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Board Policy 8330

According to the Family Educational Rights to Privacy Act (FERPA) any eligible student (18 years of age) and his/her parent or legal guardian may request pertinent educational information maintained in that student's educational file. You should contact your building principal for further information.

Board Policy 5840

The School City of Hammond recently adopted policy 5840, Criminal Organization and Criminal Organization Activity, pursuant to State law in order to address the detrimental effects of criminal organizations and criminal organization activity on its students, demonstrate its commitment to preventing and reducing criminal organization membership and eliminating criminal organization activity, educate Corporation students, employees, and parents about criminal organizations and criminal organization activity, and comply with State and Federal laws and regulations.



Superintendent's Message

Dear Students and Parents/Guardians,

The School City of Hammond Board of School Trustees, administrators and staff encourage you to “Ignite Your Year”! This is the theme we would like for you to use as you embark upon your academic program for the 2016-2017 school year!

This guide is prepared to serve as a roadmap for you to use in your quest for academic success. You are urged and encouraged to refer and use the handbook when questions or issues come to mind with which you may need further understanding. If after reviewing any section of this booklet, you still need further support, please do not hesitate to contact your building principal. Parents are urged to do the same.

This coming school year promises to be one of challenge and change. First and foremost, there is a new accountability system which will determine the criteria utilized for student success. Since this is new information for us all we will do our very best to ensure that both you and your parents are aware of the new plan. We urge you to do your very best in school. You are encouraged to work hard, obey the rules and, make your schooling experience one that is positive and fun-filled.

Active parent support and involvement is essential for both your success and positive relationships with the school. We strongly encourage all parents to take a meaningful and active role in their child's education and what is going on the schools. Through this partnership we can further ensure success and positive relationships for all.

Again I urge you to Ignite Your Year!

Mission Statement

Excellence in learning: Success in life.

Vision Statement

The School City of Hammond embraces its diversity and communicates consistently high expectations. SCH provides a rich and challenging learning environment that encourages academic excellence and the development of talents that prepares students to make positive contributions to our world. District leadership provides continuous, system-wide, professional growth opportunities enhanced by technology and guided by data-driven, research-based strategies, assessments, and timely interventions. Highly effective teachers and support staff collaboratively utilize best practices to maximize student growth and achievement.

Supported by the pillars of sound, fiscal management, accountability, and community partnerships, SCH maintains a focus on transparency and good stewardship.

Belief and/or Value Statements

The School City of Hammond believes:

- every child has the capacity to learn;
- the development and support of teachers are essential to student achievement;
- students will acquire skills to adapt to an evolving and technologically advancing society;
- parents/family are essential to provide for the success of children in school;
- a diverse, rigorous, and relevant curriculum promotes student achievement;
- instructional decisions and activities will be based on best practices;
- developing students' higher-order thinking skills promotes student learning;
- there will be a clear alignment between curriculum, instructional practice, and assessment;
- recruiting, developing, retaining, and recognizing highly qualified staff is essential to student success;
- all personnel, regardless of position, must be willing to support the overall vision of the district with the main priority being student growth and achievement;
- effective communication promotes positive community relations;
- public education is a responsibility shared by students, parents, school personnel, and community members;

- in a culture of transparency, with accountability and efficiency at every level;
- established priorities encourage and maintain a healthy school community;
- all students are introduced to values and beliefs that will enhance their well-being as productive, independent adults;
- participation in curricular and extra-curricular activities benefits students and promotes good citizenship

The School City of Hammond values:

- a highly qualified, highly effective, and culturally diverse staff;
- the cultivation of internal leaders;
- facilities that are clean, safe, and orderly, that facilitate optimal learning and promote the emotional and physical wellness of students and staff;
- a technologically integrated curriculum

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Supported by the pillars of sound, fiscal management, accountability, and community partnerships, SCH maintains a focus on transparency and good stewardship.

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.

Chalkable Information Now

Parents may view the assignments, grades, attendance, and discipline, of their student by accessing the Chalkable Information Now 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 Chalkable Information Now, 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 2016-2017 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. 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 2016-2017 Secondary School Day Schedule

SECONDARY SCHOOLS (6th-12th)

Administrative Staff	7:00 am-3:30 pm (7:30 am-4:00 pm)
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Teaching Staff	7:20 am-2:40 pm
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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

<i>Early College student day</i>	<i>7:30 am-2:15 pm</i>
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Morton High School

<i>Performing Arts Academy student day</i>	<i>8:50 am-3:50 pm</i>
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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 8 semesters 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 two semesters 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, Morton high schools and Early College will register for a minimum of seven (7) classes each semester. 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 year each of the 8 semesters 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 17 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 fell behind and did 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 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 <i>(College and Career Pathway courses recommended.)</i>

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 transcribed college credits in dual credit courses from priority course list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed 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.

Senior Second Semester Waiver

For seniors fulfilling all other requirements for graduation, the 2nd semester of the senior year 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 semester waivers as these programs are the career/work plans.

The valedictorian and salutatorian of the graduating class must attend both semesters of their senior year. The administration may waive spring semesters 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 (Winter)	December 5, 2016	December 16, 2016
ECA (Spring)	April 24, 2017	May 26, 2017
WIDA	January 9, 2017	February 24, 2017
ISTEP+ Applied Skills	February 27, 2017	March 10, 2017
ISTEP+ - Choice/online	April 17, 2017	May 5, 2017
IREAD-3	March 13, 2017	March 17, 2017

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 2016 and once in the Summer 2016. Any student who does not pass the IREAD-3 exam in the Spring or Summer test administration could be retained in third grade for the following 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 & 10.

All students in Grades 3-8& 10 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 and English 10.

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.

ACCUPLACER and Remediation

During the 2013 legislative session, the Indiana General Assembly passed HEA 1005, and the Governor signed P.L. 268 -2013 into law. A component of this

law (IC 20-32-9) requires public and state accredited nonpublic school students who meet specific criteria to take a college- and career- readiness exam and potentially receive remediation. The assessment selected to meet the requirements of this law for the 2014-15 school year is ACCUPLACER Diagnostics. Two data sources will be used for identifying students that will be required to take ACCUPLACER Diagnostics. They are the End Of Course Assessment and the PSAT. The cost of ACCUPLACER Diagnostics will be covered by the Indiana Department of Education (IDOE.) Once the student takes the test, the student will be able to print his/her results. The schools will also distribute the results to the parents and work with the students and parents to develop remediation plans.

Remediation Policy

How the Remediation Policy Works

- The remediation policy applies to every student at the 6th, 7th, 8th, 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.

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.

PSAT 8/9 The first step on the College and Career Readiness Pathway that includes the PSAT/MMSQT and SAT is PSAT 8/9. Like the PSAT and the SAT, PSAT 8/9 measures the reading, writing, and math skills students learn in school. It also uses the same format of questions as the PSAT and SAT. The test is used by the leadership team in the schools to help students improve their skills and determine course selections in high school. All 8th & 9th graders in Hammond will take this test in the fall. There is no cost to the student.

PSAT The second step in monitoring student readiness for college and careers is done during the sophomore year. **All sophomore students take the PSAT assessment in the fall.** There is no cost to the student. This assessment is based

on the same college readiness standards as the SAT. The data from the PSAT can identify areas where support is needed for each student to reach college and career readiness. The leadership team at each high school utilizes this data to not only develop a college readiness plan for each student but to identify areas where gaps occur in the curriculum. The data received from this assessment can also assist students, parents and guidance counselors as they together to prepare the student for college, career and beyond.

PSAT (Preliminary Scholastic Assessment Test) / NMSQT (National Merit Scholarship Qualifying Test)

In October, juniors are given the option to re-take the PSAT/NMSQT which features a Verbal Test, a Writing Skills Test, and a Math Test. Juniors take this test to qualify for the National Merit Scholarship Program, which recognizes students who score at the very top in their state. The National Hispanic Scholars Recognition Program and the National Achievement Scholarship Program for Outstanding African-American Students also use the results of the PSAT/NMSQT to determine their award recipients. In addition, many colleges, universities and corporations award scholarships based on the results of this test. Juniors are responsible for the cost of this test.

TESTS – ACT or SAT?

It is the choice of each student as to which college admission test he/she wishes to take on their own. It is recommended that no matter which test the student chooses, the student should take the test several times. It is also recommended that the student take the test at least once during the junior year and then take it the final time during the fall of the senior year. Here are the differences between the two tests. The ACT is an achievement test, measuring what a student has learned in school. The SAT is an aptitude test, testing the reasoning and verbal abilities. The ACT has up to 5 components (English, Mathematics, Reading, Science and an optional writing component) and the SAT has 3 components (Critical Reasoning, Mathematics and the writing component). The SAT has a correction for guessing. In other words, the SAT takes off for wrong answers. The ACT is scored based on the number of right answers with no penalty for guessing. The ACT has the Interest Inventory component.

ACT

The ACT is a college admission test that is accepted by all 4 year colleges and universities in the United States. The ACT is not an aptitude or an IQ test but is a measure of what you have learned in your high school classes of English, mathematics, reading and science. In addition the above tests, the ACT also provides a unique Interest Inventory and a Student Profile Section. By responding to these sections the student creates a profile of the work completed in high school and the interest for career choices for colleges. When a student takes the ACT, he/she may send the scores to four colleges. Because not all colleges require the writing test for admission, the ACT offers the student the choice of taking the writing exam.

SAT

The SAT is a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. Most students take the SAT during their junior or senior year of high school and almost all colleges and universities use the SAT to make admission decisions, to guide students in course placement and course selection in college. The knowledge and skills in the subject areas tested on the SAT are important for success in both college and life. In order to prepare for the SAT, the College Board recommends that students take the PSAT.

Internet Access in Hammond Schools

Access to the Internet is available in all Hammond public schools. Use of the Internet offers the potential for dramatically expanding classroom opportunities by making available many resources from all over the world. Access to these resources can stimulate individual and group projects, collaboration, sharing of curriculum materials, and idea sharing. Teachers and students can also create their own sources of information to be shared with others.

While the benefits of the Internet are indeed enormous, it is important to know that it is an unregulated, open system and, like any open system, carries risks. In an attempt to manage the potential risks to students, the School City of Hammond has installed filtering software to help students and teachers limit Internet use to educationally appropriate sites. Although an Internet filter is a valuable tool, we cannot assume that the filter will prevent students from ever accessing or viewing inappropriate material.

We believe that the positive value of the Internet far outweighs the potential for harm. Therefore, guidelines for acceptable use of these resources have been outlined in Board Policy 7540.03, School City of Hammond Educational Network Appropriate Use and in the School City of Hammond Educational Network Information Guide. These documents are available in our schools. The complete Board Policy, summarized below, is available on the School City web site at <http://www.neola.com/hammond-in/>

Responsible Use of the Internet in Hammond Public Schools

- The primary purpose of using the Internet at school is the promotion of educational excellence through increased access to information and innovative instruction.
- Use of Internet access through the School City of Hammond for commercial or political purposes is prohibited.
- Internet access through the School City of Hammond may not be used for illegal purposes; in support of illegal activities; or for the transmission, viewing, or downloading of threatening or harassing

material or any information that would be abusive, profane, or sexually offensive to an average person.

- No use of Internet access through the School City of Hammond may serve to disrupt its use by other individuals or connecting networks.
- Use of the Internet through the School City of Hammond must respect the privacy and intellectual property of others, including copyright and license agreements.
- Use of the Internet at school is to be considered a privilege, not a right. In the event that established guidelines for use of the network are violated, a user's privileges may be terminated, and disciplinary action may be taken consistent with the code of student conduct.

Student/Parent Residency Requirements

It shall be the firm policy of the School City of Hammond pursuant to the Board Policy Student Series, to require parents to provide verification of residency within 30 days of enrolling students to the Hammond Public Schools. The Board will educate, tuition free, students who have legal settlement in the Corporation, and students enrolled according to the requirements of I.C. 20-26-11. In addition to students with legal settlement in the Corporation, students without legal settlement in the Corporation thereafter referred to as "transfer students" will be enrolled in compliance with I.C. 20-26-11-32 and the procedure outlined in Board Policy 5111. It is the firm policy of the Board of Trustees that every student shall attend the elementary school, middle school, or high school assigned to his/her residential district.

Attendance Policies

Students are expected to be in attendance every day; however, there are times when students must be absent. For these times, a student shall not be penalized. Normally, the number of instances which necessitate absence is not excessive. In the Hammond Public Schools, a student will be granted an excused absence for the following:

- Illness of the student as verified by the parent. *Note: Excessive illness may require verification by a physician.*
- Death in the immediate family as verified by the parent.
- Being sent home by a school authority during the school day for other than disciplinary action.
- An absence which occurs because whatever needs to be taken care of absolutely cannot be done at any other time. *NOTE: This type of absence must have prior approval of the principal.*

Homebound Services

A detailed medical report from a licensed physician verified by the School City of Hammond School Health Services Office, documenting a serious illness which prohibits a student from attending school for four (4) weeks or longer, is required for a student to be eligible for homebound services. In addition, the

student needs must extend beyond the broad variety of accommodations that the school can provide to assist the student through the illness in order for homebound eligibility to be approved.

When a valid extended absence is anticipated for any enrolled student, an immediate referral must be made to the Special Education Department. When the need for an extended absence (4 weeks or longer) is verified, the student will be continued to be counted present and will receive homebound instruction from certified special and/or general education teachers, as appropriate to the student's instructional program.

Exemption from Regular Physical Activity

In the interest and welfare of all students in the Hammond Public Schools, the following procedures are to be observed for exempting students from normal physical activity during recess, noon hour, physical education, and/or swimming classes.

- Parents may request a temporary or short-term exemption for a period not to exceed three (3) consecutive days by presenting a written request stating the reasons for the request.
- A second consecutive request may be honored. The combined total exemption may NOT exceed five (5) consecutive days.
- School administrators, teachers, and school health staff shall have the authority to exempt students from physical activity for a period NOT to exceed one (1) day.
- Any student who needs to be excused for an extended period (more than five [5] consecutive days) from any part of the regular required school activity for reasons of health shall present to the school a written order from a physician.
 - The medical order shall give both the reasons for the request and the inclusive dates for the exemption.
 - A parental request cannot terminate a medical order.
 - Students who have been excused by virtue of a medical order must present a medical release from the physician before being allowed to rejoin the program.
 - A yearly, written order shall be dated, signed, and presented should the need to be excused continue.
- Students may request exemption from physical activity or any one activity — for example, dancing — because of religious beliefs by presenting a written statement signed by the parent AND the church leader. Suitable alternative activities will be provided in lieu of the physical activity requirement.

Middle and High School Attendance Procedures

One of the most critical factors affecting high levels of student achievement and preparing students for life's work is the understanding that daily attendance and punctuality are key essentials of success. Frequent absences from regular

classroom learning experiences disrupt the continuity of instruction. These experiences are lost and cannot be entirely regained. Many students who are frequently absent experience difficulty in achieving the maximum benefits of instruction. They are often able to acquire only mediocre success in their academic achievement. This is true even when additional after school instruction occurs.

The entire process of education requires continuity of instruction and classroom participation in well-planned instructional activities.

Attendance Procedures

- A. Students may earn credit as long as they:
 1. Do the required work.
 2. Meet the attendance requirements.
- B. When a student will be absent, parents are to notify the school attendance office. NOTE: If a student is absent and the parent does not notify the attendance office, the student will be counted as truant.
- C. Students who arrive at school after 7:30 a.m. shall sign in at the attendance office.
- D. In order for a student to be dismissed prior to the end of the school day, parent notification must be received in advance. If the dismissal request is not received in advance, the parent must come in and sign the student out.
- E. When returning to school after an absence, students should report directly to their classes; **however**, if presenting a medical excuse or doctor's note, students should report to the attendance office.
- F. It is the student's responsibility to make all arrangements with their **TEACHERS TO COMPLETE MAKE-UP WORK**. Students will have two days to make up work for each day's absence, upon their return to school. (Students who miss only part of a school day are required to obtain that day's assignment for the class(es) missed.)

Excused Absences

1. Illness or injury requiring physician's care and verified in writing by the physician. Verification of a physician's care must be presented within two days of the student's return to school. (In case of serious or catastrophic illness, arrangements can be made for school work to continue).
2. Medical and dental appointments should be made outside of school hours. However, medical and dental appointments which must be scheduled during the school day must be verified by a note from the doctor's office. Appointment cards only are NOT acceptable.
3. Absence due to an emergency illness or injury in the family (Example: Mother hospitalized). When an emergency requires a student to be absent, the absence will be excused provided a parent or close relative notifies the school on the day of the absence.
4. Illness in cases where the student is sent home by the school nurse or an administrator will be excused **ONLY** for the day the student was sent home.

5. Deaths and funerals of immediate family members (Immediate defined as father, mother, guardian, grandparents, brother and sister).
6. Approved family trips with parent(s) or guardian is limited to five (5) days per school year. Each day after the limit will be counted as an unexcused/countable absence. Approval must be obtained by submitting the proper form to an administrator prior to the absence.
7. School sponsored events/field trips.
8. Serving as a page for a government agency. (Letter required from agency)
9. Serving on the precinct election board or as a helper to a political candidate or political party on the date of each general city or town, special and primary election.
(Letter required from election board)
10. Military service (National Guard) for not more than five (5) school days per year. (Letter from National Guard)
11. Court ordered appointments. (Letter required from the court or legal agency)
12. Religious observations which are not available outside school hours.
(Letter required from the church)
13. College visitations will be limited to three (3) per year. Seniors who are applying for college admission must make arrangements in advance for approval. No college visits will be allowed after May 1.
14. Out of School Suspensions/In School Suspensions

Unexcused Absences

Any absence that does not meet prescribed attendance guidelines will be considered an unexcused absence. Unexcused/countable absences include but are not limited to: Personal illness not verified by a medical note, trancies, and special circumstance unexcused.

Definition of Truant

A student may be considered truant when they are not in their assigned area at any time during the school day. Trancies accumulate per six (6) weeks toward failure for the trimester.

1. A student is considered tardy if he/she is not in their assigned seat when the bell rings.
2. A student tardy to class more than ten (10) minutes will be marked absent and considered truant.
3. A student who is habitually truant involving the use of his/her vehicle will lose parking privileges for 30 days on the first offense, and on the second offense, a student will lose parking privileges for one (1) term of a trimester.
4. Students who leave class before the dismissal bell will be considered truant.
5. Students located in the hallways without a pass will be considered truant.

Definition of Habitual Truancy

According to IC 20-33-2-11, a student is habitually truant when the student is chronically absent, by having *unexcused absences from school for more than ten (10) days of school in one (1) school year.

*An unexcused absence is considered a Countable Absence according to School City of Hammond guidelines.

Compulsory Attendance Program

Students are required to attend school and follow all school policies and rules. Students who are truant will be referred to the city and county courts through the Juvenile Court and the Prosecuting Attorney's Office. (This applies to all students enrolled in Grades K-12.) These agencies may be called to meet with parents in order to eliminate truanancies and excessive absenteeism when the school's efforts are not successful.

Tardiness

- A. Tardiness occurs when the student arrives after the official start of the school day.
- B. Any student tardy to school (first period of the day) must sign in through the attendance office and OBTAIN AN ADMITTANCE PASS.
- C. All other students who are tardy during the day are to report directly to class.
- D. A student is considered tardy for any class period if not in their assigned seat when the bell rings.
- E. Once students have been informed of the classroom rules, discipline for unexcused tardiness (up to ten [10] minutes) will be handled by the individual teacher.

Attendance Requirement for the End of Course Assessment Waiver

Students who do not pass the Algebra I ECA and English 10 ECA will be eligible for a waiver during the third term of their senior year if they have met the state requirements for the waiver. The state recognizes that regular attendance in school is essential to mastery of the standards tested on the ECA's. Therefore, one of the state requirements for the ECA waiver is **95% average attendance (a maximum of nine [9] or fewer days of absence from school per year)**. Students who do not meet this attendance requirement will not be granted a waiver even if all the other requirements are met.

Attendance and Extra-Curricular Activities

Students must be in attendance at least three (3) class periods on the day of an extra-curricular activity to be eligible to participate in or attend that activity.

Elementary and Middle School Attendance Procedures

The parent or guardian has the following responsibilities:

- To ensure that his/her child is present and on time.
- To notify the school before 10:00 a.m. on the first day of the child's absence, stating the reason for the absence and the approximate day of return.
- To provide upon the child's return a signed, written note indicating the date of the absence and explaining the reason for the tardiness or absence. If parents fail to submit such a written note, the school may send to the parents a notice requesting such information.

If no notification has been received by school personnel within three (3) school days, steps shall be taken to determine the reason for the absence.

If the reason for the absence or pattern of absence is not excused, a conference shall be scheduled with the parent or guardian and appropriate school personnel.

After determining the reason for the absence, the principal and his/her staff may take such steps as the following:

- Appropriate action at the local school level.
- Appropriate legal action -- referral to the prosecutor for "failure to educate."

Prolonged and/or frequent absence is detrimental to a child's progress in learning. A student who misses thirty (30) or more days during a school year may be considered a candidate for retention. (Parents should understand that there are additional reasons for student retention and that this regulation pertains only to the procedures which deal with retention due to poor attendance.) After ten (10) days are missed, the parent will be asked to attend a conference with the teacher to discuss the child's progress in view of these absences. After twenty (20) days are missed, the parent will be asked to attend a conference with the teacher and the principal to look at proper grade placement for the child in light of excessive absences. Referral for "failure to educate" the child will be made to the prosecutor's office.

School Attendance Districts

The Board of Trustees has adopted School District boundaries for each elementary school, middle school, and high school within the School City of Hammond.

It is the firm policy of the Board of Trustees that every student shall attend the elementary school, middle school, or high school assigned to his/her residential district.

There will be only five (5) exceptions to the aforementioned policy.

1. Transfers for special education needs. Special education students within the School City of Hammond are those students having special education needs and receiving special education services supervised by the Director of Special Education.

All schools (whether elementary, middle, or high school) will not necessarily provide all of the special educational services needed for all

special education students, and it is not uncommon for a special education student to need to transfer to a district school other than the special education student's home school (under the "Neighborhood School" concept) to receive special education services to provide a free appropriate public education as required by law.

Such transfers of special education students outside of their designated residence district school will always be permitted in order to comply with the law requiring the School City of Hammond to provide a free and appropriate public education to those students with special needs.

2. Transfers for student's health, safety and welfare. Where a student's health, safety or welfare is jeopardizing his/her current school district and such jeopardy has been adequately documented with police reports, medical records, etc., such student will be permitted to transfer outside that district. In order to maintain a stable pupil/teacher ratio and to satisfy staffing concerns, the Superintendent of the School City of Hammond may impose a temporary no transfer (in or out) of a school building undergoing significant construction.

Students new to the School City of Hammond must be enrolled in their appropriate school district. Transfer requests for such students will not be considered until they have been in attendance in their home school for at least one term. *Exception: Clark and Gavit High School students wishing to transfer to Hammond High or Morton High.*

3. Students living in the Clark and Gavit High School districts may elect to transfer to Hammond High School or Morton High schools. Parents and students must complete a transfer request in the Student Services office at 41 Williams Street for approval. If approved, a transfer remains in place until the student has completed the highest grade level in the school. Parents must provide transportation to the new school. Transfers may affect athletic eligibility.

Children and Youth in Homeless Situations

The School City of Hammond is committed to protecting the educational rights and needs of children and youth experiencing homelessness. If you know of children and youth who are experiencing homelessness, contact the School City of Hammond's Homeless Youth Coordinator, Debbie DiAnni @ 219-989-3950 ext. 3531.

Student Cumulative Records

School Cumulative Record Policies

Our student record policy is in compliance with the Family Educational Rights and Privacy Act of 1974 as amended and presently set forth as Public Law 93-568. The following is a brief summary of this act:

- a. The Act concerns the student cumulative records of both elementary and secondary schools.
- b. The parents' right under this Act extends until the student is 18 years of age or is enrolled in a post-high school institution; thereafter, only the student may exercise this right.

- c. Parents have the right to request inspection and review of cumulative records. In accordance with school policy, such review shall be at reasonable times and must be accompanied by explanation and interpretation of record content. Parents may obtain copies of the cumulative record at a reasonable cost. When proper procedures are followed, this right includes the natural parent who does not have custody of the student.
- d. The parent has the right to challenge the content or accuracy of the student cumulative record. A Cumulative Record Amendment Request form should be obtained from the principal. The parent should indicate on the form what information is viewed as “inaccurate, misleading, or otherwise in violation of the privacy or other rights of students.” Under school policy the parent has the right to a hearing on the principal’s decision.
- e. If, as a result of a hearing, the school decides that the information in the record is not “inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student,” parents have the right to place in the education records of their child a statement commenting upon the information in the education records and/or setting forth any reasons for disagreeing with the school’s decision to leave the contested information in the student’s record.
- f. A Record of Disclosure form must be kept with each student’s cumulative record showing who examined it, the date on which it was examined, and the purpose of the examination. School officials of this district who have a “legitimate educational interest” in the student are exempted from this requirement by the Act.
- g. School personnel and certain officials of state and federal governmental and educational agencies who have a legitimate educational interest have a right to examine student record files. A complete copy of the student cumulative record file will be sent without parent consent to requesting educational institutions to which the student is transferring or making application for admission unless the parents submit a written notice that the School City is not to forward the file to requesting educational institutions.
- h. Any person may receive a student’s cumulative records if the parents execute a written consent specifying the records to be released, the reasons for such release, and the person to whom they are to be released. A copy will be sent to the parents in such case if requested. The cost of such a copy is determined by the Board of School Trustees. Graduates or students who have left school may have one copy of their transcript record without charge. A fee will be charged for additional copies.
- i. A copy may also be furnished pursuant to a court order or subpoena, and the School City will attempt to notify parents of our compliance.
- j. Certain “directory information” including the student’s name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of

attendance, awards received, weight and height as a member of an athletic team, and other similar information may be released without parent consent unless the parent notifies the school district within fifteen (15) days of the receipt of this notice that they do not want certain designated directory information released without prior consent. No release shall be made for commercial purposes.

- k. The school policy governing student cumulative records is available for review through any School City of Hammond administrative office. Parents have the right to file a complaint with the U. S. Department of Education with regard to alleged district noncompliance with this section.

If there are any questions, please address them to the principal or his/her designee at your school.

Student Conduct

Disciplinary Action

No student on or about school property or at any school activity shall:

1. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign, drawing, graffiti, or other things which may be viewed as evidence of membership or affiliation in any gang;
 2. Commit any act or omission, or use any speech, either verbal or nonverbal (gestures, handshakes, drawings, graffiti, other written communications, etc.) showing affiliation in a gang;
 3. Use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
 - soliciting others for membership in any gang;
 - requesting any person to pay for protection or otherwise intimidating or threatening any person;
 - committing any other illegal act or other violation of school district policies;
 - inciting other students to act with physical violence upon any other person.
 4. Use or have in his possession laser pointer while in any school building or on any school property, during regular school hours or at any other time.
- a. Violating or repeatedly violating rules or directions concerning the movement of students, movement or parking of vehicles, day-to-day instructions regarding the operation of a classroom or teaching station, the time or times for commencement of school, or other standards or regulations relating to the manner in which an educational function is to be carried out.

The grounds for suspension or expulsion apply when a student is:

1. On school grounds immediately before, during and immediately after school hours and at any other time when the school is being used by a school group;
2. Off school grounds at a school activity, function, or event; or
3. Traveling to or from school or a school activity, function or event.

NOTE:

- I. It will be recommended that a student be expelled for one (1) calendar year when, while on school property, the student possesses, handles, uses, or transmits a firearm as defined in IC 35-47-1-5. The return of the student to school will be at the beginning of the first term after the end of the one- (1-) year period. The superintendent shall notify the county prosecuting attorney's office when a student is expelled under this rule.
- II. It will be recommended that a student be expelled for one (1) calendar year when, while on school property, the student possesses, handles, uses, or transmits a bomb as defined in IC 35-41-1-4.8. The return of the student to school will be at the beginning of the first term after the end of the one- (1) year period. The superintendent shall notify the county prosecuting attorney's office when a student is expelled under this rule.
- III. It will be recommended that a student be expelled for up to one (1) calendar year when, while on school property, the student possesses, handles, uses or transports a deadly weapon as defined in IC 35-41-1-8. The superintendent shall notify the county prosecuting attorney's office when a student is expelled under this rule.
- IV. A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property. This includes any unlawful activity meeting the above criteria which takes place during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.
- V. Book bags, backpacks, large handbags that could conceal contraband must be left in the student lockers and may not be taken from class to class.
- VI. All publications that are disseminated on school property must have the prior approval of the principal.

Behavior Improvement Zone (BIZ)

Behavior Improvement Zone (BIZ) is a program designed for secondary-level students. Each of the middle and high schools has a Behavior Improvement classroom(s) set aside for students as an alternative to suspension. The BIZ program is an attempt to influence and change student behavior in a positive manner through the application of serious study habits, reflection on one's

reasons for misconduct, and the intervention of a school counselor.

The overall goals of the BIZ program include:

- To continue the educational program for students during the application of student discipline.
- To provide schools with an additional, intermediate level of student discipline.
- To reduce parental concern over unsupervised student time.
- To reduce the number of days of out-of-school suspension.
- To improve overall student attendance.
- To reduce/eliminate corporal punishment.

While each BIZ program will have characteristics particular to its school setting, they all share the following general characteristics:

- Students in BIZ are expected to be quiet and attentive to work and not be involved in extraneous discussions or off-task behavior that may contribute to further discipline being applied.
- Students will complete all assigned work while in the BIZ program and will receive some credit from teachers.
- No student will receive an automatic failure from being assigned to the BIZ program.
- Students in the BIZ program are not expected to participate in extracurricular school activities such as clubs, sports, dances, etc. for the days they are placed in BIZ.
- The day is structured into various parts where students will reflect and write about those behaviors that led to their being assigned to the BIZ program, do all assigned seat work, and meet with their counselor (either about behaviors which led to their being assigned to the program or about other aspects of the student's program such as scheduling, classes, or general guidance counseling).

Questions about the BIZ program should be directed first to the building's assistant principal, then to the principal.

Suspension and Expulsion

- a. Any principal may deny a student the right to attend school or take part in any school function for a period of one (1) to ten (10) school days if the student violates any of the rules set forth in the handbook on student conduct and discipline.
Students with disabilities (special education and Section 504) receiving suspensions will be subject to a case conference review, including a functional behavior analysis and the development of a behavior intervention plan. Students suspended in excess of ten (10) days in a school year are subject to alternative educational programming as determined by the case conference committee.
- b. Subject to the rules of the governing body and the administrative staff, a teacher or other school staff member may remove a student for a period not to exceed one (1) school day from an educational function supervised by that teacher or school staff member.
- c. Expulsion means disciplinary action whereby a student is suspended from school attendance in excess of ten (10) days,
Students with disabilities (special education and Section 504) who are

recommended for expulsion will be subject to a manifestation determination review by a case conference committee to determine the existence of any relationship between the student's disability and the expellable behavior. If no relationship exists, the student may be expelled. For all students with disabilities, expelled and non-expelled, the case conference committee will review the behavior intervention plan, determine post-expulsion services, consider referral for mental health or juvenile justice intervention, and discuss a change of placement to alternative services, as appropriate for the student.

Students with disabilities (special education and Section 504) engaged in drug or weapons violations are subject to immediate unilateral (without parent consent) removal from school to alternative educational placements for up to 45 days.

There are additional safeguards and regulations pertaining to the discipline of students enrolled in special education programs. Parents should review the School City of Hammond Parents Rights Handbook for detailed information on discipline, suspension, and expulsion of students with disabilities.

- d. Any expulsion taking effect more than three (3) weeks prior to the beginning of the second or third term of any school year must be reviewed prior to the beginning of the following term. Any expulsion that will remain in effect during the first term of the following school year must be reviewed before the beginning of the school year.
- e. It will be recommended that a student be expelled when a student's legal settlement is not in the attendance area of the School City of Hammond.

Bullying

1. This rule applies when a student is:
 - a. On school grounds immediately before or during school hours, immediately after school hours or at any other time when the school is being used by a school group (including summer school);
 - b. Off school grounds at a school activity, function, or event;
 - c. Traveling to/ from school/school activity, function, or event;
 - d. Using school property or equipment provided by the school.
2. Bullying by a student or groups of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student through overt, repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior is prohibited.
3. Parents or students who suspect that repeated acts of bullying are taking place should report the matter to the school principal or designee. School personnel will investigate all reports of bullying.
4. Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation.

5. Educational outreach and training will be provided to school personnel, parents, and students concerning the identification, prevention, and intervention of bullying.
6. All schools in the corporation are encouraged to engage students, staff, and parents in meaningful discussions about the negative aspects of bullying. The parent involvement may be through parent organizations already in place in each school.

Sexual Harassment

Sexual harassment is strictly prohibited and consists of unwelcome sexual advances, request for sexual favors, and other inappropriate verbal or physical conduct of a sexual nature.

- Unwelcome sexual comments or gestures
- Offensive touching
- Sexual intimidation
- Sexual assault

Reported sexual harassment allegations will be investigated by the school administration.

Suspension of Driving Privileges

In compliance with Indiana law, the Indiana Bureau of Motor Vehicles will be notified of those students expelled from school due to misconduct on at least one occasion, or suspended from school on two occasions during any one school term.

Habitual Truancy Designation and Driving Privileges

On the third truancy from a class or classes during a school year, a student who is at least thirteen (13) but less than fifteen (15), will be classified as a habitual truant and will have his/her name sent to the Indiana Bureau of Motor Vehicles. The student is entitled to the procedure described in Indiana Code 20-8.1-5.1-13. A student identified as a habitual truant is entitled to a review of the attendance record at least once a year to determine if the attendance has improved so that the student can become eligible for a license/permit.

Driving and Parking on School Grounds

A student or adult staff member who drives an automobile and uses the school parking lot is required to register the vehicle in accordance with the registration regulations of the school. Such registration must be completed within eight (8) school days of the opening of the first term of school or eight (8) days after enrollment or employment.

Any student or adult staff member failing to register his/her vehicle within the prescribed registration period will have such vehicle subject to being towed from the school lot at the operator's expense.

Bus Transportation

Students who are identified as eligible for School City of Hammond transportation services will receive notification from the transportation department and the number of the bus that will pick up the student. If a parent

and student take advantage of this transportation opportunity, the following guidelines must be followed:

1. It is the parent's responsibility to get the student to the pick-up site at least 5 minutes before assigned departure time before school and pick the child up within 5 minutes of arrival time after school.
2. The parent will be called to transport the student every time the student misses the assigned bus. A student who misses the bus four or more times per trimester will lose transportation privileges until the parent meets with the school Principal/Assistant Principal to create a plan to remedy the situation.
3. Hammond Police Non-Emergency may be contacted if a student is left at home school an unreasonable amount of time after school. They will NOT transport the child home, but may help school staff locate the parent/guardian or emergency contact. The school may have the option to call Child Protective Services for this situation

Transportation Rules of Conduct

1. Obey the driver at all times.
2. Follow all directions given by the driver and school staff when boarding and departing the bus.
3. The school bus is an extension of your school; therefore all rules and code of conduct apply while riding the bus.
4. Be seated immediately upon entering the bus.
5. No standing or moving during the trip—**STAY SEATED**
6. Loud, boisterous or profane language or indecent conduct will not be tolerated.
7. No windows or doors will be opened or closed except by permission of the driver.
8. Students are required to be ready to board 5 minutes prior to the scheduled bus arrival time.
9. No eating, drinking or chewing gum on the bus.
10. No item that is banned from school and in the opinion of the driver could be a deterrent to control or discipline shall be allowed on board.

Consequences

1. Driver warning to the student
2. Driver warning and report to school staff responsible for bus students
3. Driver report to principal with follow-up call to parent and loss of school privileges
4. Removal from the bus for 1-3 days—Parents are responsible for transporting student to choice school during that time.
5. Removal from the bus for 5-10 days—Parents are responsible for transporting student to choice school during that time.
6. Removal from bus for remainder of trimester—Parents are responsible for transporting student to choice school during that time.
7. Removal from bus for the rest of the school year—Parents are responsible for transporting student to choice school for remainder of the school year.

The following offenses (and any others that school staff determines will diminish the safety of the students on the bus) will result in immediate removal from the bus and consequences according to school building policies;

****fighting***

****threatening violence***

****throwing objects***

****damaging the bus***

****disrespecting the bus driver***

School Wear Policy Guidelines

General Guidelines

- All clothing must be of appropriate size and fit neatly.
- Tops must be tucked in and stay tucked when arms are raised.
- No hats, caps, scarves, gloves, sweatbands, or sunglasses
- No chains (non-jewelry) or chain wallets or belts, studded bracelets or collars
- Clothing that is distressed or has holes or rips is not to be worn.
- Articles of apparel, clothing, or accessories that present a hazard to the individual, other people, or property will not be permitted.
- Due to safety concerns, clothing that is too long, flip-flop sandals, or high platform shoes will not be permitted.

Shirts and Tops

- Must be solid white, light or navy blue collared polo or dress style only
- Only elementary school students have the color “red” in their school wear policy.
- Shirts must have sleeves, no holes, rips, or tears.
- No writing or logos are permitted, except approved SCH spirit wear.
- All tops should be of an appropriate size and fit; no form-fitting or long, baggy shirts will be permitted.
- Tops open lower than the collar bone are not permitted.
- Any material that is sheer or lightweight enough to be seen through will not be permitted.

Sweaters/Sweatshirts

- Solid cardigan (button or zip) and crew-neck sweaters, pullovers, and sweatshirts are permitted in white, navy, or light blue; no writing or logos are permitted except approved SCH spirit wear.

Pants/Slacks/Shorts/Capris/Skorts

- Must be solid color of navy or khaki, no denim
- Garments designed with belt loops must be belted at the waist.
- Shorts, skirts, and skorts must be no shorter than 3” above the knee.
- Bottoms made of stretch knits, spandex, flannel, denim, or fleece such as sweatpants, jogging pants, or any type of athletic clothing are not permitted.

- Baggy, saggy, long, or form-fitting pants are not permitted.

Skirts/Dresses/Jumpers

- Must be a solid color of navy or khaki and meet all other school wear guidelines
- All dresses must also meet the requirements listed above under “Tops.”

Shoes

- Shoes must be designed to be worn outside the home.
- Shoes must be tied, and shoes with Velcro closures must be secured at all times as designed.
- Flip-flops, slippers, and high platform shoes are not allowed.

Consequences for Violation of the Uniformity of Color Policy

A standardized policy will be developed for students failing to adhere to the uniformity of color policy so there is consistency across the district.

Students will be required to dress in the appropriate clothing as designated by the uniformity of color policy. Failure to follow the policy will result in the student being disciplined for insubordination by not following school rules. The discipline will be progressive in nature and become more severe if the student continues to violate the uniformity of color policy.

Student ID Cards – MIDDLE AND HIGH SCHOOL STUDENTS ONLY

The safety of all students and staff is the number one priority. All students must have their ID picture taken and on file. ***Students must have their ID card on their lanyard, around their neck, and visible to enter the building, classrooms, ride school city buses, and to pass through the halls.*** This ID card is also used to check out library materials, to access student cafeteria accounts, and for identification purposes. Failure to have your ID card when requested by any staff/security member will result in disciplinary action. Any ID which has been altered, obscured, or defaced is not valid, and the student will be responsible for the cost of a replacement ID.

Interscholastic Sports, Activities, and Functions

The opportunity to participate in interscholastic sports activities and functions remains a privilege and is not a right of a student’s education and training.

Interscholastic sports, activities, and functions include, but are not limited to the following: Freshman, Junior Varsity and Varsity sports for male and female students; Freshmen, Junior Varsity and Varsity cheerleading; pep-club; the pom-pom club; and other related activities.

The school places high value upon its interscholastic sports, activities, and functions and the conduct of its team members and participants, whether representing the school at such functions or away from school.

The privilege of participation and membership in such sports, activities, and functions is conditioned upon the student team member or participant maintaining a higher degree of self-discipline than that required of other students.

Such higher standard of conduct is required to instill, maintain, and preserve the morale and order among the team members and the activity or function participants and to discourage conduct which is inconsistent or inappropriate to membership or participation in such sport, activity, or function.

Therefore, it is the policy of the school to prohibit members or participants to engage in the following conduct at any time:

1. Knowingly possessing, using, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine drug, barbiturate, marijuana or alcoholic beverages or intoxicants of any kind.
2. The use or possession of any tobacco product including cigarettes, chewing tobacco, snuff, cigars, or tobacco pipes.

A violation of these rules of conduct will result in suspension or exclusion of a student member or participant from the respective interscholastic sport, activity, or function for the remainder of the term or school year.

Cell Phone Policy

The policy of the Board of School Trustees permits use of electronic devices including cell phones for educational purposes only. A student may use a cell phone or other electronic device during the school day under the supervision of a classroom teacher with permission of that teacher.

Student Cell Phones and Sexual Conduct

It is important to note that any student who is in possession of an inappropriate picture/video of a sexual nature is guilty of a Class C or D felony. The school administration is mandated by law to report this inappropriate activity to the local law enforcement agency.

School/Building Security

The policy of the Board of School Trustees of the School City of Hammond states, "The public is invited and encouraged to visit the schools." However, in order to insure that any person who comes into the building is clearly identified and that the safety of students is assured, the following procedures have been and will continue to be in effect. A Limited Criminal History Background Check is required for all classroom visitors. All citizens are required to cooperate with school officials to maintain an atmosphere conducive to learning. School personnel will enforce these regulations without exception.

- All school building entrances will remain locked. Public entrances will be clearly identified.
- Visitors must announce their name and reason for needing to enter the building. The person monitoring these entrances will release the lock after satisfactory preliminary verification is obtained.
- All visitors are required to go immediately to the office upon entry to the school building.
- All visitors are then required to stay within the parameters of their announced visit. Visitor passes should be returned to the main office at the conclusion of the visit.

- Any visitor who fails to follow this procedure is subject to prosecution as a trespasser under the provisions of Indiana Code 35-43-2-2.

Student Safety

- Failure of students to follow school rules and regulations will result in immediate disciplinary action. Repeated violations may result in a recommendation of expulsion.
- Parents are responsible for instructing their children to refrain from engaging in misbehavior such as fighting as they go to and from school. Children are encouraged to report misbehavior toward them to the school principal and their parents. The school will investigate and take appropriate disciplinary action.
- Parents and/or students should report any inappropriate behavior directed at their child as they travel between home and school to the proper police authorities and to the school principal as soon as possible.
- All School City of Hammond properties, including playgrounds, will be off limits to all persons between the hours of dusk to dawn each day of the year. Safety and security are of primary concern at all times. It is believed that adhering to this guideline will enhance our abilities to provide safe and secure school properties throughout the year.
- Parents please advise your children for their own safety that loitering, skateboarding, or skating or any sort on school grounds is strictly forbidden.

Assaults/Batteries on School City of Hammond Personnel

It shall be the firm policy of the School City of Hammond to actively participate in and encourage the vigorous prosecution by the appropriate authorities to the fullest extent of the law of those committing assaults/batteries and/or misdemeanors upon School City of Hammond personnel. The intent of this policy is to seek the maximum punishment of incarceration and/or substantial fines in the ultimate interest of protecting all certified and non-certified personnel of the School City of Hammond. All personnel are to be granted liberal release time from their duties to actively participate in the initiation, processing, and completion of such prosecution.

Threats of violence or intimidation against anyone (staff members, students, others) on school property will be grounds for expulsion.

Student Lockers

Student lockers are provided for the convenience of students. Students must use school-approved locks which can be opened by school officials. Students using lockers that are the property of the School City of Hammond are presumed to have no expectation of privacy in that locker or its contents. The principal or other members of the administrative staff so designated by the principal may, based upon reasonable suspicion, search a locker and its contents at any time. Other than a general search of all lockers, searches of individual student

lockers will, when possible, be made in the presence of the student(s) assigned to the locker.

School Inspection Agreement

The School City of Hammond and the Hammond Police Department have an agreement that allows for inspections of school buildings and grounds for illegal drugs, drug paraphernalia, and weapons. Trained search dogs will be utilized to assist in the searching of schools.

Questioning by Police

Requests by police to question a student under the age of 18 on any non-school-related matter shall be promptly relayed to the student's parent or guardian. The parent or guardian may instruct the principal to do one of the following:

- Allow officers to go ahead with the questioning in the presence of a school administrator.
- Wait until the parent or a representative arrives at the school.
- Not allow questioning.

If a parent or guardian cannot be contacted, questioning will not be permitted. Further, if the student refuses to be questioned even though parental permission has been secured, questioning will not be permitted.

Also, the school shall not give permission to any law enforcement agency to remove any student from school premises during school hours without a parent's or guardian's consent unless the law enforcement officer arrests the student, has a court order allowing the official(s) to take custody, or removes the student as a consequence of or as a step in a suspected child abuse investigation.

Health Services Department

Medical Requirements for Enrollment

In accordance with state law, children entering school must comply with the Indiana State Department of Health's immunization requirements. These include vaccination against diphtheria, tetanus, whooping cough, polio, measles, mumps, rubella, hepatitis A, hepatitis B, meningococcal meningitis and varicella. Number of vaccinations will be dependent on the child's age and grade level. Children enrolling with the Head Start preschool program will have additional vaccines required to meet their enrollment guidelines. Your doctor may recommend additional vaccinations.

Children who do not receive the varicella vaccination because they have already had chicken pox must provide a written statement from the parent/guardians indicating the date the child had chicken pox.

Parents must provide documented evidence of up-to-date immunizations no later than the first day of school. No child will be permitted to attend school unless he/she is fully immunized or has begun his/her immunization schedule. The only exception to these requirements is for children for whom immunizations are medically contraindicated, in which case a signed physician's statement must be provided. Parents who have religious objections to immunizations MUST file a written objection with the school's Health Services Office every

year. In the event of a reported vaccine-preventable illness in the school, all students without documentation of immunity, including those with medical and religious exemptions, may be removed from attendance for a period of no less than 14-21 days after the last case at the outbreak.

In accordance with School Board Policy 2413, a physical examination is required by the School City of Hammond no longer than one (1) year prior to enrollment. Health Services staff is certified to read TB tests 48 to 72 hours after the test has been administered.

Pre-Kindergarten and/or Kindergarten Children and New Students

Pre-Kindergarten and/or Kindergarten children and students new to the schools in the City of Hammond shall be required to present a satisfactory record of medical examination and record of adequate immunization on the prescribed form as a prerequisite for admittance. Kindergarten students who have met the above requirements while enrolled in a School City of Hammond Pre-Kindergarten program will not be required to have a repeat physical. Tuberculin skin testing is recommended for all children newly enrolled to the School city of Hammond who are immunosuppressed, recent immigrants from high prevalence countries, or those exposed to adults in high risk categories per the Center for Disease control guidelines. The determination for tuberculin skin testing should be discussed with the student's primary caregiver at the time of medical examination.

Questions regarding medical requirements for enrollment may be directed to the building school Registered Nurse, or to the Supervisor of Health Services at (219) 933-2400.

Health Problems

The school nurse is available to assist with any health problems or concerns. Please notify the school nurse if your child has any medical problems, injuries or hospitalizations. Medical documentation is required and must be signed by your health care provider. Hospitalizations, injuries or illness of more than 3 days requires a medical release by your health care provider prior to your child's return to school. Children with cast, crutches or any type of immobility device must provide the school with a medical release that indicates any physical restrictions.

Head Injuries

Concussions are a major health concern. If your child sustains a head injury, please observe for the possibility of a more serious head injury for next 24-48 hours. Some signs and symptoms you should observe for:

Sleepiness/drowsiness · headaches · confusion · nausea or vomiting · blurred vision · loss of consciousness. If any of these symptoms occur, you should immediately seek medical attention.

Head Lice

A student with head lice may be excluded from school until his/her hair is treated. Upon returning to school, a child **must** be accompanied to Health Services by an adult. A head check will be done before re-admittance to school.

Siblings of the student will also be checked for head lice. Absences beyond 48 hours will be counted as unexcused. Please contact the Health Services office immediately if your child has head lice.

Administration of Medication at School

When a child is placed on any medication (including over the counter medications such as Tylenol or cough drops) and the medication must be taken during school hours, a note from the physician is required with the following information:

Child's name	Dosage of medication
Name of medication	Time(s) to be taken

Written permission from the parent or guardian is also required. The medicine must be delivered to school by the parent or guardian in the original bottle, labeled with the child's name and the dosage of the medication.

A student with a potentially life-threatening condition may possess and self-administer medication for the chronic disease or medical condition during the school day. Indiana law (I.C. 20-8.1-5;1-8b) requires the following conditions to be met:

1. The student's parent/guardian has filed an authorization with Health Services for the student to possess and self-administer the medication. The authorization must include the statement as described below in Section 2.
2. A physician states in writing:
 - a. The student has potentially life-threatening condition for which the physician has prescribed medication;
 - b. The student has been instructed in how to self-administer the medication; and
 - c. The nature of the disease or medical condition requires emergency administration of the medication.

The authorization and statement must be provided to Health Services annually. Questions regarding medication administration at school may be directed to the building school Registered Nurse, or to the Supervisor of Health Services (219) 933-2400.

Questions regarding head lice (pediculosis) may be directed to the building school Registered Nurse, or to the Supervisor of Health Services (219) 933-2400.

Sending Children to School When They Are Ill

In order to reduce the spread of germs which cause flu, colds, etc. in the classroom as well as in the building, please use the following as a guideline:

1. If your child is running a temperature or a fever of 100 F or greater, the child should remain at home and not return to school until he/she has been without a fever for 24 hours without the use of any medications such as Tylenol, Advil/Motrin, etc.
2. If your child appears sleepy and without energy because he/she is not feeling well – please keep him/her home.
3. If your child vomits two or more times in the past 24 hours, he/she should stay home until there is no vomiting for 24 hours in a row.

4. If your child has had three or more watery or loose stools in the past 24 hours, he/she should stay home until no watery stools for 24 hours in a row.

Sending children to school when they are not well not only risks prolonging the child's illness but also increases the chances of others becoming ill.

Your cooperation is greatly appreciated. Please feel free to contact our health office if you have any questions regarding this matter.

Emergency Procedures in Instances of Emotional Distress

Parents will be contacted immediately if students exhibit or express life-threatening emotional distress. In the event that a parent cannot be reached, a Tri-City therapist or licensed Masters-prepared Social Worker (MSW) will conduct an initial assessment to determine the extent of the crisis. Any services beyond a crisis assessment will require parental consent.

Student Health and Pest Control Measures

The school corporation is committed to providing students a safe environment. It seeks to prevent children from being exposed to pests and pesticides. While pesticides protect children from pests that may be found in the school and surrounding grounds, under some circumstances they may pose a hazard to children. Therefore, pest control practices may involve a variety of chemical and non-chemical methods that are designed to control pests effectively while minimizing potential exposure to children. If you wish to be included on a pesticide notification list, contact the Operations Department at 219-989-7300.

Student Nutrition Program

School Meal Programs

All Hammond schools participate in both the National School Breakfast and National School Lunch programs. We are pleased to offer families meal benefits to ensure students are well-nourished and ready to learn. All students may receive a nutritious school breakfast at "no cost" and elementary students are offered lunch at "no cost". Students in middle and high schools may purchase a lunch for \$2.00. Middle and high school students from low-income families may qualify for a free or reduced-price lunch. The process for applying for meal benefits is described below under the Free and Reduced-Priced Meal section.

Schools offering the YMCA After-School Program (Edison, Franklin, Harding, Hess, Jefferson, Kenwood, Morton Elementary, and O'Bannon) provide a light supper at "no cost" for all participants. Most schools offer after-school snacks to students participating in extra-curricular clubs and activities.

Meals and snacks are planned to be consistent with the 2015 Dietary Guidelines for Americans. Menus are planned to include age appropriate serving sizes of low-fat protein, vegetables, whole grains, fat-free or low-fat milk, and fruits. Menus must also meet weekly standards for calories, saturated fat, sodium,

sugar, and contain no trans-fat. Menus may be viewed by downloading the *Web Menus* phone app or online at SCHLunch.com

Seven schools (Columbia, Irving, Lafayette, Maywood, O'Bannon, Wallace, and Miller) participate in the USDA's Fresh Fruit and Vegetable Program. This grant-funded program provides fresh fruit and vegetable snacks to all students within the school a minimum of twice a week. In addition to eating the foods, students are taught about the foods being introduced to encourage them to incorporate them into their regular diet.

Information about school meal programs may be found on the Food and Nutrition Services Department website www.SCHLunch.com including:

- Online applications for free and reduced-priced meals and textbook assistance
- Income guidelines for reduced-priced meals and textbook assistance
- Online prepayment for meals – mySchoolBucks.com
- Physician Form for Special Diets
- Menus
- Meal prices
- Nutritional requirements for breakfast and lunch
- Smart Snack requirements for all foods sold on school campus during the school day
- Department contact information
- Link to employment application for school nutrition job openings
- School City of Hammond Wellness Policy
- Fresh Fruit and Vegetable Program Menus
- Other interesting nutrition and health information

Wellness Advisory Council and Wellness Policy

As part of a comprehensive wellness initiative, the district has a board-approved Wellness policy (8510) that outlines the policies on nutrition education, physical activity, and the nutritional requirements for foods that may be sold to students during the school day. A wellness committee comprised of parents, students, administration, educational staff, school health professionals, members of the public, and school administrators oversees the development, implementation, evaluation, and periodic update, if necessary, of the wellness policy. Those interested in serving on the council should contact the Director of Food and Nutrition 219-933-2400 x 1056.

Free and Reduced-Price Meal Regulations

A child is eligible for either free or reduced-price meals by three different methods.

- Certified (directly certified) by the state as receiving Supplemental Nutrition Program Assistance (SNAP/food stamps), Temporary

Assistance for Needy Families (TANF), or is a court-appointed foster child, or

- Certified by a SCH liaison who confirms that they are in the Head Start program, McKinney-Vento Program, Migrant Education Program, are homeless, a runaway, or
- By a parent or guardian submitting a signed online or paper application from a household whose income is at or below income guidelines established annually (July 1) by the federal government, or who provides a SNAP or TANF case number.

Parents will be notified by mail prior to the start of school if children in the household are directly certified for meal benefits. If you have received a letter that you have children who are directly certified for meal benefits and have additional children living in your household who were not listed or for whom you have not received a letter, contact the Department of Food and Nutrition Services so that they may be added into the computer as eligible for benefits. Although they may be receiving a meal at “no cost” they must be added in order to receive textbook assistance or other benefits.

If your student is not directly certified, meal benefits may be applied for by an adult household member online or by using an original copy of a paper application. Since all elementary students will be provided meals at “no cost”, *only* families with middle and high school students need to submit an application for meal benefits. Links to the online application may be found after August 1, 2016 on the homepage of the district website www.hammond.k12.in.us or the Food and Nutrition Department website www.SCHlunch.com. Prior to the start of school, parents of middle and high school students not pre-approved for free meals will be mailed instructions for completing the application along with a link to the online application. When the application is submitted, keep the number that is provided until the written notice is received with the student’s meal status. This letter should be kept in a safe place.

A new meal application must be filed every year. A determination will be made within 10 days upon receipt of the application. The meal status (paid, free, or reduced) from the 2015-16 school- year will be used until September 23, 2016 or until a new application is processed for the 2016-17 school-year. ***Sixth graders and secondary students new to Hammond schools will be charged \$2.00 for lunch until notification of free or reduced meal status is received in the mail. Parents are encouraged to submit an application before school begins and are responsible for the cost of meals until a meal application is filed, and a meal status determination is made.*** Calls will be made through SchoolMessenger beginning August 1 to all parents of students who have not been approved for meal benefits for the 2016-17 school-year to remind them to

complete an application if they are requesting meal benefits or textbook assistance.

If there is a decrease in your family's income due to reasons such as unemployment, or if there is an increase in your family size, please contact the Department of Food and Nutrition Services at 219-933-2400 x 1055 to see if your family qualifies for greater benefits. You may apply for meal benefits at anytime throughout the year. All children are treated the same regardless of ability to pay. In the operation of school meals programs, no child will be discriminated against because of race, sex, national origin, color, religion, handicap, or age.

If you do not agree with the decision regarding free or reduced price meals or textbook assistance, please call the Department of Food and Nutrition at 219-933-2400 x 1055 and ask to review your application. If you do not agree with the decision, you have the right to a fair hearing. You may call the Director of Food and Nutrition at 219-933-2400 x 1056 and request a hearing or you may request a hearing in writing.

Special Diets

Students with a medical need for meal modifications will be accommodated once a completed *Medical Statement for Students Requiring Special Meals or Accommodation* form is completed and returned to the Department of Food and Nutrition Services, 41 Williams Street. This form may be found on the menu section of the Food and Nutrition Services Department website www.SCHLunch.com, from the School Foodservice Manager, or by calling 219-933-2400 x 1053.

If the student has a disability that prevents them from eating a regular student meal, this form must be completed and signed by a licensed physician or other medical personnel licensed to write prescriptions. The form may be signed by a recognized medical professional (e.g., licensed nurse practitioner) for students without a disability. For the student's safety and per Federal regulations, we cannot provide a special diet until this form has been received. A copy of the form will also be shared with the school nurse and the special education department if the student has a disability. Once the completed form is returned the diet information will be entered into the point-of-sale system to alert food and nutrition personnel about diet restrictions.

Meal Payments

Each school cafeteria uses a computer system for the student meal account. The system will allow prepayments into the meal account, very similar to a bank savings account. All payments need to be deposited into student accounts prior to meal service. *Cash is not accepted on the serving lines.* This speeds up meal lines, ensures payments given to students for meals and food purchases are spent on food, and improves cash accountability. Elementary parents may make cash deposits in the cafeteria. Secondary students may deposit cash payments

anytime during the day at kiosks located in the dining room. Deposits may also be made online using a credit or debit card through mySchoolBucks phone app or at mySchoolBucks.com. mySchoolBucks provides parents the ability to view account balances, meal purchases, and schedule automatic payments. To make online payments more feasible parents are not charged a fee to utilize this system. More information is available on www.SCHLunch.com.

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.

No credit is extended to middle and high school students unless they have established a good credit history by keeping their account balance paid. Credit will be extended for a meal only. The credit balance must be repaid to the meal account within a few days. Reminders are made each Wednesday through our automated call system.

Textbook Assistance and Other Benefits

Children who qualify for free or reduced-price meal benefits also qualify for textbook assistance. An application for free or reduced price meals also includes the application for textbook assistance. **Note:** 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.

Students in elementary schools who have not met one of the following conditions will need to complete a textbook assistance application in order to qualify for textbook assistance: 1) are not directly certified for meals or 2) do not have a middle or high school sibling or household member with a meal application approved for free or reduced meals. For your convenience, the textbook assistance application is located at www.SCHLunch.com near the meal application. *Applications for textbook assistance need to be completed prior to the last day in September.*

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 Trustees

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 2016-2017 school year. Head Start is a federally-funded free preschool program that focuses on helping children get ready for kindergarten through educational experiences that address the areas of literacy, mathematics, language, cognitive, social-emotional, social studies, science, technology and physical development. The program also addresses children’s health, dental, mental wellness 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 2016 through May 2017. 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 hours at Miller are 8:00 a.m. to 11:30 a.m.; 9:00 a.m. to 12:30 p.m. and 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, 2016 to be eligible for Head Start). Families interested in applying for Head Start need to 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 (219) 933-2400. Parents with concerns or questions are urged to discuss them with their child's teacher or principal, and, as necessary, with Executive Director of Special Education Connie Manous, 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:

- Have legal settlement within the jurisdiction of the School City of Hammond
- 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
- Are a homeless student as defined at 511 IAC 7-32-49
- Are wards of the state
- Are highly mobile students, including migrant students
- Are suspected of being students with disabilities in need of special education even though they are advancing from grade to grade
- Student for whom the parent has expressed concern to certified personnel in writing, or orally if the parent is unable to read or write, that the student is in need of special education or related services

- Students for whom a pattern of behavioral or performance concerns within the school setting demonstrates the need for such services
- Students for whom an educational evaluation has been requested either by the parent or the public agency
- Students for whom a teacher or other certified personnel have expressed behavioral or performance concerns to the Executive Director or Director of Special Education School City of Hammond, or to other administrative personnel of the School City of Hammond
- Methods 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 through the Response to Intervention (RTI) process. 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.

Students receiving special education services are provided an appropriate educational program, including related services necessary for them to benefit from specialized instruction. An Individualized Education Program (IEP) that includes substantial input by parents is developed for each student by the Case Conference Committee. A placement recommendation is made to allow for services in the least restrictive environment in order to support the total development of each student. All students receiving special education services are required to participate in Indiana’s statewide assessments. Students with mild disabilities are subject to the Indiana Statewide Test for Educational Progress (ISTEP+) and ISTEP+ End of Course Assessments. Students enrolled in special education preschool and those with severe disabilities must participate in the alternate assessment known as Indiana Standards for Alternative Reporting (ISTAR).

A continuum of services is available in the School City of Hammond and ranges from special classes, including itinerant and homebound programs, to related services. Special instruction is provided for students identified with a cognitive disability, specific learning disability, emotional disability, blind or low vision, hard of hearing or deaf, speech or language impairment, autism, traumatic brain injury, dual sensory impairment, multiple disabilities, orthopedic impairment, or other health impairment. Related services for eligible students include:

Orientation & Mobility
Physical Therapy

Training & Counseling
Recreation

Occupational Therapy
Special Transportation
Parent Mentoring & Training
School Social Work
Services
Rehabilitation Counseling

Medical Diagnostics
School Health Services
Audiology
Psychological
Early Identification

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 that become evident before their child's entry into elementary school.

Special programs implemented in Hammond this year include:

- Child Find
- Community Based Education
- Supported Employment
- Staff Development Workshops
- Summer Day Camp (Lake Area United Way)
- Tri-City Special Games
- Quarterly Newsletters
- Disability Awareness Events
- Bridges to Employment
- Specialized Autism Classes
- Transition Services

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 Procedural Safeguards and Parents Rights booklet for a full description of special education procedures, including parent and student rights. If further attention is necessary, the Executive Director or 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 (219) 933-2400 for assistance with any of the above services.

Language Development Program (LDP)

The Language Development Program is under the direction of Mr. Anthony Salinas. The program is located at 41 Williams Street in the School City of Hammond Central Office.

Language Development services are offered in the home school and during school hours in order to provide English Learners (ELs) with a full and rich K-12 school experience. EL students have the opportunity to participate in extracurricular activities, sports, and school social events while they acquisition from their native language to English.

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 currently categorized into five levels of English proficiency, Level 1 – Level 5, based on the results of the WIDA Access 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 (basic) English, but 5-7 years to attain academic language proficiency. EL students receive daily English language development services and modifications 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.

WIDA-APT

WIDA 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 WIDA Annual

Assessment. The spring summative assessment is given to students classified as Levels 1-4 on the WIDA-APT placements tests or who have not achieved FEP (Level 5).

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 School City of Hammond schools through one of the following models: 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 have undergone a process for high quality school reform and provide 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 the Indiana Standards and assessments. This information is shared through regularly scheduled parent meetings and workshops. Parents will be provided

the school family involvement 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 during scheduled side-by-sides.

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.

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.

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 New Vistas 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 transcripted 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; TASC/High School Equivalency preparation. Hammond is also an official High School Equivalency 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+/ECA test Preparation and Testing for Out-of-School Youth

Hammond Adult Education serves as a state-designated site for End of Course Assessment (ECA) testing center for out-of-school youth who have completed all high school graduation requirements except for passing the ECA exam. The exam is administered in the Fall of 2016 and Spring of 2017.

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 performance on high school diploma equivalency exams such as the TASC/HSE 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 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.

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 first and third Mondays of each month.

Deborah White	845-2614
Anna Mamala	931-2214
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

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

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

**Photo Decline
School City of Hammond**

The School City of Hammond makes every effort to highlight the wonderful happenings in the classrooms of our schools. With the current trends in technology, the School City of Hammond, in an effort to promote student engagement and community outreach, will be utilizing social networking and website updates to bring real time information on student activities and current events. As a result of this, your child's image or likeness may be shown on our district or subsequent school websites, YouTube channel and/or social network pages. These images may be either in group setting or individuals and may include creative work. In complying with state and federal laws, no personal, identifiable information will be used other than the student's image or likeness.

My signature indicates that I do **not** want my child's picture posted on any School City of Hammond website or social media. **Note-Sign and return only if you do not want your child's picture posted on School City of Hammond website or social media.**

I understand that if my child participates in any group activities that I relinquish my rights to any pictures taken or posted at public events. I also understand that the School City of Hammond is not responsible for what any local news personnel post in their newspapers or digital formats.

I am signing and returning this form because I do not want my child's photo posted on any School City of Hammond website or social media.

Student's name (please print): _____

Birthdate of student: _____

Grade of student: _____

Homeroom teacher's name: _____

Student's signature: _____

Parent's or Guardian's signature: _____

Date: _____

Student Education Technology Acceptable Use Policy

School City of Hammond

Student Network and Internet Acceptable Use and Safety (In accordance with Children’s Internet Protection Act [CIPA] and School City of Hammond Board Policy 7540)

In an effort to prepare our students to be lifelong learners and succeed in an ever changing technological world, the School City of Hammond will engage students in internet activities and exploration geared toward specific subject areas. These activities require an understanding of acceptable use and responsible digital citizenship. My signature indicates that I acknowledge, understand, have read or had explained to me the Acceptable Use Policy and Board Policy 7540 and its affiliates. I also agree to act in a responsible manner regarding internet and intranet conduct. In addition to the links below, these policies can also be located in the 2015-2016 Parent Student Guide.

Student (please print): _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Board Policy 7540

7540 Computer Technology and Networks

<http://www.neola.com/hammond-in/search/policies/po7540.htm>

7540.03 Student Network and Internet Acceptable Use and Safety

<http://www.neola.com/hammond-in/search/policies/po7540.03.htm>

Board Policy 7540

The School Board is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of operations within the school system.

However, the use of the Corporation's network and technology resources by students is a privilege, not a right. As a prerequisite, students and their parents must sign and submit a *Student Network and Internet Acceptable Use and Safety* form. (See also, Policy 7540.03)

The Superintendent shall develop and implement a written Corporation Technology Plan (CTP). Procedures for the proper acquisition of technology shall be set forth in the CTP. The CTP shall also provide guidance to staff and students about making safe, appropriate and ethical use of the Corporation's network(s), as well as inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an inappropriate, illegal, or unethical manner.

Further safeguards shall be established so that the Board's investment in both hardware and software achieves the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media to interact with others online; interacting with other individuals in chat rooms or on blogs; and, recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of Corporation policy, and learning appropriate responses if they are victims of cyberbullying.

Social media shall be defined as internet-based applications (such as Facebook and, Twitter, et cetera) that turn communication into interactive dialogue between users. The Board authorizes the instructional staff to access social media from the Corporation's network, provided such access has an educational purpose for which the instructional staff member has the prior approval of the Principal.

However, personal access and use of social media, blogs, or chat rooms from the Corporation's network is expressly prohibited and shall subject students and staff members to discipline in accordance with Board policy.

The Board authorizes the access and use of social media from the Corporation's network to increase awareness of Corporation programs and activities, as well as to promote achievements of staff and students, provided such access and use is approved in advance by the Superintendent.