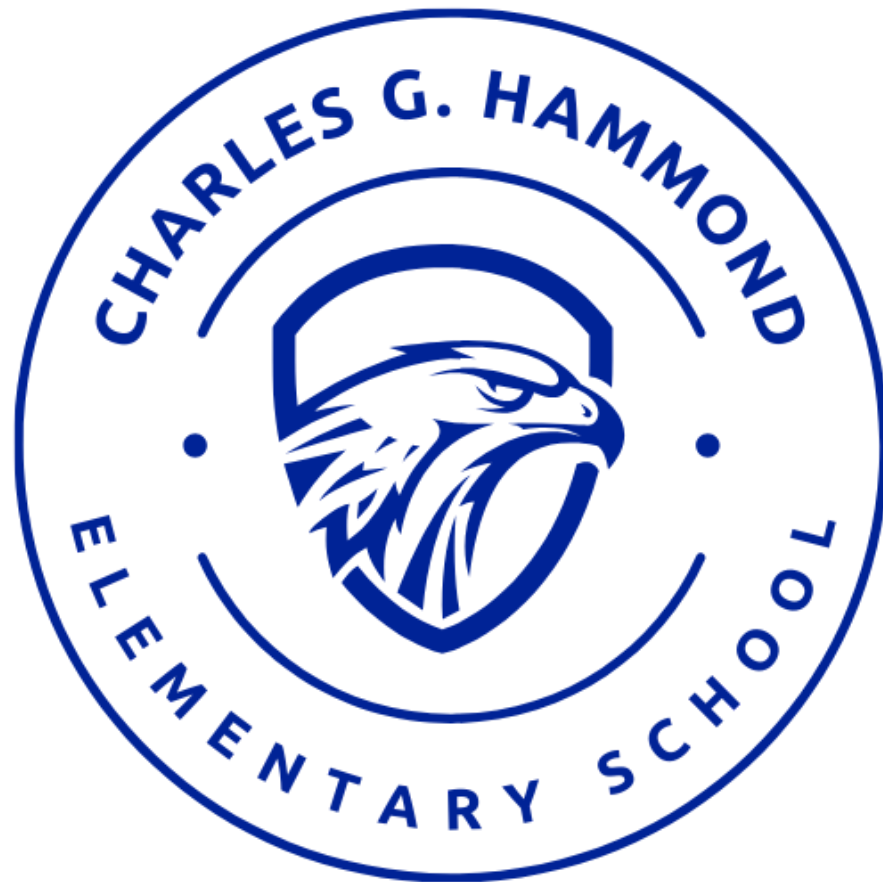


SY24-25 Hammond Parent/Student Handbook



Charles G. Hammond Elementary School
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Chicago, IL 60623
Office: (773) 535-4580 | Fax: (773) 535-4579
Principal: Anamaria Orbe

hammond.cps.edu
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WELCOME

Welcome to the 2024-2025 school year! I am honored to be returning for my 14th year as principal of Hammond Elementary School. We are all excited to have our students back in our classrooms and hallways ready to learn! Our staff here at Hammond has been preparing to welcome them back for the new school year as well.

It is of the utmost importance that students are in attendance on time each day as often as possible. Each school day at Hammond begins at 7:30 am - this ensures that each student has the opportunity to eat breakfast and is present for instruction right from the beginning. Our school day ends at 2:30 pm; we do also have after-school/extracurricular activities as well.

Be sure to take a look around the [Hammond Website](#) at hammond.cps.edu; we try to keep it as updated as possible with school events, pictures, partnership news and more. We also have an Instagram account - search for @cpshammond or click [here](#) and add us to see our posts! Sign up for a Parent Portal account (see the related section below for more information) to see your child's assignments, grades, attendance, etc.. Also, be sure to sign up for a Remind account - our teachers use this app to communicate with parents more readily.

As always, we are in need of volunteers! If you would like to become one, please complete the application process [here](#). To find out more information on volunteering, visit the [CPS page on Volunteer Programs](#). Also, keep an eye out for our various parent meetings and events - we'd love to see you there!

I am very proud of our accomplishments here at Hammond and I am excited to get started on achieving our goals for this coming school year! I am grateful to continue to serve as the principal of this school and I feel fortunate to be part of a community that is dedicated to positively impacting the lives of our students. I look forward to continuing to work with you and our community partners to meet our established goals.

Sincerely,

Ana M. Orbe
Principal

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STATEMENT OF DIVERSITY

Hammond Elementary School admits students of any race, color, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, or national and ethnic origin in administration of its educational policies, admission policies, and other Mason School-administered programs.

ADMINISTRATION

The intent of this handbook is to give general guidelines for students and parents. The administration reserves the right to exercise its administrative prerogative in responding to situations or circumstances not specifically covered in this handbook. Hammond Elementary School reserves the right to interpret its content, including the rules and regulations governing the academic and non-academic conduct of students. The administration reserves the right to modify and/or amend the content of this Handbook at any time during the year.

VISION

Charles G. Hammond seeks to create a challenging learning environment that encourages high expectations, making our students college- and career-ready by providing rigorous instruction driven by the Common Core State Standards.

MISSION

Every student will be engaged in a rigorous instructional program that encompasses the social/emotional development necessary for success in high school, college, career, and life.

HAWKS PRINCIPLES

Have high expectations

Act responsibly

Weigh the consequences before you act

Keep a positive attitude

Show respect for yourself and others

HAMMOND ORGANIZATION LIST

	Room Number	Title	Grade	Name	Signatures
Administration	100 & 300	Principal	N/A	Anamaria Orbe	
	300	Part-Time Temporary Assistant Principal	N/A	Starr Ollie	
Homeroom Teachers	102	Blended Pre-K (HD) Homeroom Teacher ESL	PE	Amanda Lindsey	
	102	Blended Pre-K (HD) Diverse Learner/Homeroom Teacher	PE	Susan Bending	
	111	Blended Pre-K (FD) Homeroom Teacher ESL	PK	Catherine Hahn	
	111	Blended Pre-K (FD) Diverse Learner/Homeroom Teacher	PK	Camila Sublewski	
	212	Kindergarten Homeroom Teacher	K	Eunice Molina	
	211	First Grade Homeroom Teacher BIL/ESL	1	Amie Corrigan	
	209	Second Grade Homeroom Teacher	2	Cynthia Jones	
	208	Third Grade Homeroom Teacher BIL/ESL	3	Jose Hernandez	
	205	Fourth Grade Homeroom Teacher BIL/ESL	4	James Vail	
	201	Fifth Grade Homeroom Teacher BIL/ESL	5	Ana Meza	
	304	Sixth Grade Homeroom Teacher 6th - 8th Grade Social Studies Teacher (Departmentalized)	6	Erik Rivas	
	302	Seventh Grade Homeroom Teacher 6th - 8th Grade Math Teacher (Departmentalized) ESL	7	Matthew Reyes-Nava	
	301	Eighth Grade Homeroom Teacher 6th - 8th Grade Science Teacher (Departmentalized)	8	William Swain	
	303	Eighth Grade Homeroom Teacher 6th - 8th Grade ELA/Writing Teacher (Departmentalized) ESL	8	Lorena Lule	
Diverse Learner Teachers	207	Case Manager	N/A	Alyssa Blanchard	
		DL Teacher	N/A	TBD	
		DL Teacher (K - 3rd Grade)	N/A	Richard Gallmeyer	

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		DL Teacher (K - 3rd Grade)	N/A	Kimberly Edwards	
	213	DL Teacher (3rd - 5th Grade/Pull-out)	N/A	Josie Rivera	
		DL Teacher (3rd - 5th Grade)	N/A	Carol Etheridge	
		DL Teacher (5th - 6th Grade)	N/A	Sean Corrigan	
		DL Teacher (6th - 8th Grade)	N/A	Melissa Perez	
		DL Teacher (6th - 8th Grade)	N/A	Kaitlynn Alvarado	
Specials Teachers	Gym	Physical Education Teacher	N/A	Richard Rodriguez	
	203	Art Teacher	N/A	Gabriela Ibanez	
	202	Library	N/A	Susana Cruz	
		Multilingual Instructional Support (5th- 8th Grade)	N/A	Berenice Leon	
		Multilingual Instructional Support (K - 4th Grade)	N/A	Josefina Almanza	
	207	Guidance Counselor	N/A	Hannah Eastman	
	207	Social Worker	N/A	Stacy Carmona	
	107	ELPT-BIL/ESL	N/A	Jazleen Rosado	
	204	Instructional Coach	N/A	Sylvia Jachymiak	
	200	Interventionist	N/A	Glorianna Estela	
Para-professionals	Main Office	Clerk	N/A	Guicaipuro Villaparedes	
	Entrance	Security	N/A	Javier Alarcon	
	Alley	Paraprofessional	N/A	Natalie Aponte	
	Alley	Paraprofessional	N/A	Carmen Rodriguez	
	Alley	Paraprofessional	N/A	Sergio Munoz	
	Alley	Paraprofessional	N/A	Adelfa Rodriguez	
	Main Office	School Community Representative	N/A	Alfonso Alarcon	
	102	Special Education Classroom Assistant (SECA)	N/A	Miriam Alamo	
	TBD	Special Education Classroom Assistant (SECA)	N/A	Kashena Hayes	
	TBD	Special Education Classroom Assistant (SECA)	N/A	Rene Cabrejas	
	111	Special Education Classroom Assistant (SECA)	N/A	Janet Cardenas	
	TBD	Special Education Classroom Assistant (SECA)	N/A	Marisnelis Baez	
Related Service Personnel	207	Nurse Monday/Thursday/Friday - Half Day Tuesday/Wednesday - Full Day	N/A	Kimberly Jones	
	207	Speech Therapist	N/A	TBD	

	207	Speech Therapist (bilingual)	N/A	TBD	
	207	Psychologist (bilingual) Wednesday - Full Day Friday - Half Day	N/A	Yaritza Gavidia-Paris	
	207	Occupational Therapist Wednesday - Full Day	N/A	Anitra Scott	
	207	Physical Therapist	N/A	TBD	
Lunchroom Staff	Kitchen	Lunchroom Manager		Tyale Brown	
	Kitchen	Lunchroom Staff Member		Andre Hudson	
	Kitchen	Lunchroom Staff Member		TBD	
	Kitchen	Lunchroom Staff Member		Maria R. Vieyra	
Facilities		Engineer		Joshua King	
		Maintenance Staff		Alicia Rodriguez	
		Maintenance Staff		Cristobal Martinez	
		Maintenance Staff		TBD	
		Maintenance Staff		Rocio Lopez	8-19-24

ACADEMIC EXPECTATIONS

The Common Core Standards and Illinois State Standards are the foundation of Casals School of Excellence rigorous curriculum standards. Students are held to high academic standards and they are expected to take responsibility for their education by completing all classwork, homework, and studying for tests and quizzes.

Grading Policy

Hammond follows the district grading scale:

A 100 - 90%	Work product presents PROFICIENT skills
B 80 - 89%	Work product presents MOST skills present
C 70 - 79%	Work product presents LIMITED skills present
D 60 - 69%	Work product presents BEGINNING skills present
F 50 - 59%	Work product not attempted or does not show demonstration of skills measured

After returning from an absence, students will be given adequate time to complete assignments missed due to absence. Students must take initiative to make the necessary arrangements for the completion of all missed assignments. The amount of time for the completion will be determined by the teacher.

Promotion Policy (from CPS website)

[CPS Elementary School Promotion Policy](#)

“CPS makes elementary school promotion decisions during the second week of June for students in grades 2, 5, and 8. Promotion status is based on student academic performance as reflected by the final reading (2, 5, & 8th grade), math (5 & 8th grade only), science (5 & 8th grade only), and social science (5 & 8th grade only) report card grades.

Students who do not meet promotion criteria will be required to attend and satisfactorily complete [Summer Bridge](#) in order to be promoted to the next grade.

Students who will be 15 years old on or before September 1 of the following school year, and who do not meet eighth grade promotion criteria in June, will be required to attend [Summer](#)
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[Acceleration](#). They will enter ninth grade in the fall.

All elementary school students must pass The Constitution of the United States of America and The Constitution of the State of Illinois exams to receive an eighth grade diploma.

For a detailed description of promotion criteria and applicable summer school requirement(s), please see the School/Parent Guide to the [Elementary School Promotion Policy](#). Information regarding Students with Disabilities and English Learners (ELs) is provided on page 2 of the Guide.

School/Parent Guide to Elementary Promotion Policy

- [[ENGLISH](#) | [SPANISH](#) | [SIMPLIFIED CHINESE](#) | [POLISH](#) | [ARABIC](#) | [URDU](#)]

ACCEPTABLE USE OF TECHNOLOGY/SOCIAL MEDIA POLICY

Personal Technology

Student cell phones will be collected at the start of each day. The cell phones will be placed in Ziploc bags with the student's name on it. These bags will be placed in a plastic container in the classroom's locked closet until dismissal.

If a staff member notices that a student has a cell phone on their person during the school day, the staff member will ask the student for his/her phone to give to the student's homeroom teacher. If a student violates this policy on two or more occasions, a parent/guardian will be asked to pick up the phone from school.

We strongly discourage that other electronic devices, such as tablets or personal computers be brought to school. In the event that it does occur, the device will be taken and secured until a parent comes to the school to pick it up.

****Note: When students bring electronic devices to school, the parent and child assume the risk if the item is lost or stolen. The school will not be responsible for the replacement of lost or stolen devices.***

School Technology

Hammond Elementary School allows students to access the school's electronic network. This network includes Internet access, computer services, computer equipment and related hardware and software for educational purposes. The purpose of this network is to assist in preparing students for success in life and work in the 21st century by providing them with electronic access to a wide range of information and the ability to responsibly communicate with others. Please review the following policy regarding the rules and procedures for students' acceptable use of school-provided technology.

Please also visit the CPS Acceptable Use Policy website for students at <https://cps.edu/AcceptableUsePolicy/Pages/aup.aspx> and <https://policy.cps.edu/download.aspx?ID=203> for more details pertaining to CPS Acceptable Use Policy.

EXPECTATIONS

Acceptable use of Hammond's technology resources is ethical, respectful, academically honest, and supportive of the school's mission. Each technology user has the responsibility to

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respect every person in our community, as well as on the internet. Some activities are expressly prohibited by law. Other activities are inappropriate as defined by the CPS Student Code of Conduct. This code applies both to students' actions and behavior online. The following policies are intended to clarify expectations for this conduct, but they should not be construed as all-inclusive. Violating any portion of this signed agreement may result in loss of access as well as other disciplinary or legal action. Hammond will cooperate fully with law enforcement officers in any investigation related to any illegal activities conducted through our network. The school reserves the right to apply disciplinary consequences for any computer-related activities conducted off-campus if such activity adversely affects the safety or well-being of students or other members of our community, or constitutes behavior embarrassing to the school. This includes and is not limited to, any social networks, such as Facebook, Snapchat, Instagram, Twitter, etc.

LIMITATION OF LIABILITY

Hammond takes precautions to restrict access to objectionable material online, but it is not possible to have full control over access to resources and materials on the internet. Therefore, Hammond reserves the right to block content that may negatively impact the academic performance of its students. Hammond cannot guarantee that network services will be without error. The school will not be responsible for any lost data or interrupted service caused by malfunction, negligence, or omission. Hammond is not responsible for the accuracy or quality of information obtained through the network. The school is not responsible for financial obligations arising from unauthorized use of the network.

Online Behavior

- I continuously represent Hammond whenever and wherever I use online communications. This includes, but is not limited to email, chat, instant-messaging, texting, social networking sites, etc. I will be respectful and polite in all of my online communication with classmates and school staff.
- If I am uncertain whether a specific computer activity is permitted or appropriate, I will ask a staff member or parent/guardian before engaging in that activity.

Privacy

- I will not share my network password with anyone, or use anyone else's network password. If I become aware of another individual's password, I will inform that person or a member of the technology staff.
- I will be ethical and respect the privacy of others throughout the Hammond network and internet, and will not share or access others' folders, flash drives, files, or data without authorization.
- I understand that Hammond has the right to monitor my use of technology and look at any data, email, logs, flash drive, and/or files that exist on the network or on individual

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computers without the prior consent of system users. In addition, Hammond reserves the right to view or remove any files on the network or on individual computers without prior notice to users.

- I will not share or post online personally identifying information about any members of the Hammond community without permission (addresses, phone numbers, email addresses, photos, videos, etc.).
- I will not make audio or video recordings, or take photographs, of another student or staff member during the school day without their prior permission.

Technology Hardware: Desktops, Laptops and iPads

- Hardware and accessories are provided as tools for student use for educational purposes. Students are not permitted to relocate hardware (except for portable devices), install accessories or modify settings to equipment without the consent of the school's technology department.
- Students are responsible for proper care of the Chromebook and/or iPad while it is in their possession.
- All software and settings installed by CPS must remain on the desktops, laptops, Chromebooks, and iPads at all times, and attempts to disable or bypass installed software and/or settings are a violation of this policy.
- Students are discouraged from bringing electronic devices to school as Hammond is not responsible for lost or stolen items. These include, but are not limited to smart phones, smart watches, iPads, iPhones, handheld Game Systems, eReaders, and MP3 Players. If these items are brought to school, it is at the risk of the student and these devices must remain off at all times. If the instructional process is disrupted at any time due to these devices, students are subject to disciplinary action.

Use of School Technology Resources

- I will not play games, instant-message, access music or videos, or access any social media networking sites while at school unless directed by a teacher and under the direct supervision of that said teacher.
- I am responsible for maintaining and backing up all of my own files and data.
- I will use my CPS Google account and network space only for school-related activities.
- I will not use my CPS Gmail account to send out forwards or mass unsolicited messages.
- I will not deliberately perform any act which negatively impacts the operation of computers, printers or networks. I will make an effort to keep my computer free from viruses and other destructive materials. If my computer is infected, I will seek help from a teacher.

- I will not connect any personally owned electronic devices (computer, laptop, Chromebook, iPad, iTouch, iPod, Bluetooth device, smartphone, smart watch, cell phone, MP3 player, etc.) to the Hammond network.
- I will log off of the network when I am done using a computer or laptop.
- I will not eat or drink while working on computers and/or iPads in computer labs, the library, or any classroom.
- I will only use the printers with approval from a faculty or staff member.
- I understand that I will be liable for any cost incurred from any broken and/or damaged technology equipment.

Inappropriate or Obscene Materials

- I will not search for or download any material that is inappropriate or offensive (lewd, hateful, or discriminatory).
- If I mistakenly access inappropriate information, I will notify a teacher or staff member immediately.

Copyright & Plagiarism

- Except for "educational fair use" as defined by a teacher, I will not plagiarize, save, or redistribute copyrighted material (files, music, software, etc.). Users should assume material is copyrighted unless it is stated clearly to the contrary.

Communication with Lenart Staff, CPS Staff, and other Adults Who Work in the School

- I will only use my CPS authorized systems (Google@CPS email, Google Classroom) to communicate electronically with Hammond staff and other adults who work in the school.
- I will not communicate with Hammond staff and other adults who work in the school via the staff/adult's Personal Social Media.
- I will not add, invite, follow or accept the request of any CPS staff member or other adult who works in the school to be a "friend" or contact on any Personal Social Media or non-CPS Social Media account.
- I will not call, text message, or IM the personal telephone or mobile device of a Hammond Staff member or other adults who work in the school.

AFTER-SCHOOL PROGRAMS/SPORTS

In addition to programs created by our very own staff members, Hammond Elementary School partners with different organizations to bring extracurricular opportunities to our students. After-school programs will begin after class dismissal at 2:30 pm. Students staying after school will be eligible to receive a snack. Any student staying for an after school program will need some kind of consent form. Our after-school programs include:

- Union League Boys & Girls Club program
- Sports Teams
- Rainbow Club
- Chess Club
- English Language Learner Tutoring
- Garden Club
- Student Voice Committee
- Carole Robertson pick-up (not hosted at Hammond; Carole Robertson staff members pick up students from Hammond to take them to their building)

Extracurricular Activities

Extra-curricular activities are those activities held at the school in addition to the regular school program (student clubs, sports, school events, field trips, etc.). Students must maintain at least a "C" average, minimal missing assignments, less than 2 unexcused absences, no behavior referrals and attend all scheduled practices in order to participate in these activities. Information regarding specific opportunities to participate will be disseminated throughout the year.

8th Grade – End of Year Activities

In order to be eligible to participate in the 8th grade end of the year activities, students must maintain qualifying CUMULATIVE behavior AND academic averages. Student behavior and grades are tracked and communicated to parents on a regular basis.

Medical Compliance and Athletics Physicals

Section 7 - Student-Athlete Eligibility

Coaches are responsible for maintaining awareness of the individual eligibility status of student athletes on their team. Coaches are responsible for assisting school administrators, including principals and athletic directors, with monitoring student-athlete compliance with eligibility rules and requirements.

Coaches shall not permit any student to participate in any practices or contests if:

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- A. The student does not have medical clearance from a healthcare professional.
- B. The student is serving a suspension under the Student Code of Conduct.

Coaches shall not permit any high school student to participate in contests if:

- The student is academically ineligible as defined by Board rules and policies, or other requirements communicated by the Office of Sports Administration.
- The student has not received approval from the Office of Sports Administration following a school transfer as defined in Article VI Section 3

ATTENDANCE

School Hours

Hammond Elementary School's day begins at 7:30 am and ends at 2:30 pm. **It is critical that all students be prepared to begin instruction on time. A student who is late misses out on valuable instruction time.** School doors open at 7:30 am for students to enter the building. During inclement weather, students will enter the building when they arrive. Once students enter the building, they can pick up their breakfast to take to their classroom.

Arrival and Dismissal

Students should arrive at 7:30 am to enter the building. Please keep in mind that street barricades go up at about 7:20 am for the safety of students and their families. The barricades will be removed at about 7:40 am.

Student entrances and dismissal areas are as follows:

- The morning preschool class (Room 102) will enter through the California doors for AM classes and dismiss from the California doors
- The afternoon preschool class (Room 102) will enter through the main entrance and dismiss from the building through the California doors
- The full day preschool class (Room 111) will enter/exit the building through the entrance near the playground
- Grades K-3 enter/exit through the entrance near the playground
- Grades 4-5 enter/exit through entrance on California Ave
- Grades 6-8 enter/exit through the main entrance on 21st Place
- Preschool, room 111 enters/exits through the playground entrance (DOOR #2)
- ***Students that arrive after the doors are closed at 7:35 am must enter through the main entrance.

Students will enter the building, pick up their breakfast, and be escorted to their classrooms.

Attendance

All students must attend school daily. In the event a student must be absent, the parent/legal guardian must call the school to inform the school of their child's absence. Upon returning to school, students must have a note from their parent/legal guardian stating the reason for the absence and fill out an absence form found in the front office. In order to

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be considered an excused absence, the note must indicate one of the valid causes listed below:

- Illness
- Observance of a religious holiday
- Death in the immediate family
- Circumstances which cause reasonable concern to the parent/legal guardian for the safety or health of the student
- Other situations beyond the control of the student as determined by the principal or principal's designee, on a case-by-case basis, including, but not limited to, homelessness and its attendant difficulties.

Parent/Legal guardians of students having absences will be contacted via phone, mail and/or in person. Once a student is absent for 5 and 10 days, parents will receive written notification from Chicago Public Schools. For students having 18 absences in a 180-day period, Hammond Elementary School will notify the Office of Truancy as well as contact the parent/legal guardian via phone and letter. Students considered to be chronically truant will be reported to the Office of Chronic Truant Adjudication. A Hearing Officer will arrange for a hearing on the matter.

Tardiness

The number of instructional minutes required for full and half-day attendance is mandated by State requirements. Tardy students cause a disruption to the learning process and significantly impact the learning environment. **Students arriving at school after 7:35 a.m. are considered tardy. Tardies will affect a student's ability to participate in monthly and quarterly attendance incentives.** Tardy students attendance will be marked to reflect:

- **Present:** on-time arrival by 7:30 a.m. - 7:35 a.m.
- **Tardy:** arrival after 7:35 am
- **½ Day Absent:** more than 60 minutes late but less than 210 minutes late
- **Full Day Absent:** more than 210 minutes late
 - If it is the **1st** tardy within one calendar month, the student will receive a warning
 - If it is the **2nd** tardy within one calendar month, the homeroom teacher will attempt to contact a parent/guardian to discuss the student's tardiness.
 - If it is the **3rd** tardy within one calendar month, the teacher will attempt to contact a parent/guardian to plan a conference to discuss the student's tardiness

Early Dismissals

Early Dismissals are discouraged except in emergency situations. Students are not dismissed early from school unless they are under the supervision of the parent/guardian or another

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responsible adult as designated by the parent/guardian on the student's emergency form (any updates to the emergency contact form must be made at the school in person). The parent/guardian must come into the school office and complete the early dismissal form.

Under no circumstances will a student be released early to ANYONE under the age of 18. All persons completing the early dismissal form must present a valid state ID or driver's license. To ensure a safe dismissal for all students, early dismissals will stop 20 minutes prior to the end of the school day.

BEHAVIOR/DISCIPLINE EXPECTATIONS

At Hammond Elementary School, students are held to high standards of conduct. The Hawks Principles as well as the CPS Student Code of Conduct govern the students of Hammond. To ensure success for all students, teachers instruct, practice, and enforce classroom rules, procedures, and consequences. Parents are an important partner in student discipline and are asked to regularly remind and reiterate school expectations with their children. This will assure continuity with behavior expectations and discipline between home and school. All parents/legal guardians shall receive a copy of the [CPS Student Code of Conduct](#) (SCC). This Code recognizes that the Chicago Public Schools has the responsibility for ensuring that the school environment is safe for all students. Violations of the SCC are Level 1 through Level 6, depending on the severity of the infraction.

Students need SOCIAL & EMOTIONAL LEARNING to succeed in school, college, career, and life. Our schools and our disciplinary systems must intentionally teach students self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These skills are shown to improve students' prosocial behaviors, reduce emotional distress, prevent conduct problems, and contribute to higher academic achievement. Social and emotional skills are also critical for adults to build trusting relationships with each other and with students that allow them to engage in Restorative Practices.

COUNSELING

Counseling services are available at Hammond through our school counselor, Hannah Eastman. We also partner with community organizations to provide additional counseling services as needed.

Please contact our school counselor Hannah Eastman for more questions/information.

hmeastman@cps.edu

CURRICULUM/INSTRUCTIONAL MATERIALS

Hammond Elementary School's highest priority is to provide students with a high-quality, student-centered curriculum that sets attainable expectations for students. Hammond strives to provide a strong academic foundation for students that will prepare them for success and cultivate a love of learning. Hammond uses the following curriculums:

- Kindergarten - 5th Grade: Skyline (ELA), Envision (Math), Skyline (Science), Teacher-developed (Social Studies)
- 6th - 8th Grade: Skyline (ELA), IntoMath (Math), Skyline (Science), Skyline (Social Studies)

DIVERSE LEARNER SUPPORTS

Special education services provided by Chicago Public Schools through the Office of **Diverse Learners Supports** and Services are aligned with state and federal regulations, including the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act, which prohibits discrimination on the basis of disability.

The Office of Diverse Learner Supports and Services works to support networks, schools, and families with all issues related to special education including instruction, interventions, and legal and compliance supports. The Office of Diverse Learner Supports and Services has also issued updated CPS procedures and guidelines for students referred for or currently receiving special education and/or related services.

[Parents of Diverse Learners \(CPS Page\)](#)

The Office of **Diverse Learner Supports** and Services (ODLSS) offers a parent group and a range of services and resources to help families of **diverse learners** navigate special education and ensure their children have a free and appropriate public education that meets their unique needs and prepares them for employment, further education, and independent living.

MULTILINGUAL LEARNER SUPPORTS

“CPS believes that cultural identity is inseparable from language and recognizes bilingualism as a desirable goal and a reflection of cultural heritage. We support the goal of bilingualism and biliteracy for our students through guidance and support around bilingual education, dual language education, and world languages.” (from the Office of Language & Cultural Education)

Bilingual Advisory Committee

Every school implementing a state-mandated Transitional Bilingual Education (TBE) Program is required to establish a Bilingual Advisory Committee (BAC) according to the Chicago School Reform Act. It is also recommended that schools implementing a Transitional Program of Instruction (TPI) encourage parents to participate in the BAC meetings since issues regarding the education of all English Learners (ELs) are discussed and decided at these meetings.

It is not only crucial but required that all parents of MLs are informed of the challenges and opportunities of educating their children in TBE or TPI instructional contexts at their school. The goal of the BAC is to help parents of MLs develop leadership skills for effective participation in schools and to advocate for the academic, social, and cultural development of all MLs.

ENROLLMENT/REGISTRATION

Elementary School Application Process

GoCPS, the district's online application system, provides access to the application for all district elementary schools. To enter kindergarten, a child must be five years old, on or before September 1st. To start first grade, a child must be six years old on or before September 1st.

Alternatively, students can be enrolled by coming into the Hammond building to fill out a registration/enrollment packet. The following information will also be required:

- Child's original birth certificate
- Proof of address (need 2 of the following items)
 - Current utility bill
 - Illinois Department of Public Aid card
 - Court documents
 - Mediplan/Medicaid card
 - Deed
 - Illinois State ID
 - Illinois Drivers License
- Completed physical exam
- Completed dental exam
- Parent's **current** state ID or driver's license

Apply to District Managed Schools

Every Chicago street address is assigned to a neighborhood elementary school. Students can always attend their neighborhood school without having to apply.

In addition to their neighborhood school, families can choose to apply to other schools across the city. If you decide to apply to a school other than your neighborhood school, you must submit an application through GoCPS.

FIELD TRIPS

Teachers may plan field trips throughout the year for various academic enrichment and extracurricular purposes. Parents may be asked to pay fees for said field trips. Advance notice will be given. A permission slip must be signed by a parent/guardian in order for the student to participate. **Students without a signed permission slip will not be able to go on the field trip and will remain at the school.**

Parents are encouraged to volunteer to chaperone field trips. Chaperones must be over the age of 18. They are responsible for appropriately supervising students; chaperones are asked to take this responsibility seriously, remaining vigilant and attentive to students' needs on the trip. **Babies and children not in the class may not accompany chaperones.**

A CPS volunteer application must be submitted beforehand. This application can be completed online by clicking [here](#). Please see the Parent Involvement Section below for more information.

HAMMOND IMPORTANT DATES

[SY24-25 CPS Calendar](#)

[SY24-25 Hammond Family Calendar \(Google\)](#)

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LUNCH/CAFETERIA POLICY

Nutrition Support Services (NSS)

Nutrition Support Services (NSS) offers all CPS students breakfast, **lunch**, and, at select schools, after-school meals at no charge. Meals are offered every school day, during Saturday-school programs, and during the summer. Meals comply with nutrition standards set forth in the USDA's Child Nutrition Program meal patterns.

School Meals and Nutrition

Chicago Public Schools offers free, nutritionally balanced breakfast and **lunch** snacks to all students.

HANDLING COMPLAINTS

At Hammond, our vision is to provide a high-quality, safe, and friendly environment for all children. In order to meet that vision, and to help us grow, we need your involvement and feedback. We take your concerns and feedback very seriously and make every effort to address issues within our school.

What should you do if you want to address an issue/problem?

- Before anything, discuss the issue/problem with your child's teacher. Teachers will make themselves available to discuss your concerns.
- If the issue/problem cannot be resolved with the classroom teacher, discuss the problem with an administrator.

MAIN OFFICE EXPECTATIONS

Immunizations, Physical and Dental Examinations

A current physical, up-to-date immunization record, and dental exam are required for all students entering Chicago Public Schools for the first time. In addition, ALL CHILDREN entering Kindergarten and 5th grade need new physical examinations. Those students whose immunizations and physical examinations are not up to date may be removed from school according to the CPS Board Policy. A new law requires all students in grades kindergarten, second, and sixth to have proof of a dental exam. Students in the 6th – 8th grade must obtain the Tdap vaccination.

Special Medical Situations

If your child has special medical conditions or health concerns, including life-threatening allergies, asthma, diabetes, or any condition requiring potential administration of medication during school hours, the office must be notified of these conditions so they can be noted in the child's file.

Medication

- **Over the Counter Medication** – Students requiring over the counter medication during school hours must be authorized in writing by the student's parent/guardian. The written note and medication must be delivered to the nurse or principal designee. Students are not authorized by this policy to carry and self-administer over the counter medications during school hours.
- **Authorization to Carry or Self-Administer Medication** - Parents/guardians must submit the self-administration authorization using the forms established by the CEO or designee. A student may carry and self-administer their medication during school hours for the following:
 - **Asthma Inhalers** – when authorized in writing by the parent/guardian
 - **Epinephrine Auto-Injector (“Epi-Pen”)** – to treat life-threatening allergies when authorized by parent or guardian
 - **Diabetes Testing Devices and Insulin** – when authorized in writing by the students health care provider and their parent/guardian.

Accidents and Illnesses

Hammond staff will inform the parents of any accident or illness occurring at school. Every accident in the school building, on school grounds, or at any event sponsored by the school will be reported immediately to the person in charge of the activity and to the school office.

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An incident report will be recorded in Aspen. Students who become ill at school must be picked up immediately by parent/legal guardian or adult listed on the emergency form. Students will not be sent home on their own.

Prohibited Articles/Items

Certain articles are prohibited at school due to safety reasons. Items such as vape pens, cannabis, knives, baseball bats, lighters, toy guns, bicycles, skateboards, skates, electronic games, and collectable cards such as Yugio and Pokemon cards are prohibited. This list is not inclusive of all items prohibited.

Lost articles

Lost and Found is located in the area behind the security desk. Please write your child's name on articles such as hats, coats, and gloves. Articles such as gym clothing, sweaters, gloves, etc. should be turned in to the lost and found once discovered. Students who lose belongings should check the lost and found before and after school for their missing item. Please note: *The school cannot accept responsibility for lost or stolen items.*

Emergency Contact Information

Please notify the school office immediately and in person when there is a change of address, telephone number, or emergency information. This is extremely important in locating you in case of an emergency. This information is needed for the health and safety of your child. Unlisted phone numbers will be kept secure to ensure anonymity.

MTSS - Multi-Tiered System of Supports

Dear Parent and/or Guardian,

Chicago Public Schools (CPS) is committed to supporting the academic progress of all students. The purpose of this letter is to provide you with an understanding of how we support individual students through structured intervention, how you can engage in that process, and how you can remain informed about your child's progress. Many children successfully learn at school with universal instructional practices. However, some children need extra or intensive support in order to succeed. Multi-Tiered System of Supports (MTSS) is a framework that helps schools and teachers give all CPS students the support they need to learn, grow, and succeed.

The MTSS framework helps schools create systems to:

- Identify each child's needs and provide support as early as possible.
- Use research-based strategies and provide evidence-based interventions.
- Align supports to meet each child's needs.
- Regularly monitor each child's progress to know if instruction, strategies, and interventions are effectively meeting their needs.
- Adjust instruction, strategies, and interventions as needed.
- Include parents or guardians while developing and implementing supports.

MTSS has three tiers of instruction/intervention and support:

- Tier I includes the instruction and support provided to all children.
- Tier II (Supplemental) serves children needing more help. Additional instruction or intervention and support are provided to these children in small groups.
- Tier III (Intensive) is for children who need intensive support in order to succeed. Additional instruction, intervention, and support are provided to these children in even smaller groups or in one-on-one settings.

Every child's progress is assessed multiple times per year to check whether their needs are being met, what additional resources may help them succeed, and then to adjust their supports as needed. Universal screening, diagnostic and progress monitoring assessments are administered based on the assessment schedule and/or type of intervention that is being provided. The evidence-based support and instruction children receive within each tier is based on multiple data points and will vary according to each child's learning levels. If your child is identified as needing Tier II or Tier III support you can request your child's MTSS data from our school at any time.

When we implement MTSS, it helps us provide each student the support they need to be successful. For additional information, please contact **Ms. Estela - 773-535-4580 / gestela@cps.edu**

Thank you,

Ms. Orbe

Estimado padre y/o tutor:

Las Escuelas Públicas de Chicago (CPS) se comprometen a apoyar el progreso académico de todos los estudiantes. El propósito de esta carta es informarle cómo apoyamos a los estudiantes individuales, a través de una intervención estructurada y cómo usted puede participar en ese proceso y mantenerse al tanto sobre el progreso académico de su hijo. Muchos niños aprenden con éxito en la escuela por medio de prácticas universales de enseñanza. Sin embargo, otros necesitan mayor apoyo para tener éxito. El Sistema de Apoyos de Múltiples Niveles (Multi-Tiered System of Supports, MTSS) es un marco que les permite a las escuelas y a los maestros brindarles el apoyo necesario a los estudiantes de las CPS, para que puedan aprender, crecer y triunfar.

El marco del MTSS ayuda a las escuelas a crear métodos para:

- Identificar las necesidades de cada niño y proporcionar apoyo tan pronto como sea posible.
- Utilizar estrategias basadas en la investigación y proporcionar intervenciones basadas en la evidencia.
- Brindar apoyo de manera que atiendan las necesidades de cada niño.
- Supervisar regularmente el progreso de cada niño para saber si la enseñanza, las estrategias y las intervenciones están atendiendo eficazmente sus necesidades.
- Modificar la enseñanza, las estrategias y las intervenciones según sea necesario.
- Incluir a los padres o los tutores durante el proceso del desarrollo y la implementación de apoyos.

El MTSS tiene tres niveles de enseñanza/intervención y apoyo:

- El nivel I incluye la enseñanza y el apoyo que se les proporciona a todos los niños.
- El nivel II (intermedio) va dirigido a los niños que necesitan más ayuda. La enseñanza o intervención y apoyo adicionales se les proporcionan a estos niños en pequeños grupos.
- El nivel III (intensivo) va dirigido a los niños que necesitan apoyo intensivo para tener éxito. Se les proporciona enseñanza, intervención y apoyo adicionales a estos niños en grupos aún más pequeños, o en entornos individuales.

El progreso académico de cada niño se evalúa varias veces al año, para comprobar si se ha atendido sus necesidades y si existen recursos adicionales que puedan ayudarles a tener éxito. Al final, se modifican los apoyos según sea necesario. Usted verá evaluaciones de referencia, como NWEA, TRC, mCLASS y/o Fountas and Pinnell, que se compartirán de acuerdo con el programa de evaluación. El apoyo y la enseñanza de cada nivel se basarán en los datos de las evaluaciones, y los mismos variarán de acuerdo con los niveles académicos de cada niño. Si se identifica que su hijo/a necesita apoyo de nivel II o nivel III, usted desarrollará con nosotros un plan de apoyo y podrá solicitar los datos del MTSS de nuestra escuela en cualquier momento.

La implementación del MTSS nos ayudará a proveerle a cada estudiante los apoyos necesarios para que puedan tener éxito. Para información adicional, por favor contacte **Ms. Estela - 773-535-4580 / gestela@cps.edu**.

Gracias,

Sra. Orbe

PARENT EXPECTATIONS

CPS RIGHTS & RESPONSIBILITIES OF PARENTS & STUDENTS

Visitor Policy

For safety, security, and order, we ask that when parents or other visitors enter the school building, they use only the school's main entrance. They must immediately report to the school's security desk to obtain a visitor's pass and sign the visitors' book. **NO ONE IS TO PROCEED THROUGH THE BUILDING AT ANY TIME WITHOUT A VISITOR'S PASS!** Security and school staff are instructed to request any person unable to present a visitor's pass to return to the main office to obtain one. When you have concluded your business in the school, you are asked to **EXIT ONLY** through the **MAIN ENTRANCE**. It is critical that all other doors remain locked and secure. Staff and students have been instructed to never open doors for parents and other visitors, but rather direct people to use the main entrance. We thank you for your understanding and cooperation in regards to this very important school policy.

Classroom Visitation

Parents who wish to observe or visit their child's classroom must make an appointment in advance to visit the classroom. Teachers will indicate the best time and day for class visits. Parent observations should be limited to thirty minutes. If you need to speak with your child's teacher, please come to the front office so the teacher can be notified. Teachers will not be interrupted during instructional time in order to meet with parents. Parents may also leave a message and phone number in the front office for their child's teacher to contact them. (Section 24-25 of the Illinois School Code requires that parents report to the office before going to any classroom.)

Parent Volunteers ([CPS Volunteer Program Page](#))

Hammond Elementary School considers its parent volunteers as special resources. Parents are encouraged to assist in all school programs and extracurricular activities. Your skills and talents will make our school a better place to learn and grow. **Please note: A parent cannot volunteer at Hammond until they have successfully met the Chicago Public Schools criteria for volunteers and completed .** Please see the list below for the qualification criteria:

All Parent Volunteers Must:

- Complete CPS on-line volunteer application & all required materials
- Be interviewed by the Principal Designee
- Attend orientation and training sessions as required by the school
- Follow school rules and procedures

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Parent/Teacher Conferences

Parents/Teacher conferences are scheduled twice a year at the end of the 1st and 3rd quarter. If for any reason you are not able to attend the conference, a prior arrangement must be made to meet with the teacher for a conference at a later date. The first and third quarter report cards will not be sent home with students. A parent/teacher conference is required in order to obtain the report card. **Parents may also set up a meeting with their child's teacher if they wish to discuss their child's academic progress.**

PARENT INVOLVEMENT

Parents are encouraged to participate in school-related activities, including those pertaining to curriculum and instruction, such as field trips. Volunteers may also be involved in assisting with Hammond events.

All volunteers must be fingerprinted (for federal and state clearance). Volunteers must follow all policies and procedures defined by Hammond Elementary School. If activity occurs that is not in keeping with policies or standards, a Hammond administrator reserves the right to relieve the volunteer of his or her responsibilities.

I. Volunteer Categories:

A. Level I Volunteer. A Level I Volunteer is:

1. A parent providing volunteer service in their child's school or classroom for 10 or more hours/week;
2. An individual providing volunteer service for 5 or more hours/week at a school where s/he does not have a child enrolled;
3. Any individual chaperoning an overnight school-sponsored trip, regardless of the hours/week that the volunteer serves (See also the Student Travel Policy);
4. Any individual serving in a coaching capacity, regardless of the hours/week that the volunteer serves;
5. Any individual serving as a student teacher, pre-service teacher, pre-service clinician, or other pre service practicum assignment regardless of the hours/week that the volunteer serves;
6. Any individual serving as a One-on-One tutor or mentor, regardless of the hours/week that the volunteer serves and regardless of the setting, whether online or in-person;
7. Any individual providing volunteer service with students when such service may occur in an unsupervised setting, regardless of the hours/week that the volunteer serves;
8. Any individual providing volunteer service for a program where the program's funding agency requires criminal record clearance, regardless of the hours/week that the volunteer serves; or
9. Any individual providing services to a school through an organization that is not charging the school for such services, and who is not otherwise subject to a criminal background check requirement found in a Board contract with said organization, except as specified in section I.B.3 below.

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B. Level II Volunteer. A Level II Volunteer is:

1. A parent providing supervised volunteer service in their child's school or classroom for less than 10 hours/week.
2. Any individual providing volunteer service for less than 5 hours/week at a school where s/he does not have a child enrolled;
3. An individual providing one-day volunteer service with no ongoing individualized interaction with a student(s) including those who speak at a class/assembly, judge academic competitions, give musical performance, participate in the "Principal for a Day" program, job-shadowing event, corporate philanthropic event, organized community service event or other one-time event provided there is direct supervision of the activity/event by regular school employees;
4. A parent accompanying his/her child's class on a one-day field trip or another type of extracurricular activity that does not involve an overnight stay; or
5. An individual providing volunteer service on projects/activities involving no or nominal contact with children (home-based volunteer activities, volunteers serving at Central or Network office).

How to Determine if a Volunteer Requires Level I or Level II Clearance?

- Examples of Level I Volunteers:
 - *Overnight-Field Trip Chaperones*
 - *Mentors*
 - *Tutors*
 - *Coaches*
 - *Non-supervised classroom assistants*
- Examples of Level II Volunteers:
 - *Day-Field Trip chaperones (Must be accompanied by CPS employees at all times.)*
 - *Assistants in schools with administrative duties*
 - *Other volunteer activities in contact with students while supervised by a CPS employee.*

PARENT PORTAL

While having an account for Parent Portal is not mandatory, we *highly encourage* parents to utilize it. Parents can check grades, attendance, assignments, and more on Parent Portal. If you would like to create an account or check to see if you already have an account, please email Ms. Rosado at jrosado28@cps.edu.

***Please note - you will need an email address to sign up for an account.**

Your email address listed in Aspen will be verified, and once an email address is listed, an email will be sent with the directions on how to set up an account. We highly recommend using a desktop or laptop computer as this process is not optimized for mobile devices. Please email Ms. Rosado at jrosado28@cps.edu if you have any questions.

STUDENTS RIGHT AND RESPONSIBILITIES (SCC)

PREAMBLE Every student has rights. A right is a freedom or protection that a person has. Rights define what is allowed of a person or owed to a person.

Your rights are part of you regardless of your actual or perceived sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), age (40 and above), race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, immigration status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union related), military status, unfavorable discharge from military service, or on the basis of your association with a person or group with one or more of these actual or perceived characteristics. Your rights belong to you and cannot be threatened or taken away.

The Chicago Public Schools (CPS) Student Bill of Rights (SBOR) is a living document that spells out the rights that every student has and that everyone, including students themselves, should respect. This document can evolve with student sentiment, policy and societal

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change. This can happen by talking about the SBOR, by putting it into everyday action, and through amendments over time by students, families, communities, teachers, and administrators.

The purpose of the SBOR is to clarify, protect, promote, and inform students of their basic rights. Sharing the SBOR is an expression of the dignity and value of all students. Many people were involved in creating the CPS SBOR including staff from various CPS departments and even students like you.

The rights listed in the document come from many sources: existing local, state, and federal laws, including Chicago Board of Education policies and examples of SBORs from other school districts. The CPS SBOR is also inspired by the Universal Declaration of Human Rights which expresses the basic freedoms owed to all human beings. More information about the source of these rights can be found by clicking the blue hyperlinks, or following the sources at the end of the document.

CPS exists to provide free, accessible, high-quality public education. Protection and promotion of student rights are fundamental to safe and supportive school environments where education happens. These conditions are essential to student health and well-being and the key to learning.

CLICK THE LINK ON OUR DIGITAL COPY FOUND ON OUR WEBSITE <http://hammond.cps.edu/> FOR MORE INFORMATION REGARDING STUDENTS RIGHTS AND THE STUDENT CODE OF CONDUCT

[Student Rights & Responsibilities 2024-2025](#)

UNIFORM POLICY

At Hammond Elementary School, uniforms are optional.

Gym uniforms will be available for purchase in the main office.

On PE day - gym shoes must be worn.

NOT ALLOWED

- Clothing which depicts or refers to alcohol, tobacco/cannabis, drugs paraphernalia, gang/cult or obscenities are never appropriate and not allowed. Dress that supports or promotes any illegal substance is not allowed. Clothing may not advocate or promote acts of violence, self-destruction, sexual or promiscuous behavior.
- Clothing which contributes to the creation of a hostile, offensive, or intimidating environment based on race, color, religion, national origin, age, disability, gender or sexual orientation is prohibited.
- Clothing which does not adequately cover the front, back, sides or midriff is prohibited
 - Only outer clothing may be visible, with no underwear showing.
 - Hooded sweatshirts may be worn, however the hood must not cover the head during the school day.

PARENT/STUDENT HANDBOOK ACCEPTANCE FORM (SIGNATURE REQUIRED)

Dear Parents, Guardians, and Students,

Please take a few minutes to review the Parent/Student handbook and discuss it with your child(ren). Complete the information below, then detach this page and have your student return it to her/his homeroom teacher.

I have read and understand the rules, procedures, and consequences in this handbook.

I have read and explained the Hammond rules, procedures, and consequences with my student.

Name of Student:	
Student Signature:	
Room #:	
Parent/Guardian Signature:	
Date:	