SCHOOL CITY OF HAMMOND

2021-2022

STUDENT & PARENT HANDBOOK

SCHOOL CITY OF HAMMOND

EXCELLENCE IN LEARNING: SUCCESS IN LIFE.

Table of Contents

Superintendent's Message……02
eLearning Chart……03
Board Policy 8330 & 5840……03
Mission Statement……04
Elementary School Day Schedule……06
Secondary School Day Schedule……07
Graduation Requirement……07
Assessments……09
Attendance Policies……17
Health Services……19
Student Nutrition……23
Textbook Rental Fees……26
Bus Transportation……27
Special Programs……29
Head Start……29
Special Education……30
Child Find-Children with Special Needs……31
Language Development Program (LDP) ……31
Dual Language Immersion Program (DLIP)……32
Title 1 Programs and Services……33
High Ability/High Achieving Students……33
Hammond Arts and Performance Academy……35
Career and Technical Education (ACC) ……35
Early College……36
Adult Education……37
School Emergencies……38
Title XI……38
Policy Statements……39
Special Notes……40
Board of School Trustees……41
Directory of Schools……42
School Calendar……43
Photo Decline……44
Technology Acceptable Use Policy……45
Board Policy 7540……46

Superintendent's Message

Dear Parents/Guardians/Students:

This handbook provides you with the most important information about School City of Hammond in one convenient location. Please review the contents to become familiar with the policies and procedures that govern SCH. This information will go a long way in helping you to understand the expectations we have and the opportunities we offer our students.

The School Board of School Trustees, the administration, and the staff of SCH work collaboratively to create the most effective teaching and learning environment possible. From our bus drivers to our food service workers to our excellent teachers, everyone is committed to your child's development and success. Our primary goal is to improve student achievement and to promote positive social and emotional learning. We want our students to become critical thinkers and problem solvers and ultimately leave our schools prepared for life after high school.

In addition to this handbook is the Student Code of Conduct. Please take time to review this information. It sets the expectations for appropriate student conduct and describes the disciplinary actions the school will take to ensure a safe and productive school environment. The Code of Conduct promotes equity across our district by addressing behavior consistently and fairly.

My final thought is to encourage you to make the 2021-2022 school year the best yet. Despite the previous year's challenges, we remain resolute in providing students with a world-class education, coupled with high-quality extra-curricular opportunities.

Sincerely,

Scott Miller
SCH Superintendent

SCH eLearning

SCHEDULED/EMERGENCY Procedures

- Teachers will post their virtual lessons by 9 AM in Google Classroom.
- Teachers will monitor email services several times during the school day to offer students assistance.
- eLearning days apply to all students K-12.
- On Emergency eLearning Days, no school makeup days are required.

Family Educational Rights to Privacy Acts (FERPA)

Board Policy 8330

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

Criminal Organization and Criminal Organization Activity

Board Policy 5840

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

Mission Statement

Excellence in Learning: Success in Life

Vision Statement

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

Belief and/or Value Statements

The School City of Hammond believes:

A. Every child has the capacity to learn.
B. The development and support of teachers are essential to student achievement.
C. Students will acquire skills to adapt to an evolving and technologically advancing society.
D. Parents/family are essential to provide for the success of children in school.
E. A diverse, rigorous, and relevant curriculum promotes student achievement.
F. Instructional decisions and activities will be based on best practices.
G. Developing students' higher-order thinking skills promotes student learning.
H. There will be a clear alignment between curriculum, instructional practice, and assessment.
I. Recruiting, developing, retaining, and recognizing highly qualified staff is essential to student success.
J. All personnel, regardless of position, must be willing to support the overall vision of the district with the main priority being student growth and achievement.
K. Effective communication promotes positive community relations.
L. Public education is a responsibility shared by students, parents, school personnel, and community members.
M. In a culture of transparency, accountability, and efficiency at every level.
N. Established priorities encourage and maintain a healthy school community.
O. All students are introduced to values and beliefs that will enhance their well-being as productive, independent adults.
P. Participation in curricular and extracurricular activities benefits students and promotes good citizenship

The School City of Hammond values:

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

The Student/Parent Handbook

The Student/Parent Handbook for the School City of Hammond is available in two formats. A copy of this handbook can be found online at the School City of Hammond website (hammond.k12.in.us). The online copy will be updated periodically to reflect changes in federal and state laws as well as updated school board policies. In addition, some copies of the handbook will be made available at each school site.

PowerSchool

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

School City of Hammond website

In addition to the student/parent guide and access to Chalkable Information Now, there is other important information on the School City of Hammond website. Important announcements including school closings are posted on the website. Stay connected at hammond.k12.in.us.

SCH Welcome Center at Columbia

With a goal of providing a space where every SCH family will feel welcomed by eliminating the barriers to information and services, SCH is proud to announce the opening of the **SCH Welcome Center at Columbia.** The Welcome Center is in the former Columbia Elementary School at 1238 Michigan Street. The Student Services, Head Start, and IT offices are located within the Welcome Center, which gives parents direct access to registration services for new students to SCH schools, the Head Start program, transfer and guardianship information, and Chromebook distribution.

Registration/Enrollment Procedures

New Students

All parents of New Students to School City of Hammond should contact Student Services at (219) 933-2400 or visit the SCH Welcome Center at Columbia.

Returning Students

All parents of returning students should follow the instructions for Online Registration found on the SCH website (hammond.k12.in.us) under the Register link. If you have any questions, contact Student Services at (219) 933-2400.

School City of Hammond 2021-2022
Elementary School Day Schedule

Elementary Schools (Pre-K – 6)

Administrative Staff	7:30 AM – 4 PM
Elementary Students	9 AM – 3:30 PM
Breakfast will be served at 9 AM	
Kindergarten Students	9 AM – 3:30 PM

Morning Supervision	**YMCA (219) 845-1507**

Special Education Preschool Programs

Special Education Preschool students at specific school locations will follow the School City of Hammond schedule above.

Head Start

Edison, Hess, Maywood, Wallace, and O'Bannon Elementary (Half-Day)	8:15 AM - 11:45 AM 12:30 PM – 4 PM
Irving Elementary (Half-Day)	8 AM - 11:30 AM 12:15 PM - 3:45 PM
Morton Elementary (Full-Day)	8:15 AM - 3:30 PM
Morton Elementary (Half-Day)	8 AM - Noon

Kindergarten and Entrance Requirements

School City of Hammond offers full day kindergarten at all schools. The kindergarten day will begin at 9 AM and ends at 3:30 PM.

A child must be five (5) years old by August 1 to enter kindergarten in August. A valid birth certificate must be provided. School Board policy requires that a child must have a physical examination by a licensed physician or nurse practitioner. The physical must be current and not older than 1 (one) year prior to school entrance. Written evidence of all required immunizations must be provided to Health Services prior to or at the time of school entrance. If the child has been checked for lead poisoning and/or sickle cell anemia, parents are required to submit the results of those tests.

School City of Hammond 2021-2022
Secondary School Day Schedule

Secondary Schools (7-12)

Administrative Staff	7 AM – 3:30 PM
Secondary Students	7:30 AM – 2:30 PM
Breakfast served from 7 AM – 7:25 AM	

Special Programs

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

1st Session	7:45 AM -10:15 AM
2nd Session	11:45 AM – 2:15 PM

Hammond Arts and Performance Academy (HAPA)
Students participating in the HAPA programs may have a modified school day at Hammond Central and Morton High Schools.

Graduation Requirements for High School Students
The high school educational program is designed to provide a wide range of educational experiences for the student over a four-year period. The variety and profusion of courses offered far exceed the number of educational experiences in which a student will have time to participate during the eight (8) semesters in high school. All students are expected to meet state and local minimum requirements for graduation and to participate in a daily schedule of classes each term which will provide opportunity for educational growth and development.

High School Subject Selection
Counseling of students and parents in the selection of a high school course of study begins in middle school and continues through high school. Parents or guardians will be involved in the selection of courses to meet the student's education goals. Each student's schedule for the two semesters of each school year will be established before the beginning of the school year after a student/counselor conference. Revisions may be made during the year to meet the individual needs of the student as he/she pursues the graduation requirements.

Minimum Number of Credits Required for Graduation
High School students must register for a minimum of eight (8) classes each semester. To graduate from a School City of Hammond high school, a student must earn (at minimum) a total of 40 credits in specified areas and meet all State of Indiana and School City of Hammond requirements. All graduation requirements must be met prior to participating in the graduation ceremony.

Enrollment Policy
High school students are responsible for a full school day each of the eight (8) semesters of enrollment for the four (4) consecutive academic years from the start of ninth grade. Exceptions to this policy are students who are on track to graduate from high school at the end of their third year of high school or students who meet the eligibility requirements for early graduation or an adapted schedule.

State Graduation Requirements

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

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

A. 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.
B. The student's career and course plan is reviewed.
C. The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
D. If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

The graduation requirements can be found on the next few pages. The School City of Hammond offers appropriate curriculum to support the four approved types of diplomas. Those four diplomas are: CORE 40, CORE 40 with Academic Honors, CORE 40 with Technical Honors and the General Diploma. Please note that the graduation requirements for diploma types may continue to change. Therefore, when reviewing the requirements for graduation, please make sure that you select the appropriate diploma type as well as the appropriate year.

The Indiana State Board of Education adopts course and credit requirements for earning a high school diploma. Current course and credit requirements went into effect for students who entered high school in the fall of 2012 (Class of 2016). Students have the option of earning an Indiana Diploma with the following designation(s):

- General
- Core 40
- Core 40 with Academic Honors (AHD) or
- Core 40 with Technical Honors (THD)

To earn an Indiana Diploma, students in the graduating class of 2019-2022 must:

Meet course and credit requirements; and

- Pass the Graduations Qualifying Exam (GQE)/qualify for a GQE waiver; or complete the Graduation Pathways (if offered by the school).
- Graduation Pathways will be required starting with the class of 2023.

Senior Second Semester Waiver

For seniors fulfilling all other requirements for graduation, the 2nd semester of the senior year enrollment requirement may be waived provided that the reasons or circumstances are specified by and documented in the yearly plan, or, in an emergency, 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 hardship
C. Health/medical problems
D. Educational/military program
E. Career/College Pathway
F. Family financial hardship
G. Significant over age
H. Other extenuating circumstances

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

***NOTE on Career/College Pathway**

This written plan should clearly indicate why and how the Career/College Pathway of the student would involve the final term(s) of the senior year. Students involved in the school-sponsored, full-year career and technical program such as the Hammond Area Career Center or Early College, are **not** eligible for semester waivers as these programs are part of the Career/College Pathway.

Student Safety in Secondary Science Classes

Science is a hands-on laboratory class. Secondary students (middle school and high school students) will be engaged in many laboratory activities which require the use of chemicals. Safety in the science classroom is the #1 priority for students, teachers, and parents. To ensure a safe science classroom, a list of rules has been developed and will be provided at the beginning of each course. The parent and the student will be required to sign a safety contract.

The student and the parent must sign the contract before the student can participate in the laboratory experience. The state science curriculum requires that we have 25% of the time in a laboratory setting. This is a significant portion of the student's science grade. There are numerous rules and guidelines to be followed under the following categories: General Safety Guidelines, Clothing, Accidents and Injuries, Handling Chemicals, Handling Glassware and Equipment and Heating Substances. Failing to follow the guidelines and rules for science laboratory safety may result in being removed from the laboratory, detention, receiving a failing grade, and/or dismissal from the course.

Student Assessments/Tests in the School City of Hammond

SCH focuses on using data to inform instruction and enhance what teachers do in the classroom for our students. This culture also includes the students and parents in charting their own successes and opportunities for improvement. Therefore, students within School City of Hammond participate in both statewide and local assessments which provide measures of student knowledge and understanding.

Policy 2462-Dyslexia Screening and Intervention

Board policy 2462, Dyslexia Screening and Intervention, states that a School Corporation shall provide dyslexia screening and intervention as required by State law. Students shall be screened for risk factors for dyslexia in grades kindergarten, grade 1, and grade 2. The District will use a screening tool approved by the Indiana Department of Education that screens for characteristics of dyslexia. This screener shall include indicators for dyslexia including phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming skills, and encoding skills. If a student is determined to be at risk for dyslexia after this initial screening, then a level I or level II dyslexia screening should be administered with the parents' consent to the screening. The Response-to-Intervention process will be used to address the needs of the student. Before July 15 of each school year, the Corporation shall report information and data about its dyslexia screening and intervention to the Indiana Department of Education.

2021-2022 Assessment Windows

Name of Assessment	Window Begins	Window Ends
Indiana Learning Evaluation Assessment Readiness Network		
ILEARN Biology End-of-Course Assessment (ECA) December	November 29, 2021	December 16, 2021
ILEARN Biology ECA February	February 7, 2022	February 24, 2022
ILEARN Grades 3-8	April 18, 2022	May 13, 2022
ILEARN Biology ECA and Optional U.S. Government ECA	April 18, 2022	May 20, 2022
Indiana Statewide Testing of Educational Progress Plus (ISTEP+)		
ISTEP+ Winter Retest	November 8, 2021	December 10, 2021
ISTEP+ Spring Retest	February 7, 2022	March 4, 2022
SAT		
SAT Primary Testing Dates	March 2, 2022	March 4, 2022
SAT Alternate Testing Dates	April 13, 2022	April 20, 2022

Name of Assessment	Window Begins	Window Ends
Indiana Reading and Evaluation Determination-3 (IREAD-3)		
IREAD-3 Spring Administration	March 7, 2022	March 18, 2022
IREAD-3 Summer Administration	May 23, 2022	July 15, 2022
Indiana's Alternate Measure (I AM)		
I AM	April 4, 2022	May 13, 2022
World-Class Instructional Design and Assessments (WIDA) for English Learners		
WIDA ACCESS Annual Assessments	January 10, 2022	February 25, 2022
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT)		
PSAT/NMSQT Primary Testing Day	October 13, 2021	
PSAT/NMSQT Alternate Testing Day	October 27, 2021	
Preliminary SAT 8/9 (PSAT 8/9)		
PSAT 8/9	September 20, 2022	March 25, 2022
National Assessment of Educational Progress (NAEP)		
NAEP 2022	January 24, 2022	March 4, 2022

Indiana Student Performance Readiness and Observation of Understand Tool (ISPROUT) is administered to students with an Individualized Education Program (IEP) upon the student's entrance into the preschool program, annually near their birthday or yearly review, and the exit of the program (typically the spring prior to going to kindergarten).

1 The December Biology window is designed for students completing the course during the first trimester or semester.
2 The February Biology window is designed for students completing the course during the second trimester.
3 The May Biology and U.S. Government window is designed for students completing the course at the completion of the second semester or third trimester
4 SAT School Day is not offered on Monday, April 18, 2022

IREAD-3

In March 2010, the Indiana General Assembly passed Public Law 109 requiring the evaluation of reading skills for all third-grade students. This legislation was developed to ensure students can read at grade level prior to fourth grade. Based on the Indiana Academic Standards, IREAD-3 specifically tests foundational reading standards through grade three. All third graders will have two opportunities to pass the IREAD-3 test. Once in the Spring 2020 and once in the Summer 2020. Any student who does not pass the IREAD-3 exam in the Spring or Summer test administration could be retained in third grade for the following school year. However, there are three "good cause exemptions" for students.

- Students who have been previously retained two times in kindergarten, grade 1 and/or grade 2.
- Students with disabilities whose Case Conference Committee has determined that promotion is appropriate.
- English Learner students whose Individual Learning Plan (ILP) Committee has determined that promotion is appropriate.
- Indiana Statewide Testing for Educational Progress Elementary, Middle and High School

ILEARN & I AM

The Indiana Department of Education oversees a comprehensive testing plan for K-12 education which includes computer-based diagnostic tools throughout the school year. The traditional ISTEP+ accountability testing for Grades 3-8 has been replaced with the assessment **- ILEARN**. Students in grade 12 will be the only students who will take the ISTEP+ if he/she did not pass the assessment during the 2020-2021 school year.

All students in Grades 3-8 & 10 are tested in English/Language Arts and mathematics. Students in Grades 4 and 6 are tested in Science. Students in Grades 5 and 7 are tested in Social Studies.

Students who score above the Indiana academic standards in English/Language Arts, Mathematics, Science, and Social Studies demonstrate mastery of those content standards. Students who do not score at or above the Indiana academic standards are required to attend a remediation program which has been established in their building. Nearly every student participates in the Indiana Learning Evaluation Assessment Readiness Network **(ILEARN).** Under the No Child Left Behind Act of 2001 (NCLB) and now Every **Student Succeeds Act (ESSA)**, a small number of students (1 percent under proposed regulations) are eligible to participate in an alternate assessment (I AM).

For most students with disabilities, the case conference committee developing the Individualized Education Program, or 504 Program Plan will consider the **ILEARN** accommodations, allowable under state regulations, for each student. Students with severe disabilities may take the Indiana Standards Tool for Alternative Reporting (**I AM**), the state alternative assessment process in lieu of the **ILEARN**.

SAT

Starting the 2021-2022 school year, the SAT will replace the ISTEP+ state assessment as the graduation qualifying exam. All juniors will be required to take this exam. The SAT is a globally recognized college admission test that measures students' aptitude. Nearly all colleges and universities use the SAT to make admission decisions, to guide students in course placement and course selection in college. The knowledge and skills in each subject area tested on the SAT are important for success in both college and life. To prepare for the SAT, the College Board recommends that students take the PSAT.

PSAT 8/9

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

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

The second step in monitoring student readiness for college and careers is done during the sophomore year. All sophomore students take the PSAT/NMSQT assessment. There is no cost to the student. This assessment is based on the same college readiness standards as the SAT. The data from the PSAT can identify areas where support is needed for each student to reach college and career readiness. The leadership team at each high school utilizes this data not only to develop a college readiness plan for each student but also to identify areas where gaps occur in the curriculum. The data received from this assessment assists students, parents, and guidance counselors as they work together to prepare the student for college, career and beyond. Some juniors are also given 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.

ASVAB (Armed Services Vocational Aptitude Battery)

This is a timed test offered at more than 14,000 schools and Military Entrance Processing Stations. Participating in the ASVAB test is important as the Indiana Department of Education has recognized the test to assist students to choose the best GRADUATION PATHWAY. **Parents and Students should know that the School City of Hammond does NOT report the student score to the Military.**

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. To manage the potential risks to students, School City of Hammond has installed filtering software to help students and teachers limit Internet use to educationally appropriate sites. Although an Internet filter is a valuable tool, we cannot assume that the filter will prevent students from ever accessing or viewing inappropriate material.

We believe that the positive value of the internet far outweighs the potential for harm. Therefore, guidelines for acceptable use of these resources have been outlined in Board Policy 7540.03 available on the School City website at neola.com/hammond-in/

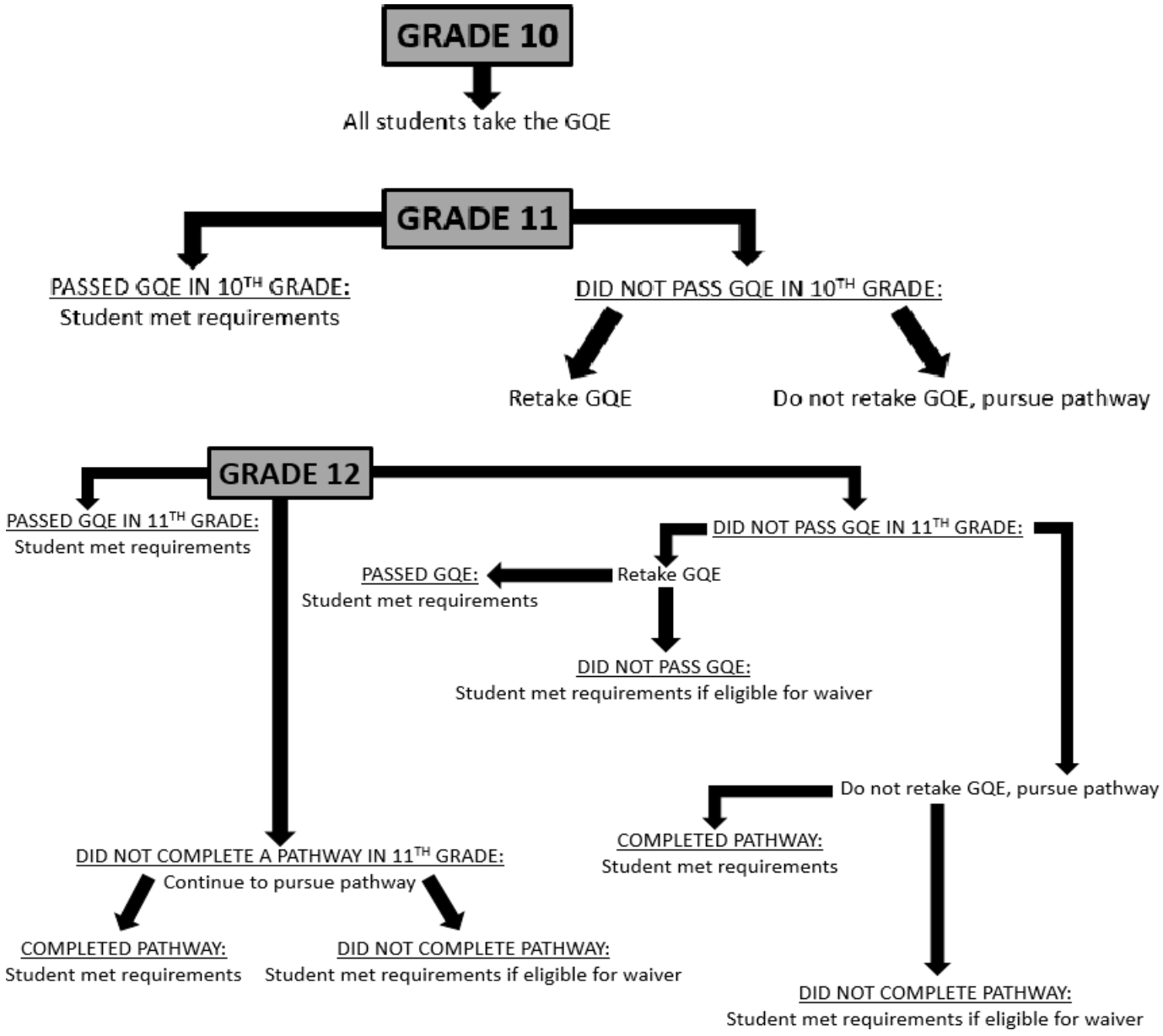
MEMORANDUM

TO: Superintendents, Principals, School Leaders
FROM: Indiana Department of Education
RE: Graduation Requirements for the 2019–22 Cohorts
DATE: June 20, 2018

Public Law 192-2018 amended the graduation requirements for students in the 2019 through 2022 cohorts to allow these students to meet such graduation requirements by passing the graduation qualifying exam (GQE) or successfully completing a graduation pathway. Note that the GQE for these cohorts of students is the ISTEP+ 10 assessment. This memorandum provides a flow chart to serve as a resource for schools as they determine how to ensure a student is on the right path toward graduation. In addition to this flow chart, the Department would like to provide the following reminders to schools:

- Students in the 2019 – 2022 cohorts may satisfy graduation requirements in one of four ways:
  - Passing the GQE (ISTEP+ 10).
  - Not passing the GQE (ISTEP+ 10) but receiving a waiver from the GQE (ISTEP+ 10) requirement.
  - Successfully completing a graduation pathway, if offered by the school.
  - Unsuccessfully completing a graduation pathway but receiving a waiver from the pathway requirement, if offered by the school.
- All students must take the GQE (ISTEP+ 10) during the cohort's 10th grade year. A student who does not pass the GQE in 10th grade may strictly pursue a graduation pathway, and not retake the GQE in 11th or 12th grade.
- Students may work to satisfy graduation requirements for both the GQE and the pathways during their high school careers.
- IC 20-32-4-4 requires a student to take the GQE (ISTEP+ 10) at least once during every school year after the initial administration of the exam to qualify for a waiver from the GQE graduation requirement. **Therefore, a student who does not pass the GQE in Grade 10 and does not retake the GQE in Grades 11 and 12 will be ineligible to graduate with a waiver provided for under IC 20-32-4- 4.**
- IC 20-32-4-4.1 requires a student to attempt to achieve at least three (3) separate postsecondary readiness competencies to qualify for a waiver from the postsecondary readiness competency graduation requirement under pathways. Therefore, a student who does not attempt at least three (3) competencies will be ineligible to graduate with a waiver provided for under IC 20-32-4-4.1. Students who transferred during their senior year from a non-accredited nonpublic school or an out of state school to a public school in Indiana need only attempt one postsecondary readiness competency to qualify for a waiver from the postsecondary readiness competency graduation requirement.

FLOWCHART OF GRADUATION REQUIREMENTS FOR 2019 – 2022 COHORTS



INDIANA CORE 40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements	
English/ Language Arts	**8 credits** Including a balance of literature, composition and speech.
Mathematics	**6 credits (in grades 9-12)** 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II *Or complete Integrated Math I, II, and III for 6 credits.* *Students must take a math or quantitative reasoning course each year in high school*
Science	**6 credits** 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	**6 credits** 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	**5 credits** World Languages Fine Arts Career and Technical Education
Physical Education	**2 credits**
Health and Wellness	**1 credit**
Electives*	**6 credits** (College and Career Pathway courses recommended)
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students

* 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 College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

CORE 40 with Academic Honors *(minimum 47 credits)*

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

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

CORE 40 with Technical Honors *(minimum 47 credits)*

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

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

12-07-2012

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:

A. Illness of the student as verified by the parent. **Note**: Excessive illness may require verification by a physician.

B. Death in the immediate family as verified by the parent.

C. Being sent home by a school authority during the school day for other than disciplinary action.

D. An absence which occurs because whatever needs to be taken care of absolutely cannot be done at any other time. **Note**: This type of absence must have prior approval of the principal.

Homebound Services

A detailed medical report from a licensed physician verified by the School City of Hammond School Health Services Office, documenting a serious illness which prohibits a student from attending school for four (4) weeks or longer, is required for a student to be eligible for homebound services. In addition, the student's needs must extend beyond the broad variety of accommodations that the school can provide to assist the student through the illness 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 continue 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.

A. 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.

B. A second consecutive request may be honored. The combined total exemption may NOT exceed five (5) consecutive days.

C. 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.

D. 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.

1) The medical order shall give both the reasons for the request and the inclusive dates for the exemption.
2) A parental request cannot terminate a medical order.
3) 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.
4) A yearly, written order shall be dated, signed, and presented should the need to be excused continue.

Exemption from Regular Physical Activity (cont.)
Students may request exemption from physical activity or any one activity — for example, dancing due to 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.

Children and Youth in Homeless Situations
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 School City of Hammond's Homeless Youth Coordinator, Debbie DiAnni at (219)933-2400, Ext. 1065.

School Cumulative Record Policies
Our student record policy follows the Family Educational Rights and Privacy Act of 1974 as amended and presently set forth as Public Law 93-568. The following is a summary of this act:

The Act concerns the student cumulative records of both elementary and secondary schools.

a. 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.
b. 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.
c. 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.
d. If, because 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.
e. 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.
f. 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 with parental consent to request educational institutions to which the student is transferring or enrolling for admission unless the parents submit a written notice that the School City is not to forward the file to requesting educational institutions.
g. 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 a 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.
h. 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.

School Cumulative Record Policies (cont.)

i. 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.

j. The school policy governing student cumulative records are 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 regarding alleged district noncompliance with this section.

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

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 and School City of Hammond guidelines. These include vaccination against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, hepatitis A, hepatitis B, meningococcal meningitis, varicella. HPV and COVID-19 are optional. The number of vaccinations required will be dependent on the child's age and grade level. Your health care provider may recommend additional vaccinations.

Students who do not receive the varicella vaccination because they have already had chickenpox must provide a written statement from the parent/guardian that is verified by a health care provider indicating the date the child had the disease.

Parents must provide medical documented evidence of up-to-date immunizations no later than the first day of school. Students must have started or completed the required immunizations to attend school. The only exception to these requirements is for students for whom immunizations are medically contraindicated, in which case a signed physician's statement must be provided. Parents who have religious objections to immunizations **MUST** file a written objection with the school's Health Services Office at the beginning of every school year or at the time of enrollment. In the event of a reported vaccine-preventable illness in the school, all students without documentation of immunity, including those with medical and religious exemptions, may be removed from attendance for a period of no less than 14-21 days after the most recent documented case of a childhood disease.

In accordance with School Board Policy 2413, a physical examination is **required** for all students entering school prior to Kindergarten or new enrollees to the School City of Hammond at the time of registration. Annual physical examinations may be required if students have acute or chronic medical conditions that require treatment or assessment in the health office.

Immunization Compliance

The Indiana Department of Health recommends that all students attending Public Schools remain current with the required immunizations. Failure to remain current with the required immunizations may result in the student's inability to attend schools. Parents will be notified of the required immunizations in writing by the Health Services Staff. The 20-day waiver will only be honored at the beginning of the current school year. Students may be excluded after the 20th day if immunizations are not completed.

Pre-Kindergarten and/or Kindergarten Students

Pre-Kindergarten, Kindergarten, and students new to School City of Hammond shall be required to present a record of a physical and medical examination and record of immunizations on the SCH form as a prerequisite for admittance. Kindergarten students who have met the above requirements while enrolled in a School City of Hammond Pre-Kindergarten program will not be required to have a repeat examination. Tuberculin skin testing is recommended for all students that are high risk. The determination for tuberculin skin testing should be discussed with the student's health care provider at the time of the physical examination. Health Services staff are certified to read TB tests.

Questions regarding medical requirements for enrollment may be directed to the building school Registered Nurse/Health Aide, or to the Director of Health Services at (219) 933-2400 ext. 1005.

Health Problems/ Injuries/Hospitalizations

The school nurse is available to assist with any health problems or concerns. Please notify the school nurse if your child has any medical conditions, injuries, hospitalizations, or health needs. All medical conditions must be documented and signed by your healthcare provider. Any hospitalization requires a medical release prior to the student's return to school. Illness of more than three (3) days requires a medical release by your healthcare provider to return to school. Student injuries that require a medical evaluation must provide a medical release to return to school. Students returning with cast, crutches or any type of immobility device must provide the school with a medical release that indicates any physical restrictions, and that the student can safely return to school with the immobility device.

All students returning to school with a medical release must be cleared by the health services staff prior to returning to class.

Emergency Calls

If an ambulance is called for a student a release to return to school will be required.

Head Injuries/Concussions

Concussions are a major health concern. If a student sustains a head injury, please observe for the possibility of a more serious head injury for the next 24-48 hours. Signs and symptoms you should observe for: sleepiness/drowsiness, headaches, confusion, restlessness, nausea or vomiting, blurred vision, loss of consciousness. If any of these symptoms occur, you should immediately seek medical attention. Students that sustain a head injury in school will be sent home for closer observation. A medical referral for evaluation will also be provided to the parent. Students that show no signs or symptoms of a concussion may return to school but should be reevaluated by the Health Services staff prior to returning to class.

Head Lice

A student with head lice will be excluded from school until treatment for head lice is completed. Upon returning to school, the student **must** be accompanied to Health Services by a parent/guardian and the Lice treatment forms must be completed and signed. Students will not be allowed to return if live lice are still present. A head check will be done before re-admittance to school. Siblings of the student will also be checked for head lice. Absences beyond 48 hours will be counted as unexcused. Contact the Health Services office immediately if your child has head lice and if you have any questions.

Administration of Medication at School
When a student is placed on any medication (including over the counter medications) and the medication must be taken during school hours, a note from your healthcare provider required with the following information:

- **Student's name**
- **Name of medication**
- **Dosage 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.

Self-Administration of Medications
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: 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. A physician states in writing:

1. The student has potentially life-threatening condition for which the physician has prescribed medication.
2. The student has been instructed in how to self-administer the medication.
3. 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. Any student that administers emergency medications at school should report to the Health Office immediately for evaluation to make sure that they are stable and able to remain at school. Questions regarding medication administration at school may be directed to the building school Registered Nurse, or to the Supervisor of Health Services (219) 933-2400.

Keeping Students Home When They Are Ill
To prevent the spread of illnesses at school, students should remain home:

- **If they have a Temperature of 100 degrees or greater**
  - The student may return to school when the temperature is 98.9 degrees or less without receiving any medication such as Tylenol, Motrin, etc. for 24 hours and show no other signs of illness.

- **If they have Vomiting or Diarrhea within the past 24 hours.**
  - The student may return to school when they have no vomiting or diarrhea for 24 hours, able to eat and show no other signs of illness.

- **If they have a Rash with itching, drainage, or a fever**
  - The student may return to school when they are free from rash, itching, fever or have been evaluated by your healthcare provider and have a medical release to return to school.

- **If they open abrasions, cuts and wounds that cannot be covered in school.**

- **If they have Head Lice**
  - The student may return to school when they have received the appropriate lice treatment at home.

- **If they have an Eye Infection with redness and itching, swelling and pain, or drainage/pus from the eye.**
  - The student may return to school when eyes are clear, no drainage or have been evaluated by your healthcare provider.

Keeping Students Home When They Are Ill (cont.)

- **If they have been hospitalized or had an emergency or urgent care visit**
  - The student may return to school when they have been released by your healthcare provider.

- **If they have Strep Throat or any other type of bacterial infection or virus**
  - The student may return to school if they have received antibiotics for 24 hours and released by your healthcare provider. Follow your healthcare providers recommendations.

- **If they are not feeling well with low energy and loss of appetite**
  - The student may return to school when they are free of any signs and symptoms of illness.

Sending students to school when they are not well, risks prolonging the illness but also increases the chances of others becoming ill. Your cooperation is greatly appreciated. Feel free to contact our health office if you have any questions or concerns regarding this matter. Always call the school and report your child's absence.

Notify the Health Office at the Students school if you have any other health conditions or environmental issues that should be addressed in the school setting.

Screenings

The Indiana Department of Education requires that students receive vision screenings and hearing tests. Notify the Health Services Department if you do not want your student tested. Students will be required to have the screenings done by their health care provider.

Vision Screenings

Modified Clinical Technique(MCT) is required on all 1st grade students by a licensed eye doctor. This screening is provided by the SCH Health services department.

- Any student suspected of having a visual defect
- New students to the SCH district
- Students in grades: Kindergarten or 1st, 3rd, 5th, and 8th

Hearing Test

- Any student suspected of having a hearing defect
- New students to the SCH district
- Students in grades 1st, 4th, 7th, and 10th

COVID-19 Update

School City of Hammond will follow the current Center for Disease Control(CDC), Indiana Department of Health and Indiana Department of Education guidelines for the management of COVID-19 in the school environment.

Emergency Procedures in Instances of Emotional Distress

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

Student Health and Pest Control Measures

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

Student Nutrition Program

School Meal Programs

The School City of Hammond participates in multiple USDA Child Nutrition Programs including the Community Eligibility Provision (CEP), the National School Breakfast, and the National School Lunch programs. It is our goal to ensure students are well-nourished and ready to learn.

We are pleased to participate in the district-wide CEP. CEP is a federally funded USDA program that allows us to offer breakfast and lunch to all our students at no cost to the student (regardless of family/household income). **As a result of all students receiving meals at no cost – there will be no Free/Reduced Meal Applications to fill out. Please note that families will still need to fill out a 'Textbook and Other Educational Benefits Application" if they wish to be considered for textbook assistance.**

Schools offering the YMCA After-School Program provide a light supper at no cost for all YMCA After-School Program participants. Schools offering the YMCA programming may change based on YMCA availability.

Some schools may provide snacks through the USDA's After School Snack Program. This program provides a small snack to students participating in extracurricular clubs and activities that meet the USDA After School Snack Program criteria.

Menus are planned to include age-appropriate serving sizes of protein, fruits and vegetables, whole grains, and fat-free or low-fat milk. Menus must also meet USDA mandated weekly standards for calories, saturated fat, sodium, and contain no trans-fat. Menus may be viewed by downloading the "Titan Family Connect" phone app on either Apple or Android devices or by visiting our website at SCHLunch.com

All SCH Elementary Schools qualify for the USDA's Fresh Fruit and Vegetable Program. This grant-funded program provides "try-it" portions of fresh fruit and vegetable snacks to all students within the school a minimum of twice a week. In addition to trying the fresh fruit and vegetables, students are taught about the foods being introduced to encourage them to incorporate them into their regular diet.

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

- Online prepayment for students who wish to purchase a la carte items -https://family.titank12.com/
    - This year we have moved from www.mySchoolBucks.com to Titan Pay. If your student had money in the MySchoolBucks account it was automatically transferred over to their Titan Pay online payment system account.
- Diet Modification Forms (requires a medical practitioner signature for all modification with exception of lactose intolerance)
- Menus
- Nutritional requirements for breakfast and lunch
- Smart Snack requirements for all foods sold on school campus during the school day
- Department contact information

School Meal Programs (cont.)

- Link to employment application for school nutrition job openings
- School City of Hammond Wellness Policy
- Fresh Fruit and Vegetable Program Menus
- Other interesting nutrition and health information

Wellness Advisory Council and Wellness Policy

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

To meet the mandated and required USDA Wellness Policy regulation about food and beverages brought in for students to eat/drink during the school day (the school day is considered midnight to 30 minutes after the last bell) – it is the School City of Hammond's policy that ALL food and drink brought in must be commercially prepared (nothing homemade) and have a nutrition facts label as well as ingredient list. This includes food and drink brought in for classroom parties, PTA events during the school day, anything a teacher or aide would bring in to share with their students, etc. If you have any questions or concerns about this new regulation please contact the Director of Food and Nutrition 219-933-2400, Ext. 1056.

Special Diets

Students with a medical need for meal modifications will be accommodated once a completed Diet Modification Form is completed and returned to the Department of Food and Nutrition Services, 41 Williams Street. This form may be found on the menu section of the Food and Nutrition Services Department website SCHLunch.com, from the School Kitchen Manager, or by calling 219-933-2400, Ext. 1056.

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

If for some reason a student no longer needs a meal modification, a statement from a physician's office stating that the modification is no longer needed will need to be mailed or faxed to the Food and Nutrition Services Department. Forms can be mailed to: Dept. of Food and Nutrition Services, 41 Williams St., Hammond, IN 46320. The fax number is 219-554-4502.

Meal Payments

Each school cafeteria uses a computer system for the student meal account. The system will allow prepayments into the meal account, very similar to a bank savings account. All payments need to be deposited into student accounts prior to meal service. Deposits may be made online using a credit or debit card through TitanPay app or at https://family.titank12.com/. TitanPay provides parents the ability to view account balances, food purchases, and schedule automatic payments. To make online payments more feasible parents are not charged a fee to utilize this system. More information is available on SCHlunch.com.

Meal Payments (cont.)

Balances left in the meal account stay with the account and are carried over to the next school year. If a child must transfer out of the school district and a balance is left in the account, the parent may request a refund by contacting their student's School Kitchen Manager and submitting a signed refund request form. No credit is extended to students for the purchase of a la carte items.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. mail: U.S. Department of Agriculture

   Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW

   Washington, D.C. 20250-9410
2. fax: (202) 690-7442; or
3. email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Textbook Assistance and Other Benefits

Students who are not "Directly Certified" for Textbook Assistance and Other Benefits will need to complete a textbook assistance application to qualify for textbook assistance. **Applications for textbook assistance should be completed prior to the last day in September.** Visit https://family.titank12.com/?identifier=MTN4XS and enter your zip code to fill out the online application.

Rentals and Other Fees

A new billing system and procedures are being developed. Parents/guardians will be billed at a minimum of twice per school year and will be allowed to make payments each term. Parents/guardians 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 Textbook Assistance** to qualify for textbook assistance. **Textbook assistance does not include all school fees and charges. Those not covered, such as technology, supplies, lab, ID, etc., 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 delinquent if not paid or a payment schedule is not established with the respective school. **All fees necessary to recover the cost of collecting textbook rental will be added to the delinquent fee total**.

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.

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.

Bus Transportation

Students who are identified as eligible for School City of Hammond transportation services will receive notification from the transportation department of details of transport such as bus number, pick-up, and drop-off times. If a parent and student take advantage of this transportation opportunity, the following guidelines must be followed:

- It is the parent's responsibility to get the student to designated locations prior to the arrival of the bus. Recommended at least 5 minutes prior to pick-up or drop-off.

- Students that have been identified as eligible for transportation that do not ride will be removed from transportation roster unless notification is made to transportation by parent/school

- Students that miss the bus will not be transported provided the bus came at or after designated pick-up times. If a student misses the bus from a school then the school will notify the parent.

When school children are being transported on a school bus, they are under the supervision, direction and control of the bus driver and are subject to disciplinary measures by the bus driver and the governing body of the school corporation (IC 20-27-10-2 as added by Acts 2005, sec 11). Furthermore, School City of Hammond's Code of Conduct Section 20 outlines behavior expectations and consequences to be applied for failure to maintain appropriate behavior.

One of the bus driver's and/or monitor major responsibilities is securing desirable behavior on the bus which should be like the conduct of children in school. If a behavior problem arises the following steps should be taken to correct:

- Talk with the pupil, explaining the desired conduct and the importance of good conduct to the safety of all pupils riding the bus.
- If any student continues to misbehave, then the following actions will occur:
    - Warning by bus driver/and or assigned seat by bus driver.
    - Phone/home contact by driver with parent/guardian.
    - Parent conference with Director of Transportation, Building Administrator and/or their designee, driver must submit Incident Form Referral to Principal using Bus Conduct Report.

Bus Transportation

Discipline consequences are determined by the building principal administrator. Consequences will be applied according to the SCH Code of Conduct discipline types and ladders. Excessive misbehavior and/or extreme misbehavior will result in temporary and/or permanent suspension of bus privileges.

Every effort should be made to acquaint pupils with the type of conduct desired and with the expected behaviors of conduct and safety. This list is intended as a guide of expectations for behaviors not a list of all possible behaviors.

Bus Etiquette

	At the Bus Stop	On the Bus	Leaving the Bus
BE SAFE	• Walk don't run • Stay in the view of the driver • Wait for bus to stop before approaching • Wait for the driver open door and for the monitor to get off the bus • Display ID's or bus pass information	• Stay in seat until bus stops • Listen for direction of driver/monitor* • Keep hands to yourself* • Move safely by walking • Keep aisles clear • Sit properly with your back to the seat • Use the seatbelt	• Remain seated until bus stops • Avoid and/or report conflicts to staff • Wait for monitor to get off the bus • Use the steps and handrails, facing forward when exiting • Walk off the bus • Exit the bus one person at a time
BE RESPONSIBLE	• Be on time • Wait for bus in a safe area and stay with your group • Keep up w/belongings* • Take all person	• Meet behavior expectations of safety, responsibility, and respectful • Keep belongings together* • Use seatbelt • Play music at a volume that only you can hear • Keep aisles clear	• Listen for directions from driver/monitor • Have materials ready to exit • Exit orderly by walking and using rails and steps • Keep hands to yourself • Cross in front of the bus • Keep aisles clear
BE RESPECTFUL	• Use appropriate language and volume • Leave area clean and free from debris • Stand in an area that is considered public property (i.e., sidewalks)	• Use appropriate school language and volume when communicating • Use earbuds for music • Use equipment appropriately • Respect personal space of others	• Leave bus stop clean and free from debris • Proceed home or to destination swiftly • Talk at an appropriate volume with appropriate school language

Special Programs

Head Start

School City of Hammond Head Start program is a free preschool/kindergarten readiness program that serves children ages 3 to 5 (must be 3 by August 1, 2021). The program focuses on helping children get ready for kindergarten through developmentally appropriate educational experiences that address development and learning in the areas of literacy, math, language, cognitive, social-emotional, physical, social studies, science, and technology. The program also addresses children's health, dental, mental wellness, and nutritional needs. Parents are an important part of the Head Start program. Parents are encouraged to be an active part of their child's Head Start experience through setting personal and/or family goals and being involved in a variety of classroom, at-home, and program activities. All parents are part of their classroom's Parent Committee and can serve on the program's Policy Committee that participates in and supports decision making for the program.

The Head Start classrooms are housed in eight School City of Hammond elementary school buildings – Edison, Columbia, Franklin, Hess, Maywood, Morton, O'Bannon, and Wallace. Classes will be in session from late August through late May. Morning class sessions typically are from 8:15 a.m. to 11:45 a.m.; afternoon class sessions typically are from 12:30 PM to 4 PM Full-day class sessions (7.25-hour sessions Monday through Thursday with some class sessions on the first Friday of the month) are offered at Morton (two full-day classrooms) and Columbia (one full-day classroom).

Families interested in applying for Head Start must meet income or other categorical guidelines established by the federal Department of Health and Human Services to qualify. Families that receive public assistance (TANF or SSI), children in foster care, children with disabilities and children whose families are considered homeless are encouraged to apply.

For more information or to speak with someone about applying for Head Start, contact the Head Start Office at 219-989-7345, Ext. 3551.

Rehabilitation Act of 1973-Section 504

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

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

Section 504 policies provide for rights and protections to ensure that eligible students receive the necessary attention and appropriate instructional accommodations. A copy of Section 504 rights and procedures may be obtained through your building principal or the Special Education Office by calling (219) 933-2400 ext. 1083. Parents with concerns or questions are urged to discuss them with their child's teacher or principal, and, as necessary, with Executive Director of Special Education Robert Prieboy, the School City of Hammond Section 504 Officer.

Special Education

Programs for students with disabilities are available at all levels in Hammond. Parents are contacted if the teacher feels there is a problem and requests assistance in determining if special help is appropriate through the Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI) process. Students are identified as eligible for services according to the criteria contained in Indiana statutes and Article 7 of the State Board of Education Regulations.

Students receiving special education services are provided an appropriate educational program, including related services necessary for them to benefit from specialized instruction. An Individualized Education Program (IEP) that includes substantial input by parents is developed for each student by the Case Conference Committee. A placement recommendation is made to allow for services in the least restrictive environment to support the total development of each student. All students receiving special education services are required to participate in Indiana's statewide assessments. Students with mild disabilities are subject to Indiana's ILEARN assessment in grades 3-8 and high school. Students enrolled in special education preschool take ISTAR-KR (Indiana Standards Tool for Alternate Reporting of Kindergarten Readiness) and those with severe disabilities must participate in Indiana's Alternate Measure known as I-AM.

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

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

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 with suspected disabling conditions. Eligible 3 and 4-year-old students may participate in the special preschool programs offered by the Hammond schools. A component of these programs is parent education and training to assist parents in working with developmental problems that become evident before their child's entry into elementary school.

Special programs implemented in Hammond for 2021-2022

- Child Find
- Community Based Education
- Supported Employment
- Staff Development Workshops
- Summer Day Camp (Lake Area United Way)
- Super Games
- Quarterly Newsletters
- Disability Awareness Event
- Applied Skills Programming
- Structured Teaching Programs
- Transition Services

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 (22) years of age, who need special education and related services, regardless of the severity of their disabilities including:

- Students who have legal settlement within the jurisdiction of the School City of Hammond.
- Students who 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.
- Students who are homeless as defined at 511 IAC 7-32-49.
- Students who are wards of the state.
- Students who are highly mobile, including migrant students.
- Students who are suspected of being students with disabilities in need of special education even though they are advancing from grade to grade.
- Students for whom the parent has expressed concern to certified personnel in writing, or orally if the parent is unable to read or write, that the student needs special education or related services.
- Students for whom a pattern of behavioral or performance concerns within the school setting demonstrates the need for such services.
- Students for whom an educational evaluation has been requested either by the parent or the public agency.
- Students for whom a teacher or other certified personnel have expressed behavioral or performance concerns to the Director of Special Education School City of Hammond, or to other administrative personnel of the School City of Hammond.
- Methods to determine which students are, and are not, receiving special education and related services.

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

Parents with questions or concerns are encouraged to contact and work with their child's teacher and principal for resolution. Parent Mentor services are available to parents and teachers to assist them in providing information, developing services, and seeking solutions. Parents should request a copy of the Procedural Safeguards 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 (219) 933-2400 for assistance with any of the above services.

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

The purpose of the federal Title III: Language Instruction for Limited English Proficient (LEP) and Immigrant Students of Every Student Succeeds Act is to help ensure that children who are limited English proficient attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet.

Dual Language Immersion Program (DLIP)
The Dual Language Immersion Program is housed within Irving Elementary School and is currently open to students in kindergarten through 3rd grade. A waitlist may be instituted for some grade levels based on class sizes. The DLI program welcomes speakers of all languages to participate. This two-way program consists of 50% of target language speakers (Spanish or Spanish/English) and 50% of partner language speakers (English).

Students who participate in the DLI program will receive grade level instruction in Spanish and English according to IDOE State Standards and DL standards. Students will progress through the phases of language acquisition and grow to obtain advanced fluency, the skills to communicate fluently in all contexts. Kindergarten students receive 90% of their daily instruction in Spanish; 1st graders receive 80% in Spanish; 2nd graders receive 70% in Spanish; 3rd graders receive 60% in Spanish; and beginning in 4th grade students receive 50% instruction in Spanish and 50% instruction in English.

The three pillars of the DLI program focuses on bilingualism and biliteracy, grade level academic achievement and cross-cultural competency. The dedicated students who complete the program, which will grow through secondary grades, will graduate high school with a seal of biliteracy on their diploma, opening greater career opportunities for the future!

For additional information on the DLI program, please visit the link on the Language Development Department page of the SCH website.

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

Title III funds must "supplement and not supplant" *[3115(g)]* state and locally funded Lau Requirements. Supplement vs. Supplant requirements ensure that services provided with federal funds are ***in addition to*** and ***do not replace*** (or supplant) services that students would otherwise receive.

English Learners (ELs) are currently categorized into five levels of English proficiency, Level 1 – Level 5, based on the results of the ACCESS 2.0 English proficiency assessment administered to every EL student in the state of Indiana. EL students at Levels 1.0 -4.9 are considered limited English proficient (LEP) and Level 5 students are considered fluent English proficient (FEP).

WIDA-APT
WIDA placement tests will be given to any student who is newly enrolled that has indicated a language other than English on their original Home Language Survey and does not have record of a previous year's ACCESS 2.1 Annual Assessment. The spring summative assessment is given to students classified as Levels 1.0-4.9 on the WIDA-APT placements tests or who have not achieved FEP (Level 5).

Per the Indiana Department of Education, under no circumstance can a parent or student refuse the annual ACCESS 2.0 Assessment. It is a **federal** requirement to assess any student that has been identified as **Limited English Proficient (LEP)**. Therefore, all States and subsequent school corporations within a state have a federal obligation to uphold this requirement.

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

Title I Program and Services
Programs funded through Title I of ESSA *(*Every Student Succeeds Act*)* are designed to "ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments."

Hammond Schools have undergone a process for high quality school reform and provide students with extended learning opportunities. These opportunities may include before/after school support, summer programs, or instructional interventions provided by reading and/or math specialists. Title I funding also provides opportunities for teachers to study educational research and student performance data so that students can be provided the highest quality instruction. Instructional materials and specialized equipment for students may also be purchased with Title I funds.

Title I Program and Services (cont.)
ESSA ensures that parents of students in Title I buildings have access to the qualifications of any teacher supporting their child's educational program. A memo explaining "Parents Rights to Know" is part of the online registration system. Each qualifying school has a program to support parents in understanding their child's educational program, the school's strategic plan, and State/Federal issues, such as the Indiana Standards and assessments. This information is shared through regularly scheduled parent meetings and workshops. Parents will be provided the school family involvement facilitator's contact information to ensure ease of communication. Parents are provided a minimum of two opportunities to confer with their child's teacher about their child's progress towards meeting grade-level expectations. Assessment information, both ILEARN and grade level formative, will be shared with parents during these conferences. Parents are encouraged to "see their child in action" in their classroom twice each year during scheduled side-by-sides.

PACT preschool (Parents and Children Together)
PACT is funded by Title I dollars. This free preschool is offered to any qualifying four-year-old living in Hammond. The program locations are – Edison, Harding, Hess, Columbia (2 classes), Jefferson, Kenwood, Lincoln, Maywood, O'Bannon, and Wallace. This pre-kindergarten experience attempts to build a strong foundation of experiences in literacy and reasoning skills to better prepare students for kindergarten. Parents are included as a partner in their child's education by working with them in the classroom twice monthly and at home daily. Parent Workshops will be provided by PACT staff monthly to improve communication between the school and home. For additional information concerning Title I, call (219) 933-2514.

High Ability/High Achieving Students
The Indiana Department of Education states: "Effective July 1, 2007, Indiana schools shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum in core content areas, K-12 (IC-20-36-2-2)."

The Indiana Code defines a student with high abilities as one who:
Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and is characterized by exceptional gifts, talents, motivation, or interests (IC 20-20-36-1-3).

District Identification Measures

- K-8 - Local and state diagnostic assessments are used, and classroom performance is considered.
- High School – Students new to the district will be given opportunities to enroll in advanced placement courses.

District Services for High Ability Students

Elementary

- Students will be provided with differentiated instruction to provide accelerated learning opportunities.
- Cluster groupings in grades 1-6 for identified students with high ability to provide differentiation and above-grade level curriculum at home school setting.
- Summer enrichment programs will be offered to students in grades 2-6.

Middle

- Honors classes in language arts for grades 7-8 for those identified as high ability or high ability potential in the subject area.
- Honors classes in mathematics for grades 7-8 for those identified as high ability or high ability potential in the subject area.
- Algebra and geometry are offered in grades 7-8 for students with high ability and the readiness level identified and documented through the district's placement test and teacher recommendation.
- High school classes are also available for high ability middle school students meeting the prerequisites

District Services for High Ability Students (cont.)

High School

- Honors classes are offered in grades 9-12 for identified students.
- Advanced Placement classes are offered in both high schools.
- Dual credit classes are offered in both high schools.

District Extra Curricular Offerings

- Lego Robotics (elementary and middle)
- Hammond Robotics (high school)
- Science Olympiad
- Chess
- Summer Enrichment Programs

Advanced Placement

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

Check with your guidance counselor to determine if this funding is available. To prepare for these courses, students and parents need to begin planning by the time the student reaches middle school. Higher level courses should become a part of the student's program as soon as he/she is able to and ready to enroll. Questions about the AP Program should be directed to your building principal.

Hammond Arts and Performance Academy (HAPA)

The Hammond Arts and Performance Academy is housed within both high schools and is open – upon audition and acceptance - to all high school students living within the state of Indiana. The academy provides pre-professional training for students in dance, acting, instrumental & vocal music, visual art, and technical theatre and design.. These opportunities include a rigorous curriculum in performance and art during the regular academic day as well as a wide variety of extracurricular opportunities encompassing over 100 performances/activities each year. HAPA is driven through community service and participates in numerous civic and organizational activities throughout northwest Indiana.

The primary goal of HAPA is to prepare exemplary, artistic-minded leaders in Indiana and the Nation through artistic expression. Instructors are professionals within their craft who offer students limitless opportunity to create and explore. Students involved in the arts show a higher academic achievement in higher-order thinking and post high school performance. HAPA values the individual and the exceptional gifts each student holds within. Any student interested in being a part of HAPA must complete the application process which includes an audition component. For additional information on the Hammond Arts and Performance Academy events, and auditions please visit hammondapa.com. Applications are rolling and accepted throughout the year. Questions or further interest for involvement should be directed to HAPA Director Scott Sowinski at sasowinski@hammond.k12.in.us.

Career and Technical Education (Area Career Center)

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

The ACC provides college and career readiness education for Hammond, Griffith, Highland, Lake Central, Lake Ridge, Lake Station, Munster, HAST and Whiting high school students. Programs are open to students during their junior and senior years of high school. Students can enroll in one- or two-year programs that provide a pathway towards a rewarding career that is in demand and provides a living wage or better. All programs have teachers that are professionals in their field of study and each program maintains an advisory committee made up of members from business, industry, and the community.

Competent second-year students can participate in work-based learning and preparing students for their career field during the school day. A career counselor and college and career pathway coordinator are on staff to work with students in receiving the full benefits available at the ACC. Students also can participate in a Career and Technical Student Organization (CTSO), such as Skills USA and HOSA, which allow students to compete in their discipline against students from the other career centers. In addition, students may earn both a Work Ethic Certification from the Governor and National Technical Honor Society (NTHS) status.

The following programs are offered at the Area Career Center

- Auto Service Technology
- Collision & Refinishing Technology
- Computer Information Technology
- Construction Technology
- Cosmetology
- Criminal Justice & Law
- Culinary Arts & Hospitality Management
- Dental Assisting
- Early Childhood Education
- Electrical & Mechanical Engineering Technology
- Emergency Medical Services
- Graphic Arts & Digital Imaging
- Health Science Careers I: Anatomy-Physiology/Medical Terminology
- Health Science Careers II: Nursing
- Multimedia Broadcasting Academy
- Welding Technology

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

Transportation is provided to and from the Area Career Center to Morton High School. Due to the proximity, Hammond Central High School students walk between the two campuses. Summer school CTE programs may be offered if there are sufficient enrollment and resources.

Students can register for any one of our 16 CTE programs at hammond.k12.in.us/acc or by speaking with their guidance counselor. Tours may be arranged by calling (219) 933-2428, Ext. 2064.

Area Career Center University (Early College)

The Early College will be offered in both high schools. Early College gives School City of Hammond students a unique opportunity to further their education while earning their high school diploma. School City of Hammond has formed a partnership with Vincennes University in which students will earn a minimum of a Core 40 Diploma with the possibility of earning 1 to 2 years of transferable college credit. Students who complete all required work will also qualify for an associate degree from Vincennes University and an Indiana Honors Diploma. Students will also get to specialize in 1 of 4 career pathways with the opportunity to earn an industry credential. The four pathways offered are Advanced Manufacturing, Criminal Justice, Health Science Careers, and Information Technology.

Early College makes the high school experience not only tied to college work but counts as college work. With raising workforce demands, achieving a high school diploma will no longer be sufficient for obtaining a high wage career. Early College provides students an advantage that will last their entire career by providing the skills, education, and credentials they need to be successful in high school.

Current programs of study at the Early College

- **H.S. Diploma + Directed Studies Certificate**
    - Core 40 with Academic and/or Technical Honors and completed college credits for a pathway

- **H.S. Diploma + Core Transfer General Education Certificate**
    - Core 40 with Academic and/or Technical Honors, 30 Core Transferable Library (CTL) College Credits

- **H.S. Diploma + associate degree**
    - Core 40 with Academic and/or Technical Honors and associate degree

To enroll, students should see their guidance counselor during their 8th grade year for an application.

Adult Education – Cynthia J. Warner-Lowe
All School City of Hammond Adult Education programs, except Community Education, are conducted year-round.

To qualify for enrollment in Adult Education an individual

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

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

Adult Basic Education (ABE) and English-as-a-Second Language/Citizenship
Classes include self-paced instruction in English-as-a Second Language; TASC/High School Equivalency preparation. Hammond is also an official High School Equivalency Testing Center.

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

ISTEP+/ECA test Preparation and Testing for Out-of-School Youth
Hammond Adult Education serves as a state-designated site for the End of Course Assessment (ECA) testing center for out-of-school youth who have completed all high school graduation requirements except for passing the ECA exam. The exam is administered in the Fall of 2021 and Spring of 2022.

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

High School Equivalency Exam (HSE)

The High School Equivalency Exam is administered once a month to those individuals seeking a high school diploma. The candidate for this exam must complete the TABE assessment and Adult Education classroom hour requirement. Contact the Adult Education Office at 219-933-2419 for the exam time schedule.

School Emergencies

School City of Hammond public schools will be open on all regularly scheduled school days unless closed by the Superintendent due to emergency conditions. When School City of Hammond students must be dismissed early due to an emergency closing or there is a need for delay in opening of the schools, the Superintendent will announce this through a variety of media sources. These sources include local radio and television stations, the School City of Hammond's automated calling system, and if possible, posting on the School City of Hammond website. Adverse weather, fire, flood, explosion, utility failure and structural failure are examples of emergencies that may make it necessary to close schools early.

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.

Title IX Coordinator

School City of Hammond's Title IX Coordinator, who is responsible for SCH's compliance with Title IX and direct the investigation of complaints, is Mrs. Linda Fullilove, 1238 Michigan Street, Hammond, IN 46320; 219-933-2400, Ext. 1048, LCFullilove@hammond.k12.in.us.

Prohibition Against Sexual Harassment

In accordance with applicable laws, including Title IX of the Education Amendments of 1972 and the Indiana Civil Rights Law, School City of Hammond does not tolerate sexual harassment in its schools. Sexual harassment includes sexual violence, inappropriate sex-based cyber communications, and other inappropriate comments and interactions based on sex, such as but not limited to sexual advances, sexual gestures, requests for sexual favors, or other oral or physical conduct of a sexual nature that limits or denies, on the basis of sex, a student's ability to participate in or benefit from education programs or an employee's ability to participate, advance, or benefit from any programs or positions for which the employee is qualified.

School City of Hammond prohibits sexual harassment by an employee or agent of School City of Hammond, by another student, and by third parties who encounter students at school or at school-related activities.

Making a Complaint

Parents, staff, and students are encouraged to submit a complaint or provide information about suspected harassment or discrimination so that School City of Hammond may conduct a prompt investigation. All School City of Hammond employees are required to report such complaints and concerns about suspected harassment or discrimination. Complaints may be made orally or in writing to a building administrator, guidance counselor, or directly to the Title IX Coordinator.

A complaint should be made as soon as possible after the complained-of incident, preferably within 30 calendar days after the conduct occurs. However, School City of Hammond accepts complaints after the 30-day filing period. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as filing of a complaint with the Office of Civil Rights, Equal Employment Opportunity Commission, Indiana Civil Rights Commission, or the filing of a concurrent criminal complaint.

Making a Complaint (cont.)

Use of the complaint procedures is not a prerequisite to the pursuit of other remedies. Furthermore, the complaint must be investigated even if a separate investigation is being conducted by another agency, including but not limited to the local police department.

Investigation and Corrective Action

The Title IX Coordinator or designee will promptly investigate, or direct the investigation of, complaints of sex discrimination or harassment. The investigation will be completed in a timely manner. If the discrimination or harassment is between students, a school-based administrator may serve as the Title IX Coordinator's designee. Depending on the nature and complexity of the issues, it should generally take no more than 15 business days.

After the investigation, the Title IX Coordinator will report the result to the Superintendent, including, where appropriate, making a recommendation for reasonable, timely, age-appropriate, and effective corrective action. The Superintendent may impose discipline up to and including a recommendation for employee suspension or termination or student suspension or expulsion. The Title IX Coordinator will advise the complainant and the person accused of misconduct, in writing, whether the allegations were found to be substantiated within 5 days after receiving notice of the Superintendent's decision.

A Complainant or respondent who is dissatisfied with the decision of the Title IX Coordinator may appeal through a signed written request to the Board of Trustees within five (5) business days of his/her receipt of the Superintendent's final decision. The Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of a written request to appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting. The decision of the Board will be final.

Prohibition Against Retaliation

School City of Hammond prohibits any individual from retaliating against individuals who report suspected sexual harassment or discrimination. Individuals found to have engaged in retaliation shall be subject to disciplinary action, up to and including termination of employment or expulsion from school for a student.

If you have any questions about this statement, contact Title IX Coordinator Mrs. Linda Fullilove.

Policy Notification Statement

It is the policy of the School City of Hammond not to discriminate based on 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).

Questions regarding Title IX may be directed to the Director of Student Services, Mrs. Linda Fullilove, School City of Hammond, 1238 Michigan Street, Hammond, IN 46320, (219) 933-2400 ext. 1048. Inquiries regarding compliance with Section 504 (Rehabilitation Act of 1973) may be directed to Robert Prieboy, Section 504 Officer, 41 Williams Street, Hammond, IN 46320 (219) 933-2400 ext. 1079.

Policy Notification Statement (cont.)
Inquiries may also be directed to the Director of the Office of Civil Rights, Department of Health and Human Services, and Washington, DC.

The School City of Hammond acknowledges the wide diversity of students enrolled in its schools. Currently, the students of diverse backgrounds represent 64 cultural and language groups. The School City of Hammond recognizes the value of communication with its community in a comprehensive mode.

Pursuant to Title VI (Civil Rights Act of 1964), all communication shall be provided in the language of our language minority families upon request to the School City of Hammond's Language Development Program, 41 Williams Street, Hammond, IN 46320, (219) 933-2455 ext. 2086.

Special Notes

Environmental
To maintain a clean and safe learning environment for students and safe working environment for staff, The School City of Hammond, in compliance with the Indiana State Department of Public Health and the U.S. Environmental Protection Agency, regularly inspects and monitors school buildings and classrooms for matters related to environmental management and indoor air quality.

The Director of Buildings and Grounds, in collaboration with the Director of Operations, is responsible for matters related to school environmental management and indoor air quality. Periodic inspections for asbestos are conducted as well as response action, post-response activities, re-inspections, and surveillance activities, etc. Such records are on file at the School City of Hammond Warehouse facility. Any questions or concerns may be directed to the Director of Buildings and Grounds at 219-989-7300 or through the School City of Hammond website.

If You Have a Question...
If you have a question involving the operation or programs of the schools, contact the office or person most directly responsible for the area in which the concern exists. When the question involves an individual student or class, contact the classroom teacher, the counselor, or the principal. If you feel that after contacting the proper individual, your question or concern has not been fully answered or given proper consideration, the question may be directed to the Administration Center at 219-933-2400.

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

Board of School Trustees

The Trustees are your representatives. They are always pleased to hear from you. Regular meetings of the Board are held on the first and third Tuesdays of each month. The school board, to fulfill its commitment to the community it is elected to represent, is driven by the values and beliefs that follow:

- 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.
- 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.
- 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.
- 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 Hammond Public Schools.

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Trustee
Carlotta Blake-King
Clking@hammond.k12.in.us

Trustee
Cindy Murphy
cimurphy@hammond.k12.in.us

Directory of Schools

High Schools & Middle Schools	Address	Phone Number
Area Career Center	5727 Sohl Avenue	219-933-2428
Eggers MS	5825 Blaine Avenue	219-933-2449
Hammond Central HS	5926 Calumet Avenue	219-933-2442
Morton HS	6915 Grand Avenue	219-989-7316
Scott MS	3635 173rd Street	219-989-7340
Elementary Schools	**Address**	**Phone Number**
Edison ES	7025 Madison Avenue	219-933-2464
Franklin ES	1000 116th Street, Whiting	219-659-1241
Harding ES	3211 165th Street	219-989-7351
Hess ES	3640 Orchard Drive	219-989-7355
Irving ES	4727 Pine Street	219-933-2467
Jefferson ES	6940 Northcote Avenue	219-989-7353
Kenwood ES	6416 Hohman Avenue	219-933-2469
Lincoln ES	4221 Towle Avenue	219-933-2475
Maywood ES	1001 165th Street	219-933-2477
Morton ES	7006 Marshall Avenue	219-989-7336
O'Bannon ES	1317 173rd Street	219-989-7360
Wallace ES	6235 Jefferson Avenue	219-933-2479
Adult Education	5727 Sohl Avenue	219-933-2419

School City of Hammond
2021-2022 School Year Calendar

July 2021

S	M	T	W	Th	F	Sa
				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	31

August

S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	TW	TW	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

S	M	T	W	Th	F	Sa
			1	2	3	4
5	X	7	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	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	X	X	23
24	TW	26	27	28	29	30
31						

November

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

December

S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	X	X	X	X	X	25
26	X	X	X	X	X	

AUGUST
16th & 17th - Teacher Work Day
18th - First Day of School

SEPTEMBER
6th - Labor Day

OCTOBER
20th - End of 1st Grading Period
21st-22nd - Fall Break
25th - Teacher Work Day
26th - First Day of 2nd Grading Period

NOVEMBER
2nd - eLearning Day; Parent/Teacher Conf.
24th-26th - Thanksgiving Break

DECEMBER
17th - Last Day of School Before Winter Recess
20th - 31st - Winter Recess

JANUARY
3rd - School Resumes
13th - First Semester Ends
14th - Teacher Work Day
17th - Martin Luther King Day
18th - 2nd Semester Begins
26th - eLearning Day; Parent/Teacher Conf.

FEBRUARY
21st - President's Day

MARCH
18th - End of 3rd Grading Period
21st - 25th - Spring Break
28th - First Day of 4th Grading Period

APRIL
15th - Good Friday
18th - Easter Break

MAY
30th - Memorial Day

JUNE
3rd - Last Day of school
6th - Teacher Work Day; Graduation

January 2022

S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	TW	15
16	X	18	19	20	21	22
23	24	25	eL	27	28	29
30	31					

February

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

March

S	M	T	W	Th	F	Sa
		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	28	29	30	31		

April

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

May

S	M	T	W	Th	F	Sa
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	X	31				

June

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

1st Semester (8/18/21 to 1/13/22)
1st GP - 8/18 to 10/20
2nd GP - 10/26 to 1/13

Key:
eL - eLearning Day
X - No School
TW - Teacher Work Day

2nd Semester (1/18/22 to 6/3/22)
3rd GP - 1/18 to 3/18
4th GP - 3/28 to 6/3

Photo Decline School City of Hammond

The School City of Hammond makes every effort to highlight the wonderful happenings in the classrooms of our schools. With the current trends in technology, the School City of Hammond, to promote student engagement and community outreach, will be utilizing social networking and website updates to bring real time information on student activities and current events.

As a result of this, your child's image or likeness may be shown on our district or subsequent school websites, YouTube channel and/or social network pages. These images may be either in group settings or individuals and may include creative work. In complying with state and federal laws, no personal, identifiable information will be used other than the student's image or likeness.

My signature indicates that I do **not** want my child's picture posted on any School City of Hammond website or social media.

Note: Sign and return only if you do not want your child's picture posted on the School City of Hammond website or social media.

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

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

Student's name (please print): _____

Birthdate of student: _____

Grade of student: _____

Homeroom teacher's name: _____

Student's signature: _____

Parent/Guardian signature: _____

Date: _____

Student Education Technology Acceptable Use Policy

In an effort to prepare our students to be lifelong learners and succeed in an ever-changing technological world, School City of Hammond will engage students in internet activities and exploration geared toward specific subject areas.

These activities require an understanding of acceptable use and responsible digital citizenship. My signature indicates that I acknowledge, understand, and have read or had explained to me the Acceptable Use Policy, Board Policy 7540, and its affiliates. I also agree to act in a responsible manner regarding internet and intranet conduct.

In addition to the links below, these policies are also located in the 2021-2022 Student and Parent Handbook.

Student's name (please print): _____

Birthdate of student: _____

Grade of student: _____

Homeroom teacher's name: _____

Student's signature: _____

Parent/Guardian signature: _____

Date: _____

Board Policy 7540 & 7540.03

7540 – Technology
https://files.neola.com/hammond-in/search/policies/po7540.htm

7540.03 - Student Technology Acceptable Use and Safety
https://files.neola.com/hammond-in/search/policies/po7540.03.htm

Board Policy 7540

The School Board is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of School Corporation operations. Students' use of Corporation Technology Resources (see definition in Bylaw 0100) is a privilege, not a right. As a prerequisite, students and their parents must sign and submit a Student Network and Internet Acceptable Use and Safety form. (See also, Policy 7540.03)

The Superintendent shall develop and implement a written Corporation Technology Plan (CTP). One of the primary purposes of the CTP is to evaluate new and emerging technologies and how they will play a role in student achievement and success and/or efficient and effective Corporation operations. The Board will financially support, as the budget permits, the CTP, including recommendations to provide new and developing technology for students and staff.

The CTP shall state the procedures for the proper acquisition of technology. The CTP also shall provide guidance to staff and students about making safe, appropriate, and ethical use of Corporation Technology Resources, as well as inform both staff and students about disciplinary actions that will be taken if its Technology Resources are abused in any way or used in an inappropriate, illegal, or unethical manner. See Policy 7540.03 and AG 7540.03 – Student Technology Acceptable Use and Safety, and Policy 7540.04 and AG 7540.04 – Staff Technology Acceptable Use and Safety.

The Superintendent shall review the CTP and report any changes, amendments, or revisions to the Board annually.

This policy, along with the Student and Staff Technology Acceptable Use and Safety policies and the Student Code of Conduct, further govern students' and staff members' use of their personal communication devices (see Policy **5136** and Policy 7530.02). Users have no right or expectation of privacy when using Corporation Technology Resources (including but not limited to privacy in the content of their personal files, e-mails and records of their online activity when using the Corporation's computer network and/or Internet connection).

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

For purposes of this policy, social media is defined as Internet-based applications that facilitate communication (e.g., interactive/two-way conversation/dialogue) and networking between individuals or groups. Social media is "essentially a category of online media where people are talking, participating, sharing, networking, and bookmarking online. Most social media services encourage discussion, feedback, voting, comments, and sharing of information from all interested parties." Social media provides a way for people to stay "connected or linked to other sites, resources, and people." Examples include Facebook, Twitter, Instagram, webmail, text messaging, chat, blogs, and instant messaging (IM). Social media does not include sending or receiving email using Corporation-issued email accounts.

Staff may use social media for business-related purposes. Authorized staff may use Corporation Technology Resources to access and use social media to increase awareness of Corporation programs and activities, as well as to promote achievements of staff and students, provided the Superintendent approves, in advance, such access and use. Use of social media for business-related purposes is subject to Indiana's public records laws and staff members are responsible for archiving their social media and complying with the Corporation's record retention schedule. See Policy **8310** – Public Records and AG **8310A** – Public Records.

Instructional staff and their students may use Corporation Technology Resources to access and use social media for educational purposes, provided the principal approves, in advance, such access and use. Students shall comply with Policy 7540.03 and Policy **5136** when using Corporation Technology Resources to access and/or use social media. Similarly, staff shall comply with Policy 7540.04 and Policy 7530.02 when using Corporation Technology Resources to access and/or use social media.

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

Revised 3/20/17 / **© Neola 2016**