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Superintendent's Message

Dear Students and Parents/Guardians,

As Superintendent of Schools, I gladly welcome you back for the 2013 /2014 school year! It is my sincerest hope that this is yet another opportunity for you to take advantage of the outstanding educational experiences that will be provided for you. This Student/Parent Guide is prepared to provide you with an overview of the basics of our school system. You may receive more specific information regarding any of the information presented here from your home school site.

There are many changes taking place to prepare students for the challenges and demands of a global, diverse, and technology oriented society. All staff in the Hammond Public Schools are constantly being provided with training and the required skills and knowledge to help prepare you to meet these ongoing demands. Our primary goal is to ensure that when you leave our schools you have the necessary academic, social and cultural experiences needed to become successful and productive.

There are a number of programs offered that I would like to bring to your attention. Our high schools offer a broad variety of advanced placement and dual credit courses. The Academy for the Performing Arts, housed at Morton High School and Broadcast Academy located at the Area Career Center are two specialty academies that are available. We offer advanced courses in Project Lead the Way. Our Area Career Center has entered into a partnership to become an Early College site. Elementary and middle schools offer an array of extracurricular academic competitions that address a broad variety of student interest and aptitude.

While we deal on a daily basis with the education of students, it is important to note that parents/guardians play an extremely important role in the success of your child in school. Become an active supporter of your child. The relationship between the home and the school is a key factor in ensuring that our students perform at their best.

Overall, I believe there is much to be gained for your students' future success in our school system. Please have him/her take advantage of all of the academic, athletic and extracurricular programs that are offered. Here is wishing you the most productive, successful and fun-filled school year.

Respectfully,

A handwritten signature in cursive script that reads "Walter J. Watkins". The ink is dark and the signature is written in a fluid, personal style.

Walter J. Watkins Ph.D

Superintendent of Schools

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School City of Hammond Board of School Trustees

Values and Beliefs

The school board, in order to fulfill its commitment to the community it is elected to represent, is driven by the beliefs and values that follow:

- a. Every student is entitled to and shall be provided challenging educational experiences and opportunities to ensure full and meaningful participation in a global, diverse, technology-oriented society.
- b. Every school city employee has an active and vital role in contributing to the success of students. More specifically, every teacher and administrator shall be held accountable for student achievement in the Hammond Public Schools.
- c. Every parent/guardian is expected to assume an active and meaningful role in the lives of their children. The board recognizes parents/guardians as an essential support for student success.
- d. Every community resident and business leader has a vested interest in the success of students in school. To that end, each must become more knowledgeable, supportive and involved in the success of students attending the Hammond Public Schools.

Adhering to the above beliefs and times will provide a foundation for the board's mission:

Mission Statement

The Hammond Board of School Trustees promotes the highest educational attainment in support of lifelong learners.

Through these efforts, the board envisions:

Vision Statement

The Hammond Board of School Trustees is committed to providing diverse learning experiences and environments that are necessary to develop high educational attainment for lifelong learners. As a result, students will develop into positive, productive citizens capable of succeeding and competing in a challenging and complex global society.

Approved: January 2007

The Student/Parent Handbook

The Student/Parent Handbook for the School City of Hammond is available in two formats. A copy of this handbook can be found online at the School City of Hammond website (www.hammond.k12.in.us.) The online copy will be updated periodically to reflect changes in federal and state laws as well as updated school board policies. In addition, the handbook is printed annually and distributed to all students within the first couple weeks of school.

STI Home

Parents may view the assignments, grades, attendance, and discipline, of their student by accessing the STI Home program located on the School City of Hammond (www.hammond.k12.in.us) website. In order to protect the privacy of our student records, a parent or guardian must attend an informational meeting at the student's school and sign for the protected password to access their student's records. If you are unable to attend the school's informational meeting, then please contact the secretary at your child's school to arrange access.

School City of Hammond website

In addition to the student/parent guide and access to STI Home, there is other important information on the School City of Hammond website. Important announcements including school closings are posted on the website. The School City of Hammond technology department is also working with each school to update individual school websites and will also be working with teachers to develop online communication for parents. Stay connected at www.hammond.k12.in.us.

School City of Hammond 2013-2014 Elementary School Day Schedule

ELEMENTARY SCHOOLS (Pre K-5th)

Administrative Staff	7:30 am-4:00 pm
Teaching Staff	9:00 am-3:25 pm
Elementary Students	9:10 am-3:15 pm
Breakfast will be served from	8:30 am-9:05am
Kindergarten	9:10 am-3:15 pm

Morning Supervision –YMCA (219) 845-1507

Miller Facility Preschool Programs :

Headstart Program Times at all facilities will be handled by
Barb Gustin (219)989-7345 ext 3570

*Special Education Preschool students at Miller and specific school locations will follow the School City of Hammond time change above

Kindergarten and Entrance Requirements

The School City of Hammond will be offering full day kindergarten at all schools for the first time during the 2013/2014 school year. The kindergarten day will begin at 9:10 a.m. and end at 3:15 p.m.

A child must be five (5) years old by August 1 in order to enter kindergarten in August. A valid birth certificate must be provided. Parents with children born between August 2 and August 31 who desire that their children be considered for entrance into kindergarten should contact the principal of the school district they reside in for information about early entrance into kindergarten.

School Board policy requires that a child must have a physical examination by a licensed physician or nurse practitioner. The physical must be current and not older than 1 (one) year prior to school entrance. Written evidence of all required immunizations must be provided to Health Services prior to or at the time of school entrance. If the child has been checked for lead poisoning and/or sickle cell anemia, parents are required to submit the results of those tests.

School City of Hammond 2013-2014 Secondary School Day Schedule

SECONDARY SCHOOLS (6th-12th)

Administrative Staff 7:00 am-3:30 pm
(7:30 am-4:00 pm)

Teaching Staff 7:20 am-2:40 pm

Secondary Students 7:30 am-2:30 pm
Breakfast will be served from 7:00 am-7:25 am

Special Programs:

Area Career Center

Career and Technical Education Programs will remain on the current schedule:

7:45 am-10:15 am-1st Session

11:45 am-2:15 pm-2nd Session

Early College student day 7:30 am-2:15 pm

Morton High School

Performing Arts Academy student day 8:50 am-3:50 pm

Graduation Requirements for High School Students

The high school educational program is designed to provide a wide range of educational experiences for the student over a four-year period. The variety and profusion of courses offered far exceed the number of educational experiences in which a student will have time to participate during the 12 terms in high school. All students are expected to meet state and local minimum requirements for graduation and to participate in a daily schedule of classes each term which will provide opportunity for educational growth and development.

High School Subject Selection

Counseling of students and parents in the selection of a high school course of study begins in the middle school and continues through high school. Parents or guardians will be involved in the selection of courses to meet the student's education goals. Each student's schedule for the three terms of each school year will be established before the beginning of the school year after a student/counselor conference. A copy of the course selections must be signed by the parent or guardian. Revisions may be made during the year to meet the individual needs of the student as he/she pursues the graduation requirements.

Minimum Number of Credits Required for Graduation

Regular high school students at Clark, Gavit, Hammond, and Morton high schools will register for a minimum of five (5) classes each term. In order to graduate from a School City of Hammond high school, a student must earn a total of 40 credits and meet all state of Indiana and School City of Hammond requirements. All required graduation credits must be completed prior to graduation for seniors to be eligible to participate in the graduation ceremony.

Enrollment Policy

High school students are responsible for a full school day each of the 12 terms of enrollment for the four (4) consecutive academic years from the start of ninth grade. Exceptions to this policy are students who are on track to graduate from high school at the end of their third year of high school or students who meet the eligibility requirements for early graduation or adapted schedule found on page 18 of this guide for students and parents.

State Graduation Requirements

Beginning with students who entered high school in 2007-2008, the completion of Core 40 became an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and in the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) meet to discuss the student's progress.
- The student's career and course plan is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

The graduation requirements can be found on the next couple of pages. The School City of Hammond offers appropriate curriculum to support the four approved types of diplomas. Those four diplomas are: CORE 40, CORE 40 with Academic Honors, CORE 40 with Technical Honors and the General Diploma. Please note that the graduation requirements for the Class of 2016 and beyond have changed for all four diploma types. Therefore, when reviewing the requirements for graduation, please make sure that you select the appropriate diploma type as well as the appropriate year. If a student falls behind and does not complete the graduation requirements for the Class of 2015 prior to the start of the 2015-2016 school year, then the student will have to abide by the requirements for the Class of 2016.

Indiana CORE 40 Diploma (Class of 2014 and Class of 2015)

English/
Language Arts **8 credits**
Including a balance in literature, composition and speech

Mathematics **6 credits**
2 credits: Algebra I
2 credits: Geometry
2 credits: Algebra II
Or complete Integrated Math I, II or III for 6 credits.
All students must complete a math or physics course in the
junior or senior year.

Science **6 credits**
2 credits: Biology I
2 credits: Chemistry I or Physics I or Integrated
Chemistry-Physics
2 credits: Any Core 40 science course

Social Studies **6 credits**
2 credits: U.S. History
1 credit: U.S. Government
1 credit: Economics
2 credits: World History/Civilization or
Geography/History of the World

Directed Electives **5 credits**
World Languages
Fine Arts
Career/Technical

Physical Education **2 credits**

Health and Wellness **1 credit**

Electives **6 credits** (*Career Academic Sequence recommended*)

40 Total State Credits Required

**CORE 40 Diploma with Academic Honors (Minimum 47 credits)
Class of 2014 and Class of 2015**

For the **CORE 40 with Academic Honors Diploma**, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits.
(6 credits in one language or 4 credits in two languages.)
- Earn 2 Core 40 fine arts credits.
- Earn a grade of “C” or above in courses that will count toward the diploma.
- Have a grade point average of “B” or better.
- Complete **one** of the following:
 - A. Complete AP courses (4 credits) and corresponding AP exams.
 - B. Complete IB courses (4 credits) and corresponding IB exams.
 - C. Earn a combined score of 1200 or higher on the SAT critical reading and mathematics.
 - D. Score a 26 or higher composite on the ACT.
 - E. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferrable college credits.)
 - F. Complete a combination of an AP course (2 credits and corresponding exam) or an IB Standard Level course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits.)

**CORE 40 Diploma with Technical Honors (Minimum 47 credits)
Class of 2014 and Class of 2015**

For the **CORE 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits).
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Recommended: Earn 2 additional credits in mathematics and 4-8 credits in d Languages for four year college admission.
- Complete **two** of the following options, one must be A or B.
 - A. Score at or above the following on WordKeys: Reading for Information – Level 6; Applied Mathematics – Level 6; Locating Information – Level 5.
 - B. Complete dual high school/college credit courses in a technical area (6 college credits)
 - C. Complete the Professional Career Internship course or a Cooperative Education course (2 credits)
 - D. Complete industry-based work experience as part of two-year technical education program (minimum 140 hours)
 - E. Earn a state-approved, industry-recognized certification

**Indiana General High School Diploma
Class of 2014 and Class of 2015**

English/ Language Arts	8 credits (Credits must include literature, composition and speech.)
Mathematics	4 credits 2 credits: Algebra I 2 credits: any math course
Science	4 credits 2 credits: Biology I 2 credits: any science course (as long as at least one credit is from a Physical Science or Earth and Space Science course.)
Social Studies	4 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: any social studies course
Physical Education Health and Wellness	2 credits 1 credit
Career Academic Sequence	6 credits (selecting credits in a deliberate manner to take full advantage of career exploration and preparation opportunities.)
Flex Credits	5 credits To earn the 5 Flex Credits a student must complete one of the following: <ul style="list-style-type: none">• Additional courses to extend the career academic sequence.• Courses involving workplace learning, which may include the following courses:<ul style="list-style-type: none">○ Career exploration internship○ Professional career internship○ Business cooperative experiences○ Cooperative family and consumer sciences○ Industrial cooperative education○ Interdisciplinary cooperative education○ Marketing field experience• High school/college dual credit courses• Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts.
Electives	6 credits

40 Total State Credits Required

Indiana Core 40 Diploma (Class of 2016 and beyond)

English/
Language Arts **8 credits**
Including a balance in literature, composition and speech

Mathematics **6 credits** (in grades 9-12)
2 credits: Algebra I
2 credits: Geometry
2 credits: Algebra II
Or complete Integrated Math I, II or III for 6 credits.
All students must complete a math or quantitative reasoning course each year in high school.

Science **6 credits**
2 credits: Biology I
2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics
2 credits: Any Core 40 science course

Social Studies **6 credits**
2 credits: U.S. History
1 credit: U.S. Government
1 credit: Economics
2 credits: World History/Civilization or Geography/History of the World

Directed Electives **5 credits**
World Languages
Fine Arts
Career/Technical

Physical Education **2 credits**

Health and Wellness **1 credit**

Electives **6 credits**
(College and Career Pathway courses recommended.)

40 Total State Credits Required

**CORE 40 Diploma with Academic Honors (Minimum 47 credits)
Class of 2016 and beyond**

For the **CORE 40 with Academic Honors Diploma**, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits.
(6 credits in one language or 4 credits in two languages.)
- Earn 2 Core 40 fine arts credits.
- Earn a grade of “C” or above in courses that will count toward the diploma.
- Have a grade point average of “B” or better.
- Complete **one** of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams.
 - B. Earn 6 verifiable transcripted college credits in dual credit courses from priority course list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcripted college credits from the priority course list.
 2. 2 credits in AP courses and corresponding AP exams.
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each.
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

**CORE 40 Diploma with Technical Honors (Minimum 47 credits)
Class of 2016 and beyond**

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. Pathway designated industry-based certification or credential, or
 2. Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits.
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete **one** of the following:
 - A. Any one of the options (A-F) of the Core 40 with Academic Honors diploma.
 - B. Earn the following scores or higher on WorkKeys - Reading for Information – Level 6; Applied Mathematics – Level 6; Locating Information – Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.

**Indiana General High School Diploma
Class of 2016 and beyond**

English/
Language Arts **8 credits**
(Credits must include literature, composition and speech.)

Mathematics **4 credits**
2 credits: Algebra I or Integrated Mathematics I
2 credits: any math course

Note: General Diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as Math credits.

Science **4 credits**
2 credits: Biology I
2 credits: any science course
(At least one credit is from a Physical Science or Earth and Space Science course.)

Social Studies **4 credits**
2 credits: U.S. History
1 credit: U.S. Government
1 credit: any social studies course

Physical Education **2 credits**
Health and Wellness **1 credit**

Career Academic
Sequence **6 credits**
(selecting credits in a deliberate manner to take full advantage of career exploration and preparation opportunities.)

Flex Credits **5 credits**
To earn the 5 Flex Credits a student must complete one of the following:

- Additional elective courses in a College and Career Pathway.
- Courses involving workplace learning such as Cooperative Education or Internship courses.
- High school/college dual credit courses
- Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts.

Electives **6 credits** (Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during high school years.)

40 Total State Credits Required

Senior Winter/Spring Term Waiver

For seniors fulfilling all other requirements for graduation, the spring (third) or winter (2nd) term enrollment requirement may be waived provided that the reasons or circumstance are specified by and documented in the yearly plan, or, in an emergency situation, documented before the end of the final term of attendance. A Waiver Form is available through the guidance office.

Considered reasons:

- | | |
|---|------------------------------------|
| a. moving from state or school district | *e. career/work plan |
| b. marriage and/or pregnancy | f. family financial hardship |
| c. health/medical problems | g. significant over age |
| d. educational/military program | h. other extenuating circumstances |

* NOTE on career/work plan: This written plan should clearly indicate why and how the career/work plans of the student would involve the final term(s) of the senior year. Students involved in the school-sponsored, full-year career and technical program such as the Hammond area Career Center are **not** eligible for term waivers as these programs are the career/work plans.

The valedictorian and salutatorian of the graduating class must attend all three trimesters of their senior year. The administration may waive spring trimester enrollment for special circumstances if all graduation requirements and responsibilities have been completed.

Student Safety in Secondary Science Classes

Science is a hands-on laboratory class. Secondary students (middle school and high school students) will be engaged in many laboratory activities which require the use of chemicals. Safety in the science classroom is the #1 priority for students, teachers, and parents. To ensure a safe science classroom, a list of rules has been developed and will be provided at the beginning of each course. The parent and the student will be required to sign a safety contract. The student and the parent must sign the contract before the student can participate in the laboratory experience. The state science curriculum requires that we have 25% of the time in a laboratory setting. This is a significant portion of the student's science grade. There are numerous rules and guidelines to be followed under the following categories: General Safety Guidelines, Clothing, Accidents and Injuries, Handling Chemicals, Handling Glassware and Equipment and Heating Substances. Failing to follow the guidelines and rules for science laboratory safety may result in being removed from the laboratory, detention, receiving a failing grade, and/or dismissal from the course.

Testing in the School City of Hammond

Students within the School City of Hammond participate in both statewide and local assessments which provide measures of student knowledge and understanding. These assessments help our district to make informed decisions to help improve student achievement. The dates for our multiple statewide assessments are listed in the chart below.

ISTEP+ /ECA Assessment Windows

Name of Assessment	Window Begins	Window Ends
ECA (Fall)	October 21, 2013	November 15, 2013
ECA (Early Winter)	December 9, 2013	December 20, 2013
ECA (Early Winter)	January 6, 2014	January 17, 2014
ECA (Late Winter)	February 10, 2014	March 7, 2014
ECA (Spring)	April 21, 2014	June 4, 2014
ECA (Summer)	June 19, 2014	July 31, 2014
LAS Links	January 22, 2014	February 28, 2014
ISTEP+ Applied Skills	March 3, 2014	March 12, 2014
ISTEP+ - Choice/online	April 28, 2014	May 9, 2014
IREAD-3	March 17, 2014	March 19, 2014

IREAD-3

In March of 2010 the Indiana General Assembly passed Public Law 109 requiring the evaluation of reading skills for all third grade students. This legislation was developed to ensure students can read at grade level prior to fourth grade. Based on the Indiana Academic Standards, IREAD-3 specifically tests foundational reading standards through grade three. All third graders will have two opportunities to pass the IREAD-3 test. Once in the Spring of 2013 and once in the Summer 2013. Any student who does not pass the IREAD-3 exam in the Spring or Summer test administration will be retained in third grade for the 2013-2014 school year. However there are three “good cause exemptions” for students with special needs.

1. Students who have been previously retained two times in kindergarten, grade 1 and/or grade 2.
2. Students with disabilities whose Case Conference Committee has determined that promotion is appropriate.
3. English Learner students whose individual Learning Plan (ILP) Committee has determined that promotion is appropriate.

Indiana Statewide Testing for Educational Progress(ISTEP+) Elementary, Middle and High School

The Indiana Department of Education oversees a comprehensive testing plan for K-12 education which includes computer-based diagnostic tools throughout the school year. The traditional ISTEP+ accountability testing occurs in the spring for Grades 3-8.

All students in Grades 3-8 are tested in English/language arts and mathematics. Students in Grades 4 and 6 are tested in science. Students in Grades 5 and 7 are tested in social studies.

Students who score above the Indiana academic standards in English/language arts, mathematics, science, and social studies demonstrate mastery of those content standards. Students who do not score at or above the Indiana academic standards are required to attend a remediation program which has been established in their building.

Nearly every student participates in the Indiana Statewide Testing for Educational Progress (ISTEP+). Under the No Child Left Behind Act of 2001 (NCLB), a small number of students (1 percent under proposed regulations) are eligible to participate in an alternate assessment. Limited English proficient students enrolled fewer than three years in schools in the United States may participate in an alternate form of assessment.

For most students with disabilities, the case conference committee developing the Individualized Education Program or 504 Program Plan will consider the ISTEP+ accommodations, allowable under state regulations, for each student.

Students with severe disabilities are subject to the Indiana Standards Tool for Alternative Reporting (ISTAR), the state alternative assessment process, in lieu of the ISTEP+.

ISTEP+/End of Course Assessments – Algebra I, English 10 and Biology I.

Algebra I and English 10 End of Course Assessments make up the content of the Graduation Qualifying Exam (GQE.) In order to graduate from high school a student must pass Algebra I and English 10 assessments (or qualify for a GQE waiver) to meet graduation testing requirements. Students take the End of Course Assessments (ECAs) in Algebra I and English 10 the first time that they are enrolled in the class. Students who do not pass these assessments on the first try are allowed to re-take the test the following year. The maximum amount of times that a student may take this test during the re-test year is two. If a student does not pass one or both of the assessments, the student must meet the requirements for a waiver. A student who has not passed the assessment by the first term of their senior year should make an appointment with the guidance counselor to begin preparation for a waiver application.

Participation in the Biology I End of Course Assessment fulfills the requirement for No Child Left Behind by assessing students in high school science. Students do not have to pass Biology I ECA to graduate.

Remediation Policy

How the Remediation Policy Works

- The remediation policy applies to every student at the 6th, 7th, 8th, 9th, and 10th grades taking ISTEP+.
- It affects every student not meeting the state academic standards in English/language arts and/or mathematics.
- Every student not meeting the academic standards must attend a remediation program at the home school site.
- A student must have a 95% attendance rate in the remediation program.

Middle School (Grades 6 and 8)

Every student who does not meet state academic standards, and fails or refuses to participate in remediation will not be moved to the next higher grade until the requirements of the remediation policy have been met.

High School (Grades 9-12)

Each student will be scheduled in English/language arts and math classes which will focus on the state academic standards. In addition, he/she must attend the remediation program offered at the home school site each year. The requirements to qualify for a waiver for the End of Course Assessment requirements include: taking the ECA in Algebra I and/or English 10 at least one time each year after the first year, 95% attendance during the four years of high school, participation in a remediation program that totals a minimum of 60 hours of remediation hours over four years, a grade point average of at least 2.0 in 34 core academic subjects, a defined career pathway in high school and a total of 5 flex credits.

ACT EXPLORE

In order to support our students to be college and career ready upon high school graduation, the School City of Hammond monitors their success toward high school and post secondary readiness. The first step in this process is the administration of the EXPLORE test to all 8th grade students in the School City of Hammond. This test is composed of four curriculum based assessments: English, Mathematics, Reading and Science. This assessment is based on the four major areas of high school and postsecondary instructional programs and measures the skills and knowledge needed for success in both high school and college. In addition, the EXPLORE includes a career exploration component that stimulates students' thinking about future plans and relates their personal interests and characteristics to possible career options. The EXPLORE is administered in the fall of the 8th grade year. The results are used to identify support systems for students to reach college readiness and achieve their

Money is deducted from the meal account when the child accesses the meal account by using a bar-coded meal card, student identification card, or by entering the student identification number on a numeric keypad. The cafeteria manager can print a report showing deposits into the account and money withdrawals out of the account. Balances left in the meal account stay with the account and are carried over to the next school year. If a child must transfer out of the school district and a balance is left in the account, the parent may request a refund by contacting their student's School Foodservice Manager and submitting a signed refund request form.

In the event an elementary child forgets to bring either a meal or money for a meal from home, a small credit will be extended. This credit balance must be repaid to the meal account within a few days. Reminders are made each Wednesday through our automated call system. Any unpaid balance owed to the school may be referred for collection. During the last three weeks of school, no credit on meal accounts will be extended.

Menus are posted on the Food and Nutrition web page. Interesting links related to child nutrition are also found here. Information regarding the National School Breakfast, National School Lunch, or Summer Child Nutrition Programs or the Federal Income Guidelines for Free or Reduced Price Meals may be found on the United States Department of Agriculture (USDA) web site <http://www.fns.usda.gov/cnd/>

Textbook Assistance and Other Benefits

Children who qualify for free or reduced-price meal benefits may also qualify for textbook assistance. An application for free or reduced price meals also includes the application for textbook assistance. Parents or guardians are required to sign the Textbook Assistance section of the meal application to allow the meal benefit status to be shared with the textbook assistance program. ***Textbook assistance is provided prior to the last day in September; however, assistance for meals is provided at any time throughout the year.***

Hoosier Healthwise CHIP (Children's Health Insurance Program) and Twenty-First Century Scholars benefit information will be sent to the household upon request of the parent. This authorization to provide benefit information is on the application for free/reduced-price meals and textbook assistance. The local office for Hoosier Healthwise (CHIP) is at the Lake County Division of Family and Children 420 Hoffman Street Hammond, Indiana 46327-1597. The phone number is 937-0232. The County office is at 839 Broadway, Gary, Indiana 46402. The telephone number is 881-2037 or 881-2020. The address for Twenty-First Century Scholars is ICPAC, 2805 E. 10th Street, Bloomington, Indiana 47408. The telephone number is 1-800-992-2076.

Rentals and Other Fees

A new billing system and procedures are being developed. Parents will be billed once a year and will be allowed to make payments each term. Parents will

receive notification of textbook fees from their respective schools with a payment schedule.

Textbook Rental Fees

Rental fees for textbook and supplementary materials are established annually by the Board of School Trust

Lab/Shop Fees

A basic lab/shop fee is added to the middle school rental to help defray the overall cost of consumable materials and supplies used in the practical arts, science, art, and physical education classes. A lab/shop fee per course may be added to the high school rental to help defray the cost of consumable materials used in home economics, industrial arts, science, art, business, physical education, vocational, and drama classes. A special materials fee may be charged for advanced placement classes and others such as computer, advanced biology, chemistry, photography, etc.

Other Student Fees

Students must pay the listed price for all textbooks and supplementary materials that are lost or damaged beyond reasonable repair. Students will be required to pay the replacement cost for lost or damaged materials.

Other special fees which may be added include band instrument rental and band uniform cleaning.

Application for Textbook Assistance

Students from households where the income is at or below income guidelines established annually by the federal government for free meals are eligible for textbook assistance. Families must complete the *Application for Free or Reduced-Price School Meals and/or for Textbook Assistance* in order to qualify for textbook assistance.

Only those students whose families qualify for free or reduced-price meals will be eligible for textbook assistance.

Textbook assistance does not include all school fees and charges. Those not covered must be paid.

Collection of Delinquent Textbook Rental Fees

It is imperative that all textbook and necessary school fees be paid in a timely manner. State law requires local school corporations to set rental fees that ensure sufficient funds to provide adequate materials for students.

At the beginning of each term, principals shall inform parents of the fees due and make every effort to collect them on the first day. ***After the first day of school, all fees are due and are considered to be delinquent if not paid or a payment schedule is not established.***

All fees necessary to recover the cost of collecting textbook rental will be added to the delinquent fee total.

Student Accident Insurance

The Hammond Public Schools will again have available a student accident insurance plan from a local insurance agency which will pay medical costs for students injured at school during the school day while engaging in school-sponsored activities and when traveling to and from school on school-sponsored activities. A special 24-hour student accident insurance plan covers students “around the clock” while at school or at home and also throughout the summer months when they are not attending school. This student accident policy is limited, but it is relatively comprehensive for the low premium charged.

The benefits and coverage provided by this plan seem to meet the needs of our students. It is important to understand that this student accident insurance is an excess-type coverage which means that it pays after other valid and collectible family insurance has paid to its maximum.

A student accident brochure, which completely describes the costs, coverage, and limitations of the policy, will be available in the school office for students to take home. An envelope for enrollment of the student and for payment of the premium will also be available.

Special Programs

Head Start

The Hammond schools will continue to sponsor a Head Start Program during the 2013-2014 school year. Head Start is a federally funded preschool program that focuses on helping children get ready for kindergarten through educational and social experiences. The program also addresses children’s health, dental and nutritional needs. Parents are an important part of the Head Start program and are encouraged to be an active part of their child’s Head Start experience.

The Head Start classrooms are housed in seven elementary buildings – Edison, Hess, Irving, Lafayette, Maywood, Miller and O’Bannon. Classes will be in session from September 2013 through May 2014. Morning class sessions are typically from 8:15 a.m. to 11:45 a.m.; afternoon class sessions are from 12:30 p.m. to 4:00 p.m.

The program serves children three to five years of age (children must be three years old by August 1, 2013 to be eligible for Head Start). Families interested in applying for Head Start must meet income guidelines established by the Federal Department of Health and Human Services. Families that receive public assistance (TANF or SSI), children in foster care, children with disabilities and children whose families are considered homeless are encouraged to apply.

For more information or to apply for Head Start, please contact the Head Start Office at 989-7345, ext. 3551.

Rehabilitation Act of 1973 – Section 504

Students whom teachers or parents have good reason to believe have a substantial impairment with learning or functioning in the school setting may be eligible under Section 504 for modifications or specialized instruction within their general education program.

Students should be referred to the school principal for review and evaluation by a Section 504 conference committee to determine eligibility under Section 504 Federal Regulations. Potential eligibility is for those students who are not

suspected to be in need of special education, but whose health, physical, behavioral, mental, or communication conditions substantially impair their functioning within the school setting. Students who meet eligibility criteria will have a Section 504 instructional plan developed by a case conference committee to define strategies to accommodate their unique needs.

Section 504 policies provide for rights and protections to ensure that eligible students receive the necessary attention and appropriate instructional accommodations. A copy of Section 504 rights and procedures may be obtained through your building principal or the Special Education Office by calling 933-2400. Parents with concerns or questions are urged to discuss them with their child's teacher and principal, and, as necessary, with Director of Special Education, the School City of Hammond Section 504 Officer.

Child Find – Children with Special Needs

The School City of Hammond shall establish, maintain, and implement written procedures that ensure the location, identification, and evaluation of all students three (3) years of age, but less than twenty-two years of age, who are in need of special education and related services, regardless of the severity of their disabilities, including students who:

- (1) have legal settlement within the jurisdiction of the School City of Hammond;
- (2) attend a public or nonpublic school, are served by an agency, or live in an institution located within the jurisdiction of the School City of Hammond;
- (3) are homeless student as defined at 511 IAC 7-32-49;
- (4) are wards of the state;
- (5) are highly mobile students, including migrant students;
- (6) are suspected of being students with disabilities and in need of special education even though they are advancing from grade to grade;
- (7) Students for whom the parent has expressed concern to certified personnel in writing, or orally if the parent is unable to read or to write, that the student is in need of special education and related services.
- (8) Students for whom a pattern of behavioral or performance concerns within the school setting demonstrates the need for such services.
- (9) Students for whom an educational evaluation has been requested either by the parent or the public agency.
- (10) Students for whom a teacher or other certified personnel have expressed behavioral or performance concerns to the Director of Special Education of School City of Hammond, or to other administrative personnel of School City of Hammond.
- (11) A method to determine which students are, and are not, receiving special education and related services.

Child Find shall include referral, evaluation and Case Conference Procedure. Public awareness and information activities are available via media and School City of Hammond website and are available in native language, if other than English.

Special Education

Programs for students with disabilities are available at all levels in Hammond. Parents are contacted if the teacher feels there is a problem and requests assistance in determining if special help is appropriate. Students are identified as eligible for services according to the criteria contained in Indiana statutes and Article 7 of the State Board of Education Regulations.

In special education, students are provided an appropriate educational program, including related services necessary for them to benefit from specialized instruction. An Individualized Education Program (IEP) which includes substantial input by parents is developed for each student by the Case Conference Committee. A placement is made to allow for services in the least restrictive environment in order to support the total development of each student. All students enrolled in special education programs are required to participate in the Indiana standardized assessment process. Students with mild disabilities are subject to the Indiana Statewide Test for Educational Progress (ISTEP+) and in the Graduation Qualifying Examination (GQE). Students enrolled in special education preschool and those with severe disabilities must participate in the Indiana Standards for Alternative Reporting (ISTAR), the Indiana alternate assessment process.

Services which are available in the School City of Hammond range from special classes, including itinerant and homebound programs, to related services. Special instruction is provided for students identified with a mental disability, learning disability, emotional disability, hearing impairment or deafness, visual impairment or blindness, speech impairment, autism, traumatic brain injury, dual sensory impairment, multiple disabilities, orthopedic impairment or other health impairment. Related services for eligible students include:

Orientation and Mobility	Training & Counseling
Physical Therapy	Recreation
Occupational Therapy	Medical Diagnostics
Special Transportation	School Health Services
Parent Counseling & Training	Audiology
School Social Work	Psychological Services
Rehabilitation Counseling	Early Identification
Parent Mentor Services	

In addition to services for school-age children, the Special Education Department will ensure that diagnostic services are provided, at no cost to parents, for preschool children (ages 0-4 years) with suspected disabling conditions. Eligible 3- and 4-year-old students may participate in the special preschool programs offered by the Hammond schools. A component of these programs is parent education and training to assist parents in working with developmental problems which become evident before their child's entry into elementary school.

Special projects implemented in Hammond this year include:

- Child Find (Student identification project)
- Very Special Arts of Indiana Project

- Community-Based Education Project
- Supported Employment Project
- Staff Development Workshops (C.S.P.D.)
- Summer Day Camp (Lake Area United Way)
- Summer School Programs
- Special Olympics
- Surrogate Parent Training
- Quarterly Newsletters
- Assistive Technology Services
- Vocational programming for students with disabilities
- Transition services
- Special Education Mini-Grants Project
- Parent/Family Nights

Parents with questions or concerns are encouraged to contact and work with their child's teacher and principal for resolution. Parent Mentor services are available to parents and teachers to assist them in providing information, developing services, and seeking solutions. Parents should request a copy of the School City of Hammond Notice of Parents Rights booklet for a full description of special education procedures, including parent and student rights.

If further attention is necessary, the director of special education should be contacted for assistance. The Indiana Department of Education has a formal mediation process that can also be utilized, at no cost, to assist in resolving continuing disputes. Please contact the Special Education Office at 933-2400 for assistance with any of the above services.

Language Development Program (LDP)

The former Bilingual Education Program is now called the **Language Development Program**. It is under the direction of Mr. Anthony Salinas. The program is now located at 41 Williams Street in the School City of Hammond Central Office.

Language Development services are now offered in the home school in order to provide English Learners (ELs) with a full and rich secondary school experience. Students will now have the opportunity to participate in extracurricular activities, sports, and school social events while they acquisition from their native language to English. *Language Development services will no longer be provided at the Area Career Center. All students will remain in their home school.*

The purpose of the federal Title III: Language Instruction for Limited English Proficient (LEP) and Immigrant Students of the *No Child Left Behind Act* of 2001 is to help ensure that children who are limited English proficient attain English proficiency, develop high levels of academic attainment in English, and

meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

Title III sub-grantees are required to provide LEP students with high-quality English language development instruction based on scientific research and to provide high-quality professional development to classroom teachers, principals, and administrators.

Lau v. Nichols The decision stated that providing students the same desks, books, teachers and curriculum did not ensure that they had equal educational opportunity, particularly if the students did not speak English. If English is the mainstream language of instruction, then measures have to be taken to ensure that instruction is adapted to address those children's linguistic characteristics (Lau v. Nichols, 414 U.S. 563, 94 S. Ct. 786, 1974).

Title III funds must “supplement and not supplant” [3115(g)] state and locally funded Lau Requirements. Supplement vs. Supplant requirements ensure that services provided with federal funds are ***in addition to*** and ***do not replace*** (or supplant) services that students would otherwise receive. Below you will find a hierarchy showing funding requirements and protocol.

English Learners (ELs) are categorized into five levels of English proficiency, Level 1 – Level 5, based on the results of the LAS Links English proficiency assessment administered to every EL student in the state of Indiana. EL students at Levels 1-4 are considered limited English proficient (LEP) and Level 5 students are considered fluent English proficient (FEP). According to research, it takes LEP students 1-2 years to learn conversational English, but 5-7 years to attain academic language proficiency. EL students receive daily English language development services and adaptations to classroom instruction and assessment to ensure that these students are able to reach proficiency in English and learn content in subject areas in order to graduate.

LAS Links Testing

LAS Links placement tests will be given to any student who is newly enrolled that has indicated a language other than English on their **original** Home Language Survey and does not have record of a previous year’s LAS Links Annual Assessment. The Spring summative assessment is given to students classified as Levels 1-4 on the LAS Links placements tests or who have not achieved FEP (Level 5) for two consecutive years on the summative assessment.

Per the Indiana Department of Education, under no circumstance can a parent or student refuse the annual LAS Links assessment. It is a **federal** requirement to assess any student that has been identified as limited English proficient (LEP). Therefore, all States and subsequent school corporations within a state have a federal obligation to uphold this requirement.

Language Development Services are provided at all School City of Hammond schools through one of the following models: Sheltered English, Pull Out,

Push, In, or Content Based ENL. The LDP office has offered and will continue to offer professional development to teachers in the Sheltered Instruction Observation Protocol (SIOP) model of instruction. This model is a research validated model of instruction that has proven to be effective with all students, especially English Learners.

The Language Development Program offers translation/interpretation services for parents and staff. The LDP office provides verbal and written translations for any parent or staff member who is in need of information in their native language. Please contact the LDP office if you are in need of translation services or have any other questions or concerns. 219 933-2455

Title 1 Program and Services

Programs funded through Title 1 of the *No Child Left Behind Act of 2001 (NCLB)* are designed to “ensure that all children have a fair, equal and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments.”

Hammond Schools which are eligible to receive Title 1 dollars are Columbia Elementary, Clark Middle/High School, Eggers Middle School, Irving Elementary, Maywood Elementary, Lafayette Elementary, Lincoln Elementary, O’Bannon Elementary, Wallace Elementary, and Hammond High School. Each of these schools has undergone a process for high quality school reform and provides students with extended learning opportunities. These opportunities may include before/after school support, summer programs, or instructional interventions provided by reading and/or math specialists. Title 1 funding also provides opportunities for teachers to study educational research and student performance data so that students can be provided the highest quality instruction. Instructional materials and specialized equipment for students may also be purchased with Title 1 funds.

NCLB ensures that parents of students in Title 1 buildings have access to the qualifications of any teacher supporting their child’s educational program. Letters explaining “Parents Rights to Know” are mailed each August. Each qualifying school has a program to support parents in understanding their child’s educational program, the school’s strategic plan, and State/Federal issues, such as Common Core Standards and assessments. This information is shared through regularly scheduled parent meetings and workshops. Parents will be provided the school parent facilitator’s contact information to ensure ease of communication. Parents are provided a minimum of two opportunities to confer with their child’s teacher about their child’s progress towards meeting grade-level expectations. Assessment information, both ISTEP+ and grade level formative, will be shared with parents during these conferences. Parents are encouraged to “see their child in action” in their classroom twice each year.

PACT preschool (Parents and Children Together) is funded by Title 1 dollars. This free preschool is offered to any qualifying four-year-old living in Hammond. There are ten sites for this program—Edison, Harding, Hess, Irving, Jefferson, Lafayette, Lincoln, Maywood, O’Bannon, and Wallace. This half-day experience attempts to build a strong foundation of experiences in literacy and reasoning skills to better prepare students for kindergarten. Parents are included as a partner in their child’s education by working with them in the classroom twice monthly and at home daily. Parent Workshops will be provided by PACT staff monthly to improve communication between the school and home.

For additional information concerning Title 1, call (219) 933-2514.

Project RAP

Project RAP (A Revised Approach to Progress) is an alternative high school program serving the needs of students attending high school in Hammond. This program seeks to fit the needs of two age groups: a) 15- and 16-year-olds below grade level and b) 17- and 18-year-olds who are either well below grade level or have been identified as disruptive but have no history of violent or drug-related behaviors.

The program for the 17- and 18-year-old is aimed at students who are either under grade level or are identified as a disruptive student recommended for expulsion for a nonviolent, non-drug related behavior. The second component of the program will include either 15 hours a week of community service or 15 hours a week of employment.

Alternative Education Program - Restricted Program

The middle school alternative education program is an alternative program for special education students who have demonstrated difficulty in maintaining appropriate behaviors in the school setting. Students are placed in the programs by case conference committees after a screening to ensure that they meet the criteria for the program.

The Crane Reynolds program is used for those students who have been identified as having emotional handicaps. This is the most highly structured program available in the School City of Hammond. Crane Reynolds aims at helping students learn how to control their impulsive behaviors and work their way back through a level system to the point that they would be able to return to their home school setting.

Talent Development & Special Programs

Indiana Department of Education states:

“Effective July 1, 2007, Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum in core content areas, K-12 (IC-20-36-2-2).”

The Indiana Code defines a student with high abilities as one who:

- (1) Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and:
- (2) Is characterized by exceptional gifts, talents, motivation or interests (IC 20-20-36-1-3).

District Identification Measures:

- Kindergarten – Kingore Observation Inventory (KOI) and other SCH assessments including Running Reading Records, Concepts of Print, Word Wall, etc.)
- 1st & 2nd grades – Cognitive Abilities Testing (CogAT) which is administered in February. Students scoring in the top 20% on CogAT will then be administered the Iowa Test of Basic Skills.
- 3rd – 5th grades – Achievement scores on the ISTEP+, SRI, and Acuity are reviewed. Teachers may refer students to be given Iowa Test of Basic Skills if potential is noted.
- 6th – 8th – Local and state assessment are used (ISTEP+, Acuity, Orleans-Hanna Algebra Prognosis Test, etc.) and classroom performance is considered.
- High School – Students new to the district beginning in high school will follow the same procedures as middle school students.

District Services for High Ability Students:

Elementary:

- ❖ Early entrance to Kindergarten based on data gathered by the child’s home school including Brigance testing.
- ❖ Subject skipping based on data gathered at home school.
- ❖ Grade skipping based on data gathered at home school.
- ❖ Cluster groupings in grades 1-5 for identified students with high ability in order to provide differentiation and above-grade level curriculum at home school setting.
- ❖ Pull-out program in language arts in grades 3-5 for identified students such as Junior Great Books.
- ❖ Summer enrichment programs in grades 2-8 such as SOAR.

- ❖ Curriculum compacting, tiered lessons, learning centers and independent study are also means of differentiating curriculum for high ability students.

Middle:

- ❖ Honors classes in language arts for grades 6-8 for those identified as high ability or high ability potential in the subject area.
- ❖ Honors classes in mathematics for grades 6-8 for those identified as high ability or high ability potential in the subject area.
- ❖ Pre-algebra, algebra and geometry are offered in grades 6-8 for students with high ability and the readiness level identified and documented through the district's placement test and teacher recommendation.
- ❖ High school classes are also available for high ability middle school students meeting the pre-requisites for the classes.

High School:

- ❖ Honors classes are offered in grades 9-12 for identified students.
- ❖ Advanced Placement classes are offered in all four high schools.
- ❖ Dual credit classes are available throughout the secondary schools and the Area Career Center.

District Extra Curricular Offerings:

- Lego Robotics (elementary and middle)
- Hammond Robotics (high school)
- Science Olympiad (elementary, middle and high school)
- Chess (elementary, middle and high school)
- Young Authors Conference (2nd – 6th grades)
- Summer Opportunities for Academic Rigor – *SOAR (elementary and middle)

*The S.O.A.R. Program features challenging and enriching classes which meet for 3 weeks throughout the month of June following the end of the school year. This creative and rigorous opportunity for High Ability students grades 2nd through 6th spotlight the most exceptional teachers in the district and include such classes which address Science, Technology, Engineering & Mathematics, Advanced Robotics, Foreign Language/Culture, Forensic Science, and Advanced Chess among many others.

What if...

My child was identified as “Gifted” or “High Ability” in another district and was receiving enrichment curriculum?

- ***The student’s cumulative records must be received by the prior district. All achievement information and test scores should be referred to the Office of Talent Development.***

A high ability student does not maintain the high standards expected of him/her?

- *If a student is not meeting the required expectations, a conference will be held with the teacher and student. If not improvement occurs in a reasonable amount of time, the student will be referred to the school counselor for additional guidance. Parents will be notified at this time of the possibility of the student being removed from the program/class.*

I believe my child is High Ability though previous data does not indicate such?

- *Parents must first meet with school principal, teacher and director of Talent Development to review all data. An “Appeal Form for High Ability Services” will be reviewed by the district’s High Ability Committee and will return a decision at the end of 30 days.*

Additional Programs within the Office of Talent Development & Special Programs:

1. RtI – Response to Intervention
2. PBIS – Positive Behavioral Interventions Program
3. College Bound Community Service Opportunities

Advanced Placement

The Advanced Placement (AP) Program is available at all four Hammond high schools. Essentially, the AP Program has high school instructors teaching college-level courses to high school students in their local schools. The course outline, course content, and textbooks are nationally developed for all AP programs. In the spring, students will take Advanced Placement Examinations that may lead to earned college credit. In the past the Indiana Department of Education has paid for Advanced Placement tests in mathematics and science. In addition, the Indiana Department of Education has covered the cost of all Advanced Placement tests for students eligible for free and reduced lunch. Please check with your guidance counselor to see if this funding is available.

To prepare for these courses, students and parents need to begin planning by the time the student reaches middle school. Higher-level courses should become a part of the student’s program as soon as he/she is able and ready to enroll.

Questions about the AP Program should be directed to your building principal or to the director of talent development.

Academy for Performing Arts

The School City of Hammond Academy for the Performing Arts is located at Morton High School but is open to all high school students living within the School City of Hammond boundaries. The academy provides a wealth of opportunities for students in dance, theatre, instrumental and vocal music. These opportunities include not only a rich daily curriculum in the performing arts but also a wide variety of extracurricular opportunities that require a commitment to evening and weekend practices and performances. All students

interested in being a part of the academy must complete the application process which includes an audition component. For additional information on the Academy for the Performing Arts please contact Mr. Greg Easton at Morton High School.

Projects have been implemented in the following areas to address the needs of students Grades K - 12.

After School Credit Lab

The After School Credit Lab, located at the Area Career Center, provides the opportunity for students to make up credits during after-school hours. Classes are offered in math, social studies, and English. This is a computer-directed program using the Plato web-based program. Students must complete the Plato course work and pass a departmental final examination in order to earn their credit. Students are charged a fee for the class and must have prior approval of the home-school principal and counselor to enroll in the class.

Career and Technical Education (Area Career Center)

The Career and Technical Education programs at the Area Career Center are an extension of regular classes at the student's school of record or "home school." Credits earned at the Area Career Center, one credit for each hour of instruction, become a part of the student's record and applied toward graduation requirements. All programs offer various college credit and many offer State industry/business certifications that can be used in securing an entry-level job.

The Area Career Center provides college and career readiness education for Hammond, Griffith, Highland, Lake Central, Lake Ridge, Lake Station, Munster and Whiting high school students. Programs are open to students during their junior and senior years of high school. Students can enroll in one or two year programs that provide a pathway leading to college credit and State business/industry certifications, in addition to high school credits toward graduation and academic and/or technical honors diplomas.

Career and Technical Education programs offer students the opportunity to learn skills for high wage/high demand employment, by receiving the education to earn State business/industry certifications. The Area Career Center prepares students with career and technical skills and the opportunity to earn transcribed college credit. Competent second-year students have the opportunity to participate in work-based learning opportunities and internships during the school day—however students must provide their own transportation. A career counselor and college and career pathway coordinator are on staff to work with students in receiving the full benefits available at the Area Career Center.

All programs have teachers that are professionals in their field of study and each program maintains an advisory committee made up of members from business, industry and the community. Each program prepares students with college and

career readiness that puts them on a successful path towards high demand/high wage career opportunities.

The following programs are offered at the Area Career Center:

- Auto Technology
- Collision & Refinishing Technology
- Computer Information Technology
- Construction Technology
- Cosmetology
- Criminal Justice & Law
- Culinary and Pastry Arts & Sciences
- Dental Assisting
- Early Childhood Education
- Emergency Medical Services
- Fire & Rescue
- Graphic Arts & Digital Imaging
- Health Science Careers I: Anatomy-Physiology/Medical Terminology
- Health Science Careers II: Nursing
- Industrial Maintenance/Welding
- Multimedia Broadcast Academy

Students are responsible for laboratory fees and required safety equipment for each Career and Technical Education program. Hammond students are not charged tuition, but sending schools that participate in the Area Career and Technical Education District pay the tuition for their respective students.

Transportation is provided to and from the Area Career Center to Clark, Gavit and Morton high schools.

Summer school Career and Technical Education programs are offered if there are sufficient enrollments.

Students interested in Career & Technical Education programs should contact their high school guidance counselor for information or call 933-2428 for additional information or program visitation.

Area Career Center University (Early College)

A partnership between School City of Hammond and Vincennes University

RELATIONSHIP

RIGOR

RELEVANCE

Area Career Center University gives School City of Hammond students a unique opportunity to further their education while earning their high school diploma. School City of Hammond has formed a partnership with Vincennes University, forming the ACCU model, in which students will earn a minimum of a Core 40 Diploma with the possibility of earning 1 to 2 years of transferable college credits, relevant work experience and industry recognized certifications. This makes the high school learning experience not only tied to college work, but

actually *count* as college work. With raising workforce demands, achieving a high school diploma will no longer suffice. The two main barriers to employment for most are: lack of skills and higher education. ACCU allows students a brighter future by giving extended support and skills to be college and career ready upon graduation for our inaugural cohort, Class of 2017.

Programs of study

H.S. Diploma + Collegiate Certificate

Core 40 with Academic Honors and 30 Core Transferable Library (CTL) College Credits

H.S. Diploma + Collegiate Certificate + College Credits in Career Sequence

Core 40 with Academic and/or Technical Honors, 30 CTL College Credits and Career College Credits (6-30 College Credits)

H.S. Diploma + Industry Certificate

Core 40 with Academic and/or Technical Honors and Industry Workforce Certificate

H.S. Diploma + Associate's Degree + Industry-Recognized Certification

Core 40 with Academic and/or Technical Honors, Industry-Recognized Certification and Associate's Degree

To enroll, students should see their guidance counselor during their 8th grade year for an application. This program requires the students to attend the Area Career Center full-time as a freshman, but students can still participate in extra-curricular activities at the high school they would have attended.

Adult Education – Cynthia J. Warner-Lowe

All School City of Hammond Adult Education programs, except Community Education, are conducted year-round.

To qualify for enrollment in Adult Education an individual:

- Must be at least 17 years of age and have officially withdrawn from a K-12 program without having attained a high school diploma OR
- Must have a high school diploma, but have been determined to need basic skill development in English language arts or mathematics at or below the high school level.

Workplace Literacy/Training -- Customized programs are developed in cooperation with local businesses and industries to address employee needs relating to the workplace. Programs may be conducted on site at the workplace or in facilities at the Area Career Center.

Adult Basic Education (ABE) and English-as-a-Second-Language/Citizenship

-- Classes include self-paced instruction in English-as-a-Second-Language; GED preparation; and classes in reading, writing, and arithmetic. Also, GED high school equivalency testing is available through the testing center.

Citizenship Preparation/Civics Education -- A class that combines citizenship preparation with instruction in American living and government along with reading, writing, listening, and speaking the English language is provided by Hammond Adult Education on Saturday mornings at Greater Hammond

Community Services. Adults interested in enrolling for this class are to call the Adult Education Office at 933-2419.

ISTEP+ / G.Q.E./ECA Test Preparation and Testing for Out-of-School Youth

-- Hammond Adult Education serves as a state-designated site for Graduate Qualifying Exam test preparation and testing for out-of-school youth who have completed all high school graduation requirements except for passing the G.Q.E. exam. The exam is administered in the months of September and March.

Tests of Adult Student Assessment Systems (TABE E) – The TABE E series is a system used for assessing adult basic reading, math, listening, writing, and speaking skills within a functional context. TABE E assessment, training, and evaluation are based on the critical competencies and skill areas required for success in the workplace, community, and family.

Tests of Adult Basic Education (TABE) – The TABE is used to measure achievement of basic skills commonly found in adult basic education curricula taught in high school and adult instructional programs. TABE also is used to predict accurately performance on high school diploma equivalency exams such as the GED test.

School Emergencies

The Hammond Public Schools will be open on all regularly scheduled school days unless they are closed by the superintendent of schools due to emergency conditions.

When Hammond Public School students must be dismissed early due to an emergency closing or there is a need for delay in opening of the schools, the superintendent of schools will announce this through a variety of media sources. The sources include local radio and television stations, the school city parent calling machine system, and, if possible, posting on the school city web site/homepage. Adverse weather, fire, flood, explosion, utility failure, and structural failure are examples of emergencies that might make it necessary to close schools early. When early dismissal of students becomes necessary, parents should take note of the following:

- If parents will not be home, they should make arrangements for their children to have access to their home or to stay with relatives or neighbors.
- Principals will notify street crossing guards to be at their stations.
- Principals will notify the School City of Hammond Transportation Department to make transportation arrangements.
- If sudden evacuation of the building is necessary and students must be exposed to adverse weather for a prolonged period, the principal will direct students and staff to areas of temporary shelter in churches, homes, public buildings, stores, or businesses.
- Students will not be sent home during adverse weather if the principal feels they might have trouble reaching home.
- If parents come to school to pick up their children during emergencies, they should report to the main office and identify themselves.

- Parents should not phone the school during an emergency situation and tie up phone lines.

In the case of tornadoes, heavy thunderstorms, or other severe windstorms, each Hammond school has a plan to shelter students in the safest area of the school building. Each school is equipped with a special weather alert radio which is tuned to a National Weather Service station. This warning system provides each of our schools with early information about imminent tornadoes, thunderstorms, or severe weather conditions. Principals will not dismiss students from school when tornadoes or heavy storms threaten the immediate area.

Special Notes

Homework

School Board policy emphasizes that homework is an essential part of school life. Parents are urged to check with their children and in the STINow Parent Portal from time to time to see that homework assignments are being completed properly and on time. Failure to complete homework assignments may result in the student's receiving a failing grade which could lead to retention at the current grade level.

Environmental

In order to maintain a clean and safe learning environment for students and safe working environment for staff, The School City of Hammond, in compliance with the Indiana State Department of Public Health and the U.S. Environmental Protection Agency, regularly inspects and monitors school buildings and classrooms for matters related to environmental management and indoor air quality. The Director of Buildings and Grounds, in collaboration with the Director of Operations, is responsible for matters related to school environmental management and indoor air quality. Periodic inspections for asbestos are conducted as well as response action, post-response activities, re-inspections, and surveillance activities, etc. Such records are on file at the School City of Hammond Warehouse facility. Any questions or concerns may be directed to the Director of Buildings and Grounds at 219-989-7300 or through the School City of Hammond website.

If You Have a Question...

If you have a question involving the operation or programs of the schools, contact the office or person most directly responsible for the area in which the concern exists. When the question involves an individual student or class, contact the classroom teacher, the counselor, or the principal. If you feel that after contacting the proper individual, your question or concern has not been fully answered or given proper consideration, the question may be directed to the Administration Center at 933-2400.

The administrator in charge will take full details of the question or concern. If the question cannot be answered "on the spot," the school administrator who can provide the answer will call back as promptly as possible. Emergency requests and situations will be handled accordingly.

Board of School Trustees



Deborah White



Marilyn Jones



Anna Mamala



Cindy Murphy



George T. Janiec

The Trustees are your representatives. They are always pleased to hear from you. Regular meetings of the Board are held on the second and fourth Thursdays of each month.

Deborah White	845-2614
Anna Mamala	937-4788
Cindy Murphy	844-3025
George Janiec	678-6761
Marilyn Jones	845-2096

Directory of Schools

High Schools and Middle Schools

Area Career Center	5727 Sohl Ave.	933-2428
Clark MS/HS	1921 Davis Ave., Whiting	659-3522
Eggers MS	5825 Blaine Ave.	933-2449
Gavit MS/HS	1670 175th St.	989-7328
Hammond HS	5926 Calumet Ave.	933-2442
Morton HS	6915 Grand Ave.	989-7316
Scott MS	3635 173rd St.	989-7340

Elementary Schools

Columbia ES	1238 Michigan St.	933-2461
Edison ES	7025 Madison Ave.	933-2464
Franklin ES	1000 116th St., Whiting	659-1241
Harding ES	3211 165th St.	989-7351
Hess ES	3640 Orchard Drive	989-7355
Irving ES	4727 Pine Street	933-2467
Jefferson ES	6940 Northcote Ave.	989-7353
Kenwood ES	6416 Hohman Ave.	933-2469
Lafayette ES	856 Sibley St.	933-2472
Lincoln ES	4221 Towle Ave.	933-2475
Maywood ES	1001 165th St.	933-2477
Morton ES	7006 Marshall Ave.	989-7336
O'Bannon ES	1317 173rd St.	989-7360
Wallace ES	6235 Jefferson Ave.	933-2479

Adult Education

Adult Education	5727 Sohl Ave.	933-2419
Miller School	6530 New Hampshire Ave. Pre-School Diagnostics	989-3956

School Calendar 2013 – 2014

AUGUST

- 13-14 New Teacher Orientation
- 19 Teacher Work Day
- 20 General Convocation
- 21 1st Day of School Classes Begin

SEPTEMBER

- 2 Labor Day

OCTOBER

- 24-25 Fall Break

NOVEMBER

- 15 First Term Ends/ECA Fall Testing Ends
- 18 Teacher Work Day
(Students not in attendance)
- 27-29 Thanksgiving

DECEMBER

- 9-20 ECA Testing
- 20 Last Day of School Before Winter Break

JANUARY

- 6 School resumes
- 6-17 ECA Testing
- 20 Martin Luther King Day

FEBRUARY

- 10-28 ECA Testing
- 14 February Recess
- 21 President's Day
(Make-up day if needed)
- 28 LAS Links Testing (Begins)

Grading Periods for Elementary Schools

August 21-November 15, 2013 (60 days)
November 19-March 4, 2014 (60 days)
March 6-June 5, 2014 (60 days)

Progress Reports

October 4, 2013
January 17, 2014
April 25, 2014

MARCH

- 3-7 ECA Testing
- 3-12 ISTEP+ Applied Skills
- 4 Second Term Ends
- 5 Teacher Work Day
(Students not in attendance)
- 17-19 IREAD-3 Test

APRIL

- 11 Last Day Before Spring Break
- 21 School resumes
- 21-30 ECA Testing
- 28 Begins ISTEP+ Multiple Choice

MAY

- 1-30 ECA Testing
- 9 Ends ISTEP+ Multiple Choice
- 28 Memorial Day

JUNE

- 5 Third Term Ends
- 6 Teacher Work Day
(Students not in attendance)

180 Student Days
185 Teacher Work Day

Grading Periods for Middle and High School

August 21-October 4, 2013 (32 days)
October 7-November 15, 2013 (28 days)
November 19-January 17, 2014 (31 days)
January 21-March 4, 2014 (28 days)
March 6-April 25, 2014 (29 days)
April 28-June 5, 2014 (28 days)

Progress Reports

Progress Reports will be provided mid-point of each grading period.

Administration Center

41 Williams Street
(219) 933-2400

Dr. Walter J. Watkins Superintendent

Policy Notification Statement

It is the policy of the School City of Hammond not to discriminate on the basis of race, color, religion, sex, national origin, age, or handicap in its programs or employment policies as requires by the Indiana Civil Rights Act (I.C. 22-9.1), Title VI and VII (Civil Rights Act of 1964), the Equal Pay Act of 1973, Title IX (Educational Amendments), and Section 504 (Rehabilitation Act of 1973).

Inquiries regarding compliance with Title IX may be directed to the Coordinator of Athletics, School City of Hammond, 41 Williams Street, Hammond, IN 46320, (219) 933-2400. Inquiries regarding compliance with Section 504 (Rehabilitation Act of 1973) may be directed to Mrs. Connie Manous, Section 504 Officer, 41 Williams Street, Hammond, IN 46320 (219) 933-2400. Inquiries may also be directed to the Director of the Office of Civil Rights, Department of Health and Human Services, Washington, DC.

The School City of Hammond acknowledges the wide diversity of students enrolled in its schools. Currently, the students of diverse background represent 64 cultural and language groups.

The School City of Hammond recognizes the value of communication with its community in a comprehensive mode.

Pursuant to Title VI (Civil Rights Act of 1964), all communication shall be provided in the language of our language minority families upon request to the School City of Hammond's Language Development Program, Area Career Center, 5727 Sohl Avenue, Hammond, IN 46320, (219) 933-2455.

La Ciudad Escolar de Hammond reconoce la gran diversidad de estudiantes matriculados en sus escuelas. Actualmente, los estudiantes de culturas e idiomas diversos representan 64 grupos.

La Ciudad Escolar de Hammond reconoce el valor de comunicarse con la comunidad en una manera comprensible.

De acuerdo con "Title VI Civil Rights Act of 1964," toda la comunicación se debe proveer en el idioma de nuestras familias de minoría cuando se le pida al Programa de Desarrollo de Lenguaje de la Ciudad Escolar de Hammond ubicado en el Area Career Center, 5727 Sohl Avenue, Hammond, IN 46320, teléfono (219) 933-2455.

Dr. Walter J. Watkins, Superintendent of Schools