



Focus On Education

Message from the Superintendent... Dr. Jack Leach

It is my pleasure to report to the community the significant improvements that have been made to take care of and enhance our school facilities. In early 2002, the Board of School Trustees requested a broad-based group of thirty community members to work with Dr. Robert Boyd from Indiana State University to conduct a feasibility study of community and student demographics, educational programs, and educational facilities. In April, 2002, the report was presented to the Board. Some of the recommendations included the following:

1. Continue the sound custodial and facility maintenance program that has extended the life of the current school facilities,
2. Plan for the discontinued use of the Hobart Middle School facility,
3. Plan for renovation and infrastructure updates at George Earle, Ridge View, and Liberty elementary schools,
4. Plan for renovation and infrastructure updates at Hobart High School.

These recommendations were taken very seriously by the Board and I was authorized to proceed with facility upgrades.

Completed improvements at Hobart High School include the following:

- addition of air conditioning
- new energy efficient boilers
- new HVAC equipment
- electrical, lighting, and plumbing upgrades
- new restrooms
- new cardio fitness lab
- renovated gym and pool
- technology upgrades
- partial roof replacement

Completed improvements at George Earle, Ridge View, and Liberty elementary schools include the following:

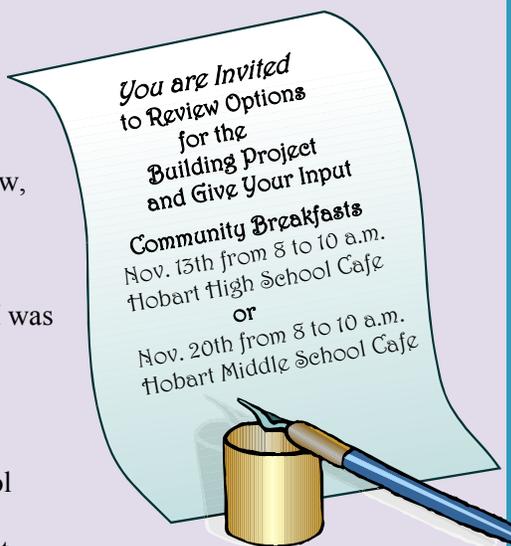
- addition of air conditioning
- new HVAC equipment
- electrical, lighting, and plumbing upgrades
- new restrooms
- parking lot restoration and/or replacement
- a complete new roof at George Earle
- new windows at Liberty

With the indebtedness from the Joan Martin bond issue scheduled to expire at the end of 2007, the plan has been to do the necessary work on the elementary schools and the current high school to ensure that they will remain in good shape and not require large maintenance expenditures in the near future when the School City of Hobart takes on new indebtedness to provide quality facilities for our students.

You have probably heard that the School City of Hobart has hired Gibraltar Design to help us gather the information we need next.

In early October the Board of School Trustees received reports from staff who served on educational needs committees at the high school and middle school as well as from a site assets committee. The Board is currently evaluating those reports to define the scope of a building project to satisfy the identified needs. Community input is also encouraged. You are invited to community meetings/public forums at Saturday morning breakfasts at Hobart High School at 8:00 a.m. on November 13th and Hobart Middle School at 8:00 a.m. on November 20th.

One message that keeps coming forward is that Hobart's schools are a great asset and the source of tremendous community pride and satisfaction. Our next step is an important one for the future of our community.





What is Service-Learning?

Service-learning combines service to the community with students learning in a way that improves both the student and the community.



What Does Service-Learning Look Like?

Service-learning is part of the academic curriculum. In community organizations, youth develop practical skills, self-esteem, and a sense of civic responsibility. Examples of service-learning projects include preserving native plants, designing neighborhood playgrounds, teaching younger children to read, testing the local water quality, creating wheelchair ramps, preparing food for the homeless, developing urban community gardens, starting school recycling programs, and much more.



Service-Learning:

- Is an opportunity whereby students learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities
- Helps foster civic responsibility
- Provides structured time for students or participants to reflect on the service experience



Why is Service-Learning Important?

A national study of Learn and Serve America programs suggests that effective service-learning programs improve academic grades, increase attendance in school, and develop personal and social responsibility. Whether the goal is academic improvement, personal development, or both, students learn critical thinking, communication, teamwork, civic responsibility, mathematical reasoning, problem solving, public speaking, vocational skills, computer skills, scientific method, research skills, and analysis.

School City of Hobart

PROUDLY PRESENTS

Students Serving the Community



BRENTWOOD



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is not some task to be endured, but an opportunity to be enjoyed! It involves a change in our values, minds, and actions.

Help our children discover their gifts and where to use them. The richness of service will make a real difference in our community.

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SERVICE TOTALS UP

During ISTEP testing Hobart High embarked on a new initiative to promote pride in one's community. Taking part in Service Learning Projects were 230 juniors and seniors who had passed the ISTEP test in previous school years. Principal Dave Spitzer organized the projects in conjunction with Mayor Linda Buzinec. The Hobart Parks Department, the Hobart Humane Society, and Brentwood Assisted Living Center provided many service opportunities at their respective facilities. After thirteen hours of work over three days (September 20-22), HHS students learned the true meaning of service. When given a task, they worked hard as a team to complete the job. When asked, these students stepped up to the challenge and provided service where it was needed.

Robinson Lake: They cleaned around the lake.

Hillman Park: Students did a lot of leaf raking. A large area was cleared of branches for use as a future parking lot.

Brentwood Assisted Living:

Students took to task by providing service to the facility and individual residents. Students washed windows, cleaned and set up the dining room, and also cleaned the residents' cars. Students completed various odd jobs in the residents' apartments. Some time was spent visiting and playing games with the residents and listening as they shared favorite memories. Students also assisted them with their daily exercises and entertained the residents throughout the day with singing and piano playing.

Hobart Humane Society:

Students picked weeds, swept the driveway, disposed of the leaves, planted mums, and clipped vines off of the fences. Students cleaned all the litter boxes in the cat room. Three doghouses were also painted bright red. Students added fifteen memorial bricks to the dog path and walked all the dogs.

Brickie Bowl:

Students picked up trash, painted the boards around the shot put area, and built a new practice shot put area.

Hobart High School:

Students worked pulling weeds, planting, spreading mulch, and watering. Sappers Farm Market graciously donated mums and mulch.



City Ball Park:

A swing set, two dugouts, and the press box were painted. Students weeded around the fence and field.



Fred Rose Park (North and South): The bathrooms were painted inside and out. New mulch was placed in the play area. Trash was picked up and the picnic building was painted.

FESTIVAL PARK



Students picked up trash around the lakefront and painted the inside of the covered bridge, as well as the spindles on the bridge's railings.



HHS Challenge Leadership and an "ATTITUDE OF GREATNESS"

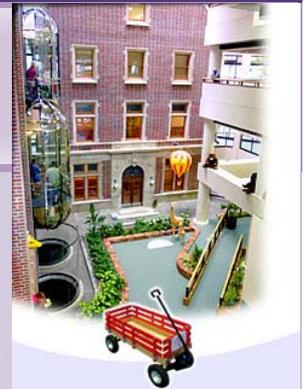
Eighty-three Hobart High School students participated in the **Challenge Leadership Program** on September 9th, which was sponsored by student council. Class sponsors, teachers, and coaches nominated the students. To be nominated, students had to show potential as a student leader in a club, sport or class. The Challenge Leadership Program is based in Indianapolis with Chuck Roach as the program's facilitator.



One challenge the students faced was adopting an "**Attitude of Greatness.**" As student leaders, they learned that their attitude is contagious among group members, so only an attitude of greatness will allow a group to reach its fullest potential. Negativity is not an option. In all the team activities, the student leaders were encouraged to focus on the principles of training, talent, and desire. In other words, when a group faces a task, the leader must encourage the group to train for the task, to utilize the talents of the members, and to possess a desire to do the best they can with the resources available.

This is the second year that the high school has hosted the Challenge Leadership Program. A special word of thanks goes out to the **Hobart Educational Foundation** for providing a grant to offset the cost of this program, the **American Legion Post 54** for generously donating their hall for the day, and **Principal Dave Spitzer** for providing lunch.

JOAN MARTIN ELEMENTARY Takes Service Learning Above and Beyond



The Joan Martin Student Council is proud to announce this school year's goals in taking part in service learning. Our main focuses are supporting our soldiers, holiday baskets, Riley's Children's Hospital and the schools in Florida that were devastated by the hurricanes.

Joan Martin students have many family members and friends who are currently serving our country overseas. We have decided, as a school, to let these family members and friends know how much we miss them and appreciate the sacrifice they are making. As a school, we will be sending them mail and packages from the staff and students on a regular basis.

In December, we will partner with our fabulous PTO and collect various food items and toiletries for our holiday baskets. Each grade level at Joan Martin is responsible for bringing in items from a different category. Once the students are done donating items from home, the student council members will go shopping with our principals to buy turkeys, milk, detergent, and much, much more! Prior to winter break, our staff and PTO will load up their cars and deliver massive quantities of items to homes of students who have been referred or have asked for assistance during the holiday season.



Throughout the month of February, we will be selling paper hearts to raise money for Riley's Children's Hospital. This service-learning project has been a huge success in the past. We have had great support from the community, students, and parents. Last year we met our goal and raised \$1,800. Therefore our principals had to kiss a pig!

We will also be partnering with Walden Bookstore to collect coins for the schools victimized by the hurricanes in Florida. With the money collected, we will purchase gift cards to send to different schools in Florida for the purchase of new books.

Through these collaborative service learning projects, we hope to enable our students to see the power they have to change peoples lives and communities in a positive way.



AHERA - In accordance with the provisions of the Asbestos Hazard Emergency Response Act (AHERA), the School City of Hobart hereby provides annual notification to occupants of our buildings and to the community of the availability of the Asbestos Inspections and Management Plan for review.

Extensive asbestos inspections and testing procedures have been conducted and the findings indicate that, although some asbestos has been detected, we do not have a substantial problem. The inspections are made in order to determine that safe conditions exist at all locations. The management plan may be reviewed anytime during regular school hours. A copy may be found in the principal's office at each school or in the Office of Support Services.

Another provision of the regulation is to inform workers and building occupants of asbestos inspections, response actions, and post-response action activities. Inspections and periodic surveillance are conducted twice each year. No abatement or response actions are planned at any school at this time. Any questions regarding the plan should be directed to the Support Services Office at 219-947-2413.

PUBLIC MEETING ANNOUNCEMENT - A public meeting will be held to solicit testimony for the community concerning community attitudes and values on the matters that affect AIDS instruction with the school corporation on November 17, 2004, in the Hobart High School library at 7:00 pm.



Directed by Mrs. Keen, the music teacher, students sing songs from different countries.

Read to Feed

By: Staci P. and Angel M. Liberty Students



Fourth grade students locate countries on a map during their library period.

LIBERTY students participated in the **READ TO FEED** program to help feed families around the world. Kids drew fliers and put them up all over the school to show everyone why it was so important to join the program. Next, every student got pledges from neighbors, family, and friends for each page they read. The money the school raised bought goats and other animals that can produce food to eat and sell. Students worked very hard, raised a lot of money, read a bunch, and helped many families. In addition to reading and collecting money for the Read to Feed program, the art, music, and library teachers geared their lessons toward the “Read to Feed” theme. To culminate the program, parents and teachers organized a reading sleepover with the theme “Reading to Change the World.” As a result of this project, the students learned about different countries, used several Lifeskills, and had fun!



GEORGE EARLE SCHOOL PRESENTS: MIGHTY ACORNS at the STEWART W. MATTIX PRAIRIE

The **Stewart W. Mattix Prairie**, established for environmental education for the School City of Hobart, is a 22 acre area which is located on the George Earle School property. It is being restored to the prairie, oak savanna, and wetland that once dominated the local landscape. The Mattix Prairie is the field site used by George Earle School’s 4th and 5th grade students and teachers for the Mighty Acorns Program.

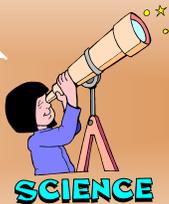
The mission of the Mighty Acorns Program is to foster a personal connection to nature through stewardship. Since fall of 2000, George Earle School and the Indiana Dunes Environmental Learning Center have collaborated to provide students with service learning interactions with the ecosystems on which all life depends. As the school year unfolds – fall-to-winter-to-spring – students help restore a natural area to ecological health. Mighty Acorns classes participate in three seasonal field trips. Students explore the prairie and act as stewards doing activities such as seed collecting and planting. Repeat visits to the prairie to monitor the results of their work strengthen the students’ connection with nature. The students are also eligible for a weeklong summer camp that caps off the Mighty Acorn year.

In addition to The Indiana Dunes Environmental Learning Center staff, Sandy O’Brien, a botanist and parent, regularly volunteers her expertise and time monitoring the Stewart W. Mattix Prairie and the Mighty Acorn Program. She manages the controlled burns needed to restore and maintain as much of a myriad of native plants and animals as possible for biological diversity.

The community is encouraged to visit the Stewart W. Mattix Prairie, 400 N. Wilson St., Hobart. Please call the school office, 942-7263, for directions and information. The following web sites provide useful resources:
Indiana Dunes Environmental Learning Center www.nps.gov/indu/learning/programs.htm
Mighty Acorns Program www.mightyacorns.org



MISS A DAY MISS A LOT



ATTENDANCE Regular daily attendance is an important factor in a child's success in school. A student who has irregular school attendance misses important classroom activities, gets behind in schoolwork, becomes frustrated, can develop a poor attitude in school and is more likely to drop out. Encouragement and the expectation that a child will attend school daily, starting with the first day of kindergarten and continuing throughout his/her school career, teaches children that **school is important and is the foundation of a good work ethic.**

INTERVENTION STRATEGIES Achieving the vision of "healthy children... ready to learn" is critical to the achievement of high academic standards, resulting in a productive, committed citizen. The District's focus on an attendance policy and programming, coupled with school climate and increased academic performance, offers a unique opportunity to engage the entire school community – parents, staff, students, and community members – in a process which will build upon the strengths of all concerned.

Let's work as a school community to promote school attendance.
The message is simple:
Miss a day – Miss A Lot!

For students with an excessive number of days absent or tardy, district personnel will try to identify the root causes and seek solutions to the problems. They will work with families and will look for ways to foster better family relationships and improve student attendance. Where necessary, they will help parents find ways to set appropriate limits for children. In addition, referrals to outside agencies may be made. **If a pattern or trend of excessive absences are noted, action will be considered to help ensure the health and well-being of the student (e.g., contacting the prosecutor's office or child protective services).**

Z Z z's & School Performance

Adapted from The Parent Report Radio Show



How's your child doing in school? An improvement in performance may be no further away than a good night's sleep. Stanley Coren, sleep specialist and author of "Sleep Thieves," says kids are robbing themselves of the ability to concentrate at school. "If your child is having problems in school, especially behavior or attention problems, then one of the first things you should ask yourself is if your child is getting enough sleep."

One reason for the lack of sleep is that many school aged kids live by their parents' schedule, meaning they're getting to bed late, rising early and averaging about eight hours of sleep a night. But eight is not enough when it comes to kids and sleep. Most school aged kids need about ten hours or more of sleep per night.



Sleep deprivation leads to a temporary loss in IQ levels, reasoning and memory, and even makes kids a little hyper says Coren. "A lot of attention deficit symptoms are really due to sleep deprivation. Often when kids are tired they act out as though they are self stimulating in order to stay awake."

So remember, when it comes to your child, eight is definitely not enough.

Hitting the hay for about 10 hours will help to keep your child's school performance at it's peak.

Cha-Ching! Save Money the Old Fashioned Way—**Earn It!**

Hobart High School offers many opportunities to earn credit for college courses while in high school. That can mean substantial savings of time and money!

- ☆ Project Lead The Way (PLTW) is a pre-engineering/technology program. While enrolled in PLTW at Hobart High School, a student has the potential to earn up to 15 credit hours with **Purdue University**. By successfully completing PLTW credits at HHS, you're saving time and money!
Cha-Ching!



- ☆ **Sawyer College** has a partnership with Hobart High School and accepts several classes for college credit. They include: Cisco, Web Design, A+, MCSE, and C++.
Cha-Ching!



- ☆ In addition, selected Hobart High School courses are transferable for college credit at **Ivy Tech & Davenport College**. **Cha-Ching!**

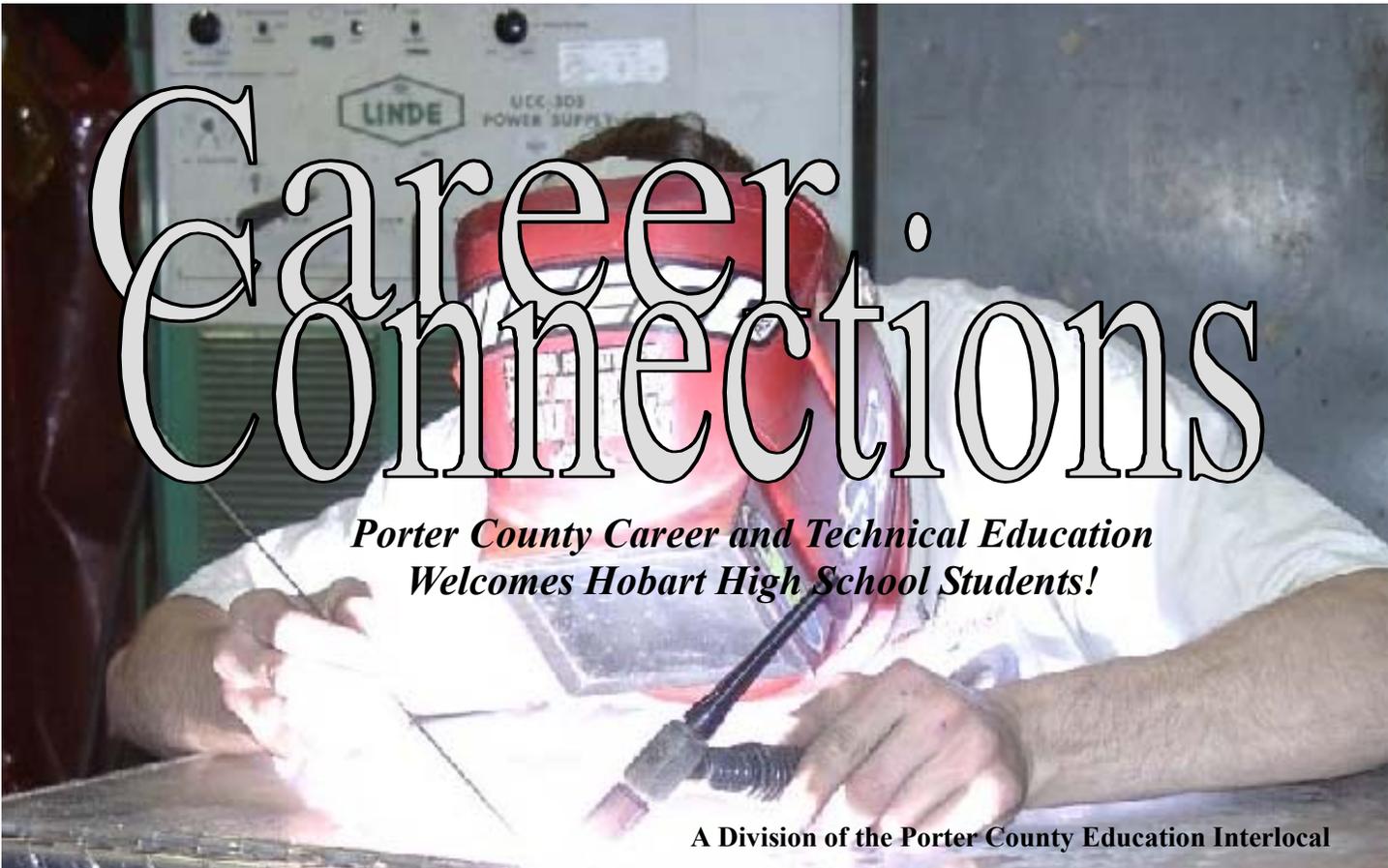


HHS	IVY TECH	HHS	DAVENPORT
Accounting	Accounting	Marketing	Small Business
Advanced Computer Applications	Intro to Microcomputers	Computer Applications	Computer & Information

Students taking foreign language classes, advanced placement classes, and various elective classes at Hobart High School should inquire about the possibility of testing out of these classes for credit at the college of their choice. **Cha-Ching!**

Hobart High counselors are available to meet with students and parents to discuss college credit options, the process of testing out, and the potential savings. It is free of charge! **Cha-Ching!**

It is the responsibility of the student to ensure credit is received at the college they will attend.



Career Connections

*Porter County Career and Technical Education
Welcomes Hobart High School Students!*

A Division of the Porter County Education Interlocal

Students Find the Right Career Connections

Our goal is to provide students with the necessary educational environment to develop vocational, technical, and social employment skills, along with a commitment to attendance, pride, and professionalism. Our mission is to provide the opportunity for all students to be successful at work.

Jon Groth, Area Vocational Director,
Porter County Education Interlocal

Areas of Study

- Architectural Design Academy (CAD: Computer-Aided Design)
- Automotive Technology
- Business Technology Laboratory
- Cisco Computer Networking Academy
- Construction Technology
- Cosmetology
- Culinary Sciences
- Dental Health
- Diesel Technology
- Early Childhood Education and Services
- Electronics Technology
- Fundamentals of Sports Medicine
- Health Occupations
- Industrial Mechanics
- Landscaping/Horticultural Science
- Law Enforcement Careers Academy
- Medical Terminology/Anatomy-Physiology
- Modern Machining Technology
- Printing Technology
- Sports and Entertainment Marketing/
Business Ownership Laboratory
- Welding Technology
- Work/Study “Earn and Learn” programs



We read a lot about bullying these days-and with good reason. It's a contributing factor to acts of violence in schools that involve young people. Bullying also takes the form of social cruelty. Girls who bully tend to use social exclusion and rumor-mongering to harass other girls. Male teens and adults also use this technique to bully. This kind of bullying is just as damaging to a school's learning environment as an act of violence.

Bullying is a nasty business in part because it flourishes right under our noses. Even concerned adults witness bullying but fail to stop it. Why? How do we enable bullying?

William Voors, LCSW, writing in *Paradigm** (Winter 2004), lists three ways adults enable bullying:

1) Minimizing - "Oh, that's not such a big deal. Lighten up." Because it doesn't bother us, we shrug off an insensitive remark or action.

3) Normalizing - "Everybody" does (or says) that." "Kids will be kids." We accept a certain behavior as "normal" based on what we learned from significant adults in our lives.

2) Denying - "That kind of thing doesn't happen here." We can outright ignore something or pretend it didn't happen. But denial goes another step further, too. It can also mean refusing to recognize our own prejudicial beliefs and attitudes. We may not even recognize that we have them until we've made a remark that clearly hurts someone's feelings. How can we stop these behaviors?

How can we stop these behaviors?

Confront it - Don't shirk. Don't soften it. Say it out loud so that the person who's being insensitive or cruel can hear it and so can the victim and those who witnessed the behavior. Admittedly, it's not easy to do this among peers, and we may fear saying something so strong to another person's child, but it is necessary for all of us to do so if we are to stop this kind of behavior. In a case when we recognize (often with surprise) our own prejudicial behavior or speech, we have to be open to apologizing, examining why we would have said something like that and making a change.

Don't call it "normal" - Don't accept the status quo. Go with what your gut tells you - this remark or behavior caused someone else pain.

Name it - Call an apple an apple. When you encounter bullying behavior, label it: Say, "That kind of behavior is bullying/harassment/cruel/prejudicial."

Be brave - Take a stand for what's right and help your community become the kind of place you want your children to live in.

Paradigm is a publication of the Illinois Institute for Addiction Recovery at Proctor Hospital in Peoria, Ill. (1-800-522-3784).

Be Aware of Bullying Behaviors



Any adult can intervene on bullying behavior. In fact, all adults in any given community need to take responsibility for interrupting bullying behavior. It's up to each of us to make our schools and communities safe places that nurture learning and growth.

Being able to recognize bullying behavior is the first step toward stopping it.

Bullying is:

- Avoiding or excluding someone due to age, gender, sexual orientation, race, religion, disability or other reasons.
- Using verbal insults or degrading remarks.
- Offensive physical contact or unwanted touching.
- Making unwelcome or offensive jokes about personal characteristics.
- Making phone calls, e-mail messages, letters or messages of any kind that are threatening or offensive.
- Sexual or racial banter (joking around); crude conversation and innuendo (implying one thing by saying another).

5 Ways to Prevent Kids from Bullying

We focus a great deal - and rightly so - on the victims of bullying. But adults can help bullies, too, by helping the child face the reality of his/her behavior and taking responsibility for it.



In his book, *How to Talk to Your Kids about School Violence* (<http://howtotalktoyourkids.com>), Ken Druck, PhD, provides a list of ways adults can intervene with a young person who is bullying.



Get the facts. If the child won't tell you about his/her behavior, talk to other parents, teachers and possibly the victim and/or the victim's parents.



The child should apologize to his victim and undo any damage to the extent it's possible. For example, if the child damaged another child's belongings, (s)he should replace the damaged items.



Help the young person understand that physical, verbal, written and/or emotional abuse of another person is never acceptable.



If the young person hangs out with other bullies, separate him/her from that group. Parents can drive the young person to and from school (to avoid "hanging" time) and involve the young person in constructive after-school activities that challenge the young person. In elementary grades, teachers can separate children in the classroom and designate "play buddies" for recess time (to reduce the vulnerability of a lone child).

Let the child talk about the fears and insecurities that might be causing him to act like a bully. Make an action plan to address those problems, such as going for counseling or taking an anger management or anti-bullying class.

SCHOOL CITY OF HOBART
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(219) 942-8885
NEWSLETTER

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HOBART, INDIANA 46342

“Success for All Students”

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