This handbook includes information for I Am MCCSC Online. For more complete information, it is recommended you also view the Student Handbook on the website of your neighborhood/home school.
VISION
To provide a flexible digital learning experiences through the combination of high quality instruction, rich curricula, interactive, and dynamic lessons.

MISSION
We will provide personalized instruction to our students using a blended instructional model of digital learning experiences.

GUIDING PRINCIPLES
We will provide:

- Equity of access and opportunity for all students as a key principle of this program
- Personalized instruction and support for every student
- Highly engaging and challenging curriculum
- Project-Based Learning (PBL), Social Emotional Learning (SEL), and Science, Technology, Engineering, Arts, and Mathematics (STEAM) as a focus

GOAL
To provide a safe, interactive, high quality, K-12 digital learning experience for students that choose to learn online for the 2022-2023 school year.

WELCOME!
I Am MCCSC Online was created as an option for families who are not comfortable sending their students to a traditional school building due to the COVID-19 pandemic or who have found their child(ren) excels with online instruction. We are committed to providing a high quality online option where students will experience engaging learning both online and offline. Certified MCCSC Teachers will use the adopted curriculum and pacing guides but will also personalize the instruction based on student needs and readiness. Instruction will meet the needs of learners at all levels.

Parents will need to support their children and make sure they are ready to learn each day, but they will not need to take on the role of instructor! Teachers will provide live online instruction and activities that students will complete independently throughout the day. Daily schedules and activities will be provided through Canvas so parents will know what students are expected to do and learn each day. Students will be provided with the technology tools they need to be successful.

We welcome you to the I Am MCCSC Online family and look forward to teaching you!
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REGISTRATION

- Parents will complete the I Am MCCSC Online Application. Student performance and teacher feedback will be reviewed before an acceptance decision is made.
- Students that exit the program will not be allowed re-entry.

TECHNOLOGY

- Laptops will be provided to students enrolled in I Am MCCSC Online grades 7-12.
- MiFi hotspots are available for families who do not have Internet access
- Assignments will be posted in Canvas courses and Plato.
- Microsoft Teams will be used for live meetings/instructional sessions.
- Teachers may use additional technology tools.
- If you have a question or concern about your technology, contact the help desk at (812)349-4758 EXT-4HELP.

DRESS CODE

- Students are expected to be fully clothed (both top and bottom) for live meetings.
- Any clothing items or accessories that refer to drugs, alcohol, tobacco, sexual innuendo, hate, racism, violence, profanity, gangs, or obscenity are forbidden.
- Also, clothing and/or accessories, that present a clear and present likelihood to cause a material and substantial disruption of school or school activities is prohibited.

ATTENDANCE & ENGAGEMENT

- Attendance will be taken daily.
- If you know your child will not be attending or participating, call the Bloomington Graduation School office.
- If the child will be absent due to a doctor appointment, please submit a doctor’s note to the Online Curriculum Manager.
- Attendance shall be required of all Corporation students, except those exempted under policy 5223, items A to O listed under excused absences, or by other provisions of State law, during the days and hours that the school is in session or during the attendance sessions to which s/he has been assigned.
- MCCSC Board Policy 5200 details excused and unexcused absences.

FOOD SERVICE

- Parents of I Am MCCSC Online students may complete the form for eligibility for free/reduced lunch.
- If qualified, students will be eligible to pick up breakfast and lunch meals from their neighborhood/home school.
HIGH ABILITY & ALPS
- The online teachers will work with the Coordinator of High Ability services to accelerate learning.
- Advanced math classes may be available.

SPECIAL EDUCATION SERVICES
- A Special Education Teacher will be assigned to students enrolled in I Am MCCSC Online.
- Teachers of Record, in addition to paraprofessionals and specialists (OT, PT, Speech, Psych, etc.), will provide services according to the IEP. The parents will work with the IEP team to determine if any services must take place in-person.
- Case Conference and IEP meetings will be held virtually.
- Accommodations will be provided as required for students with IEPs or 504 plans.

ENGLISH LANGUAGE LEARNERS
- An ENL Teacher will provide services.
- Meetings will be held virtually.
- Accommodations will be provided as required.

EXTRACURRICULAR CLUBS & ACTIVITIES
- Students may participate in sports and other clubs and activities at their neighborhood/home school. For more information on dates, times, and locations, please reach out to the school. Some opportunities will be online while others may be in-person.
- Optional clubs may also be offered exclusively to students in I Am MCCSC Online.

PARENT/TEACHER COMMUNICATION
- Teachers will try to reply to parent calls and emails within 24 hours, but no longer than 48 hours.
- They may use email, Canvas messaging, Zoom, Microsoft Teams, Google Voice (phone), text, or phone to communicate with parents.
- Parent conferences can be held virtually or in-person, whichever is agreed upon by both parties.
- Teachers will try to limit group emails to once a week when possible.
In order for students to be successful with online learning, we feel strongly that students should meet the readiness indicators below.

- Student must have regular access to a computer with internet access and a printer.
- Student must be a self-motivated learner to study regularly.
- Student must participate in live instruction when offered and complete assignments by due dates.
- An adult at home should regularly check progress and observe the student’s study habits. The student and parent/guardian must be willing to reach out to the teachers or administrator through email and/or phone calls when they have questions or need assistance with the curriculum.
- Good time-management skills are essential for successful online learning. The student must be disciplined and have a structured daily schedule.
- The student must study regularly according to grade level and course needs.
- The student must complete assignments in a timely manner and submit work in the manner it is requested.
- The student must possess basic computer skills and be able to open, save, print, and manage files. Students must also be proficient in managing Canvas and Plato (including checking messages, modules, pages, and submitting assignments).
- Student should have a personal desire to learn online.

Students who experience success in an online environment exhibit the following success criteria. While the development of these skills will occur over time, a strong foundation in these areas maximizes student’s academic and social growth.

**Student Exhibits a Sense of Agency**
Student has a sense of agency, is curious, and ready to learn. He/she is willing to take risks in his/her thinking and to persist through difficulties without being forced.

**Student Is a Self-Starter**
Student is a self-starter and is typically organized and responsible. The student reports to class (Microsoft Team Meetings) on time and is able to remain engaged throughout the instructional period. They are typically independent (as age-appropriate) and conscientious and have a high rate of task completion. The student harbors several intrinsic qualities such as self-motivation, self-discipline, and self-advocacy.

**Student Actively Engages in the Learning Process**
Student is focused on the task at hand and diligent in completing that task, even when it is overwhelming. He/she is able to collaborate and offer appropriate feedback to peers and teachers through online communication. Relative to maturation, the student is able to manage time, allowing for active engagement in learning tasks. Student is persistent when asking for clarification when confused. These students are reflective, goal-oriented, and curious.
I AM MCCSC ONLINE COMMITMENTS

A successful online learning experience is a partnership between caregivers, students, and educators. By working together, we can achieve growth and achievement for all online learners.

STUDENT COMMITMENTS

- Plan to attend in person Online School Bootcamp for partial days during the first 8 days of school.
- Plan to engage in school work approximately 5-6 hours each day.
- Be prepared for class daily.
- Attend live instruction sessions and check-ins on-time and participate fully in daily instructional activities in order to maximize academic growth.
- Keep video camera in the “on” position during instruction and class activities.
- Ask questions during learning experiences in order to clarify confusion and remain curious in the learning.
- Try your best on all assignments. Ask for assistance when necessary.
- Be organized and maintain adequate time management. Use alarms/timers as reminders when appropriate.
- Communicate with the teacher to ensure online learning is a positive and productive experience.
- Participate in daily physical exercise experiences and take brain breaks as needed.
- Work in a learning environment that is free from distractions and is organized.
- Remain committed to the online learning environment and process.
- Review graded assignments and feedback.
- Commit to becoming technologically proficient, maintain the learning device in good order, and contact support for assistance meeting these aims.

PARENT/GUARDIAN COMMITMENTS

- Provide a safe, organized, and quiet learning environment away from distractions.
- Communicate with the teacher to ensure the student has a positive and productive experience.
- Monitor, engage, and provide support to the student for his/her assignments as appropriate based on the student’s age/grade level. However, all submitted assignments should be the student’s work.
- Make sure the student is engaged in live instruction and has their camera in the “on” position.
- Encourage the student to participate in daily physical exercise experiences.
- Review daily assignments and ensure they are submitted on time.
- Review graded assignments.
- Because the student and teacher may not meet every day, the student will need someone at home to regularly check progress and observe study habits. The student and parent/guardian must be willing to reach out to the teachers or administrator through email or phone calls when they become frustrated or need assistance with the curriculum.
- Maintain high-quality connectivity and access for student each day.
- Monitor and expect student attendance for the entirety of each instructional day.
- Allow the student to focus on their education and not other tasks or responsibilities.
- Attend an orientation and other ongoing parent/guardian events. Read communications sent from the school in a timely manner.
- Commit to picking up instructional materials in a timely manner throughout the school year.
- Attend a mandatory orientation meeting as required by Indiana Code IC 20-19-9-3. Information on several topics will be shared, including 1) the student engagement and attendance requirements; and 2) notice that a person who knowingly or intentionally deprives a dependent of education commits a violation under IC 35-46-1-4. The code states that if a student or student’s parent does not participate in the school corporation’s annual onboarding process, the student may not participate in the school corporation’s online education program.
- Ensure student attends in person to take any assessments that require in person attendance.
I AM MCCSC ONLINE ACADEMIC SUCCESS PLAN

In order to remain a student in I Am MCCSC Online, students must be meeting expectations regarding attendance, work completion, and engagement. If concerns arise in any of these areas, the student may be placed on an Academic Success Plan according to the procedures below.

MIDDLE AND HIGH SCHOOL ACADEMIC SUCCESS PLAN

- When a student’s attendance and/or work completion is a concern, the teacher(s) will reach out to the student and parent/guardian via email, Canvas message, and/or phone.
- If the concern continues, a progress report identifying the student is on an Academic Success Plan will be issued at the halfway point or end of a grading period, depending on when the concern began.
- If the concern does not improve by the next progress report or report card (whichever is first), a conference will be requested by a teacher, counselor, or administrator and the student may be withdrawn from I Am MCCSC Online and asked to return to in-person instruction at their neighborhood/home school.
- When placed on an Academic Success Plan, students and parents/guardians may be asked to complete a Time Management Plan with the teacher, counselor, social worker, and/or administrator.

The diagram on the next page describes the levels of independence, through which a student will move, depending on their level of success in staying on track with assignments. It was designed to ensure that students receive additional support if concerns arise related to their engagement in school and work completion.
I Am MCCSC Online will incorporate a blended model of instruction where students will begin with an in-person or synchronous online Boot Camp where they will learn the expectations of the program and receive training on the successful use and expectations of Plato software, skills needed to be a successful online learner, and professional life skills they will need. **Students will be required to complete some assessments in-person.** Students who meet coursework completion expectations will continue working remotely, while students who do not may be required to attend in-person sessions. Our goal is to personalize the model as needed so each student experiences academic and personal success.

Student performance and attendance during Bootcamp will determine a student’s beginning level. Ongoing performance and grades will also determine each student’s level.

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**More Support Needed/Provided**

<table>
<thead>
<tr>
<th>Level 3*</th>
<th>Level 2*</th>
<th>Level 1*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Must Attend In-Person Daily At BGS From 9am-1pm OR 11am-3pm For 2 Weeks</td>
<td>Student Must Attend In-Person Daily At BGS From 9am-1pm OR 11am-3pm For 1 Week</td>
<td>Student Completes All Work Remotely</td>
</tr>
<tr>
<td>Attendance</td>
<td>Attendance</td>
<td>Attendance</td>
</tr>
<tr>
<td>Absent 2 or more days of Boot Camp OR No work completed in at least 2 courses on 10 or more school days</td>
<td>Absent 1 or more days of Boot Camp OR No work completed in at least 2 courses on 5 or more school days</td>
<td>No absences during Boot Camp; School work is completed daily</td>
</tr>
<tr>
<td>Work Completion</td>
<td>Work Completion</td>
<td>Work Completion</td>
</tr>
<tr>
<td>15 days behind in 2 or more courses</td>
<td>10 days of work behind in 2 or more courses</td>
<td>Students are working on track in the majority of their courses</td>
</tr>
<tr>
<td>Check-Ins</td>
<td>Check-Ins</td>
<td>Check-Ins</td>
</tr>
<tr>
<td>Student attends less than 50% of check-in meetings</td>
<td>Student does not consistently attend check-in meetings</td>
<td>Student attends at least 80% of check-in meetings</td>
</tr>
</tbody>
</table>

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*Students will be placed in the level that best fits their current performance. The level criteria may vary slightly from what’s stated, based on specific course requirements. Students may move between levels at any time at the discretion of the I Am MCCSC Online leadership. Failure to comply or show improvement may result in removal from the I Am MCCSC Online program, at which point the student will be enrolled at their home middle or high school or high school at BGS.*
ASSESSMENT

- Teachers may use informal diagnostic or formative assessments such as exit tickets, CFAs, and sample tasks to gauge what a student already knows on a specific standard. This will help inform their personalized instruction.
- Students will be required to take standardized assessments mandated by the state which may include PSAT, NWEA, ILEARN, ISTEP, and SAT.

**They will be required to participate in-person for these tests.**
- Some students may be asked to take InView, NWEA, and/or CogAT assessments online from school or home.
- Upon request, parents will be provided with information regarding student participation in assessments mandated by state and federal law, or by MCCSC. More information about Indiana’s testing requirements is available at:
  [http://www.doe.in.gov/assessment](http://www.doe.in.gov/assessment)

GRADING

- Report cards will be sent home at the end of each grading period.
- When determining report card grades, teachers will consider assessment grades as well as the student’s entire body of work.
- If a teacher feels a student’s performance on an assessment does not align with their performance during other instruction, they will discuss this with the student (and parent(s)/guardian if necessary) and determine which information is accurate and should inform the student’s grade(s).
- Teachers may allow extra time for assignments to be completed if students/parents ask in advance.
These tests will be administered onsite, in person, at Bloomington Graduation School. Please plan ahead and plan for your student to attend in person at some time during the tests they are required to take. Communicate early with school personnel if any special accommodations are needed, but keep in mind that testing at home is not an option for any of these required assessments.

<table>
<thead>
<tr>
<th><strong>ANTICIPATED ASSESSMENT WINDOWS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ILEARN (Grades 3-8)</strong>*</td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>ILEARN Biology ECA</strong></td>
</tr>
<tr>
<td>Fall <em>(Bio completed during 1st semester/trimester)</em></td>
</tr>
<tr>
<td>Winter <em>(Bio completed during 2nd trimester)</em></td>
</tr>
<tr>
<td>Spring <em>(Bio completed during 2nd semester/3rd trimester)</em></td>
</tr>
<tr>
<td><strong>NWEA (Grades 3-6) &amp; (7-8) &amp; (9-10)</strong></td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Winter</td>
</tr>
<tr>
<td>Spring <em>(No testing of Grade 3 students)</em></td>
</tr>
<tr>
<td><strong>PSAT (Grades 9, 10 &amp; 11)</strong></td>
</tr>
<tr>
<td>Primary</td>
</tr>
<tr>
<td>Alternate</td>
</tr>
<tr>
<td><strong>SAT (Grade 11)</strong>*</td>
</tr>
<tr>
<td>Primary</td>
</tr>
<tr>
<td>Alternate</td>
</tr>
<tr>
<td><em>(no testing 4/17 per IDOE)</em></td>
</tr>
</tbody>
</table>
**TECHNOLOGY TUTORIALS & RESOURCES FOR PARENTS**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
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</table>
| **Canvas**                      | Canvas is the official Learning Management System (LMS) adopted by MCCSC. Student course work, assignments, discussion boards, and lessons can be accessed in this system. All students are issued an account.  
  - How to create your parent account and sign up as an observer for your child  
  - How to add contact methods, including additional email addresses and SMS (text) messages. The process is the same for students and observers. *Note: SMS notifications are only available for Announcements and Grading notification types.*  
  - How students can create a pairing code for parents’ observer accounts  
  - Observer Account Registration and Student Pairing Video (3 min.)  
  - Canvas Overview for Students and Parents Video (5 min.)  
  - Download the Canvas Parent App from the App Store and Google Play, and use *Monroe County Community Schools* when you search for the school. Learn more about the parent app with these Canvas guides.  
  - Canvas Parent App Tutorial Video (4 min.) |
| **Parent App**                  | Microsoft Teams will be used for live online instruction.  
  - It will be integrated through Canvas.  
  - Here are some brief *videos* on how to use Microsoft Teams. |
| **Microsoft Teams**             | Clever is a single-sign on program that allows students to use one login to access several apps. *(Step-by-Step directions with photos)* |
| **Zoom**                       | This video shows you how to join a Zoom meeting. To see other tutorials for Zoom, please click [here](https://example.com). |
| **Exact Path**                  | Exact Path combines adaptive diagnostic assessments with individualized learning pathways to promote growth for K-12 grade students in math, reading, and language arts. Exact Path should be accessed by students via Clever (see above).  
  To view MCCSC’s Exact Path FAQ for Parents, click [here](https://example.com). |
| **Study Island**                | Study Island provides differentiated instruction with immediate feedback, built-in remediation, and actionable, real-time progress reports. Teachers can assign to individual students or groups. Study Island reinforces Indiana’s standards. Study Island should be accessed by students via Clever (see above). |
| **Edmentum**                    | Edmentum's Plato Courseware is an effective digital solution that includes courses aligned to state and national standards. The program’s rigorous and engaging online content is designed to meet each student at their proficiency level through the use of media-rich and interactive experiences. Student courses will be accessed through Plato. |
MCCSC holds students accountable for doing their own work. Students who submit work as their own when it is not wholly and completely their own are guilty of cheating and/or plagiarism. Plagiarism is the deliberate representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise. Cheating can be defined as claiming credit for any assignment or assessment without putting forth the academic effort required for the assignment or assessment. Assisting other students in cheating or plagiarism is also considered academic dishonesty.

Here are some clear examples of what can be considered plagiarism and cheating:

• Having a friend or parent help you on a test, even if the friend/parent just explains words or questions to you.
• Copying the words of another source (person or print) without putting those words in quotation marks.
• Using the ideas of another source without giving credit to the source, even if you are using your own words.
• Using books, websites, smartphones, notes, or assistance from other people on tests or quizzes unless your teacher has specifically stated outside material may be used.
• Copying your assignments/tests (in part or in whole) and posting them on help websites like Yahoo Answers or Wiki Answers for assistance with the assignment.
• Talking with others (family, friends, acquaintances, online help sites, etc.) during a test.

After an initial warning and explanation by the teacher, students who are guilty of cheating or plagiarizing will be referred to school administration for breach of the school’s Academic Integrity Policy and the corporation’s discipline procedures will be followed.

Unless otherwise instructed by your teacher or by a specific assessment, students are expected to honor the following principles while taking assessments:

• You will not copy or redistribute any part of the assessment in any way—electronically, verbally, or on paper.
• Your answers will represent your work and only your work, free of any outside assistance. You will not plagiarize in any way.
• You will not repeatedly attempt the same test multiple times in one sitting in order to reach a passing grade.
STUDENT RIGHTS & RESPONSIBILITIES
The rules and procedures of the school are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights will be protected and that they will be treated with fairness and respect. Likewise, students will be expected to respect the rights of their fellow students and the staff. Students will be expected to follow staff members’ directions and obey all school rules. Disciplinary procedures are designed to ensure due process (notice and a fair hearing) before a student is disciplined because of his/her behavior.

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed when concerns arise. Many times it will be the responsibility of the student to deliver that information. If necessary, the U. S. mail or hand delivery may be used to ensure contact.

Parents are encouraged to establish constructive communication channels with their child’s teachers and support staff and to inform the staff of suggestions or concerns that may help their child better accomplish his/her educational goals. The staff expects students to arrive at school prepared to learn. It is the student’s responsibility to arrive on time and be prepared to participate in the educational program. If for some reason this is not possible the student should seek help from the building principal.

People from outside the home, other than caregivers, should not be viewing other students in online classes.

STUDENT WELL-BEING
The Monroe County Community School Corporation believes in the importance of Social and Emotional Learning (SEL). Through social and emotional lessons delivered within the classroom, all students will explore decision-making, multicultural awareness, healthy relationships, and working through conflict. Students also practice specific ways to understand, express, and manage their emotions, all within a safe and secure environment.

PARENT’S RIGHT TO KNOW
Upon a parent’s request, MCCSC will provide information regarding the professional qualifications of their student’s classroom teachers, including whether the student’s teacher (a) has met Indiana’s qualification and licensing criteria for the teacher’s grade levels and subject areas, (b) is teaching under emergency or other provisional qualification/licensing status, or (c) has been subject to discipline of the teacher’s license, and whether the student is provided services by paraprofessionals and, if so, their qualifications.

FAMILY ACCESS
The Monroe County Community School Corporation offers an online service, Family Access. This service allows parents to view their child’s or children’s attendance, grades (where available), food service balance, schedule (where available), immunization record, address, phone number, and other demographic information. It is totally secure and easy to use. To sign up you can stop by your neighborhood school and fill out a Password Authorization Form, show your photo ID, and then you will receive your user ID and password. You can then log onto www.mccsc.edu and scroll over the FAMILY heading at the top right side of the page and you will click on Family Access at the top, then enter your ID and Password to view your student’s information.
The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal or appropriate school official, a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parent or eligible students who wish to ask the school to amend a record should write the school principal or appropriate school official, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to privacy of personally identifiable information in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school’s school board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student’s enrollment or transfer.

4. To file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-8520
Students are entitled to a free appropriate public education in the “least restrictive environment.” MCCSC provides a variety of special education programs for students identified as having a disability as defined by the Individuals with Disabilities Education Act (IDEA). A student can access special education services only through the proper evaluation and placement procedure. Parent involvement in this procedure is required. More importantly, MCCSC encourages the parent to be an active participant. To inquire about the procedure, please contact your school principal.

Students with disabilities who do not qualify for special education may be served within the regular education program with a Section 504 accommodation plan developed through an interactive dialogue between the school, the student, and the student’s parent/guardian. Parents/Guardians who believe their child may have a disability that interferes substantially with the student’s ability to function properly in school should contact the principal.

SUPPORTS FOR STUDENTS WITH DISABILITIES
In compliance with state and federal law, MCCSC will provide to each protected student with a disability without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities to the maximum extent appropriate to the student’s abilities. In order to qualify as a protected student with a disability, the student must be of school age with a physical or mental disability, which substantially limits or prohibits participation in or access to an aspect of the school program. These services and protections for “protected students with disabilities” are distinct from those applicable to eligible students enrolled (or seeking enrollment) in special education programs. See school board policy 2260.01 for additional details and procedures. For further information on the evaluation procedures and provision of services to protected students with disabilities, contact your school principal.

INDIVIDUALS WITH DISABILITIES ACT (IDEA) AMERICANS WITH DISABILITIES ACT (ADA) Section 504
The American with Disabilities Act (A.D.A.) and Section 504 of the Rehabilitation Act prohibit discrimination against persons with a disability in any program receiving federal financial assistance. This protection applies not just to students but all individuals who have access to MCCSC’s programs and facilities. The law defines a person with a disability as anyone who: a. Has a mental or physical impairment that substantially limits one or more major life activities b. Has a record of such an impairment c. Is regarded as having such an impairment MCCSC has specific responsibilities under this law, which include identifying, reviewing, and if the child is determined to be eligible, affording access to appropriate educational accommodations.
MCCSC takes the health and welfare of our students very seriously; including creating a safe learning environment that minimizes the spread of COVID-19. Every effort has been made to ensure that all COVID-19 protocols for the 2022-2023 school year comply with requirements from federal, state and local officials. As such, MCCSC COVID-19 guidelines are subject to change pending updated advice from outside agencies with jurisdiction over MCCSC, as well as developing scientific realities. Students may be disciplined for failing to comply with COVID-19 protocols.

Additional information may be found on MCCSC’s COVID-19 webpage at www.mccsc.edu/covid19.
The Monroe County Community School Corporation is committed to providing a safe and inclusive learning environment for all students free from harassment and discrimination in any form (e.g., racial, religious, ethnic, gender identity, etc.). MCCSC takes very seriously incidents when students or staff members make remarks or “slurs” against other students, families, staff members, or members of the community. For example, a “slur” is speech, epithets, insults, threats, verbal abuse, use of profanity, or derogatory comments that refer to a real or perceived race, ethnicity, national origin, immigrant status, religious belief, gender, sexual orientation, age, ability, political affiliation, social class, socioeconomic status, neurodivergent, physical or cultural characteristics. MCCSC will not tolerate this behavior and will continue to educate students and staff to raise awareness and empathy about the harm done by slurs.

Microaggressions are statements, actions, or incidents of indirect, subtle or unintentional discrimination against members of a marginalized group. MCCSC does not condone microaggressions and will continue to educate students and staff about microaggressions and the importance of eliminating acts of discrimination and bias to foster a safe and welcoming environment for all students. Microaggressions can be defined as every day, subtle, intentional, or unintentional comments, interactions, or behaviors that communicate a bias toward historically marginalized groups. Such harassment may occur where conduct is directed at the characteristics of a person’s race or color or the use of nicknames implying stereotypes and/or negative references relative to racial customs.

While a microaggression might not intend to express bias or harm, MCCSC recognizes the divisive and hostile environment it can create. If a student experiences or observes bias and/or microaggressions, they must report it immediately to a trusted school employee (i.e. a teacher, counselor/social worker or administrator). All reports will be investigated by administration in a timely manner following legally required due process procedures. Students who harass, including through the use of slurs and/or microaggressions, will be progressively disciplined. Additional outcomes also may include the use of restorative conversations. Anonymous reports may be made through the tip line on the MCCSC homepage (https://www.mccsc.edu).

If slurs or microaggressions continue and are intentional, consequences for violations of the student code of conduct will apply. A violation of this code of conduct provision may result in disciplinary action up to and including suspension/expulsion of a student.

Three years ago, MCCSC began using the resource “Speak Up at School: How to Respond to Everyday Prejudice, Bias, and Stereotypes”. This publication was created by the Teaching Tolerance Organization (Recently renamed Learning for Justice) to support students and educators in knowing how to respond to instances of biased language or stereotypes in school. Students, parents, and educators should review this guide annually for guidance on how to develop the skills needed to create culturally inclusive school environments.

Link to Speak up at School Guide (https://www.learningforjustice.org/sites/default/files/201904/TT-Speak-Up-Guide_0.pdf)
The Monroe County Community School Corporation shall hold the students of this corporation to the following Code of Conduct. Failure to comply with said codes may be considered student misconduct and/or substantial disobedience, which are grounds for suspension and/or expulsion. Below is an abbreviated version of the complete Student Code Conduct. The complete version can be found in the Student Handbook available on the website for your child’s home school.

- No student shall fail in a substantial number of instances to comply with directions of teachers or other school personnel during any period of time when the student is properly under their supervision, where the failure constitutes an interference with school purposes or an educational function.

- No student shall engage in any activity forbidden by the laws of Indiana that constitutes an interference with school purposes or an educational function.

- No student shall fail to report the actions or plans of another person to a teacher or administrator where those actions or plans, if carried out, could result in harm to another person or persons or damage property when the student has information about such actions.

- No student shall be willfully absent from school or tardy to school

- No student or group of students shall engage in the bullying of another student(s) or any behavior with the intent to harass, ridicule, humiliate, intimidate, harm, or engage in repeated acts or gestures, including verbal or written communications transmitted, and/or physical acts committed, or any other similar behavior.

- No student shall knowingly possess, use, or be under the influence of alcohol or any alcoholic beverage.

- No student shall knowingly possess, use, or be under the influence of any narcotic drug, illegally obtained/used prescription drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, caffeine-based stimulants, substances containing *phenylpropanolamine (PPA), stimulants or intoxicants of any kind, or any paraphernalia used in connection with the listed substances

- No student shall engage in violence and/or threat of violence against any student, staff member, and/or other persons. Prohibited violent or threatening conduct includes threatening, planning, or conspiring with others to engage in a violent activity.

**DISCIPLINE**

School officials will implement practices of progressive discipline when students do not adhere to the Code of Conduct in order to maintain an appropriate safe and orderly school environment. Progressive discipline means beginning with the least severe or restrictive discipline appropriate to the offense, and utilizing more severe sanctions when a student’s behavior warrants. Actions may include, but are not limited to, referral, conferencing, mediation, detention, removal from class or activity, suspension, and expulsion.

The School Board recognizes that removal from the educational program of the Corporation, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student in this Corporation and one that cannot be imposed without due process.
The Corporation is pleased to offer students the opportunity to access and utilize the vast range of applications available through the use of the Corporation-issued Learning device, laptop, or Apple iPad, henceforth to be called learning device. To maintain the utmost responsible use of this equipment, all students must abide by the following guidelines set by the Corporation. The learning device and carrying case issued to you are the property of the Corporation. This learning device is on loan to the student, and must be used in accordance with the following Policies and Procedures, the Corporation’s Responsible Use Policy and any applicable laws. Use of this learning device, as well as access to the learning device 20 network, the Internet and email are a privilege and not a right. These learning devices are provided for educational purposes only, and are intended to support the learning objectives of the Corporation.

Responsible use of the learning device at home:
• The technology coordinator will assign your Internet password to you at the beginning of the year. Students may never share their password with another student. Passwords should always be kept confidential. Each student’s teacher will have access to a confidential record of student passwords if needed.
• Parents/guardians will be given the child’s login name and password, so that they can supervise the student’s use of the learning device at home.
• When at home, the learning device should always be used under adult supervision in a common family location (i.e., kitchen, living room, dining room).
• Do not leave learning device unattended in vehicles. Avoid leaving learning device in extreme hot or cold temperatures, such as in a car.
• Students are responsible for recharging the learning device at home on a daily basis.
• Students should not deface the learning device in any way. This includes but is not limited to marking, painting, drawing, or marring any surface of the learning device. Students must use the provided sticker for identification of their learning device.
• Each learning device is assigned to an individual student. Students should never “swap” or “share” their learning device with another student.
• Always keep the learning device secure as you are walking at your home.
• Students are responsible for saving or backing up their documents.
• Learning devices are to be used for school related activities only.
• Students are not allowed to download or install any unapproved software or other materials without permission.
• Interactive online games and iTunes radio reduce network bandwidth, and are not allowed unless approved by a teacher and under a teacher’s supervision.
• Any malfunctions of the hardware or software should be reported to the technology help desk or teacher.
• When a learning device has to be rebuilt, the learning device will be returned to the student with the operating system and the original software only.

General learning device policies and procedures:
• Do protect the learning device LCD screen from damage from pointing, poking, or other abrasions. Do not touch the screen.
• Do not place any foreign objects on the keyboard (such as a pencil, pen, etc.) that could be smashed into the monitor screen when the top is closed.
• LCD screens can be cleaned with a static-free soft cloth. Do not spray window cleaner on the screen.
• If the learning device is lost or stolen, parents/guardians should immediately report the loss or theft to the Monroe County Community School Corporation.
• If the learning device is damaged or not working properly, it must be turned in to the Information Services Department for repair or replacement. Parents/guardians are not authorized to attempt repairs themselves, or contract with any other individual or business for the repair of the learning device.
Using the learning device for internet and e-mail:
• Students and parents/guardians understand that the Monroe County Community School Corporation does not have control over information found on the Internet. While every attempt is made to block access from inappropriate material the best protection is parental/guardian supervision the information that a student is accessing from the Internet while at home.
• Students should never share personal information about themselves or others while using the Internet or learning device. This includes a student’s name, age, address, phone number or school name.
• Parents/guardians and students are required to read and agree to the Corporation’s Responsible Use Policy prior to receiving Internet and email access.
• Students should be aware that Internet access and email, and other media that are accessed, created or stored on their learning devices are the sole property of the Monroe County Community School Corporation. The Monroe County Community School Corporation has the right to review these items for appropriateness, and to limit or revoke a student’s access to them at any time, for any reason.

General use and care of the learning device:
• Students are expected to treat their learning device with care and respect. The learning device and case are the property of the Monroe County Community School Corporation, and should be kept clean and free of marks at all times. Placing stickers, writing or drawing on, engraving or otherwise defacing the learning device or carrying case are not allowed and will result in loss of privileges.
• Any inappropriate or careless use of a learning device should be reported to a teacher immediately.
• Students should not use their learning device while walking or otherwise being transported. Learning devices should only be used while they are on a flat, stable surface such as a table. Learning devices can be fragile, and if they are dropped they may break.
• Students should protect their learning device from extreme heat or cold. Learning devices should never be left in a car, even if the car is locked.
• Learning devices should be protected from the weather, water or other liquid, food, and pets. Students should never eat or drink while using their learning device, or use their learning device near others who are eating and drinking.
• Heavy objects should never be placed or stacked on top of your learning device. This includes books, musical instruments, sports equipment, etc.

Consequences of inappropriate use:
The use of any Corporation technology is a privilege and not a right. Students are expected to use their learning device in accordance with these Policies and Procedures, and Corporation Responsible Use Policy and any applicable laws. Failure to use this learning device in an appropriate manner will result in the following consequences, as determined by the staff and administration of the Monroe County Community School Corporation. Consequences include, but are not limited to:
• Limitation or cancellation of student use or access privileges, including the privilege of taking the learning device home.
• Suspension from school.
• Expulsion from school.
• Civil or criminal liability under applicable laws.
MONROE COUNTY COMMUNITY SCHOOL CORPORATION STUDENT LEARNING DEVICE LOAN AGREEMENT (POLICY 2521.02A)

Providing learning devices for instructional use by students is an exciting venture. Certain guidelines are necessary to protect the learning device and the school network and ensure that this technology serves as an effective instructional tool. Students and their parents/guardians must agree to the following:

1. The student agrees to follow all Corporation regulations and policies governing the use of the learning device as well as all applicable State and Federal laws including copyright and intellectual property law pertaining to software and information.

2. The learning device is the property of Corporation. If a student withdraws from the school prior to the end of the loan period, the learning device is to be returned to school officials by the student prior to withdrawal.

3. The student shall not remove or alter any Corporation identification labels attached to or displayed on the learning device, nor shall the student change identification within the learning device, such as the learning device name.

4. The student agrees to handle the learning device carefully and protect it from potential sources of damage.

5. The student agrees to take care to keep the learning device secure and safe. The student will assume the risk of loss by theft, destruction, or damage.

6. The student must report theft (or suspected theft) of the learning device, loss of the learning device, damage to the learning device, or malfunctioning of the learning device to school personnel immediately.

7. Upon request, the student agrees to deliver the learning device to Corporation staff for technical inspection or to verify inventory or other information; this may include random screening.

8. Learning devices may be checked out for the school year. Learning devices will be collected from students at the end of the school year. After a learning device has been initially assigned to a student, it will remain designated to that student for the remainder of the student’s school education for a period not exceeding four years. Learning devices must be checked out at the beginning of each school year; the student, at the end of the school year, will return the learning device.

9. Monroe County Community School Corporation is not liable for lost data or time spent on data.
The School Board recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the School Board that each student is moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development. Such pattern should coincide with the system of grade levels established by this School Board and the instructional objectives established for each.

A student will be promoted to the succeeding grade level under any of the following conditions:
A. completed the course requirements at the presently assigned grade;  
B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;  
C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade; or  
D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

A student enrolled in special education shall be promoted or retained based on the opinion of the Case Conference and the student's I.E.P.

No student who has successfully completed a grade shall be retained or allowed to repeat a grade in order to improve his/her ability or lengthen his/her eligibility to participate in extracurricular athletic programs.

Following sound principles of child guidance, the School Board discourages the skipping of grades.

The School Board will comply with the requirements of the Indiana Department of Education regarding the consequences for students in grade three who fail to pass the Indiana Reading Evaluation and Determination Assessment (IREAD-3). Accordingly, a student who does not pass the IREAD-3 assessment either during the assessment period in the school year or during the summer assessment window, in the following school year, will continue to receive instruction in grade three reading and will take the IREAD-3 assessment the following year unless the child qualifies for a good cause exemption. Good cause exemptions that may be considered are:
A. a student who has been previously retained two times prior to the fourth grade;  
B. a student with disabilities whose case conference committee has determined that promotion is appropriate; or  
C. an English learner student whose Individual Learning Plan (ILP) Committee has determined that promotion is inappropriate.

The Superintendent shall develop administrative guidelines for promotion, placement, and retention of students which:
A. require the recommendation of the professional staff for any promotion, placement, or retention;  
B. require that parents are informed in advance of the possibility of retention of a student at a grade level;  
C. assure that reasonable efforts be made to remediate the student’s difficulties before s/he is retained;  
D. assign to the building principal the final responsibility for determining the promotion, placement, or retention of each student.