reviewed on a daily basis.

Children will receive minimum of four homework assignments per week. Parents will be informed when students do not bring homework to school.

PARENTAL INVOLVEMENT

The positive involvement of parents will lead to positive results in student behavior and achievement. Teachers will inform parents of their child’s progress. Teachers will send an interim report to the home if there are signs of learning problems.

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Positive notes will be sent to the parents to recognize students' progress and achievement. Copies of the interim reports may be picked up in the main office. If needed, meeting will be scheduled with parents during teacher prep periods in order to ensure we are supporting our families.

Teachers will not schedule meetings during instructional time unless approved by an administrator. Meetings with parents or visitors can be held in the conference room, classroom or main office. Parents or visitors are not permitted in the classrooms or hallways without administrative approval.

INTERIM REPORTS

Interim reports will be issued every six weeks. This report will inform parents of students who are in danger of failing, performing successfully, misbehaving and/or having attendance/lateness problems. Interim reports are mailed to parents for review. The home-based teacher will keep a copy.

HOMEWORK TIPS

Meaningful homework is assigned to help students become more self-reliant and to improve the skills that have been taught throughout the day. Homework will be assigned four to five days a week. Students will also be assigned short-term and long-term projects. Homework must be returned when it is due. Length and difficulty of assignments are expected to increase with grade level.

Homework is a regular part of school, and you can help your child do well. Teachers give homework for many good reasons: to practice and review class lessons, to get students ready for the next lesson, to teach them how to work on their own and to teach them to use resources. As a parent, you can help your child learn at home in the following ways:

- Have your child record all homework and assignments on his/her agenda
- Set up a regular time and a quiet place for your child to work.
- Try to make it away from distractions such as television, radio and other loud noises.
- Have your child get all of the materials needed for homework-pens, pencils, erasers, calculator, paper, books, and highlighters-all in one spot instead of searching for things.
- Check your child's work for neatness and completion. The quality of achievement is related to being well prepared for school.
- If your child is having trouble with homework, talk to each teacher about

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the homework. The school may be able to offer tutoring or extra help

VISITOR PROCEDURES

Parents, relatives, and friends interested in the welfare of our students are always welcome although it must be pointed out that unnecessary interruptions interfere with the functions for which the school exists. Whenever possible, schedule an appointment with the home based and/or subject teacher before coming into the building.

For safety reasons, all visitors must sign in and obtain a visitor's pass at the main office.

We have a "Parenting Center", where a pre-scheduled parent teacher meeting will be held. Formal parent conferences will take place at the end of each marking period. All parents are urged to attend to discuss their child's progress.

Open-Door Policy

We encourage parents to visit their child's class. We ask that you do not engage your child, the teacher, or other students in the classroom. If you have questions or concerns as a result of your visit, please do not hesitate to make an appointment with an administrator.

TRESPASSING ON SCHOOL DISTRICT PREMISES

The Trespassing Ordinance, Philadelphia Code of Ordinances, Chapter 10-824, was passed by City Council to prevent unauthorized entry on school premises.

The provisions of the ordinance are as follows:

- No one may enter any facility of the School District of Philadelphia without the consent of the person in charge of the facility.
- Failure to obtain consent within fifteen minutes of entering or the creation of a disturbance may be considered a violation of the ordinance.
- Employees and pupils of the School District of Philadelphia may not enter any facility to which they are not regularly assigned without the consent of the person in charge.
- **Persons who violate this ordinance are subject to a fine of not more than \$300 and imprisonment for not more than ninety days.**
- Persons found in room other than the office or in hallways not located between an authorized entrance and the office will be considered in violation of this ordinance.

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- Persons asked to leave the building or who have been given a written notice of exclusion, including students on suspension, transferred from the school or expelled from the District, are subject to arrest and prosecution under the defiant trespass section of the Philadelphia Crime Code.

PROMOTION AND GRADUATION

The Board of Education wishes to acknowledge each student's successful completion of a School District approved instructional program by an award of a diploma or certificate at closing exercises. The guidelines for promotion are the following:

1. A student who has completed the requirements for graduation may not be denied a certificate of completion for disciplinary purposes but may be denied participation in move-up day ceremonies upon the decision of the principal.
2. All students in grades 6-8 are required to pass Reading, Mathematics, Science and Social Studies.
3. Students in grade eight are also required to complete a multidisciplinary project or a service-learning project successfully.
4. Attendance rate of 90% or better
5. No major conduct concerns

STUDENT CODE OF CONDUCT

As per School District of Philadelphia policy, we adhere to standards of academic and behavior excellence. Below you will see both the SDP and Steel student code of conduct policy.

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BEHAVIOR MATRIX FOR GRADES 3 TO 5

Please Note:

- There are **NO** out of school suspensions for the following violations: 3C and 4.
- Any suspension over five days **MUST** be approved by an Assistant Superintendent and the Deputy of Student Rights and Responsibilities. Students must be provided assignments to take home.

*It is **MANDATORY** that you attempt and document at least one strategic instruction or intensive intervention (see page 7). The student must be referred to the counselor for a meeting to discuss appropriate behavioral or behavioral health interventions and supports.

Behaviors	Rule	Consequences Levels	
		Level 1: In-school Interventions (including in-school suspension)	Level 2: Out-of-School Suspension
Possession or use of tobacco or electronic smoking devices	3C	✓	X
Profane or obscene language or gestures*	4*	✓	X
Inappropriate use of an electronic device	5B	✓	✓
Mutual fighting (without serious bodily injury)*	6*	✓	✓
Forgery of school staff or parent's/guardian's signature or cheating*	7*	✓	✓
Alteration of grade reporting, excuse notes, and/or school documents	8	✓	✓
Destruction and/or theft of property (less than \$500)	9	✓	✓
Harassment (including Sexual Harassment)	10A	✓	✓
Bullying/cyber-bullying*	10B*	✓	✓
Intimidation*	10C*	✓	✓
Sexual act (consensual)*	11*	✓	✓
Threatening students/staff with aggravated assault*	12*	✓	✓
Destruction and/or theft of property (totaling \$500 or more)*	13*	✓	✓
Breaking and entering school property	14	✓	✓
Robbery	15A	✓	✓
Extortion	15B	✓	✓
Mutual fighting (with documented serious bodily injury)*	16*	✓	✓
Simple assault on a school community member	17	✓	✓
Possession of alcohol and/or drugs	18	✓	✓
Possession and/or use of fireworks, incendiary devices and/or explosives	19	✓	✓
Instigation and/or participation in a group assault*	21*	✓	✓
Aggravated assault*	22*	✓	✓
Sexual act (non-consensual)*	23*	✓	✓
Possession of a weapon	24	✓	✓
Reckless endangerment*	25*	✓	✓
Inappropriate touch	26	✓	✓

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BEHAVIOR MATRIX FOR GRADES 6 TO 12

Please Note

- Disciplinary hearings **ONLY** apply to 6th -12th graders.
- There are **NO** out of school suspensions for the following violations: 3C and 4.
- Any suspension over five days **MUST** be approved by an Assistant Superintendent and/or the Deputy of Student Rights and Responsibilities. Students must be provided assignments to take home.
- Pursuant to ACT 26, the Superintendent or their designee, may, after a hearing, decide to allow the student who brought a weapon to school to remain in the school.

*It is **MANDATORY** that you attempt and document at least one strategic instruction or intensive intervention (see page 7).

Behaviors	Rule	Consequences Levels				
		Level 1: In-school interventions (including in- school)	Level 2: Out-of-School Suspension	Level 3: Contract w/ Intervention or Lateral Transfer	Level 4: Disciplinary School Assignment	Level 5: Disciplinary School Assignment w/Expulsion Referral
Possession or use of tobacco or electronic smoking devices	3C	✓	X	X	X	X
Profane or obscene language or gestures*	4*	✓	X	X	X	X
Inappropriate use of an electronic device	5B	✓	✓	✓	✓	✓
Mutual fighting (without serious bodily injury)*	6*	✓	✓	X	X	X
Forgery of administrator, or parent's/guardian's signature or cheating*	7*	✓	✓	X	X	X
Alteration of grade reporting, excuse notes, and/or school documents	8	✓	✓	✓	✓	X
Destruction and/or theft of property (less than \$500)	9	✓	✓	✓	X	X
Harassment (including Sexual Harassment)	10A	✓	✓	✓	✓	✓
Bullying/cyber-bullying*	10B*	✓	✓	✓	✓	✓
Intimidation*	10C*	✓	✓	✓	✓	✓
Sexual act (consensual)*	11*	✓	✓	✓	X	X
Threatening students/staff with aggravated assault	12	X	✓	✓	✓	✓
Destruction and/or theft of property (totaling \$500 or more)	13	X	✓	✓	✓	X
Breaking and entering school property	14	X	✓	✓	✓	X
Robbery	15A	X	✓	✓	✓	✓
Extortion	15B	X	✓	✓	✓	✓
Mutual fighting (with documented serious bodily injury)	16	X	✓	✓	X	X
Simple assault on a school community member	17	X	✓	✓	✓	X
Possession of alcohol and/or drugs	18	X	✓	✓	✓	✓
Possession and/or use of fireworks, incendiary devices and/or explosives	19	X	✓	✓	✓	✓
Instigation and/or participation in a group assault	21	X	✓	✓	✓	✓
Aggravated assault	22	X	✓	✓	✓	✓
Sexual act (non-consensual)	23	X	✓	✓	✓	✓
Possession of a weapon - a disciplinary transfer file must be submitted	24	X	✓	✓	✓	✓
Reckless endangerment	25	X	✓	✓	✓	✓
Inappropriate touch	26	X	✓	✓	✓	✓

Parents can also access the Student Code of Conduct at

<https://www.philasd.org/studentrights/wp-content/uploads/sites/67/2018/07/Final-Code-of-Conduct-SY-2018-2019-7-2.pdf>

Some infractions of the Code of Student Conduct may also be crimes. The Memorandum of Understanding (MOU) lists the crimes that must be reported to the Philadelphia Police Department. Additionally, The School District of Philadelphia has a Memorandum of environments, each visitor to public school buildings or grounds must receive authorization from the school principal or his/her designee. The Code of Student Conduct applies to all students while traveling to and from school, using any mode of transportation, as well as during any school related event. Additionally, the Code applies to off ground and after-hours behavior if there is a nexus to the school and the learning environment at the school is disrupted.

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Understanding with the Philadelphia Police Department outlining the Diversion Program that is an alternative to arrest & criminal prosecution.

ZERO TOLERANCE POLICY

The District has a zero tolerance policy for serious infractions which involve incidents of bullying, gang/group violence, or possession of a weapon. This includes toy guns and or any object used as a weapon. Violation of this policy, which is clearly outlined in the Code of Student Conduct, could lead to arrest, suspension, and/or expulsion and transfer to an Alternative school.

DUE PROCESS

The following section is taken directly from The School District of Philadelphia student code of conduct.

All students are to be treated with fairness and respect. Students have a right to be heard and are to be provided the opportunity to explain their version. If you feel you need victim services, please contact the Office of Safe Schools Advocate at phone number 215-400-4000

SUSPENSION

Short-term Suspension is an exclusion from school and/or any school activity or function for a period of three or fewer school days. Students who are suspended must meet with the principal or his/her designee prior to the suspension. During the conference, the student has the right to the procedures described under Student Conference Procedures outlined in this Code of Student Conduct.

Procedures:

The following section is taken directly from The School District of Philadelphia Student Code of Conduct policy.

At parent conferences, parents, guardians, and caregivers can expect that school administrators will adhere to SDP protocol.

For the purposes of The School District of Philadelphia's Code of Student Conduct, suspensions comprise three categories: In-school, short-term, and long-term.

1. Notice of a conference will be provided to the parent/guardian in writing and either hand-delivered to the home, sent by certified mail, faxed, emailed, or communicated by other reasonable means.

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OUT-OF-SCHOOL SUSPENSION

Long-term Suspension is an exclusion from school and/or any school activity or function for a period of four to 10 school days. Students who are given a long-term suspension are to participate in a student conference and a parent/guardian conference. During the parent conference, the student and parent/guardian have the right to the procedures described under Parent/Guardian Conference Procedures section in the Code of Student Conduct. In addition, prior approval by the Deputy Chief of the Office of Student Rights and Responsibilities is required for all suspensions exceeding eight school days.

1. Inform the student of the reason for a conference.
2. Give the student an opportunity to respond to allegation(s).
3. Discuss student's problem behavior and ways to correct it.
4. Inform the student of the corrective action and/or next steps to be taken.
5. Document the problem behavior and intervention.

DISCIPLINE REFERRAL PROCEDURES

Below you will find the steps that all teachers take prior to sending a student to the discipline office or administrator. It must be pointed out that these steps need not to be followed in any particular chronological order.

Steps:

1. Talk to the student
2. Buddy System
3. Detention
4. Call Parents
5. Conference with parent
6. Discuss Problem with teachers at the house meeting
7. Refer to counselor
8. Cancel privileges: recess, trips, activities, etc.
9. Report Form

The following are tools used to document incidents with the purpose of taking measures for the improvement and preservation of student positive behavior:

1. EH28S (Interim Report) Form is used to send messages home regarding a student's particular progress and behavior. This form is available in English and Spanish.
2. H-25 (Cut Slip) Form is used to report absences without permission to class. This form should be sent promptly to the discipline office or administrator.

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3. Student's Behavior Disciplinary Action Report
4. EH-20 (Pink Slip) Legal form is used by the School District of Philadelphia to document behavior.

AFTER SCHOOL DETENTIONS

Teachers may assign after school detention to their students. Any staff member assigning a detention to a student must

- Provide written communication to the parent at least two days prior to the day of the detention.
 - This written communication should provide a place for the parent to sign thereby acknowledging receipt of notification.
- Keep a copy of the letter sent to the parent as evidence.

HALL PASSES

Students must remain in their classrooms, under the teacher's supervision at all times.

Teachers are responsible for providing a hall pass if the student must leave the classroom **due to an emergency**. The pass must include: the name of the student, the date, the time, the reason for leaving the classroom, and the teacher's signature. Wooden or any similar objects cannot be used as a hall pass. Students will not be permitted in the hallways.

MANDATORY UNIFORM POLICY

Steel Elementary School Dress Code:

The School District of Philadelphia requires that all students wear the school uniform every day.

- Red Color Polo Shirt
- Blue Color Pants or Skirt
 - (Skirts cannot be more than three 3 inches above the knee)
- Black belt
- Black shoes or all black sneakers.

Students are to wear a school uniform as directed by the School District Policy. All outer clothing belonging to children is to be hung up. Coats are not to be draped over chairs or worn. Hats are not to be worn in classrooms, etc., except for religious reasons. Hats must be placed with coats.

Part of the decorum of each classroom depends upon adherence to school wide procedures. Children will be expected to follow these procedures in all classrooms.

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ELECTRONICS POLICY

Cell phones, electronic games, iPods, mp3 players, digital cameras or any other electronic devices are not permitted inside the building during school hours.

Your student's electronic device will be confiscated if seen bulging in pockets, waistband, or shirts by ANY staff member. It will not be given back to them until the last day of school. There are no exceptions.

The policy is in effect due to the increased usage of cellphones during class time for non-instructional purposes. In addition, during PSSA Testing, the Pennsylvania Department of Education issues fines for cell phones and a student's permanent testing scores can be negatively compromised.

1. **First Occurrence** - Be given a warning and will be able to pick-up their cell phones by the end of the day by a parent.
2. **Second Occurrence** – Cell phone will be stored and held for the year.

LATENESS TO CLASS

The primary responsibility for students arriving to class on time rests with the classroom teacher. When a student is late to class at arrival or during transitional periods, teachers should take appropriate disciplinary action. This includes such steps as detentions, contacting parents by telephone or letter. A child must not be detained until a parent or guardian is first notified. There are no exceptions to this policy.

If a student continues to come to class or school late in spite of various teacher efforts, the student should be referred to our School Improvement Support Liaison in the main office. The letter must include the corrective measures already taken by the teacher to remediate the problem. Teachers can set the proper tone for class by:

- Being punctual for all classes
- Providing pre-class work
- Beginning class work promptly
- Taking roll every period and handling lateness and cuts.

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CHILD ABUSE AND NEGLECT

As amended by S.B. 348, under P.L. 438, ACT 124, 1975, Section 11, any person who in good faith reports suspected child abuse, “shall have immunity from any liability, civil or criminal, that may otherwise result from such action.”

School personnel, because of their sustained contact with school age children, are in a position to identify children who may be abused or neglected. Thus, all employees are legally mandated to report any suspected child abuse. It is not our role to neither investigate nor determine the validity of the suspected abuse. You are to immediately provide the counselor, the nurse or an administrator, the information you have obtained. The counselor will, after conferring with an administrator, contact the Chief Line and/or DHA Hotline.

FOOD SERVICES FOR STUDENTS

The Division of Food Services is proud to be a part of the education process. National statistics confirm that eating a full breakfast contributes to greater alertness, fewer absences and higher energy levels. According to the National School Lunch Program, breakfast contributes to one fourth of the Recommended Daily Allowances and lunch contributes one third of the Recommended Daily Allowances. The Division of Food Services believes that by participating in the school meal program, students are better prepared to learn.

Steel’s cafeteria is located on the first floor and all students are eligible for free breakfast and lunch. Students must have school ID’s or know their ID number in order to receive breakfast or lunch. Breakfast will be served in the lunchroom. Students must be on time to receive their breakfast. Specific tables will be assigned at lunch and students are to remain seated until their table is called. When called that table will get their food and return to their table. All students are to:

- Pass through the cafeteria in a safe and orderly manner.
- Deposit all lunch litter in wastebaskets.
- Leave the table and floor in your area clean.
- No food may be taken from the cafeteria.
- Follow all directions given by adults.

Students who wish to bring lunches from home may do so. Beverages, sandwiches and other foods are also sold in the cafeteria daily. **No glass containers or soda bottles are permitted on school grounds.**

All food and beverage items are restricted to the cafeteria area during lunch periods. If your child has medically necessary dietary concerns, please notify the school’s nurse.

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EMERGENCY CLOSING OF SCHOOLS

Citywide School Closings for a Full Day

If the District Superintendent is given reasons in advance not to open schools, every attempt will be made to have information regarding the citywide closing on the air by 5:00 A.M. The broadcast number for all day schools of the School District of Philadelphia is 100. When public schools are closed citywide, no transportation will be provided for Philadelphia pupils attending non-public schools.

SCHOOL CLOSING DURING SCHOOL DAY

If inclement weather or any other emergency leads to a decision to close a school prior to regular dismissal time, every effort will be made to broadcast the information on KYW (AM – 1060) radio and television by 11 A.M. If the decision is made to close the schools during the afternoon, but before the regular dismissal time, every effort will be made to have the information broadcast by 1:00 P.M. Emergency messages will be sent via our School Messenger telephone system. You may also check for closings on the School District of Philadelphia’s website at www.philasd.org.

EXTRACURRICULAR ACTIVITIES AND SPORTS

ELIGIBILITY STANDARDS for K – 8 ATHLETICS

- Students at Steel have the opportunity to participate in a wide variety of extracurricular activities. These programs take place before and after school.
- Extracurricular programs include academic groups, skill groups, sports programs, service organizations and performing groups. Participation in these activities is based upon good academic performance, attendance and behavior.
- Students failing two or more major subjects cannot participate in extracurricular activities. These students are required to participate in tutoring. Pupils will be excluded for poor behavior, lateness to class and/or lateness to school or excessive absences.

Students who elect to participate in these programs are subject to school regulations regarding appropriate behavior and building entrance and exit procedures.

Signed parent/guardian slips are required for student participation in before and after school activities.

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For students (grades 6 through 8), the academic requirement is that any student who fails two or more subjects which meets five (5) periods a week is ineligible for participation in sports or extracurricular activities.

ATHLETIC ATTENDANCE STANDARDS

1. Absence from school on the day of an extracurricular activity will prevent the student from participating in that event or activity.
2. Three or more unexcused absences during a report card period make a student ineligible for extracurricular activities for the remainder of that report period and the next report card period.
3. Cuts are deemed to be absences from school for the purposes of athletic and extracurricular eligibility.
4. The terms “sports” and “extracurricular activities” shall include all interscholastic sports in after-school athletic program, dramatic (including school shows and stage crews), school bands (including All-City Band), school orchestra (including All-City Orchestra), school chorus (including All-City Chorus), art competitions, student government, yearbook and school newspaper, chess, debating and other teams, and all school clubs.

SAFETY TIPS –HELP KEEP YOUR CHILD SAFE EACH DAY

(1) Know your child’s School contact information

Main Office Number: (215) 400-3920

Nurse’s Name and Number: Mrs. Levitsky

Principal’s Name: Mr. Angikindslovs Senatus

(2) Remember to update the school with your child’s contact information

Present Address and Phone Number

Emergency Contact Person’s Name and Number

Medical Information

(3) To and From School

Develop a buddy system to ensure safe travel

Always warn children to stay away from strangers

Always take a route known to the parents

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Teach children to go straight to school and to after-school destinations
Do not write your child's name on the outside of backpacks and accessories
(You do not want a stranger to know your child's name)

(4) **Kids Facts**

Make sure child knows his/her full name and telephone number

Teach your child his/her teacher's name and room number

Encourage children to listen to all school staff in emergencies

(5) **Lock Down & Stay Down / Shelter in Place (No one in, No one out)**

In case of extreme school and community emergencies ALL children will remain in school until further notice is given by school officials, Philadelphia Police, and/or Fire Department

No one is allowed in and no one is allowed out for safety measures!

Please watch local news and listen to KYW 1060 for further details.

PROPER PHOTO I.D. is required to pick-up your child.

- (6) Report all concerns to our 24-hour hotline (215) 400-SAFE. Operators are available 24 hours /7 days a week to respond to your concerns. You can also email concerns to: Safetynet@phila.k12.pa.us.

ELEMENTARY/MIDDLE SCHOOLS TRANSFER APPLICATION PROCESS

- **Use the *Application for Admission Form (EH-38)*** to apply to special admission middle schools/programs: Conwell Middle School, Girard Academic Music Program (G.A.M.P.), Grover Washington Music Magnet Program, or Masterman Middle School. Selection is based on the student's ability to meet each school's admissions criteria related to attendance, punctuality, behavior, grades and standardized test scores. Admission decisions are made by a selection committee from each special admission middle school.
- **High School Admission Transfer Application Process**
Use the *High School Admission Form and Pupil Data Transcript* to apply to Neighborhood High Schools/Program, Criteria-Based High School Programs, Criteria-Based Area Vocational Technical Schools, and Special Admission High Schools. Selection of students for admission:
 - **Open High Admission High Schools** – students are selected randomly by a computerized lottery process;

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- **Criteria-based High Schools/Programs** – students meeting standardized admissions criteria related to attendance, punctuality, behavior and grades are placed in the lottery and selected randomly by a computerized process;
- **Special Admission High Schools** – Selection is based on the student’s ability to meet each school’s own set of admissions criteria related to attendance, punctuality, behavior, grades, and standardized test scores. Admission decisions are made by a selection committee from each Special Admission High School.

FOR ADDITIONAL INFORMATION: Call the Office of Student Placement at: **(215) 400-4000**

STUDENT RIGHTS AND RESPONSIBILITIES

A. Freedom of Expression

Students have the right to express themselves unless the expression interferes with the education program, threatens immediate harm to the welfare of the school or community, encourages unlawful activity, takes away another individual’s lawful rights or undermines the school’s basic educational mission.

B. School Newspapers and Publication Students may use publications, flyers, announcements, assemblies, group meetings, buttons, armbands and other means of common communication, provided that the use of school communications facilities shall be the responsibility of the staff in charge of those facilities. Identification of the individual student or at least one responsible person in a student group is required on posted or distributed materials. School newspapers and publications shall comply with the following:

1. Students have a right to report the news and to comment within the provisions of this section and the Review Procedures that follow.
2. School officials should supervise student newspapers published with school equipment, and remove obscene or other material that would cause a disruption of, or interference with, school activities.

C. Students have the responsibility to obey laws governing character attack. Students have the responsibility to be aware of the feelings and opinions of others and to give others a fair opportunity to express their views. Students may not engage in harassment, as defined in the Code of Student Conduct, nor may they communicate threats to the safety or welfare of any member of the school community or their property.

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TITLE I PROGRAM

Section 1116(b)(c), of the Every Student Succeeds Act (ESEA) mandates that schools give information to parents/caregivers regarding:

1. The achievement of their children;
2. The choices they can make about their children's education;
3. The performance of their schools; and
4. Information regarding their children's teachers.

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HIGHLY QUALIFIED STAFF

Section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002)

requires principals to notify parents of the parent's rights to request information. Notice will be sent out in September regarding the qualifications of the child's teacher. Parents must be notified, if a child is being taught, for four consecutive weeks, by a teacher who is not highly qualified. These notices will be sent out at the end of September and at regular intervals if students are being taught by a substitute who is not highly qualified.

PARENT INVOLVEMENT POLICY

Section 1116(b)(c), of the Every Student Succeeds Act (ESEA) requires all schools receiving Title I funds to develop a written parental policy and to involve parents in planning, reviewing and improving parental involvement programs. A copy of the School District of Philadelphia Parent and Family Engagement Policy, as well as the individual School Parent Compact will be sent out to parents in September. The District Policy will be available in different languages.

SCHOOL PARENT COMPACTS

Title I, Part A of the Elementary and Secondary Education Act (ESEA) requires that each school have a School Parent Compact. The purpose of the compact is to define the respective responsibilities of school staff, parents and students in the educational process. The compact must describe the school's responsibilities for providing a high quality curriculum in a supportive and effective learning environment and also the ways that parents will support their child's learning. The compact is sent out to parents in September and is available in different languages.

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REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

Steel Elementary School **School-Parent Compact**

2018-2019 School Year

Revision Date : 04/20/2018 and 09/06/2018

Dear Parent/Guardian,

JOINTLY DEVELOPED

Steel Elementary School and the parents of the students participating in activities, services and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) agree that this compact was developed through mutual collaboration through monthly meetings and parent input via surveys and it outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop a partnership that will help children achieve the State's high standards.

To understand how working together can benefit your child, it is first important to understand the district's and school's goals for student academic achievement.

THE SCHOOL DISTRICT OF PHILADELPHIA ANCHOR GOALS:

1. 100% of students will graduate, ready for college and career.
2. 100% of 8-year-olds will read on grade level.
3. 100% of schools will have great principals and teachers.
4. SDP will have 100% of the funding we need for great schools, and zero deficit.

Steel Elementary School GOALS ARE TO:

1. *Educate the whole child:*
 - i. *Mentally*

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- ii. *Physically*
- iii. *Emotionally*
- 2. *Achieve 100% Student Attendance*
- 3. *Academic Excellence by all our students*
- 4. *Obtain an atmosphere of mutual respect and collaboration*
- 5. *100% Admittance to Select Schools*
- 6. *Parents eager to participate in workshops and other school activities*

To help your child meet the district and school goals, the school, you, and your child will work together:

SCHOOL/TEACHER RESPONSIBILITIES:

Steel Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - *Will treat each child with dignity and respect to meet the individual needs of the whole child be it socially, emotionally, or academically*
 - *Will provide opportunities to empower, engage and educate parents as they are vital to the success of this school and its students*
 - *Will provide a safe, positive and healthy learning environment for each student to minimize distractions in the learning process.*
 - *Will assure appropriate participation of parents in the decisions relating to the education of their children through a shared decision process via School Advisory Council*
 - *Will implement Philadelphia School District Core Standards with fidelity and rigor*
 - *Will supplement standards and curriculum by computer-based technological supports through programs such as: I-READY, Lexia, Smart Boards, and MTSS/RtII*

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- *Will create a data driven culture in which student performance will be reviewed regularly and which will dictate the course to follow to either remedy or supplement as necessary.*

2. Hold at least three (3) parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.

Specifically, those conferences will be held on:

- *November 7-9, 2018;*
- *January 30-31, 2019 and February 1, 2019;*
- *April 3-5, 2019*

3. Provide parents with frequent reports on their child's progress.

Specifically, the school will provide reports through Dual Language communication as follows:

- *Individual Education Plan progress monitoring*
- *PSSA statewide screening*
- *Multi-Tiered Student Services and Responses to Interventions and Instruction (MTSS/RTII) Levels 1-3*
- *Telephone calls and/or e-mails*
- *Interim Reports sent home on:*
 - *October 2-4, 2018*
 - *December 11-13, 2019*
 - *February 26-28, 2019*
 - *May 7-9, 2019*
- *Report Card Conferences will be held on:*
 - *November 7-9, 2018;*
 - *January 30-31, 2019 and February 1, 2019;*
 - *April 3-5, 2019*
- *Parents may use the PARENT PORTAL system and the School District page to access scoring on school examinations and policies.*

4. Provide parents reasonable access to staff.

Specifically, staff will be available for consultation with parents as follows:

- *Staff members are available at school for consultation with parents during teachers' preparatory periods with prior appointments.*

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Mrs. Rutkowski, Assistant Principal



- *Appointments are also scheduled before and after hours.*
- *Teachers are also available during Back to School Night and Report Card Conferences.*
- *Parents' concerns are also addressed by teachers via phone calls and/or e-mails.*
- *Parents can also visit the school during its hours of operation to communicate concerns with Administration, Office Staff, Counselors, Dean of Students, Climate Manager, School Nurse and/or School Improvement Support Liaison*

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- *Parents will have opportunities to schedule classroom visits with teacher.*
- *Open House days will be scheduled during the school year for parents to come to the school and spend time in their child's classroom observing and participating in classroom activities.*
- *Parents are also encouraged to participate in class trips and school assemblies.*
- *Parents are also encouraged to volunteer in school and assume leadership roles as members of our School Advisory Council.*

PARENT RESPONSIBILITIES:

We, as parents, will support our child's learning in the following ways:

- *Making sure our children get to school on time every day.*
- *Sending our children dressed in uniform every day.*
- *Making sure assignments / tasks are done before they play.*
- *Reading more books with our children*
- *Monitoring amount of television our children watch*
- *Serving as a volunteer in our children's classrooms.*
- *Participating, as appropriate, in decisions relating to our children's education*
- *Promoting positive use of our children's extracurricular time*
- *Staying informed about our children's education and communicating with the school by promptly reading all notices from the school or the school district either received by our children or by mail and responding, as appropriate*
- *Attending Parent Workshops*
- *Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I School*

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Advisory Council, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups

STUDENT RESPONSIBILITIES:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *Get to school on time every day*
- *Develop a positive attitude about school*
- *Do our homework every day and ask for help when we need it*
- *Return completed homework on time*
- *Read at least 30 minutes every day outside of school time*
- *Be a cooperative learner and carry out the teacher's instructions and directions*
- *Participate in appropriate extracurricular activities*
- *Be respectful to school personnel, other students, and school property and follow all school rules and procedures and be prepared to learn.*
- *Give to our parents, or the adult who is responsible for my welfare, all notices and information received by us from our school every day*

COMMUNICATION ABOUT STUDENT LEARNING:

Steel Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- *Dual Language communication*
- *Individual Education Plan progress monitoring*
- *PSSA statewide screening*
- *Multi-Tiered Student Services and Responses to Interventions and Instruction (MTSS/RTII) Levels 1-3*
- *Telephone calls and/or e-mails*
- *Interim Reports sent home on:*
 - *October 2-4, 2018*
 - *December 11-13, 2019*
 - *February 26-28, 2019*
 - *May 7-9, 2019*
- *Report Card Conferences will be held on:*
 - *November 7-9, 2018;*

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- *January 30-31, 2019 and February 1, 2019;*
- *April 3-5, 2019*
- *Parents may use the PARENT PORTAL system and the School District page to access scoring on school examinations and policies.*

ACTIVITIES TO BUILD PARTNERSHIPS:

Steel Elementary School offers ongoing events and programs to build partnerships with families.

- 1. Involve parents in the planning, review, and improvement of the school's parent and family engagement policy, and school-parent compact in an organized, ongoing, and timely way.*
- 2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.*
- 3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.*
- 4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent, in a language that parents can understand.*
- 5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.*
- 6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.*
- 7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.*

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8. *Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).*
9. *Notify parents of the school's participation in Early Reading First, Reading First and Even Start Family Literacy Program operating within the school, the district and the contact information.*
10. *Involve parents in Staff's Professional Development to see how both teachers and parents can become equal partners in their children's education.*
11. *Provide opportunities for parents to become leaders through active participation in School Advisory Council meetings.*
12. *Obtain and review parent input through surveys.*

Convenio entre la Escuela y los Padres

Año escolar 2018-2019

Fecha de revisión: 20/04/2018 y 06/09/2018

Estimado Padre / Encargado,

DESARROLLADO EN CONJUNTO

LA ESCUELA PRIMARIA HONORABLE LUIS MUÑOZ MARÍN y los padres de los estudiantes que participan en actividades, servicios y programas financiados por el Título I, Parte A de la Ley de Educación Primaria y Secundaria (ESEA) acuerdan que este convenio se desarrolló a través de la colaboración mutua a través de reuniones mensuales y opiniones expresadas a través de encuestas y describe cómo los padres, todo el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán una sociedad que ayudará a los niños a alcanzar los altos estándares estatales.

Para comprender cómo trabajar juntos puede beneficiar a su hijo, primero es importante comprender las metas del distrito y de la escuela para el logro académico del estudiante.

OBJETIVOS PILARES DEL DISTRITO ESCOLAR DE PHILADELPHIA:

1. El 100% de los estudiantes se graduarán, listos para la universidad y una carrera.
2. El 100% de los niños de 8 años leerán a nivel de grado.
3. El 100% de las escuelas tendrán excelentes directores y maestros.

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4. SDP tendrá el 100% de los fondos que necesitamos para grandes escuelas, y cero déficit.

LOS OBJETIVOS DE LA ESCUELA PRIMARIA STEEL SCHOOL SON:

1. Eduque al niño completo:

- i. Mentalmente
- ii. Físicamente
- iii. Emocionalmente

2. Alcanzar el 100% de asistencia del estudiante

3. Excelencia Académica por todos nuestros estudiantes

4. Obtener una atmósfera de respeto mutuo y colaboración

5. 100% de admisión a escuelas selectas

6. Padres ansiosos de participar en talleres y otras actividades escolares

Para ayudar a su hijo a cumplir con los objetivos del distrito y la escuela, la escuela, usted y su hijo trabajarán juntos:

RESPONSABILIDADES DE LA ESCUELA / MAESTRA:

LA ESCUELA PRIMARIA STEEL SCHOOL:

1. Brindará un plan de estudios de alta calidad e instrucción en un ambiente de aprendizaje efectivo y de apoyo que permita a los niños participantes cumplir con los estándares académicos de rendimiento académico del estado de la siguiente manera:

- *Tratará a cada niño con dignidad y respeto para satisfacer las necesidades individuales de todo el niño ya sea social, emocional o académicamente*
- *Brindará oportunidades para empoderar, involucrar y educar a los padres, ya que son vitales para el éxito de esta escuela y sus estudiantes*
- *Proporcionará un ambiente de aprendizaje seguro, positivo y saludable para cada alumno para minimizar las distracciones en el proceso de aprendizaje.*
- *Asegurará la participación apropiada de los padres en las decisiones relacionadas con la educación de sus hijos mediante un proceso de decisión compartido a través del Consejo de Asesoramiento Escolar.*
- *Implementará los estándares básicos del distrito escolar de Philadelphia con fidelidad y rigor*
- *Complementará los estándares y el plan de estudios mediante soportes tecnológicos informáticos a través de programas tales como: I-READY, Lexia, Pizarras Inteligentes y MTSS / RtII.*
- *Crearé una cultura impulsada por los datos en la que el rendimiento del alumno será revisado regularmente y que dictará el curso a seguir ya sea para remediarlo o para complementarlo según sea necesario.*

2. Sostendrá al menos tres (3) conferencias de padres y maestros durante las cuales se discutirá este convenio en lo que se refiere a los logros individuales del niño.

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Específicamente, esas conferencias se llevarán a cabo en:

- *7 al 9 de noviembre de 2018;*
- *30 al 31 de enero y 1 febrero de 2019;*
- *3-5 de abril, 2019*

3. Proporcionará a los padres informes frecuentes sobre el progreso de su hijo.

Específicamente, la escuela proporcionará informes a través de la comunicación en dos idiomas de la siguiente manera:

- *Monitoreo del progreso del Plan de Educación Individual*
- *Evaluación a nivel estatal de PSSA*
- *Niveles 1-3 de Servicios Estudiantiles y Respuestas a Intervenciones e Instrucción (MTSS / RTII)*
- *Llamadas telefónicas y / o correos electrónicos*
- *Informes provisionales enviados a casa en:*
 - *2 al 4 de octubre de 2018*
 - *11 al 13 de diciembre de 2018*
 - *26 al 28 de febrero de 2019*
 - *7 al 9 de mayo de 2019*
- *Las Conferencias del boletín de calificaciones se llevarán a cabo en:*
 - *7 al 9 de noviembre de 2018;*
 - *30 al 31 de enero y 1 febrero de 2019;*
 - *3-5 de abril, 2019*
- *Los padres pueden usar el sistema PORTAL DE PADRES y la página del Distrito Escolar para tener acceso a los puntajes en los exámenes y pólizas escolares.*

4. Proporcionará a los padres acceso razonable al personal.

Específicamente, el personal estará disponible para consultar con los padres de la siguiente manera:

- *Los miembros del personal están disponibles en la escuela para consultar con los padres durante los períodos preparatorios de los maestros con citas previas.*
- *Las citas también se programan antes y después de las horas.*
- *Los maestros también están disponibles durante la noche de regreso a la escuela y las conferencias del boletín de calificaciones.*
- *Los maestros también abordan las preocupaciones de los padres a través de llamadas telefónicas y / o correos electrónicos.*
- *Los padres también pueden visitar la escuela durante sus horas de operación para comunicar sus inquietudes a la Administración, al personal de la oficina, a las consejeras, al decano de estudiantes, al administrador del clima, a la enfermera escolar y / o a la coordinadora de apoyo para mejoras escolares.*

5. Brindará a los padres la oportunidad de ser voluntarios y participar en la clase de su hijo, y observar las actividades de la clase de la siguiente manera:

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- *Los padres tendrán la oportunidad de programar visitas al salón de clase con el maestro.*
- *Días de puertas abiertas se programarán durante el año escolar para que los padres vengan a la escuela y pasen tiempo en el salón de clase de su hijo observando y participando en las actividades de la clase.*
- *Los padres también son animados a participar en viajes de clase y asambleas escolares.*
- *Los padres también son alentados a ser voluntarios en la escuela y a asumir roles de liderazgo como miembros de nuestro Consejo de Asesoramiento Escolar.*

RESPONSABILIDADES DE LOS PADRES:

Nosotros, como padres, apoyaremos el aprendizaje de nuestro hijo de las siguientes maneras:

- *Asegurándonos que nuestros niños lleguen a la escuela a tiempo todos los días.*
- *Enviando a nuestros niños vestidos de uniforme todos los días.*
- *Asegurándonos de que las asignaciones / tareas estén hechas antes de jugar.*
- *Leyendo más libros con nuestros hijos*
- *Monitoreando de la cantidad de televisión que ven nuestros niños*
- *Sirviendo como voluntario en las aulas de nuestros hijos.*
- *Participando, según corresponda, en las decisiones relacionadas con la educación de nuestros hijos*
- *Promoviendo el uso positivo del tiempo extracurricular de nuestros hijos*
- *Manteniéndonos informados sobre la educación de nuestros hijos y comunicándonos con la escuela por medio de leer con prontitud todos los avisos de la escuela o del distrito escolar ya sean recibidos por nuestros hijos o por correo y respondiendo, según corresponda.*
- *Asistiendo a talleres para padres*
- *Sirviendo, en la medida de lo posible, en grupos asesores de pólizas, como ser el representante de padres del Título I, Parte A en el Equipo de Mejoramiento Escolar de la escuela, el Consejo de Asesoramiento Escolar del Título I, el Consejo Consultivo de Pólizas del Distrito, el Comité Estatal de Profesionales , el Equipo de Apoyo Escolar u otro grupo de asesoramiento o póliza escolar*

RESPONSABILIDADES DE LOS ESTUDIANTES:

Nosotros, como estudiantes, compartiremos la responsabilidad de mejorar nuestro rendimiento académico y alcanzar los altos estándares del Estado. Específicamente, nosotros:

- *Llegaremos a la escuela a tiempo todos los días*
- *Desarrollaremos una actitud positiva sobre la escuela*
- *Haremos nuestra tarea todos los días y pediremos ayuda cuando la necesitemos*
- *Devolveremos la tarea completa a tiempo*
- *Leeremos al menos 30 minutos todos los días fuera del horario escolar*

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- *Seremos unos estudiantes cooperativos y llevaremos a cabo las instrucciones y direcciones del maestro*
- *Participaremos en actividades extracurriculares apropiadas*
- *Seremos respetuosos con el personal de la escuela, otros estudiantes y la propiedad de la escuela y seguiremos todas las reglas y procedimientos de la escuela y estaremos preparados para aprender.*
- *Entregaremos a nuestros padres, o al adulto que es responsable de nuestro bienestar, todos los avisos e información que recibamos de nuestra escuela todos los días*

COMUNICACIÓN SOBRE EL APRENDIZAJE ESTUDIANTIL:

LA ESCUELA PRIMARIA HONORABLE LUIS MUÑOZ MARÍN se compromete a una comunicación frecuente de dos vías con las familias sobre el aprendizaje de los niños.

Algunas de las formas en que puede esperar que lo contactemos son:

- *Comunicación en dos idiomas*
- *Monitoreo del progreso del Plan de Educación Individual*
- *Evaluación a nivel estatal de PSSA*
- *Niveles 1-3 de Servicios Estudiantiles y Respuestas a Intervenciones e Instrucción (MTSS / RTII)*
- *Llamadas telefónicas y / o correos electrónicos*
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 - *7 al 9 de noviembre de 2018;*
 - *30 al 31 de enero y 1 febrero de 2019;*
 - *3-5 de abril, 2019*
- *Los padres pueden usar el sistema PORTAL DE PADRES y la página del Distrito Escolar para tener acceso a los puntajes en los exámenes y pólizas escolares.*

ACTIVIDADES PARA CONSTRUIR SOCIEDADES:

LA ESCUELA PRIMARIA STEEL SCHOOL ofrece eventos y programas continuos para construir sociedades con las familias.

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- 1. Involucrar a los padres en la planificación, revisión y mejora de la póliza de participación de los padres y familia de la escuela, y el convenio entre los padres y la escuela de una manera organizada, continua y oportuna.*
- 2. Involucrar a los padres en el desarrollo conjunto de cualquier plan de programa de toda la escuela, de manera organizada, continua y oportuna.*
- 3. Organizar una reunión anual para informar a los padres sobre la participación de la escuela en los programas del Título I, Parte A, y para explicar los requisitos del Título I, Parte A, y el derecho de los padres a participar en los programas del Título I, Parte A. La escuela convocará la reunión a una hora conveniente para los padres y ofrecerá un número flexible de reuniones adicionales de participación de los padres, ya sea por la mañana o por la noche, para que puedan asistir tantos padres como sea posible. La escuela invitará a esta reunión a todos los padres de niños que participen en los programas de Título I, Parte A (estudiantes participantes) y los alentará a asistir.*
- 4. Proporcionar información a los padres de los estudiantes participantes en un formato comprensible y uniforme, que incluya formatos alternativos a pedido de los padres con discapacidades y, en la medida de lo posible, en un idioma que los padres puedan entender.*
- 5. Proporcionar a los padres de los niños participantes información de manera oportuna sobre los programas de Título I, Parte A que incluye una descripción y explicación del plan de estudios de la escuela, las formas de evaluación académica utilizadas para medir el progreso de los niños y los niveles de competencia que se espera que los estudiantes satisfagan.*
- 6. A pedido de los padres, brindar oportunidades para reuniones periódicas para que los padres formulen sugerencias y participen, según corresponda, en las decisiones sobre la educación de sus hijos. La escuela responderá a cualquier sugerencia tan pronto como sea posible.*
- 7. Proporcionar a cada padre un informe individual del alumno sobre el rendimiento de su hijo en la evaluación estatal, al menos en matemáticas, artes del lenguaje y lectura.*
- 8. Proporcionar aviso oportuno a cada padre cuando su hijo ha sido asignado o ha sido enseñado por cuatro (4) o más semanas consecutivas por un maestro que no está altamente calificado dentro del significado del término en la sección 200.56 del Reglamento Final del Título I (67 Fed. Reg. 71710, 2 de diciembre de 2002).*
- 9. Notificar a los padres de la participación de la escuela en Early Reading First, Reading First y Even Start Family Literacy Program que operan dentro de la escuela, el distrito y la información de contacto.*
- 10. Involucrar a los padres en el desarrollo profesional del personal para ver cómo los maestros y los padres pueden convertirse en socios iguales en la educación de sus hijos.*
- 11. Proporcionar oportunidades para que los padres se conviertan en líderes a través de la participación activa en las reuniones del Consejo de Asesoramiento Escolar.*
- 12. Obtener y revisar los comentarios de los padres a través de encuestas*

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TRANSPORTATION POLICY

Free transportation is provided to eligible students based on certain criteria. The mode of transportation (school bus or student tokens via SEPTA) is determined by Transportation Services in conjunction with the school administration. A student must be a resident of Philadelphia, and also fall into one of the following categories:

1. Be designated by the Office of Specialized Services as a participant in a Special Education class, whose participation requires that transportation is needed to enable the student to get to school.
2. Live more than one and one-half miles from his/her school and participate in the voluntary school desegregation program of the School District of Philadelphia.
3. Be in grades 1 through 6 and live one and one-half miles or more from the assigned school.
4. Be in grades 1 through 8, whose route to school is determined to be hazardous by the Pennsylvania Department of Transportation.
5. Be assigned by the Office of the Chief Executive Officer to attend a school other than his/her regularly assigned school for reasons of overcrowded conditions, and be in need of transportation as determined by the School District's Transportation Division.
6. By recommendation of the Chief Executive Officer to the School Reform Commission, is one whose extenuating circumstances dictate an extraordinary need for District-provided transportation.

Steel Elementary School

Parent and Family Engagement Policy

School Year 2018-2019

Revision Date: 04/20/2018 and 09/06/18

In support of strengthening student academic achievement, **Steel Elementary School** receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement

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activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

The **Steel Elementary School** agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- (A) Parents play an integral role in assisting their child's learning
- (B) Parents are encouraged to be actively involved in their child's education at school
- (C) Parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT

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REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

Section A: JOINTLY DEVELOPED

Steel Elementary School will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

The school seeks to involve parents in an organized way in the planning, review, and improvement of Title I programs as follows:

- **Invite parents to participate in the development of Parent and Family Engagement Policy and School Parent Compact at parent meetings such as:**
- **Back to School Night (September 17, 2018; 5-7pm)**
- **Surveys will be distributed on Back to School Night (September 17, 2018), at the school during report card conferences November 7-9, 2018; January 30-31 and February 1, 2019; April 3-5, 2019. The surveys will be continuously reviewed, and a formal tally and an assessment will be conducted at the end of every report card period. In addition, an assessment of parent and family activities will be conducted. The results will be discussed at the SAC meetings.**
- **Monthly parent meetings/workshops, SAC meetings (September 6, 2018; October 11, 2018; November 15, 2018; December 13, 2018; January 10, 2019; February 21, 2019; March 14, 2019; April 11, 2019; May 9, 2019)**
- **Report Card Conferences (November 7-9, 2018; January 30-31 and February 1, 2019; April 3-5, 2019).**
- **Parent Workshop with the topic to assist parents in helping their children with academic achievement.**
- **Parent and Family Engagement Policy (PFEP) will be reviewed by parents on September 6th and will be distributed on September 17th**
- **Notify parents in English and Spanish of all school activities and opportunities to volunteer in the School District of Philadelphia via Flyers and School Messenger Broadcasts.**

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Edward T. Steel Public School

4301 Wayne Ave, Philadelphia, Pa 19140

Phone: 215-400-3910 | Fax: 215-400-3911

Mr. Senatus, Principal

Mrs. Rutkowski, Assistant Principal



- **Conduct surveys to identify areas of parent interest and ability to participate (September 17, 2018)**
- **Parents are invited to meet with leadership team to jointly develop our school-wide parental involvement plan on September 6th, 2018.**
- **The Bilingual School Improvement Support Liaison will be present to provide the opportunity for Spanish speaking families to share their input.**

Section B: ANNUAL TITLE I MEETING

Steel Elementary School will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend to inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

- **A meeting will take place September 17th, 2018 to inform parents about the school's Title I program, the components of the program, and parent requirements. In addition, the school parent and family engagement policy, the school wide plan, and the school-parent compact will be reviewed and changes will be made if parents believe they should take place.**
- **Parental input will be reviewed on an ongoing basis from a variety of correspondence such as meetings, conversations, phone calls, surveys, etc., collected the previous school year and it will be used in the decisions regarding how funds set aside under Title I will be designated for parental involvement activities.**

Section C: COMMUNICATIONS

Steel Elementary School will take the following actions to provide parents of participating children with (1) Timely information about the Title I programs, (2) Flexible number of meetings, such as meetings in the morning or evening, (3) transportation, child care or home visits, as such services relate to parent and family engagement and may use Title I funds and (4) Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand.

- **LMMS will provide opportunities to encourage and increase parent involvement:**
- **Back-to-school Night/Open House**
- **Parent/Teacher Conferences**
- **Parent Surveys**

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- **Teacher team meetings which can be requested by parents and/or teachers**
- **Regular and as needed reporting of academic and behavioral progress (Interim Academic Report, report cards, Daily Behavior Calendar, etc.)**
- **A variety of extracurricular activities**
- **Multiple forms of communication including “Monthly School Calendar”, “Monthly School Newsletter”, “Flyers”, “School Website”, “School Facebook Page”, “School’s Instagram”, and “School Messenger” (An automated phone messaging system). All information will be bilingual English and Spanish in order to accommodate the needs of our Non-English Speaking population.**
- **General information can be obtained daily through the school website**
- **Parent Volunteers Orientations where parents will receive information regarding a uniform code of conduct and volunteer requirements. Information on how to obtain at LMMS /a criminal background, child abuse, FBI clearances will be provided.**
- **Opportunities to visit/observe classes by appointment**
- **Student Code of Conduct Handbook**
- **Parent Workshops to foster communication and provide support**
- **School Advisory Council (SAC)/Parent meetings to provide ample opportunities for communication and discussion amongst parents and staff**
- **Transitioning Activities**
- **Parent Resource Center**
- **All parent communications will be in a parent friendly language**
- **Utilization of the Multilingual Family Support Office and Translation and Interpretation Center when necessary, in the event bilingual personnel at the school is not available.**

Section D: SCHOOL-PARENT COMPACT

Steel Elementary School will take the following actions to jointly develop with parents of participating children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards.

The Leadership Team will involve parents in the planning and writing of the School-Parent Compact (April and May 2019)

During parent meetings in September 2018, December 2019 and March 2019 discussions will take place to involve parents in the process of school review and evaluation of the content and effectiveness of this School-Parent Compact in improving the quality of its Title I. School

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Advisory Council parents and Leadership team will collaborate in this endeavor. Parents will provide input as to what is working, what could be improved and suggestions on how to achieve this. Data collected through parent surveys will be reviewed.

Meetings and materials will be delivered in English and Spanish. Parents will be informed of these opportunities via bilingual flyers (English-Spanish), bilingual calendars and newsletters, bilingual phone calls via school messenger advertising both upcoming and present parent meetings.

Section E: RESERVATION OF FUNDS

Steel Elementary School will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

- **Decisions on how to spend the 1% of Title I, Part A funds reserved for parents and family engagement will be made in collaboration with the school's leadership team and the School Advisory Council.**
- **Different options will be considered to help build capacity for parents, some options would include purchasing literature and technology for the Parent Resource Room or purchasing books for students to complete during the summer to bridge the gap of learning, among others.**
- **Consideration will be given to parental input as offered through parent surveys.**

Section F: COORDINATION OF SERVICES

Steel Elementary School will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- **Offering Head Start & Home Instruction Programs**
- **Hosting Open House for incoming kindergarten students on April and May, 2018**
- **Providing transitioning activities for both K graders entering elementary school and 8th graders transitioning to High School.**
- **Informing and meeting with parents regarding the School Selection Process**
- **Making school visits available**
- **Hosting Parents Meetings to build parent capacity**

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- **Maintaining a Parent Resource Area at the school with up to date information pertaining to the improvement of child's education**

Section G: BUILDING CAPACITY OF PARENTS

Steel Elementary School will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

1. Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
2. Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
3. Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
 - a) The challenging State's academic standards
 - b) The State and local academic assessments including alternate assessments
 - c) The requirements of Title I, Part A
 - d) How to monitor their child's progress
 - e) How to work with educators to improve the achievement of their child

- **Evaluation will be done by attendance, surveys, and conversational feedback. Outcomes will be conveyed through the school website, newsletter, flyers, staff meetings, etc.**
- **LMM will communicate curriculum and goals in regular monthly newsletters published by the classroom teachers and administration.**
- **Invite parents to volunteer in the classroom to experience the core curriculum**
- **Encourage parent participation on educational school trips and aid them with processing their clearances.**
- **Provide information about the School District of Philadelphia parent activities and resources**
- **With support from the Office of Family and Community Engagement, the School Based Teacher Leaders and School Improvement Support Liaison will conduct workshops to enable parents to become familiar with PA Curriculum/Assessment/Conferences (October 2018), MTSS/RtII (November 2018),**

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Technology Resources and Intervention Programs (January 2019), and PSSA (March 2019),

- **Title 1 requirements and school performance are reviewed during Back to School Night in our Fall Title I meeting (September 17, 2018) by our Principal, and will be reviewed as necessary during SAC/Parent meetings (monthly) and School wide Plan reviews (April-May 2019) by the School Based Teacher Leader and School Improvement Support Liaison.**
- **LMM will hold additional meetings if necessary to inform parents of the school's participation in the Title 1 program and to explain the requirements of the program and their right to be involved.**

Section H: BUILDING CAPACITY OF SCHOOL STAFF

Steel Elementary School will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

- **Providing Professional Development sessions in the month of October that address parental involvement concerns and initiatives and how to reach out to, communicate with and work with parents as equal partners.**
- **Providing opportunities for follow up discussions as needed during Professional Learning Community meetings.**
- **Providing opportunities for teachers to interact with parents during parent workshops in which teachers give assistance to parents in understanding the education goals, parent involvement requirements, and how to monitor a child's progress and work with teachers to improve the performance of their children.**
- **Obtaining parental input via on-going surveys on how teachers and parents can collaborate in their children's education.**
- **Providing materials and coordinating necessary information to help parents work with their children to improve their children's learning.**
- **Educating teachers, pupil services personnel, and other staff, in the value and benefit of contributions of parents, and in how to reach out, communicate with, and work with parents as equal partners, and build ties between home and school.**

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- **Coordinating and integrating parent involvement programs and activities to the extent feasible and appropriate.**
- **Developing appropriate roles for community organizations and business in parent involvement activities.**
- **Conducting activities, with the support of teachers, designed to help parents become full partners in the education of their children such as a parent resource area.**
- **Ensuring that information is sent to the homes in the language used at home.**

Steel Elementary School will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

LMM will conduct on site parent workshops, which will be facilitated by the School Based Teacher Leader, Bilingual School Improvement Support Liaison, and Counselor, that will provide training and materials on the school district curriculum, Literacy/Math programs (October 2018), MTSS/RtII (November 2018), and PSSA (March 2019). Parent Workshops will be offered for Technology programs such as I-Ready, Corrective Reading, Reading Mastery, Lexia, Corrective Math, Ready 10 (January 2019).

Teachers will use Report Card conference time to explain individual academic supports in place for our students

Bilingual School Improvement Support Liaison will provide training and parent access Parent Portal and the School District website in order to inform them about curriculum and student/school performance (October 2018). Computers will be available for parent use.

PARENT AND FAMILY ENGAGEMENT POLICY DISCRETIONARY COMPONENTS

- **Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;**
- **Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;**

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- **Paying reasonable and necessary expenses associated with parental involvement activities, including transportation to enable parents to participate in school-related meetings and training sessions;**
- **Training parents to enhance the involvement of other parents;**
- **Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school, in order to maximize parental involvement and participation in their children's education;**
- **Adopting and implementing model approaches to improving parental involvement;**
- **Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;**
- **Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and**
- **Providing other reasonable support for parental involvement activities under section 1118 as parents may request.]**

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SIGNATURE PAGE

Dear Guardian (s),

Thank you for choosing STEEL ELEMENTARY SCHOOL. We hope to serve and support you as we empower your child towards academic success.

Please sign and hand a copy of this signature page to the front office.

Thank you once again!

Sincerely,

Mr. Senatus - Principal

Student Name (Print): _____

Grade/Section: _____

Parent Name (Print): _____

Parent Signature: _____

Date: _____

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