



2024 - 2025

STUDENT &

PARENT

HANDBOOK

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SCH eLearning

SCHEDULED/EMERGENCY Procedures

- Teachers will post their virtual lessons by 9 AM
- 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.

School City of Hammond Strategic Plan 2023-2028

School City of Hammond’s strategic plan encompasses the core values, vision, mission, and priorities that our Board of School Trustees, administration, staff, and community have developed collaboratively based on district data and stakeholder input.

The strategic plan is intended to be a dynamic, living, breathing document that is assessed and revised as needed by our administrative team leaders in conjunction with the school board, staff, and community. This is a five-year strategic plan designed with measurable outcomes to focus our school leaders on activities that will enhance opportunities for positive results in our schools.

Mission Statement

Building on our rich history and proud legacy of success, we empower our diverse group of scholars by advocating for and providing equitable educational outcomes.

Vision Statement

Through strengthened relationships, we create positive and inclusive learning environments that build on the ability of all scholars to be healthy, confident, socially responsible, critical thinkers and problem solvers.

Core Beliefs

The School City of Hammond believes:

- Equity for all.
- Mutual respect for all.
- Open communication that builds trust.
- Being fully engaged in opportunities for academic advancement and whole-child growth.
- Measurable objectives that are clear, consistent, equitable and fair for all students and stakeholders.
- Promoting mental health, wellness, and safety within our school-communities.
- Students and all stakeholders give their best effort while setting high standards for lifelong success.

District Priorities

District Priorities are numbered for reference, not priority. With that said, “*Student Success*” is the driving force behind all priorities.

1. Student Success.
2. Retain our Students and Staff.
3. Commitment to Diversity, Equity, & Inclusion (DEI).
4. Improved Communications at all levels.
5. Fiscal Responsibility throughout SCH.
6. United District Community.



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 <http://www.hammond.k12.in.us> or by calling 219-933-2400.

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. Student Services, Central Files, Head Start, PACT, and the Technology Dept. 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.

Safety, Security, & Energy

Concealed Weapons Detection System

SCH is committed to protecting the health, safety, and welfare of all students, staff, and visitors of and to ensuring a safe school environment. In order to ensure we are providing the safest environment possible, SCH has implemented a security program that utilizes a Concealed Weapons Detection Systems (CWDS) on school property in order to protect students, staff, parents, visitors, and school property.

No handguns or weapons are allowed on school property except by active law enforcement. Those that do are subject to arrest.

All persons entering school buildings, boarding or riding school buses / vehicles owned by or contracted for SCH, the school, entering school property, attending events on school property, and attending school activities off-site are subject to be searched. Such searches may be conducted using WDS's as a part of a comprehensive program of safety and security. Persons that do not consent to a WDS screening may be denied admittance.

The WDS and other security measures shall be neutral and non-discriminatory. No person shall be selected to be searched based solely upon his / her gender, race, ethnicity, religion, disability, physical appearance, manner of dress, or association with any particular group of persons.

Secure Status & Lockdown Drills A **Secure Status** is a procedure that prevents unauthorized persons from entering a school and is commonly used when the threat is general, or the incident is occurring off the school property. This procedure allows school activities to continue as normal inside during the outside disruption.

A **Lockdown** is a procedure used when there is an immediate threat to the school. Lockdown minimizes access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorized person, i.e., a police officer or principal.

For many years now, our faculty, staff, and students have participated in mandatory, annual drills. Schools in Indiana are required to do a "Lockdown Drill", in which schools simulate what the procedures are when "Lockdown" mode is activated.

During these drills, our faculty and staff will ensure all students are out of the hallways and secured in a safe location. In addition, these drills allow our students and staff to practice safety procedures, while also helping the SCH Security Team gather knowledge and assess areas for improvement to make everyone safer. The district has adapted the run, hide, and fight technique.

Hold Status The term, Hold Status was added to refer to when students are to be kept in the classrooms or gym while there is a cleanup in the hallway or medical attention is needed. The halls would need to be clear until those actions are completed.

Search and Seizure

Pursuant to School Board Policy 5771, if a school administrator has reason to suspect that an illegal or dangerous substance or object or stolen property may be in the possession of a student, the school administrator may request for a search to be completed at the school and on a student and their belongings. An administrator may conduct a pat down of a student and wherever possible an adult third party present. The student's parent or guardian shall be notified of the search within twenty-four (24) hours if possible. The search consists of the student's pockets, backpack, purses, or any other object in the possession of the student, "pat down" of the exterior of the student's clothing and removal of exterior clothing such as a jacket or shoes.

Locker Searches

Student lockers are provided for the convenience of students. Students must use school-approved locks which can be opened by school officials. Students using lockers that are the property of SCH are presumed to have no expectation of privacy in that locker or its contents. The principal or his or her designee may, based upon reasonable suspicion, search a locker and its contents at any time. Other than a general search of all lockers, searches of individual student lockers will, when possible, be made in the presence of the student(s) assigned to the locker.

K9 Sweeps

The School City of Hammond and the Hammond Police Department have an agreement that allows for inspections of school buildings and grounds for illegal drugs, drug paraphernalia, and weapons. Trained search police dogs will be used to help search schools and vehicles belonging to staff, visitors, or students attending or visiting our schools.

Bark Alert System

Bark program monitors texts, email, YouTube, and social media platforms for signs of issues like cyberbullying, sexual content, online predators, depression, suicidal ideation, threats of violence, and more. This program sends emails and text alerts when Bark detects potential issues so school administrators can follow-up with students. Administrators are able to notify law enforcement if there is an emergency or request a welfare check on the student(s) if the alert is after school hours.

Bullying (Board Policy 5517.01)

SCH is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying behavior toward a student whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse as provided herein. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. Engaging in bullying behavior through the use of data or computer software that is accessed through a computer, computer system or computer network also is prohibited. This policy applies when a student is on school grounds immediately before or during school hours, immediately after school hours, or at any other time when the school is being used by a school group; off school grounds at a school activity, function, or event; traveling to or from school or a school activity, function, or event; or, using property or equipment provided by the school.

Anti-Discrimination & Harassment (Board Policy 5517)

School City of Hammond has adopted and will follow district-wide policies forbidding harassment and discrimination. No student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any education program or activity on the basis of race, ethnicity, color, sex, religion, national origin, or disability.

Elementary School Day Schedule 2024-25

Elementary Schools (Pre-K – 6)

Administrative Staff	7:30 AM – 4 PM
Elementary Students	9:15 AM – 3:45 PM
Breakfast will be served daily	
Kindergarten Students	9:15 AM – 3:45 PM
Morning/After School Supervision	YMCA (219) 845-1507

Kindergarten and Entrance Requirements

School City of Hammond offers full day kindergarten at all schools. The kindergarten day will begin at 9:15 AM and ends at 3:45 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.

Secondary School Day Schedule 2024-25
Middle Schools (7-8)

Administrative Staff	7:45 AM – 4:15 PM
Middle School Students	8:00 AM – 3:00 PM
Breakfast served from 7:45 AM – 8:10 AM	

High Schools (9-12)

Administrative Staff	7 AM – 3:30 PM
High School Students	7:15 AM – 3:15 PM
Breakfast served from 7 AM – 7:25 AM	

Area Career Center-CTE Programs

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

Alternative Education

Eggers Middle School Education Program will

Programs

students in the Alternative report to Eggers Middle

School.

10:30 AM – 5:30 PM.

Scott Middle School students in the Alternative Education Program will report to Scott Middle School.

10:30 AM – 5:30 PM.

Hammond Central High School students in the Alternative Education Program will report to Hammond Central.

2:45 PM – 5:45 PM.

Morton High School students in the Alternative Education Program will report to Morton High School.

2:45 PM – 5:45 PM.

Graduation Requirements for High School Students

The high school educational program is designed to provide a wide range of educational experiences for the student over a four-year period. The variety and profusion of courses offered far exceed the number of educational experiences in which a student will have time to participate during the 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 the class of 2023, all students in Indiana must complete the 3 portions (buckets) of the Indiana Graduation Pathways to receive a high school diploma.

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.

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.

State Graduation Requirements (cont.)

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 Diploma
- Core 40
- Core 40 with Academic Honors (AHD)
- Core 40 with Technical Honors (THD)

To earn an Indiana Diploma, students in the graduating class of 2023 must:

- Meet course and credit requirements of the Core 40 (Bucket 1); and
- Complete a Project-Based, Service-Based, or Work-Based Learning experience (Bucket 2); and
- Demonstrate Postsecondary Competency by 1 of 9 methods (Bucket 3).

Graduation Pathways Panel

(Updated 11/16/2018)

The purpose for this Panel is to establish graduation pathway recommendations for the State Board of Education that create an educated and talented workforce able not just to meet the needs of business and higher education, but able to succeed in all postsecondary endeavors. To account for the rapidly changing, global economy, every K-12 student needs to be given the tools to succeed in some form of quality postsecondary education and training, including an industry recognized certificate program, an associate’s degree program, or a bachelor’s degree program.

These recommendations seek to ensure that every Hoosier student graduates from high school with 1) a broad **awareness** of and **engagement** with individual career interests and associated career options, 2) a strong foundation of **academic** and **technical skills**, and 3) **demonstrable employability skills** that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

Students in the graduating class of 2023 must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills¹ (Students must complete <i>at least one</i> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; OR • Service-Based Learning Experience; OR • Work-Based Learning Experience.²
3) Postsecondary-Ready Competencies³ (Students must complete <i>at least one</i> of the following.)	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR • ACT: College-ready benchmarks; OR • SAT: College-ready benchmarks; OR • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR • State- and Industry-recognized Credential or Certification; OR • Federally-recognized Apprenticeship; OR • Career-Technical Education Concentrator⁴: Must earn a C <u>average</u> in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR • AP/IB/Dual Credit/Cambridge International courses⁵ or CLEP Exams: Must earn a C <u>average</u> or higher in at least three courses; OR • Locally created pathway that meets the framework from and earns the approval of the State Board of Education.

Recommended Implementation Timeline:

- For current high school students, those graduating in 2019, 2020, 2021, or 2022, ISTEP 10/End-of-Course Assessments will continue to be used as the graduation qualifying examination.
 - Schools should work towards allowing students in these cohorts to opt-in to a Graduation Pathway in lieu of the graduation qualifying examinations.
- Once adopted by the State Board of Education, the Graduation Pathways will become effective for the graduating class of 2023 (eighth graders in 2018-19).
- **This recommendation becomes effective for all students beginning of 2019-20.**

Additional Items for the State Board of Education's Consideration:

- **Future Panel convenings:** The Graduation Pathways Panel recommends that it continues to convene in order to:
 - Develop the framework for the Locally Created Pathways;
 - Potential examples include: Co-Ops, ePortfolios, competency-based education systems, or other options validated by either employers and/or institutions of higher education.
 - Create recommendations regarding the manner in which the State Board monitors pathway outcome data and adjusts Pathways options contingent upon that data;
 - Study potential waiver options for diplomas;
 - Consider ways for the 'CTE Concentrator' pathway to become a 'CTE Completer' pathway; and
 - Consider ways for schools to begin to implement these graduation pathways with the graduating class of 2019.
- **Career Exploration:** The Graduation Pathways Panel recognizes the need for more robust career awareness and exploration for students throughout their entire academic lives. Students need greater exposure and understanding of the variety of employment opportunities to foster their postsecondary aspirations. The Panel recommends the inclusion of career awareness and exploration at the middle elementary (grades 3 thru 5) and middle school (grades 6 thru 8) levels. The Graduation Pathways—flexible through graduation—should be preceded by a series of purposeful activities during middle school and high school, including but not limited to: 1) **career exploration courses** (e.g., *Exploring College & Careers*, *Preparing for College & Careers*) 2) **career interest assessments** (e.g., *Indiana Career Explorer*, *Naviance*, *ASVAB Career Program*), and 3) **consultations with school counselors.**
- **Nationally-recognized College Entrance Exam:** The Graduation Pathways Panel recommends that the State adopt a nationally-recognized college entrance exam to be used for school accountability no later than 2021-22.
- **Statewide Diploma:** The Graduation Pathways Panel and State Board of Education will further deliberate on credit and course requirements for the diploma at a future date.
- **Phasing in AP/IB/CI exam scores:** The Graduation Pathways Panel will consider ways to incorporate AP, IB, or CI exam scores as a final pathway.

Bucket 1: Learn and Demonstrate Employability Skills:

Employability skills standards may include [Indiana's Employability Skills Benchmarks](#) and other comparable character development benchmarks.

Demonstrations of employability skills are experiences that enable students to apply essential academic, technical, and professional skills and find engagement and relevancy in their academic careers through such means as project-based learning, work-based learning, or service learning experiences.

Demonstrations of employability skills can occur over the course of a student's high school career. Any demonstration needs to be validated locally by:

- Student work product **AND**
- School validation.

Bucket 2: Learn and Demonstrate Employability Skills – Graduation Pathway Options:

Project-based learning allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Demonstrations include:

- Completion of a course capstone,
- Completion of a research project,
- Completion of Cambridge International Global Perspectives and Research,
- Completion of the AP Capstone Assessment, **OR**
- Other (with approval by the State Board of Education).

Service-based learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities.

Demonstrations include:

- Participation in a meaningful volunteer or civic engagement experience,
- Engagement in a school-based activity, such as a co-curricular or extracurricular activity or sport for at least one academic year, **OR**
- Other (with approval by the State Board of Education).

Work-based learning is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals.

- Completion of a course capstone,
- Completion of an internship,
- Obtaining the Governor's Work Ethic Certificate,
- Employment outside of the school day, **OR**
- Other (with approval by the State Board of Education).

Bucket 3: Postsecondary-Ready Competencies – Graduation Pathways Options:

National college-ready benchmarks are set by the College Board and ACT. The Indiana Commission for Higher Education, in consultation with the state’s colleges and universities, may set Indiana-specific college-ready benchmarks that exceed—but may not be lower than—the national college-ready benchmarks.

For 2017, the college-ready benchmarks are:

- SAT: 480 in English and 530 in Math.
- ACT: 18 in English, 22 in Reading, 22 in Math, and 23 in Science.

These scores are fluid and are subject to change.

Apprenticeships are defined as intensive work-based learning opportunities that generally last from one to six years and provide a combination of on-the-job training and formal classroom instruction. They are intended to support progressive skill acquisition and lead to postsecondary credentials and, in some cases, degrees. Apprenticeships often involve 2,000 to 10,000 on-the-job hours. Students 16-years-old or older may qualify for an apprenticeship. Per the Indiana General Assembly, any apprenticeship program must be registered under the federal National Apprenticeship Act (29 U.S.C. 50 et seq.) or another federal apprenticeship program administered by the United States Department of Labor.

State- and Industry-Approved Credentials and Certifications will be determined by the State Board of Education, in consultation with the Department of Workforce Development.

College Level Exam Program (CLEP): A score of 50 on at least 3 subject area exams can satisfy this pathway. At least one subject area must be a core content.

Cambridge International (CI) Examinations: A score of G or higher on at least 3 Cambridge IGCSE Level Exams can satisfy this pathway. At least one subject area must be a core content.

Students must take any corresponding AP, CI, or IB exams for their courses.

A score of 3 or higher on an AP exam, a 4 or higher on an IB exam, or E or higher on a CI Exam may satisfy the C requirement for one particular course.

⁴ **Career-Technical Education Concentrator:** This new definition will begin with the 2023 graduating cohort (freshmen beginning in 2019-20). Students in 2019, 2020, 2021, and 2022 cohorts are grandfathered under the previous CTE Concentrator definition – earning at least 6 high school credits in a career sequence. School may opt to use this new definition of two courses for their current students. DOE will define the “advanced courses” that will constitute a CTE Concentrator beginning in 2019-20.

⁵ **AP/IB/Dual Credit/Cambridge International courses:** At least one AP/IB/Dual Credit/CI course or CLEP exam must be in a core content area and/or be part of a defined CTE curricular sequence. The [Core Transfer Library](#) defines “core content” for dual credit/AP/IB requirement. Students pursuing liberal arts tracks must have at least one course corresponding with the CTL.

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 <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math course or quantitative reasoning course each year in high school.</i>
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 <i>(College and Career Pathway courses recommended)</i>
40 Total State Credits Required	

Schools may have additional local graduation requirements that apply to all students (not required for students with an IEP).

* 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.

**SAT scores updated September, 2017

***WorkKeys assessment titles updated, 2018

CORE40 with Academic Honors *(minimum 47 credits)*

For the **Core 40 with Academic Honors** designation, 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 transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed 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 composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
 - 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.

CORE40 with Technical Honors *(minimum 47 credits)*

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

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

Senior Second Semester Waiver

For seniors fulfilling all other requirements for graduation, the 2nd semester of the senior year enrollment requirement may be waived provided that the reasons or 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

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.

2023-2024 Assessment Windows

Name of Assessment	Window Begins	Window Ends
Indiana Learning Evaluation Assessment Readiness Network (ILEARN)		
ILEARN Biology ECA Winter Administration ¹	February 5, 2024	February 23, 2024
ILEARN 3-8	April 15, 2024	May 10, 2024
ILEARN Biology ECA ² and Optional U.S. Government ECA Spring Administration	April 15, 2024	May 17, 2024
SAT		
SAT Primary Administration	March 4, 2024	March 15, 2024
SAT Makeup Administration	April 8, 2024	April 19, 2024
Preliminary SAT / National Merit Scholarship Qualifying Test (PSAT/NMSQT)		
PSAT/NMSQT Administration	October 9, 2023	October 27, 2023
Indiana Reading and Evaluation Determination Grade 3 (IREAD-3) (including Grade 2 Opt-In Spring Administration Only)		
IREAD-3 Spring Administration	March 4, 2024	March 15, 2024
IREAD-3 Summer Administration	May 13, 2024	June 28, 2024
Indiana's Alternate Measure (I AM)		
I AM	April 1, 2024	May 10, 2024
WIDA ACCESS for English Learners		
WIDA ACCESS Annual Assessments	January 16, 2024	March 1, 2024

¹ The ILEARN Biology ECA Winter Administration is designated for students who complete the course during the first semester, first trimester, or second trimester.

² The ILEARN Biology and U.S. Government ECA Spring Administration is designated for students completing the course in the second semester or third trimester.

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 assesses foundational reading standards through grade three. All third graders will have two opportunities to pass the IREAD-3 test, once in the Spring and once in the Summer. Any student who does not pass the IREAD-3 exam in the Spring or Summer test administration is required to receive reading remediation and take the assessment again the following year(s) until her/she receives a passing score or qualifies for a Good Cause Exemption.

It is crucial that students are equipped with the essential literacy skills to successfully access vocabulary and comprehend texts from a wide variety of disciplines at each grade level and beyond. To provide schools and families with information about students' reading abilities, all grade 2 students will also participate in IREAD-3. For students in this grade, the IDOE reports scores in one of three categories (Pass, On Track, or In Need of Support) to help identify more intensive intervention prior to grade 3. Any grade 2 student who passes IREAD-3 does not have to retake the assessment his/her 3rd grade year.

ILEARN & I AM

Indiana's Learning Evaluation and Assessment Readiness Network (ILEARN) is the summative accountability assessment for Indiana students in grades three through eight and high school biology. ILEARN measures student achievement and growth according to Indiana Academic Standards for English/Language Arts for grades three through eight, Mathematics for grades three through eight, Science for grades four and six, and Social Studies for grade five.

Students are required to participate in the ILEARN Biology End-of-Course Assessment (ECA) upon completion of the high school biology course to fulfill a federal participation requirement. Government course. A student may only have one test attempt for any given ILEARN assessment. There are no retest opportunities available for ILEARN assessments.

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.

SAT

Indiana uses College Board's SAT to fulfill requirements pursuant to Indiana Code 20-32-5.1-7(d) for high school accountability. Grade 11 (junior cohort) students participate in the SAT School Day per the federal accountability requirement. Students may also use scores to fulfill some high school graduation requirements. SAT assesses high school Mathematics, Reading, and Writing standards.

The SAT is administered in the spring of each school year. The primary testing window for the SAT occurs in March. A makeup testing window is also available in April for students and schools that are unable to test during the primary testing window.

PSAT (Preliminary Scholastic Assessment Test 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 and 9th 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 and junior year. All sophomore and junior 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. Students 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)

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. 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

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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 www.neola.com/hammond-in/search/policies/po7540.03.htm

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

The School City of Hammond is committed to protecting the educational rights and needs of children and youth experiencing homelessness. If you know of children and youth who are experiencing homelessness, contact School City of Hammond's Homeless Youth Coordinator, Le Terra Smith at (219) 933-2400, Ext. 1061.

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 recorded 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 parents have 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 is available for review through any School City of Hammond administrative office. Parents have the right to file a complaint with the U.S. Department of Education 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 or at the time of enrollment. 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, will 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 are 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. **All immunization records must be turned into the health services staff at the student's school as soon as enrollment is 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 met the above requirements while enrolled in a School City of Hammond Pre-Kindergarten program will not need 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.

Questions regarding medical requirements for enrollment may be directed to the building school Registered Nurse/Health Aide.

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. Medical releases should indicate any restrictions.** 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 (911)

If an ambulance is called for a student, a release to return to school by a health care provider will be required even if the student is not transported to a medical facility.

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 parents. Students that show no signs or symptoms of a concussion may return to school but should be re-evaluated by the Health Services staff prior to returning to class or any physical activities.

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, **The Administration of Medication at School form** must be completed and signed by a health care provider as well as signed by a parent/guardian. This form can be obtained from the SCH website or the Health Services office.

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 following information:

- **Student's name**
- **Name of medication**
- **Dosage of medication**
- **Time(s) to be taken**

Self-Administration of Medications

A student with a potentially life-threatening condition may possess and self-administer medication for chronic disease or medical condition during the school day. Indiana law 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-administrate the medication. The completion of the Authorization for Student Self-Administration at School must be completed and signed by the health care provider and the parent/guardian. The form can be obtained from the SCH website or Health Services department. This form must be completed for the current school year. Students that self-administer medication must be assessed by the Health Services staff after administration to determine the student's condition. All medications must be properly labeled with the name of the student, type of medication and the dosage.

Questions regarding medication administration at school may be directed to the Health Services department.

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 24-48 hours and show no other signs of illness. Must be reassessed by the health services staff prior to attending class. If a student continues to show signs of illness, they must return home until their symptoms are resolved. A note from a Health Care provider may be required to return to school.

- **If they have Vomiting, diarrhea, nausea, or abdominal pains.**
 - The student may return to school when they have no vomiting or diarrhea for 24 hours, can eat and show no other signs of illness.

- **If they have a Headache or Sore throat**
 - New onset with a fever.

- **If they have a Rash with itching, drainage, or a fever**

- The student may return to school when they have been evaluated by your healthcare provider and have a medical release to return to school.
- **If they have open abrasions, cuts and wounds that cannot be covered in school.** Students may return to school with a note from a Health care provider or when coverage is permitted.
- **If they have Head Lice**
 - The student may return to school when they have received the appropriate lice treatment at home. Students cannot return with live lice.
- **If they have an Eye Infection with redness and itching, swelling, drainage or pain.**
 - The student may return to school when eyes are clear, no drainage or have been evaluated by your healthcare provider.
- **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 the healthcare provider. The note from the health care provider or urgent care must state that the student can return to school with or without restrictions. Restrictions must be listed. Follow-up with your family health care provider may also be required. Students must see the nurse prior to returning to class.
- **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 fever free. A release from the health care provider will be required for students to return to school.

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 appreciated. Feel free to contact our health office if you have any questions or concerns regarding the student's medical needs. Always call the school and report the student's absence. Parents should request to speak with the health services staff if a student is hospitalized, absent for more than 3 days or having any type of medical procedure.

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.

Respiratory Viruses

School City of Hammond's primary goal is to have a safe and productive school year. To accomplish this goal the following recommendations are being made based on the most recent CDC (Centers for Disease Control) and Indiana Department of Health guidelines. Guidelines are subject to change based on transmission rate and the CDC and Indiana Department of Health recommendations. COVID-19, RSV, and flu are the most prevalent respiratory viruses.

The following recommendations should be considered:

- **Stay home if you are ill with fever (greater than 100), coughing, body aches, or other signs of respiratory illness**
- **Consult your health care provider as needed**
- **Stay current on recommended and required vaccines**
- **Test for respiratory viruses as needed**
- **Wear a mask if needed to reduce the spread of a respiratory virus**

Asthma

Do not send the student to school if symptoms are not well controlled. The student is not able to recognize when assistance is needed, and no asthma action plan is on file.

Parents and students should self-assess for illness daily. If experiencing any symptoms of respiratory illness, a student should not report to school. Masks are optional and available at all schools if needed.

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 that are not screened by the Health Services Department 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. Notification of this screening will be provided to the parent/guardian.

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

Hearing Test

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

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 with 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 “Summer EBT (Electronic Benefit Transfer) and Other Educational Benefits Application” if they wish to be considered for Summer EBT (\$120 per qualifying student benefit to purchase groceries during the summer).**

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/>
- 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
- 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 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. **Please note that this form must be completed at the start of EVERY school year and returned BEFORE your student starts the upcoming school year.**

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., medical doctor (MD) For the students’ safety and per Federal regulations, we cannot provide a special diet until this form has been received and processed. 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 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 with 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.

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, audiotope, 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.

Fees and Other Benefits

Collection of Delinquent Textbook Rental Fees

As of 2023-2024, curricular and textbook rental fees will no longer be assessed, but prior school fees may still be owed and collected.

Driving and Parking on School Grounds

A student or adult staff member who drives an automobile and uses the school parking lot must register the vehicle in accordance with the school's registration regulations. 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 identified as eligible for School City of Hammond transportation services will be notified from the transportation department of transport details 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 10 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 comes at or after designated pick-up times. If a student misses the bus from a school, then the school will notify the parent.
- Separate Bus ID badges will be issued to and required for all bus riders. These badges must be worn daily by bus riders to verify ridership eligibility. Bus ID badges are separate from the regular school ID badges and can be obtained by contacting the SCH transportation department before students initially start bus service. There is a replacement fee for all lost or missing badges.

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.

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	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Be on time ● Wait for bus in a safe area and stay with your group ● Keep up w/belongings* ● Take all person 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> ● Use appropriate language and volume ● Leave area clean and free from debris ● Stand in an area that is considered public property (i.e., sidewalks) 	<ul style="list-style-type: none"> ● Use appropriate school language and volume when communicating ● Use earbuds for music ● Use equipment appropriately ● Respect personal space of others 	<ul style="list-style-type: none"> ● Leave bus stop clean and free from debris ● Proceed home or to destination swiftly ● Talk at an appropriate volume with appropriate school language

al Programs

Speci

Morton Early Learning Center

High-quality early learning experiences in the preschool years set the foundation for future school success. Beginning with the 2024-25 school year, all SCH preschool programming will be housed at the Morton Early Learning Center (ELC) housed at the former Morton Elementary School. The programs included at the ELC are Head Start, PACT, Special Education Preschool and Preschool Diagnostics.

Head Start

School City of Hammond (SCH) Head Start is a free preschool/kindergarten readiness program that serves children ages 3 to 5 (must be 3 by August 1, 2024). The program helps children get ready for kindergarten through developmentally appropriate educational experiences that address learning in the areas of literacy, math, language, cognition, social studies, science, and technology, while also focusing on social-emotional and physical development. The program also addresses children's health, dental, mental wellness, and nutritional needs. Parents are an important part of the Head Start program and are encouraged to be an active part of their child's Head Start experience 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 have the opportunity to serve on the program's Policy Committee that participates in and supports decision-making for the program.

Classes will be in session from mid/late August through May. Full-day class sessions are 7-hours per day Monday through Thursday. Morning half-day class sessions typically are from 8:15 a.m. to 11:45 a.m.; afternoon half-day class sessions typically are from 12:30 p.m. to 4 p.m. There also is a part-day class that typically meets from 8:15 a.m. to 12:15 p.m. Monday through Thursday.

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 (SNAP, TANF or SSI), children in foster care, children with disabilities and children whose families are considered homeless are encouraged to apply. The program is made possible by a grant from the Geminus Corporation through the Department of Health and Human Services.

For more information or to speak with someone about applying for Head Start, contact the Head Start Office at (219) 989-7345, Ext. 3551 scan the QR code to submit an application request.



PACT Preschool (Parents and Children Together)

PACT is a free preschool program offered to any qualifying four-year-old living in Hammond. This pre-kindergarten opportunity focuses on building 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 to support communication between the school and home.

Classes will be in session 5-hours per day Monday through Friday. For additional information concerning PACT, call (219)989-7336. PACT is funded by Title I dollars.

Preschool Diagnostics provides evaluations/assessments for preschool children 2 to 5 years of age who have suspected developmental delays or other potential disabilities. These diagnostic services are provided at no cost to families. For additional information about Preschool Diagnostics and the evaluation process, families can call 219-989-7336.

The SCH Special Education Preschool program provides specialized instruction for eligible 3- to 5-year-olds with identified disabilities. A component of the programs is parent education and training to assist families in working with developmental challenges that become evident before their child's entry into elementary school.

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 the Executive Director of Special Education, who is 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 with 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

Special programs implemented in Hammond for 2022-2023

- 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 teachers 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)

The Language Development Program offers a variety of effective program models and services during the instructional day to provide our multilingual learners/English Learners (MLs/ELs) with a language-rich K-12 school experience to meet their unique linguistic needs, while obtaining high levels of academic attainment. LDP

has several program models such as: English as a second language (ESL) Push-In/Pull-Out (K-12), ESL Content-Based English as a New Language (7th-12th), Two-Way Dual Language Spanish-English Immersion (K-6th at Irving ES) and additional supports (K-12) for newcomers and students with limited/interrupted formal education (SLIFE). LDP provides our MLs with effective, research-based instructional support that will help students achieve English language proficiency and perform academically at the same high levels as their native English-speaking peers.

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 6th 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 DLI program model consists of 50% target language speakers (Spanish or Spanish/English) and 50% 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 dual language standards. Students will progress through the phases of language acquisition and will be able 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.

Our DLI program has three pillars that focus on bilingualism and biliteracy, grade level academic achievement and cross-cultural competency. The invested students who continue in the program through grades 6-12 will have the opportunity to take the Certificate of Multilingual Proficiency (CoMP) exam and obtain a seal on their diploma, opening greater career opportunities for the future!

For additional information on the DLI program at Irving Elementary click on the [English](#) or [Spanish](#) brochure, contact the DLI coordinator at 219.933.2467 Ext. 5633, or email cmsanchez@hammond.k12.in.us.

Lau v. Nichols

Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and local educational entities (LEAs) must ensure that English learners participate meaningfully and equally in educational programs and services. The decision in *Lau v. Nichols* states that providing students the same desks, books, teachers, and curriculum did not ensure that English learners 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, 1974).

Title III funds must “supplement and not supplant” [3115(g)] state and locally funded Lau requirements. Supplement and not 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.

ML students are currently categorized into six levels of English language proficiency (Level 1 – Level 6) based on the results of the WIDA ACCESS English language proficiency assessment that is administered to every ML student. In Indiana, students who score an overall English language proficiency level (LPL) of 1.0-4.9 are identified as an ML student, and students who score between the Levels 5.0-6.0 are identified as fluent English proficient (FEP).

WIDA Screener & WIDA ACCESS English Language Assessment

The WIDA Screener English language proficiency assessment is administered to any student who is newly

enrolled to our district that has indicated a language other than English on their original Home Language Survey (HLS) and does not have a record of a previous year's WIDA ACCESS annual assessment. The WIDA ACCESS summative assessment is administered in the spring to students who have an LPL of 1.0-4.9 on the WIDA Screener or who have not achieved an FEP status on WIDA ACCESS (LPL 5.0-6.0).

Per the Indiana Department of Education, under no circumstance can a parent or student refuse the annual WIDA ACCESS Assessment. It is a federal requirement to assess any student that has been identified as an ML student. Therefore, all states and subsequent school corporations within a state have a federal obligation to uphold this requirement.

In addition, the Language Development Program offers English as a Second Language (ESL) classes for parents/guardians. LDP also offers translation and/or interpretation services for parents and staff members. For more information, questions, or concerns please contact the LDP office 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.

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 with 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 – Burns-Hicks, Edison, Harding, Hess, Columbia (2 classes), Jefferson, Kenwood, Lincoln, 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.

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.

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 open to all high school students. The program itself acts as the basis for all arts learning K-12 within SCH. The Elementary school experience establishes the arts foundation for students. During the Middle school experience, skills are reinforced by presenting students with visual and performance arts-based disciplines so they can make more informed decisions about the Arts Pathway upon entering high school. The academy provides training for students in dance, theater, instrumental (band, orchestra, and rock band), choral, and visual art. These opportunities include a curriculum in performance and art during the regular academic day as well as a wide variety of extracurricular opportunities encompassing many performances/activities each year. HAPA is driven through community service and participates in various civic and organizational activities throughout Northwest Indiana.

The primary goal of HAPA is to prepare exemplary, artistic-minded leaders through artistic expression. Instructors are professionals in their craft and offer students limitless opportunities to create and explore. Students involved in the arts historically show a higher academic achievement and post high school performance. HAPA values the individual and the exceptional gifts each student holds within. For additional information on the Hammond Arts and Performance Academy events, please visit the School City of Hammond website.

Career and Technical Education

At the 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 become a part of the student’s record and applied toward graduation requirements. Most CTE programs offer 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-year programs, with the exception of a few programs that require a two-year commitment, 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.

The ACC has two unique positions, a dual credit and certification coordinator and a pathway coordinator, on staff to work with students in receiving the full benefits available to them at the ACC. Students also 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:

- **Automotive Services**
- **Information Technology Operations**
- **Construction Trades**
- **Cosmetology (2 years)**
- **Criminal Justice**
- **Culinary Arts**
- **Dental Careers**
- **Early Childhood Education (2 years)**
- **Industrial Maintenance**
- **Graphic Imaging**
- **Health Science (2 years)**
 - **Year 2 Options:**
 - **Emergency Medical Services**
 - **Certified Nursing Assistant**
- **Radio & Television Broadcasting**
- **Software Development**
- **Welding Technology (2 years)**

Students are responsible for kit 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.

ACC students come every day for 2.5-hour blocks in either the AM (7:45 - 10:15) or PM session (11:45 - 2:15). 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.

Students can register for any one of our CTE programs at bit.ly/ACCHMD or by speaking with their guidance counselor.

At Morton and Hammond Central High Schools

SCH offers several opportunities for students to participate in Career and Technical Education (CTE) right in their own buildings. The offerings at the high schools might be a better option for students who cannot fit the ACC into their required course schedule.

The following CTE programs are offered at the high schools:

- **Biomedical Sciences and Technology**
- **Business Administration**
- **Education Careers**
- **Engineering**
- **Human Services**

Students can choose one of these programs at the close of their eighth-grade year or contact their high school guidance counselor for more information.

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 has a special weather alert radio 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 Coordinators

School City of Hammond's Title IX Coordinators, who are responsible for SCH's compliance with Title IX and direct the investigation of complaints, are Dave Verta, 1238 Michigan Street, Hammond, IN 46320; 219-933-2400, Ext. 1013, daverta@hammond.k12.in.us, and Le Terra Smith, 1238 Michigan Street, Hammond, IN 46320; 219-933-2400, Ext. 1061, lsmith@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 complaint-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.

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 Timothy Sieman, Section 504 Officer, 41 Williams Street, Hammond, IN 46320 (219) 933-2400 ext. 1079.

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 Custodians, 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.

President

Lisa Miller

Lmiller@hammond.k12.in.us



Vice President

Cindy Murphy

cimurphy@hammond.k12.in.us



Secretary

Manny Candelaria, Jr.

macandelaria@hammond.k12.in.us



Trustee

Carlotta Blake-King

clking@hammond.k12.in.us



Trustee

Kelly Spencer

kspencer@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 173 rd Street	219-989-7340
Elementary Schools	Address	Phone Number
Burns-Hicks ES	1001 165th Street	219-933-2477
Edison ES	7025 Madison Avenue	219-933-2464
Franklin ES	1000 116 th Street, Whiting	219-659-1241
Harding ES	3211 165 th 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
Lincoln ES	4221 Towle Avenue	219-933-2475
O'Bannon ES	1317 173 rd Street	219-989-7360
Admin Center	1238 Michigan Street	219-933-2400
Welcome Center at Columbia	1238 Michigan Street	219-933-2461

2024-2025 School Year Calendar

July 2024						
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	16	17
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	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					

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	21	22	23	24	25	26
27	28	29	30	31		

November						
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

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	20	21
22	23	24	25	26	27	28
29	30	31				

1st Semester
 GP1 (8/12-10/15) - 46 Days
 GP2 (10/21 to 12/19) - 40 Days

2nd Semester
 GP3 (1/6-3/13) - 47 Days
 GP4 (3/17-5/30) - 47 Days

January 2025						
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	

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	21	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	21	22
23	24	25	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	15	16	17	18	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	30	31

June						
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					

Key:						
eLearning Day						
No School						
Teacher Work Day (No School)						
Students Report						
GP - Grading Period						
ES - Elementary School						
MS/HS - Middle/High School						

AUGUST
9 - Teacher Work Day (No School)
12 - First Day of School
SEPTEMBER
2 - Labor Day (No School)
OCTOBER
15 - End of GP1
16 - Teacher Work Day (No School)
17 & 18 - Fall Break (No School)
NOVEMBER
4 - Asynchronous eLearning Day & Parent/Teacher Conferences
ES: 11:30 a.m. to 6 p.m. & MS/HS: 11 a.m. to 6 p.m.
5 - Election Day (No School)
27 - 29 - Thanksgiving Break (No School)
DECEMBER
19 - End of GP2
20 - Teacher Work Day (No School)
23 - 3 - Winter Break (No School)
JANUARY
6 - Students Return; Begin GP3
20 - Martin Luther King Day (No School)
FEBRUARY
13 - Asynchronous e-Learning Day & Parent/Teacher Conferences
ES: 11:30 a.m. to 6 p.m. & MS/HS: 11 a.m. to 6 p.m.
17 - President's Day; No School / Make-Up Day
MARCH
13 - End of GP3
14 - Teacher work day (No School)
24 - 28 - Spring Break (No School)
APRIL
18 - Good Friday (No School)
21 - No School / Make-Up Day
MAY
26 - Memorial Day (No School)
30 - Students Last Day
JUNE
2 - Teacher Work Day

Notes:
 If needed, February 17th and April 21st may be used as a Make-Up Day. Additional Make-Up Days may be added to the end of the school year.

Photo Decline Form

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: _____

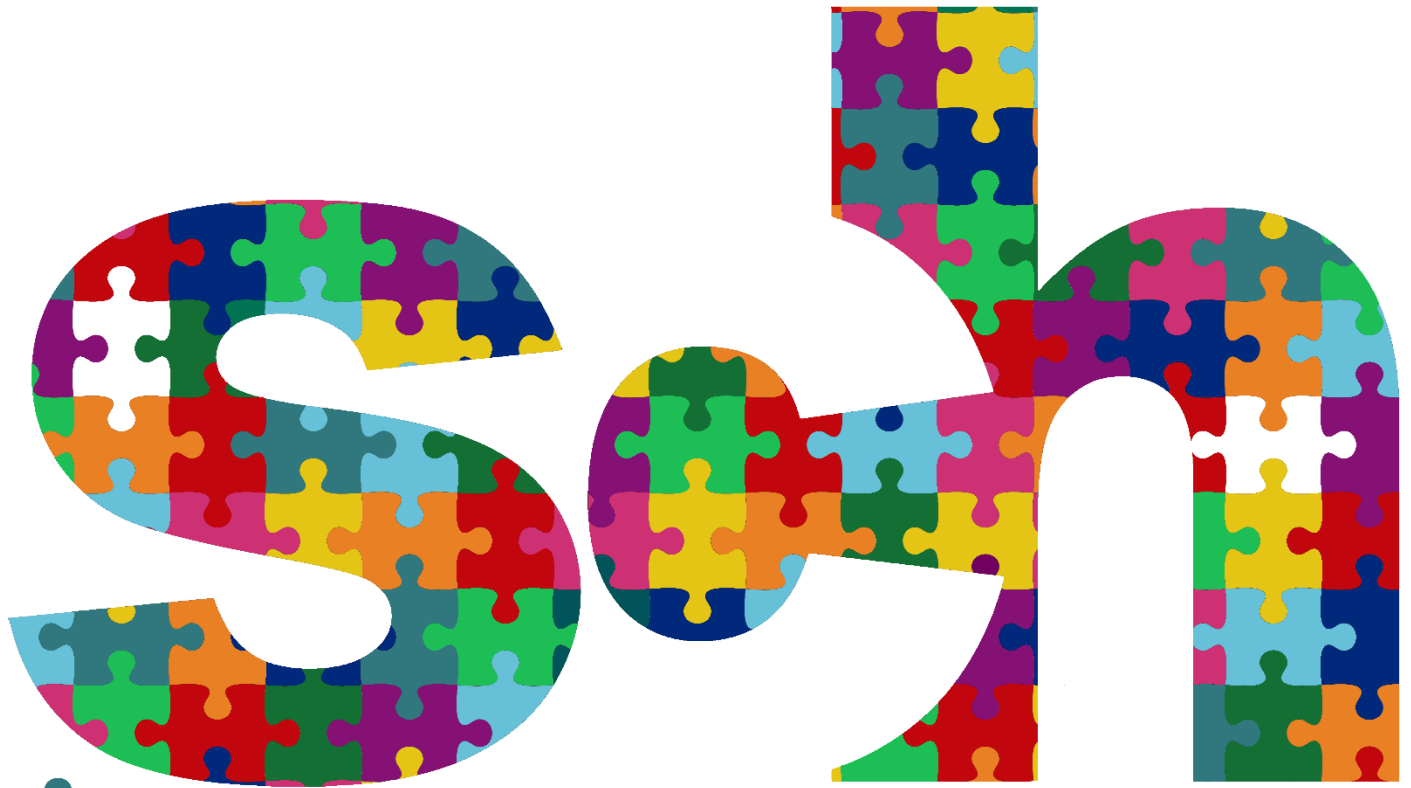
Board Policy 7540 & 7540.03

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>



“We are pieces of the puzzle of someone else’s life.”



**School City of Hammond Administration Building
41 Williams Street
Hammond, IN 46320**