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Superintendent's Message

August 2009

Dear Parent/Guardian,
I would like to welcome you and your child(ren) back for the 2009-2010 school year. I am hoping it is a year of great experiences and opportunities for your child's academic progress, as well as your involvement and participation.

All schools are undergoing dramatic and significant changes which are designed to better prepare learners for meaningful and successful participation in the 21st Century society. Upon graduation from high school, today's youth will enter a complex global and technology-oriented society. To be successful and competitive, it is imperative that they have strong social and academic skills.

The purpose of this guide is to help you and your child better understand the school system's expectations and his/her responsibilities. It also provides a framework to help ensure that your child will experience success. Please take the time to review this guide with your child. It contains valuable information which has a direct impact on his or her involvement in school.

It has always been our goal to promote meaningful and active parent support and involvement in the school their children attend. We fully realize the cornerstone of strong academic student achievement and the development of appropriate social and developmental behaviors centers on parent involvement. Our schools will provide the support and resources that are necessary to promote acquiring these skills. Working together we can ensure that our students are provided these experiences of opportunity and growth.

Therefore, it is with great pride and extreme pleasure that I welcome each of you to the Hammond Public Schools. Have a great year!

Respectfully,

Walter J. Watkins, Ph.D.
Superintendent of Schools

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Vision -- Beliefs -- Mission -- Goals of the School City of Hammond (Board Policy 6000)

Vision

The mastery of essential information, the ability to think creatively, to reason, to access and use facts in meaningful ways, and behave in a socially acceptable manner are essential attributes of those who would fully participate in American life in the 21st Century and beyond. Public schools have been established to ensure that every citizen develops these attributes.

We Believe

- Every student is entitled to be treated with respect, dignity, equity and without discrimination.
- Every student can and will learn when provided appropriate opportunities.
- It is the obligation of the adults in schools to ensure that each day, each student is provided with tasks, assignments, and activities which:
 - a. Engage students' attention.
 - b. Are perceived by students to be of sufficient challenge to meet mastery standards.
 - c. Promote the student's learning culturally valued information, attitudes, and habits of lifelong learning.
 - d. Build and expand upon the prior learning of each learner.
 - e. Empower each learner to achieve greater control and direction over his or her own learning.
 - f. Develop the individual talents and capabilities of each learner to the fullest extent possible.
 - g. Enable students to practice and develop the skills and concepts involved in citizenship, social living, and decision making.
- The School City of Hammond has an obligation to foster and promote staff development to improve the quality of teaching and learning that will enable students to become contributing, gainfully employed, and self-sustaining citizens in a global society. Teachers will experience personal and professional success through ownership and effective change. This obligation includes comprehensive involvement with technology, citywide celebration, guarantees of appropriate funding and/or resources to comply with School City of Hammond 2000 Goals and Objectives.
- The essential elements of staff development include meaningful interaction, sharing and utilization of substantive skills and information. The effectiveness of on-site and citywide staff development is dependent upon encouragement and opportunity for sharing, modeling, and collaborating among peers as well as among parents, teachers and administrators.

Mission

The success of each child is the responsibility of all child-serving agencies and each adult in the community. The School City of Hammond has the responsibility to assure that:

- Students are customers for knowledge work.
- Schools are knowledge work organizations.
- Teachers are leaders and inventors.
- Principals are leaders of leaders.
- The superintendent is recognized as the chief educator in the community.

Goals

In order to support the Vision-Beliefs-Mission to which we are committed, the School City of Hammond will pursue, on a continuing basis, the following goals which will guide thought and action:

- To create a system of support, training and development to ensure that all adults who participate in the life of our schools will understand and be committed to the belief that every child can learn, that every child will learn if provided appropriate opportunities to do so.
- To develop and support an environment where “Every leader is a teacher, every teacher is a leader and every student is a success.”
- To develop and support an environment at each site for planning, designing, implementing, and achieving the Hammond 2000 Goals and Objectives.
- To develop through training and support a pattern of participatory leadership for effective decision making.
- To evaluate all decisions and actions in terms of their effect on student success which produce optimal learning experience.
- To invent and install results oriented management systems that make evaluations possible and productive.
- To continuously evaluate and redesign the way time, people, space and curriculum are assigned and allocated so that students achieve maximum learning outcomes.
- To develop policies, procedures and programs that ensure flexibility with regard to the rules, roles, and relationships that govern our schools.
- To encourage and support experimentation and innovation aimed toward increasing the capability of our schools to achieve the purposes for which they were established.
- To create opportunities for parents to become active participants in the educational process.
- To promote and develop partnerships, networks, and collegial relationships that are supportive of continuous improvement in our schools and which encourage effort and sustain the kind of risk taking that such improvement requires.

- To maintain a commitment to teachers, administrators, support staff, students, parents and volunteers to provide all who work in and around our schools, including new employees, with whatever training and support they need to assure their success and continued growth.

Adopted: June 19, 1995

Kindergarten Entrance Requirements

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.

By Board policy, the child must have a physical examination by a licensed physician or nurse practitioner, a tuberculin (TB) skin test with written evidence of results with date the test was given and date the test was read, are required by the School City of Hammond no longer 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.

Graduation Requirements for High School Students (Board Policy 6100)

Student Class Schedules and Credit Requirements for High School Graduation

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

Efficient and effective utilization of student time, instructional staff, and available facilities requires that some regulation and requirements be implemented concerning student class schedules and local graduation requirements.

High School Subject Selection

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

Minimum Number of Credits Required for Graduation

Regular high school students at Clark, Gavit, Hammond, and Morton high

schools will register for a minimum of five (5) classes each term.

In order to graduate from a School City of Hammond high school, a student must earn a total of 47 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.

State Requirements Beginning with the Graduating Class of 2010

Beginning with students who enter high school in 2007-2008, the completion of Core 40 becomes 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.

Minimum High School Diploma

English/ Language	8 credits (<i>Credits must include literature, composition, and speech.</i>)
Mathematics	4 credits 2 credits: Algebra I 2 credits: any math course
Science	4 credits 2 credits: Biology I 2 credits: any science course
Social Studies	4 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: any social studies course
Physical Education	2 credits
Health and Wellness	1 credit

Career Academic Sequence

Flex Credits 5 credits

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

- A recognized workforce certification
- A locally-recognized internship
- Dual high school/college course resulting in 4 college credits
- 5 additional credits in math and/or science

Electives* 6 credits

40 Total State Credits Required

*Note --This specifies the number of electives required by the state. High School schedules provide time for many more electives during the high school years. Local schools may have additional requirements.

Indiana Core 40 Diploma: Default Diploma for the Class of 2010

English/ 8 credits (*Credits must include literature*

Language Arts *composition, and speech.*)

Mathematics 6 credits

2 credits: Algebra I*

2 credits: Geometry*

2 credits: Algebra II*

(**or complete Integrated Math series I, II and III for 6 credits*)

Students must take a Core 40 math or physics class during their junior or senior year.

Science 6 credits

2 credits: Biology I

2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics

2 credits: Any Core 40 science course

Social Studies 2 credits: U.S. History

1 credit: U.S. Government

1 credit: Economics

2 credits: World History/Civilization or Geography/History of the World

Directed Electives 5 credits

World Languages

Fine Arts

Career/Technical

Physical Education 2 credits

Health and Wellness 1 credit

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

40 Total State Credits Required

*Note -- This specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a Career Academic Sequence (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.

Core 40 Diploma with Academic Honors (Minimum 47 credits)

For the Core 40 with Academic Honors Diploma, students must also:

- Earn 2 additional Core 40 math credits, and
- Earn 6-8 Core 40 world language credits, and
- Earn 2 Core 40 fine arts credits, and
- Earn a grade of “C” or above in courses that will count toward the diploma, and
- Have a grade point average of “B” or above, and
- Complete one of the following:
 - Two Advanced Placement courses and corresponding AP exams
 - Academic, transferable dual high school/college courses resulting in 6 college credits
 - One Advanced Placement course and corresponding AP exam and academic, transferable dual high school/college course(s) resulting in 4 college credits
 - Score 1200 or higher combined SAT math and verbal
 - Score 26 composite ACT
 - An International Baccalaureate Diploma

Core 40 Diploma with Technical Honors (Minimum 47 credits)

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

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

Additional Hammond Requirements

In addition to the state requirements, the School City of Hammond requires the following credits:

- 2 - Fine Arts
- 1 - Economics
- 1 - Technical Education
- 1 - Orientation to Life and Careers *or* Career Information and Exploration
- 1 - Personal Finance

Enrollment Policy

High school students are responsible for a full school day each of the 12 terms of enrollment for the four (4) consecutive academic years from the start of ninth grade.

Senior Winter/Spring Term Waiver

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

Considered reasons:

- a. moving from state or school district
- b. marriage and/or pregnancy
- c. health/medical problems
- d. educational/military program
- *e. career/work plan
- f. family financial hardship
- g. significant over age
- 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 vocational program such as the Hammond area Career Center are **not** eligible for term waivers as these programs are the career/work plans.

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

Graduation Qualifying Exam Requirement for the Class of 2010 and the Class of 2011

All tenth grade students in the state of Indiana are required to pass the ISTEP+ High School Graduation Qualifying Exam in order to qualify for a high school diploma. Passing this test will ensure that students have mastered the basics in reading, writing, and mathematics. By taking the test for the first time during the fall of their sophomore year (Grade 10), students who need help with the basics

can be identified while there is still time to provide them with the instructional assistance needed.

When is the test taken? The test will be taken in the fall of the student's sophomore year. The test will take approximately 10 hours spread over three school days in September.

What subjects are covered in the test? The test will cover basic skills including reading ability, reading comprehension, vocabulary, writing skills, and mathematics as outlined in the Indiana ninth grade proficiency contents standard.

How can a student prepare for the test? Students can best prepare for the test by keeping current with their schoolwork. Parents should attend parent-teacher conferences and be aware of how well their child is doing in all courses.

Does a student get only one chance to pass the test? No, students who do not pass the Graduation Qualifying Exam their sophomore year will have four more opportunities to take the test -- two times each during their junior and senior years. Once a student passes a section (i.e., mathematics, English/language arts), the student will not need to retake that section.

All students, including students with disabilities (those receiving special education services or Section 504 services), are also required to pass the GQE in order to receive a diploma. The case conference committee developing the Individualized Education Program or 504 Program Plan will consider accommodations, allowable under state regulations, for each student. Those students attempting and failing the GQE and participating in the remediation programs are eligible for consideration under the GQE waiver process, subject to all of the specified state provisions.

Students who do not score at or above the Indiana Academic Standard on the GQE (Graduation Qualifying Exam) **will be required** to attend a remediation class offered by their respective schools each year.

NOTE: All students who reach the sophomore level in Indiana public high schools must meet the academic standards of the GQE as tested on ISTEP+. A sophomore is defined as any student in his or her second year of high school attendance. Effective with the graduating class of the year 2000, students must meet the GQE standards in addition to local high school credit requirements. Students will be afforded a minimum of five (5) opportunities to satisfy the requirements of the GQE. Students who do not do so, but are able to meet the local credit requirements, will be issued a Certificate of Completion from the School City of Hammond.

Changes to the Graduation Qualifying Exam Requirement

Beginning with students who entered high school in 2008-09, the two sections (Mathematics and English/Language Arts) of the Graduation Qualifying Exam (GQE), have been replaced by the End of Course Assessments in Algebra I and English 10. Students who entered high school prior to 2008-09 and are on track to graduate either in the Class of 2010 or 2011 can meet the GQE requirement by either passing the Mathematics and English/Language Arts portions of the

GQE or by fulfilling the requirement for the Core 40 waiver. A student who entered high school in 2008-09 or beyond or does not meet graduation requirements by July 1, 2011, must adhere to the new Graduation Qualifying Exam requirement. Students who fall under the new GQE requirement can meet the GQE requirement by passing both the Algebra I and English 10 End of Course Assessments or fulfilling the requirements for the GQE “Evidence-based” Waiver (see below) or fulfilling the requirement for a GQE “Work-readiness” Waiver (see below).

GQE “Evidence-based” Waiver

A student who does not achieve a passing score on the graduation examination may be eligible to graduate if the student does all of the following:

1. Takes the graduation examination in each subject area in which the student did not achieve a passing score at least one (1) time every school year after the school year in which the student first takes the graduation examination;
2. Completes remediation opportunities provided to the student by the student’s school;
3. Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student’s attendance;
4. Maintains at least a “C” average or the equivalent in the courses comprising the credits specifically required for graduation by rule of the state board;
5. Otherwise satisfies all state and local graduation requirements; and
6. Obtains a written recommendation from a teacher of the student in each subject area in which the student has not achieved a passing score on the graduation examination. The written recommendation must be concurred by the principal of the student’s school and be supported by documentation that the student has attained the academic standard in the subject area based on:
 - a. tests other than the graduation examination; or
 - b. classroom work.

GQE “Work-readiness” Waiver

A student who does not achieve a passing score on the graduation examination may be eligible to graduate if the student does all of the following:

1. Takes the graduation examination in each subject area in which the student did not achieve a passing score at least one (1) time every school year after the school year in which the student first takes the graduation examination;
2. Completes remediation opportunities provided to the student by the student’s school;
3. Maintains a school attendance rate of at least ninety-five percent (95%) with excused absences not counting against the student’s attendance;
4. Maintains at least a “C” average or the equivalent in the courses comprising the credits specifically required for graduation by rule of the state board;

5. Otherwise satisfies all state and local graduation requirements; and
6. **Completes the course and credit requirements for a general diploma, including the career academic sequence; a workforce readiness assessment; and, at least one (1) career exploration internship, or cooperative education, or workforce credential recommended by the student's school.**

Indiana Statewide Testing for Educational Progress (ISTEP+)

This program was developed to help individual schools and school systems identify areas of strengths and weaknesses in student achievement. In addition, it provides funds for the remediation of students identified through the testing efforts as not meeting the state-established requirements. Since the fall of 2003, students in Grades 3, 4, 5, 6, 7, 8, 9, and 10 took ISTEP+ in English/language arts and mathematics. Grades 5-7 were tested in science. Beginning the spring of 2010, all students in Grades 3-8 will be tested in English/language arts, and mathematics. Students in Grades 4 and 6 will be tested in science. Students in Grades 5 and 7 will be tested in social studies.

The tested grade spans for school corporation AYP comparisons are defined as the following:

1. Elementary: Grades 3-5
2. Middle School: Grades 6-8
3. High School: Grades 9-12

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+.

Indiana Comprehensive Assessment Program -- Beginning Fall 2008

In November 2006, the Indiana State Board of Education approved a new comprehensive testing plan for K-12 education which included new computer-based diagnostic tools (Grades K-8), moving the traditional ISTEP+

accountability testing to the spring (Grades 3-8), and replacing the current Graduation Qualifying Exam (GQE) with high school End-of-Course Assessments (Core 40 exams) in Algebra I, English 10, and Biology.

- ISTEP will take place in the spring for the 2009-2010 school year.
- Testing in the spring of 2010 is required by federal and state law to assess the material students learned during the current school year (2009-2010).
- The new Core 40 for high school will require mastery of three key subjects – Algebra I, Biology, and English 10. Tests will be administered at the completion of each respective course.

ISTEP+ Assessment Timeline

- ISTEP+ 2009-2010 School Year (Grades 3-8)
- ISTEP+ Writing begins March 1, 2010 through March 10, 2010
- ISTEP+ Progress begins April 26, 2010 through May 5, 2010

Remediation Policy

How the Remediation Policy Works

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

Middle School (Grades 6 and 8)

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

High School (Grades 9 and 10)

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.

College Entrance Examinations

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

In October, juniors 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.

PSAT 240 is a test preparation program designed for high-quality Hammond

juniors who have earned outstanding grades in their freshman and sophomore years. The philosophy behind the program is simple: the more a student analyzes the test, practices with test questions, and masters the pacing of the PSAT/NMSQT, the better that junior will perform on the October exam. Because students apply strategies to real exam questions each class, PSAT 240 teaches students to think like the test maker. The goal of the program is to give juniors the confidence to perform at their highest level possible, showing colleges and scholarship programs the best that they can be. In fact, comparative research proves that National Merit Semifinalists and Commended Scholars who have participated in PSAT 240 have doubled their predicted growth in scores.

PSAT 240 classes are 2.5 hours in length and are scheduled on one day each week over a seven-week period in September and October. Course content follows:

- Verbal Preparation will include practice with:
 - Analogies
 - Sentence Completion
 - Critical Reading
 - Vocabulary Building
 - Practice Test and Test Analysis
 - Writing Skills Preparation will include practice with:
 - Identifying Sentence Errors
 - Improving Sentences
 - Improving Paragraphs
 - Practice Test and Test Analysis
 - Math Preparation will include practice with:
 - Arithmetic
 - Algebra
 - Geometry
 - Quantitative Comparison
 - Student-Produced Response
 - Practice Test and Test Analysis

For Hammond honors students, the PSAT/NMSQT score is too important to leave to chance. PSAT 240 gives juniors a winning edge on this important scholarship exam.

ACT (American College Testing)

For all college-bound students, the ACT is an important exam. In fact, it has become a national rite of passage that many juniors first experience in the spring of their junior year. A critical beginning step in the college application process, the ACT is used in several ways.

High school guidance counselors will use a junior's ACT score to help suggest colleges and universities that are academically competitive for that student. There is a good reason for this. Students will be most successful when there is a match between the university they choose to attend and their academic level. Furthermore, because the ACT score is a powerful predictor of future academic success, college admissions personnel will use a student's high school ACT score and transcript to screen a candidate for admission. Essentially, the ACT allows colleges to compare students on a national basis in the same way

that class rank compares students on a local basis. Once students arrive at the university, their academic advisor will use the ACT score to help students select classes that challenge them. Students may have the option of enrolling in courses at regular or accelerated levels at the university, just as they did in high school. Finally, many scholarship competitions have a score requirement for applying. The NCAA, for example, requires a minimum score in combination with certain high school courses before student athletes are allowed to accept a scholarship to play a collegiate sport.

ACT 36 is a test preparation program designed for Hammond's college-bound juniors. The goal of the program is to give students the confidence and skills necessary to score their personal best on the ACT. Students' scores are improved when juniors become familiar and comfortable with the test's content, the timing, the pacing and the strategies for approaching the exam. Juniors practice at each class and at home with test questions, ensuring that students learn to think like the test maker. When the mystery is removed from the ACT, students can perform at their optimum level.

ACT 36 classes are two hours in length, except for the practice test class, which is 3.5 hours. Classes are scheduled on one day each week over an eight-week period, usually in February and March. Throughout the course, students cover all ACT test content:

- Introduction to ACT 36
- English
- Mathematics
- Reading
- Science Reasoning
- College Selection Seminar
- Full-length Practice ACT
- Test and Strategy Review

An ACT score is too important to leave to chance. By enrolling in *ACT 36*, Hammond students can give themselves an edge in the competitive college market. Students will find that *ACT 36* is more than a test prep program; it is a new way of thinking about tests.

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.

Each year, parents will receive a notice from the building principal informing them that access to the Internet is available at the school and of their right to refuse Internet access for their child. Parents who do not wish their children to use the Internet at school should contact the school for the appropriate waiver form.

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 6550: 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.hammond.k12.in.us/BP6550.htm>.

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 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
- 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.

Student/Parent Residency Requirements

It shall be the firm policy of the School City of Hammond pursuant to Board Policy 5000 Student Series, to require parents to provide verification of residency within 30 days of enrolling students to the Hammond Public Schools.

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.*

Teachers are not required to give make-up work for unexcused absences.

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.

High School Attendance Policy

Philosophy of Attendance

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. This is well established through compulsory attendance policies. **Students are required to be in attendance and arrive on time to school.**

The importance of good attendance has recently been linked to the school accreditation process. The federal mandate of No Child Left Behind, in addition to the state requirement of Public Law 221, requires a minimum of a 95% attendance rate for both schools and students. To achieve this goal, monitoring student absence is vital.

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 7:50 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.)

Three Absence Limit

There is a maximum of three countable absences per grading period. Any student passing a class, but exceeding the three absence limit in the **first** six-week grading period of a trimester, will receive an Incomplete (I). Students will still have an opportunity to earn a passing grade if within the first two weeks of the second grading period of that trimester, they make up all of the time and work previously missed. If not, the "I" will become an "F".

If the three absence limit is exceeded during the **second** six-week grading period of a trimester, all time and work must be made up by the end of that trimester. If the time and work are not made up within that time frame, the student will receive an "F".

Excused/Non-countable 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/Countable Absences

Any absence that does not meet prescribed attendance guidelines will be considered an UNEXCUSED ABSENCE/COUNTABLE absence.

Unexcused/countable absences include but are not limited to: Personal illness not verified by a medical note, truancies, and special circumstance unexcused.

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.

Definition of Truant

A student may be considered truant when they are not in their assigned area at any time during the school day. Truancies 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.

STI Home

Parents may view the attendance of their student by accessing the STI Home program located on the School City of Hammond (www.hammond.k12.in.us) website. In order to protect the privacy of our student records, a parent or guardian must attend an informational meeting at the student's school and sign for the protected password to access their student's records.

Attendance Requirement for the Graduation Qualifying Examination Waiver

Students who do not pass both sections of the Graduation Qualifying Examination (GQE) 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 GQE. Therefore, one of the state requirements for the GQE 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.

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.
- Referral to the Director of Secondary Curriculum, Instruction, and Student Services.
- 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.
3. Under the provisions of *Title 1 ESEA, No Child Left Behind Act of 2001*, parents of students attending Title 1 schools that are on “school improvement” may request a transfer to one of **two schools selected by the district** that are not on “school improvement.” Transportation will be provided from the home school to the choice school as long as the Title 1 building is on “school improvement.” The child may stay in the choice school until the highest grade of that choice building. If the Title 1 building gets off of “school improvement,” the district is no longer required to provide transportation. That becomes the parent’s responsibility. A parent who chooses to transfer until this provision must transfer ALL of their children to the choice school.

Students attending Title 1 schools may transfer to a school NOT on school improvement.		
Elementary Schools		
1. Kenwood	6. Jefferson	11. Harding
2. Franklin	7. Edison	12. Columbia*
3. Morton ES	8. O’Bannon*	13. Irving *
4. Lafayette*	9. Lincoln*	14. Wallace*
5. Hess	10. Maywood*	
Middle Schools		
Scott MS	Eggers MS*	
Gavit MS	Clark MS	
Title 1 schools indicated by asterisk *		

Applications may be obtained from the child's school office or the Title 1 office at 41 Williams Street, Hammond. Completed forms will be verified for eligibility by the Director of Title I and forwarded to the Administrator for Curriculum and Instruction for final approval. All applications must be received in the Title 1 office **before NOON on AUGUST 4. NO EXCEPTIONS!**

4. 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.*

5. Students living in the Clark and Gavit High School districts may elect to transfer to Hammond High School or Morton High School. Parents and students must complete a transfer request in the Student Services office at 41 Williams Street for approval. All transfers will be for one year, and 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 at (219) 937-5422, ext. 3530.

Expulsion of Students Outside the Attendance Area (Board Policy 5006.2)

A student attending the Hammond Public Schools, who has a legal settlement outside the attendance area of the School City of Hammond, will be expelled from the Hammond Public Schools in accordance with I. C. 20-8.1-5.1-11. Tuition will be charged for the period when the student attended the Hammond Public Schools and his legal settlement was outside the attendance area of the School City of Hammond. If the tuition payment is not received within sixty (60) days of billing, the bill will be turned over to a professional collection agency for payment of the tuition.

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

Any conduct which causes or creates a reasonable likelihood that it will cause substantial disruption in or material interference with any school function, activity, or purpose or that interferes or creates a reasonable likelihood that it will interfere with the health, safety or well-being, or the rights of other students is prohibited.

The superintendent, principal, administrative personnel, teachers of the school corporation, and others placed in a supervisory capacity shall be authorized to take action in connection with student behavior, in addition to the actions specifically provided in this handbook, reasonably desirable or necessary to ensure a safe, orderly, and effective education environment. Disciplinary action may include the following:

- a. Counseling with a student or group of students.
- b. Conferences with a parent or group of parents.
- c. Assigning students additional work.
- d. Rearranging class schedules.
- e. Requiring a student to remain in school after regular school hours to do additional school work or for counseling.
- f. Restricting extracurricular activities.
- g. Assignment by the principal of:
 1. Special course of study
 2. An alternative educational program; or
 3. An alternative school
- h. Removal of a student from school-sponsored transportation.
- i. Referral to the juvenile court having jurisdiction over the student.

Grounds for suspension or expulsion are student misconduct or substantial disobedience. The following include examples of student misconduct or substantial disobedience, but are not limited to:

- a. Using violence, force, noise, coercion, threat, bullying, intimidation, fear, passive resistance, or other comparable conduct constituting an interference with school purposes or urging other students to engage in

such conduct.

- b. Causing or attempting to cause substantial damage to school property, stealing or attempting to steal school property, stealing or attempting to steal school property of substantial value, or repeatedly damaging or stealing school property of small value.

NOTE: The state legislature has increased the amount for parental responsibility for school vandalism/property damage. The total amount is \$5,000.00.

- c. Intentionally causing or attempting to cause substantial damage to valuable private property, stealing or attempting to steal valuable private property on school grounds or during an educational function or event off school grounds, or repeatedly damaging or stealing private property on school grounds or during an educational function or event off school grounds or during travel to or from school or an educational function or event.
- d. Intentionally causing or attempting to cause physical injury or intentionally behaving in such a way as could reasonably cause physical injury to any person.
- e. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student.
- f. Knowingly possessing, handling, or transmitting any object that can reasonably be considered a weapon.
- g. Knowingly possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant of any kind, or any item that closely resembles or is represented to be any of the foregoing items. Use of a drug authorized by a medical prescription from a physician is not a violation of this subdivision. If the classroom teacher knows or has reasonable evidence to suspect that a student is in possession of, using, transmitting, or under the influence of any intoxicant of any kind, the teacher shall send the student to the principal or assistant principal. The principal or assistant principal is justified in searching the property of a student when the principal or assistant principal has reason to suspect that the student in question has in his/her possession some intoxicant. Student consent is desirable but not necessary.
- h. Engaging in the unlawful selling of narcotics or in any other violation of criminal law which constitutes a danger to other students or which constitutes an interference with school purposes.
- i. Failing to comply with directions of teachers during any period of time when he is properly under their supervision and when such failure constitutes an interference with school purposes.
- j. Violating or repeatedly violating written rules or standards which are reasonably necessary to carry out or to prevent interference with carrying out any educational function and which have been established by the superintendent or his designee or any principal or his/her designee.
- k. Intentionally and without provocation verbally assaulting a teacher or

staff member while that teacher or staff member is attempting to carry out his/her recognized institutional function(s).

- l. Unexcused absence from school.
- m. “No student may provide, by sale or otherwise, any substance which he/she represents to be a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind. Further, no student may possess or use any substance which the student has reason to believe is, or which has been represented to him/her as, a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant or intoxicant of any kind. In addition, students are prohibited from possessing, using, transmitting or being under the influence of caffeine-based pills, substances containing phenylpropanolamine (PPA), or stimulants of any kind be they available with or without a prescription. This policy does not affect students who are taking prescription drugs as prescribed for them specifically by a licensed physician. Such drugs are to be administered to students pursuant to School City of Hammond’s Administrative Regulations.”
- n. A violation of the rules or prohibitions covered in Board Policy 5413 (Prohibiting Gang Activities, Cellular Communication Devices and Electronic Paging Devices).

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 any cellular communication device, pocket pager or similar electronic paging device or laser pointer while in any school building or on any school property, during regular school hours or at any other time.
- o. 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 or during school hours, or immediately after school hours, or 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.

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; or

- c. Traveling to or from school or a school activity, function, or event;
or
 - 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 for School Choice

Students attending Title 1 schools that are on school improvement must be offered the opportunity to transfer to another school which is not on school improvement. Transportation to this choice school from the home school must be offered to parent. The parent reserves this right of choice and transportation until the home school is no longer on school improvement. The transfer will be for that full school year and is **renewable yearly** until the home school is not on school improvement.

If a parent elects to take advantage of this transportation opportunity, the following guidelines must be followed:

1. A School Choice Application must be completed, approved and on file in the Title 1 office
2. A Request for Transportation form must be completed, approved and on file in the Title 1 office.—Please note: If the request for transportation is made after the school year begins for students NEW to SCH, it can take up to two weeks for the student application to be processed and bus services to begin.
3. A School Choice Bus Rules form must be completed and on file in the Title 1 office.
4. The parent will receive a bus number and departure time from the Title 1 office.
5. It is the parent's responsibility to get the student to the home school at least 5 minutes before assigned departure time before school and pick the child up within 5 minutes of arrival time after school.
6. 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.
7. 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.

Students must abide by the following rules of conduct and consequences for inappropriate behavior:

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 (Board Policy 5220)

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; Freshman, 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 Board of School Trustees has approved the following policy regarding the use of cell phones at school:

1. All cell phones must be turned OFF during the school day.
2. First offense for having a cell phone turned on and creating a minor disruption – 1 day out of school. Parent must come in and pick up the phone. A warning will be given that the next offense will result in 5 days out of school.
3. Second offense – 5 days out of school. The phone will be confiscated.

4. Third offense – 10 days out of school and filing for expulsion.
5. Any student causing a disruption in a classroom with a cell phone – 5 days out of school.
6. Illegal use of a cell phone, cheating, or taking inappropriate pictures – 10 days out of school pending expulsion.

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. 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, and hepatitis B, and varicella. Number of vaccinations will be dependant on he 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 may file a written objection with the school's Health Services Office. 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 two weeks after the last case at the outbreak.

In accordance with School Board Policy 5300, a physical examination and tuberculin (TB) skin test with written evidence of results are required by the School City of Hammond no longer than one (1) year prior to enrollment. Health Services staff are certified to read TB tests 48 to 72 hours after the test has been administered.

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

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 Patricia Breitweiser, RN, 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.

Control of Head Lice

A student with head lice will be excluded from school until his/her hair is treated and all nits (eggs) are removed. 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 the classroom. Absence beyond 48 hours will be counted as unexcused.

When an elementary student is identified as having head lice or nits, the school Health Service staff will check each student in the elementary class. When a student is identified as having head lice or nits, the sibling(s) of that child will also be screened. (If the siblings of that child attend another School

City of Hammond school, the Health Services staff of that building will be notified so that those siblings can be screened.)

Further, when a case of head lice is found, a letter seeking help in the control of head lice will be sent to the parents of each child in the elementary classroom. Please contact the school Health Services office immediately if you discover that your child has head lice.

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

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.

Any questions regarding pest control should be directed to Mr. Kevin Kolczynski, 989-7300, ext. 2111.

Child Nutrition Program

School Breakfast and Lunch Programs

All of the Hammond schools participate in both the National School Breakfast and National School Lunch programs. Each school provides both breakfast and lunch daily when school is in session. Meals are planned to provide approximately one-third of the recommended dietary allowances (RDA) as specified by the National Research Council/National Academy of Science.

Modifications to the school meal will be made upon a written (doctor's) prescription to the school nurse.

****All hot food that is served in our cafeterias is served at a temperature of not less than 135 degrees as mandated by local and state health codes. Please caution your children about this requirement.*

Benefits of Breakfast

Studies by Tufts University have concluded that the benefits of breakfast include:

- Improved brain development
- Improved attention span
- Improved learning ability
- Higher test scores
- Better health

- Reduced tardiness
- Improved attendance
- Fewer discipline problems

Free and Reduced-Price Meal Regulations

A child from a family whose income is at or below income guidelines established annually (July 1) by the federal government, is eligible for either free or reduced-price meals. Information regarding income guidelines and applications for free or reduced-price meals may be obtained from the school your child attends. Foster children or children whose families receive food stamps or TANF may also be eligible for these benefits. ***If a child qualifies for meal assistance, he or she would be entitled to BOTH a breakfast AND a lunch.***

To apply for free meals or reduced-price meals for your child, you may complete an application ***at any time during the year*** and return it to the school. If you report income on the application, federal law (PL 97-35) requires you to list the Social Security number of the head of the household/primary wage earner or the adult signing the application before your child may receive free or reduced-price meals.

A new meal application must be filed every year and will supersede a previous application. A preliminary determination is made from the time at which an application is submitted. A final determination will be made within 10 days of submission. The meal status (paid, free, or reduced) will be carried from the previous school year up to September 18, 2009. ***Parents are responsible for the cost of meals until a meal application is filed, and a meal status determination is made.***

If there is a change in your family's income due to reasons such as unemployment, or if there is a change in your family size, please contact your school. All children are treated the same regardless of ability to pay. In the operation of child-feeding programs, no child will be discriminated against because of race, sex, national origin, color, religion, handicap, or age.

To discourage the possibility of misrepresentation, the application forms contain a statement above the space for the signature of the person completing the application certifying that all information furnished in the application is true and correct and that all income is reported. An additional statement is added to warn that the application is being made in connection with the receipt of federal funds; that school officials may verify the information in the application; and that deliberate misrepresentation of information may subject the applicant to prosecution under applicable state and federal laws.

Each school cafeteria uses a computer system rather than cash registers for the child meal account. The system will allow prepayments into the meal account, very similar to a bank savings account. 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 and a balance is left in the

account, the parent may request a refund by visiting the school cafeteria to request a refund by submitting a signed refund request form. A refund check will be issued by the school corporation treasurer in about two to three weeks.

In the event an elementary child forgets to bring either a meal or money for a meal from home, a small credit will be extended. This credit balance must be repaid to the meal account within a few days. Any unpaid balance owed to the school may be referred for collection.

During the last three weeks of school, no credit on meal accounts will be extended.

Menus are posted on the School City of Hammond web page <http://www.hammond.k12.in.us>. Interesting links related to child nutrition are also found here. Information regarding the National School Breakfast, National School Lunch, or Summer Child Nutrition Programs or the Federal Income Guidelines for Free or Reduced Price Meals may be found on the United States Department of Agriculture (USDA) web site <http://www.fns.usda.gov/cnd/>

Textbook Assistance

Children who qualify for free or reduced-price meal benefits may also qualify for textbook assistance. An application for free or reduced price meals also includes the application for textbook assistance. An application for free or reduced price meals must be submitted to the school in order to be considered for textbook assistance. ***Textbook assistance is provided prior to the last day in September; however, assistance for meals is provided at any time throughout the year.***

If you do not agree with the school's decision regarding free or reduced price meals or textbook assistance, please call the school and ask the principal to review your application. If you do not agree with the decision of the principal, you have the right to a fair hearing. You may call the principal and request a hearing or you may request a hearing in writing.

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 2009-2010 school year. Head Start is a federally funded program designed to provide educational and social experiences to help prepare children for kindergarten. The program also addresses children's health, dental, and nutritional needs. Parents are an important part of the Head Start program and are encouraged to be an active part of their child's Head Start experience.

The Head Start classrooms are housed in seven Hammond elementary buildings — Edison, Irving, Hess, Lafayette, Maywood, Miller, and O'Bannon — September 2009 through May 2010. Morning sessions are typically from 7:45 a.m. to 11:15 a.m.; afternoon sessions are from 12:00 noon to 3:30 p.m.

The program serves children three to five years of age (children must be three years old by August 1, 2009, to be eligible for Head Start). Families interested in enrolling their children in Head Start must meet income guidelines established by the Federal Department of Health and Human Services. Families who receive public assistance (i.e., TANF, SSI) are eligible to apply. Also eligible to apply are children with disabilities, children in foster care, and children whose families are considered homeless.

Applications for the Head Start Program are available at all Hammond elementary schools. The completed application must be brought to Miller Elementary School, 6530 New Hampshire, along with the child's birth certificate, child's Social Security card, family income verifications (W-2 form or payroll stub), proof of Hammond residency, and the child's shot record.

For more information call the Head Start Office — 989-7345, ext. 3552.

Rehabilitation Act of 1973 – Section 504

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

Students should be referred to the school principal for review and evaluation by a Section 504 conference committee to determine eligibility under Section 504 Federal Regulations. Potential eligibility is for those students who are not suspected to be in need of special education, but whose health, physical, behavioral, mental, or communication conditions substantially impair their functioning within the school setting. Students who meet eligibility criteria will

have a Section 504 instructional plan developed by a case conference committee to define strategies to accommodate their unique needs.

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

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

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

Special Education

Programs for students with disabilities are available at all levels in Hammond. Parents are contacted if the teacher feels there is a problem and requests assistance in determining if special help is appropriate. Students are identified as

eligible for services according to the criteria contained in Indiana statutes and Article 7 of the State Board of Education Regulations.

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

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

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

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

Special projects implemented in Hammond this year include:

- Child and Adolescent Service Program (The School City of Hammond and the Tri-City Community Mental Health Center)
- Child Find (Student identification project)
- Very Special Arts of Indiana Project
- Community-Based Education Project
- Supported Employment Project
- Staff Development Workshops (C.S.P.D.)

- Summer Day Camp (Lake Area United Way)
- Summer School Programs
- Special Olympics
- Surrogate Parent Training
- Quarterly Newsletters
- Assistive Technology Services
- Vocational programming for students with disabilities
- Transition services
- Special Education Mini-Grants Project
- Parent/Family Nights

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

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

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. The School City of Hammond will underwrite the cost of AP exams for those students obtaining a minimum score of three (3).

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.

Bilingual Education Program

The Bilingual Education Program was originally funded by the U.S. Department of Education, Title VII. The program is designed to meet the language needs of any of the district's 64 language groups. The main objectives reflect the emphasis on language acquisition and development, as well as other skills necessary to function effectively in society and in the work world.

- Students will improve their English language reading and writing skills as identified by grade level, through the English Language Proficiency Standards.
- Students will improve their content-area skills as a result of improvement in reading and language arts.

- Students will improve their self-concepts by enhanced success in academic areas and will experience enrichment through the recognition of multicultural diversity.
- Students will improve homework and academic standards skills during the twice weekly classes of the After School Migrant Program during the academic year and during the summer school session.

Any student from any of the 64 language-minority groups may participate, in addition to students from English-speaking backgrounds. The Bilingual Program now provides services to all of the School City of Hammond's language-minority students in a variety of ways, as follows.

The program staff is committed to providing quality education for all students requiring language skill development. The program implements individualized instruction with emphasis on English reading and language arts through a variety of approaches. All skills are reinforced by computer. There are also components that address:

- Staff training (program staff and mainstream)
- Parental involvement and training
- Cultural diversity training for students and staff
- Instructional services reinforced by PC computer labs in the following areas:
 - Language
 - Computer literacy
 - Self-esteem
 - Practical life skills
 - Multicultural appreciation
 - Cooperative learning
 - District translation of all documents
- A migrant program to supplement the academic and extracurricular needs of which migrant students are often deprived due to their parents' transitory or temporary employment. The program currently serves students (preschool - Grade 12) from all school sites. Entire families receive ESL, literacy in either English or Spanish, and training in many areas, including entrepreneurship and enrichment activities.
- The After School Migrant Program's twice weekly classes serve to better prepare preschool students to participate more fully in regular kindergarten classrooms. Emphasis is on readiness, English language, and classroom skills. Parents are also trained on how to work effectively and motivate the youngsters.
- Summer school is offered to migrant and the most Limited English Proficient students in order to reduce "summer loss of proficiency" and to close the achievement gap between mainstream students and the LEPs.
- Middle and high school students are served at the Area Career Center. High school students are offered differentiated instruction which allows them to more effectively complete credit-bearing courses while increasing language proficiency.
- Sheltered English classes are conducted at the highest concentration sites of

Lincoln, Irving, and Columbia elementary schools.

- During the After School Program, family counseling is available with a bilingual social worker.
- Spanish classes are offered to SCH staff, students and community and are hosted on the Bilingual Education Program site.
- For further information, in English and Spanish, about the Bilingual Program services, see the Bilingual Program website at: <http://www.hammond.k12.in.us/Bilingual/index.html>.

In-Class Behavior Modification (ICBM)

In-Class Behavior Modification (ICBM) is a program designed for secondary-level students. Each of the middle and high schools has an In-Class Behavior Modification classroom(s) set aside for students as an alternative to suspension. The ICBM 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 ICBM 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 ICBM program will have characteristics particular to its school setting, they all share the following general characteristics:

- Students in In-Class Behavior Modification 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 ICBM program and will receive some credit from teachers.
- No student will receive an automatic failure from being assigned to the ICBM program.
- Students in the ICBM program are not expected to participate in extracurricular school activities such as clubs, sports, dances, etc. for the days they are placed in ICBM.
- The day is structured into various parts where students will reflect and write about those behaviors that led to their being assigned to the ICBM 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 ICBM program should be directed first to the building's assistant principal, then to the principal.

Saturday School

Saturday School will be assigned to students at the middle and high schools as a result of tardies, truancies, or disciplinary actions. Students will be required to report to their assigned Saturday School session with textbooks and supplies. Students will work on academic subjects and be counseled on the expectations of the school in regards to attendance and behavior. Failure to attend Saturday School will result in more severe disciplinary actions such as suspension or possible recommendation for expulsion.

Title 1 Program and Services

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

Hammond Schools which qualify to receive Title 1 dollars according to the law are Columbia Elementary, Eggers Middle School, Irving Elementary, Maywood Elementary, Lafayette Elementary, Lincoln Elementary, O’Bannon Elementary, Wallace Elementary, and Hammond High School. Each of these schools has undergone a process for high quality school reform and provides students extended learning opportunities. These opportunities may include before/after school support, summer programs, tutoring, specialized instruction by a reading and/or math specialist, and smaller class sizes. Title 1 dollars are also used to provide opportunities for teachers to study educational research and student performance data so that students can be provided the highest quality instruction. Funding may also be used for instructional materials, intervention programs, and specialized equipment for students.

NCLB ensures that parents of students in Title 1 schools have access to the qualifications of any teacher in their child’s building. Letters explaining “Parents Rights to Know” are mailed each August. Parents of students in Title 1 buildings which have not made AYP for two consecutive years have the right to choose another school for their child to attend. The district will offer the choice of two schools not on “school improvement.” Transportation will be provided from the home school to the choice school for as long as the Title 1 building is on “school improvement.” Parents of children on free and/or reduced lunch and are non-proficient who attend a Title 1 school on “school improvement” for two years will be offered the opportunity to send their child to free tutoring. This tutoring process will be explained completely at a meeting to ensure compliance with NCLB regulations is followed. Parents of qualifying students on free or reduced lunch AND are non-proficient will be contacted via US mail of this opportunity.

PACT preschool (Parents and Children Together) is funded by Title 1 dollars. This free preschool is offered to any four-year-old living in Hammond. There are 10 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.

Title 1 schools each have a Parent Involvement Facilitator for parents to contact with any concern or need they may have. These staff members plan and coordinate meetings for parents and workshops to support parents in working with their children. Title 1 buildings provide parents two opportunities to “see their child in action” in their classrooms. This is to help the parent understand the curriculum and instruction being used in English/Language Arts and mathematics. Additionally, parents are provided two opportunities to confer with their child’s teacher about their child’s progress towards meeting grade-level State standards. Assessment information, both ISTEP and formative, should be shared with parents at these conferences. If you have a child in a Title 1 building, find out who your Parent Involvement Facilitator is. You can then become a true partner at your child’s school.

For information about Title 1 support, call (219) 933-2514.

Project RAP

Project RAP (A Revised Approach to Progress) is an alternative high school program serving the needs of 14-year-old and older students attending high school in Hammond. This program seeks to fit the needs of two age groups: a) 14-, 15-, and 16-year-olds below grade level and b) 17- and 18-year-olds who are either well below grade level or have been identified as disruptive but have no history of violent or drug-related behaviors.

The program for 14-16-year-olds is aimed at students below grade level in terms of credits. One-half of the school day will be a competency-based academic component. The other half-day will be one of the following options: a) a CTE class (if available), b) 15 hours a week of community service, or c) 15 hours of employment.

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

Alternative Education Program - Restricted Program

The middle school alternative education program is an alternative program for special education students who have demonstrated difficulty in maintaining appropriate behaviors in the middle school setting. There are two such programs at the Area Career Center. 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.

A second special education program, the Restricted Program, is also at the Career Center. This program is for those students who have demonstrated

nonviolent expellable behaviors at their home schools. This is also a structured program that works on similar goals in terms of student behavior patterns. The goals of the Restricted Program are to maintain academic progress while improving behaviors using a level program. The ultimate goal of students in the Restricted Program is to earn their way back to their home school.

Educational Opportunity Program

The Educational Opportunity program is a state-funded program established to help students at risk of dropping, out of school before graduation to overcome barriers that might be blocking their way to improved academic success.

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

Family Service Centers -- The Family Service Centers serve Hammond parents and their children who may need help with problems that may go beyond the school or the school day. Some examples of problems addressed are family crisis, parenting, raising successful students, setting goals, budgeting, dealing with behavior and conflict, communicating with family members and school and community officials, tutoring, and finding children help for homework. Giving needed information is another part of the service.

Each of two centers is staffed by either a professional counselor or by a professional social worker. One center is at the Main Branch of the Hammond Public Library, 564 State Street, and is open for service on Tuesday and Wednesday evenings between 5:00 p.m. and 8:00 p.m. The other is located at the Howard Branch Library, 7047 Grand Avenue, telephone number (219) 989-7362, and is open for service on Thursday evenings between 5:00 p.m. and 8:00 p.m. Calls may also be made to 933-2400. A person wanting help may make an appointment or just walk in. Services are absolutely free. The Family Service Centers are funded in part by Lever Brothers Company.

After School Credit Lab

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

Career and Technical Education

The Area Career Center, North Central Association accredited, provides technical training for Hammond, Griffith, Highland, Lake Central, Lake Ridge, Lake Station, and Munster high school students. Programs are open to students who are 15 1/2 years old or older with the primary concentration on juniors and seniors. Students enroll in a two-year program of their career/technical choice to earn certification and credits toward their high school diploma.

Career/technical education programs offer students the opportunity to learn the skills for high-tech and high-wage employment by completing the certification requirements of vocational competency. The Career Center prepares students for job-entry-level skills and/or the opportunity to enroll in post-secondary technical programs with advanced college credit. Competent

second-year students are provided with work experience and job placement as an internship during the school day. A career counselor provides students with information concerning college scholarships, internships, portfolio development, and job placement.

All programs have professional craft advisory committees which keep instruction and equipment at a high standard, providing a better opportunity for employment at higher than average salary.

The following programs are offered at the Area Career Center:

- Automotive Technology (ASE)
- Automotive Collision and Refinishing
- Business Technology
- Computer Information Technology
- Construction Technology
- Cosmetology - *Home of ACC School of Beauty*
- Criminal Justice and law
- Culinary Arts Institute
- Dental Health Careers
- Early Childhood Education (CDA)
- Graphics and Printing Technology
- Health Careers (CNA)
- Welding Technology

The career/technical programs at the Area Career Center are extensions 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 are applied toward graduation requirements. Hammond students completing two years in a vocational program may apply for a waiver of the third year graduation requirement of math and earn credits in technology and workplace readiness. Nearly all programs have college articulation agreements.

Students are responsible for laboratory fees and the required safety equipment for each vocational program. Hammond students are not charged tuition, but the sending schools that form our vocational cooperative pay the tuition for their respective students. For graduates, Grade 13, tuition is assessed and is paid by the individual student.

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

Summer school vocational programs are offered if there are sufficient enrollments.

Students interested in career/technical programs should contact their high school counselors for information or call 933-2428 for additional information or program visitation.

Adult Education

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

To qualify for enrollment in Adult Education an individual:

- Must be at least 17 years of age and have officially withdrawn from a K-12 program without having attained a high school diploma OR

- Must have a high school diploma, but have been determined to need basic skill development in English language arts or mathematics at or below the high school level.

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

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

Citizenship Preparation/Civics Education -- A class that combines citizenship preparation with instruction in American living and government along with reading, writing, listening, and speaking the English language is provided by Hammond Adult Education on Saturday mornings at Greater Hammond Community Services. Adults interested in enrolling for this class are to call the Adult Education Office at 933-2419.

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

Crossroad Distance Learning -- Hammond Adult Education provides a distance learning process that has a site lab supplemental service and tutoring as well. The students enrolled in this process are provided with take-home videos as supplemental learning tools.

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

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

School Emergencies

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

When Hammond Public School students must be dismissed early due to an emergency closing or there is a need for delay in opening of the schools, the superintendent of schools will announce this through a variety of media sources. The sources include local radio and television stations, the school city parent

calling machine system, and, if possible, posting on the school city web site/homepage. Adverse weather, fire, flood, explosion, utility failure, and structural failure are examples of emergencies that might make it necessary to close schools early. When early dismissal of students becomes necessary, parents should take note of the following:

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

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

Special Notes

Homework

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

Asbestos Notification

In compliance with the U.S. Environmental Protection Agency (EPA), Asbestos Hazards Emergency Response Act (AHERA), 40 CFR Part 763.84, you are hereby notified that the School City of Hammond performs asbestos inspections, response actions, post-response activities, periodic re-inspections, and surveillance activities.

Prior to conducting any of the above-named activities, the principal and teachers' representative for that building are notified. The results of the activities are on file within the Asbestos Management Plan Book, located in the school's administrative office.

Our environmental manager is available to answer any questions you may have about asbestos in our buildings. The telephone number is (219) 989-7300, ext. 2111.

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.



School City of Hammond Board of School Trustees

Values and Beliefs

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

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

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

Mission Statement

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

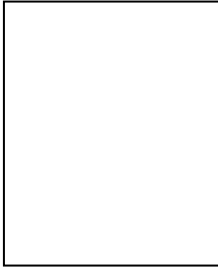
Through these efforts, the board envisions:

Vision Statement

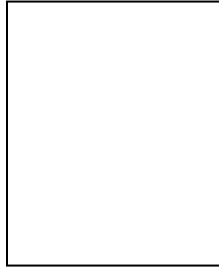
The Hammond Board of School Trustees is committed to providing diverse learning experiences and environments that are necessary to develop high educational attainment for lifelong learners. As a result, students will develop into positive, productive citizens capable of succeeding and competing in a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

Approved: January 2007

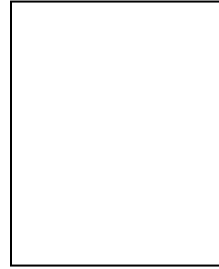
Board of School Trustees



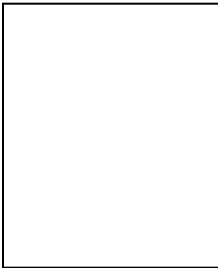
Albertine Dent



Anna Mamala



Cindy Murphy



Rebecca Ward



Deborah White

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

Albertine Dent	931-0145
Anna Mamala	937-4788
Cindy Murphy	844-3025
Rebecca Ward	932-7927
Deborah White	845-2614

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

<u>Adult Education</u>	5727 Sohl Ave.	933-2419
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School Calendar – 2009-10

AUGUST

S	M	T	W	Th	F	S
						1
2	X	X	X	X	X	8
9	X	X	X	X	X	15
16	X	X	X	X	X	22
23	X	X	26	27	28	29
30	31					

SEPTEMBER

S	M	T	W	Th	F	S
		1	2	3	4	3
6	X	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	X	X	31

NOVEMBER

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	ET	X	X	X	28
29	30					

DECEMBER

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	X	X	X	X	X	26
27	X	X	X	X		

AUGUST

- 18-20 Orientation for New Teachers
- 24 Teacher Organization Day
NO General Convocation
- 25 Teacher Work Day
- 26 CLASSES BEGIN

SEPTEMBER

- 7 Labor Day
- 15-17 Fall GQE Retest

OCTOBER

- 29-30 Fall Break

NOVEMBER

- 24 First Term Ends
- 25 Teacher Work Day
(Students not in attendance)
- 26-27 Thanksgiving

DECEMBER

- 18 Last Day of School in 2009

Grading Periods for Middle and High Schools

- August 26 – October 9
- October 12 – November 24
- November 30 – January 22
- January 25 – March 5
- March 9 – April 30
- May 3 – June 9

Progress reports will be provided at the mid-point of each grading period.

Calendar Key

- ET = End of Term
- X = No School for Students

180 Student Days
185 Teacher Days

JANUARY

S	M	T	W	Th	F	S
					X	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	X	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	X	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

S	M	T	W	Th	F	S
	1	2	3	4	ET	6
7	X	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

S	M	T	W	Th	F	S
				1	X	3
4	X	X	X	X	X	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY/JUNE

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	X	1	2	3	4	5
6	7	8	ET	X	X	12

JANUARY

4	School Resumes
18	Martin Luther King Day

FEBRUARY

15	Presidents' Day
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MARCH

1-10	ISTEP+ Writing Exam
5	Second Term Ends
8	Teacher Work Day (Students not in attendance)
9-11	Spring GQE Retest

APRIL

1	Last Day Before Spring Break
12	School Resumes
26	<u>Begins</u> ISTEP+ Progress Testing

MAY

5	<u>Ends</u> ISTEP+ Progress Testing
31	Memorial Day

JUNE

9	Third Term Ends
10	Teacher Work Day (Students not in attendance)

**Grading Periods for
Elementary Schools**
August 26 – November 24
November 30 – March 5
March 9 – June 9

Progress Reports
October 9
January 15
April 23

Administration

Administration Center

41 Williams Street
(219) 933-2400

Dr. Walter J. Watkins	Superintendent
Ruth Mueller	Chief Administrator for Curriculum
Eliza Vela	Chief Administrator for Human Resources
Karen Wallisch	Chief Administrator for Business Services

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 34 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 Bilingual Education Program: Peggy Dellahoussay-Harrington, Area Career Center, 5727 Sohl Avenue, Hammond, IN 46320, (219) 933-2455.

El "School City of Hammond" reconoce la gran diversidad de estudiantes matriculados en sus escuelas. Actualmente, los estudiantes de culturas e idiomas diversos representan 34 grupos.

El "School City of Hammond" reconoce el valor de comunicarse con la comunidad en una manera comprensible.

De acuerdo con "Title VI Civil Rights Act of 1964," toda le comunicaci—n se debe proveer en el idioma de nuestras familias de minor'a cuando as' se le pida al Programa Bilingue del "School City of Hammond,": Peggy Dellahoussaye-Harrington, Area Career Center, 5727 Sohl Avenue, Hammond, IN 46320, Telefono 219 933-2455.

Dr. Walter J. Watkins, Superintendent of Schools