COVID-19 Safety

Supporting a Safe and Secure Environment:

- Students and staff must wear face coverings at all times, unless appropriately socially distanced, as determined by the teacher (and in compliance with corporation parameters for removal)
- All CDC Guidance will be followed. Face coverings with exhalation valves or vents will not be worn.

Facial Coverings may only be removed under the following conditions:

1. During breakfast/lunch, if students are social distanced of six (6) feet or more
2. During outdoor recess, if socially distanced of six (6) feet or more
3. During a maximum of 3-5-minute break, if socially distanced of six (6) or more feet, with all desks facing the same direction.

- Throughout the day, there will be scheduled breaks for handwashing
- Teachers will receive training on signs and symptoms of COVID-19
- Student sharing of school supplies will be limited
- Students will socially distance while entering building
- Upon arrival, students will wash hands
- MCCSC will continue to clean, sanitize, and disinfect using EPA approved chemicals- students will not be allowed to touch the chemicals provided to class rooms.
- Additional hand sanitizer will be available throughout buildings- Hand Sanitizer must be used appropriately by all students.
- Sanitizing mats at all entrances- Students must use approved entrances into the building to ensure they walk across the sanitizing mats.
- Portable sinks available for handwashing- Students must wash hands at the sinks designated by their teacher.
- Signage promoting safety and social distancing in all buildings- Students must follow all social distancing guidelines and signage throughout the building both inside and outside on school grounds.
- Non-essential guests will be restricted from buildings- Parents will not be permitted to walk their child to the classroom or come into the school to drop off items for their child. Parents and non-essential guests will be allowed to drop off items with the administrative assistant by using the intercom system at the front of each building.

Before leaving your home:

- Every family must complete a daily self-screening of each child.* Staff members will also self-screen.
- Fever of 100.4 or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle or body aches
Before and After School - Extended Day/School Age Care:
- Before and After School Care will still be offered through the Office of School Age Care; however, due to social distancing, a limited number of openings (seats) will be available at each site.
- The hours of operation for extended day will be 7:00 a.m. to the start of school day and after school to 5:30 p.m.
- Fees will be based on weekly rates this school year regardless of the number of days you use. There will be a full-time morning fee and full-time afternoon fee.
- K-6 morning weekly rate = $38.75 flat morning rate
- K-6 afternoon weekly rate = $38.75 flat afternoon rate.
- Preschool spots will also be limited.
- Drop in care will not be available for the 2020-2021 school year.

Transportation:
- MCCSC encourages families to:
  - Walk/bike students to school buildings
  - Carpool students with other families
- Families may walk their child to the outer school building door
- MCCSC will provide transportation, but social distancing of 6-feet will not be possible
- Students must wear facial coverings
- Drop off/Pick up times may be staggered
- Buses will be cleaned and disinfected between routes and at the end of the day
- Smaller routes when possible
- Drivers and monitors will wear face coverings
- Face coverings must be worn by students
- Students will be assigned seats
- Students living in the same household will be assigned to sit together
- Attendance will be taken
- When possible, windows will be open
- If students do not follow the above protocol on the bus, they will be given a warning and then removed from the bus.

The student or employee may be excluded for 14 days.

Recess:
- Students will wash hands for 20 seconds prior to and after meals
- Students will wash hands after recess
- Students will participate in recess with their class to maintain social distancing (and to assist with possible contact tracing)
- Students will wash hands before recess
- Playground equipment will be cleaned and sanitized daily
- Students will eat in designated areas or classrooms with social distancing
- Grab and go meals will be offered and students will eat in designated areas or classrooms with social distancing
- Students with food allergies will receive special, individualized accommodations

Meals:
- Students will wash hands for 20 seconds prior to and after meals
- Students will take home MCCSC issued devices daily
- Students with COVID-19 symptoms must continue to wear facial covering to enter the Health Office
- Students with COVID-19 symptoms must continue to wear facial covering to enter the Health Office
- Students will wait in a separate area until parents arrive
- Students will be grouped and remain with the same group to allow for social distancing to the extent possible
- Students will be given a warning and then removed from the bus.

Ongoing parent & student training on technology and Canvas will be provided
- Schools will repurpose large spaces for possible classroom usage (e.g., gyms, lunch room, auditorium, etc.)
- Outdoor spaces will be utilized, pending weather conditions

Technology and Instruction:
- Drive Through Wireless is available at the following schools: North, South, Jackson Creek, Tri-North, Batchelor, Summit, Highland Park, & University
- Equitable Device & Internet Access will be provided o Buses with WiFi o MiFi Hot Spots o K-8 iPads o 9-12 Laptops
- Ongoing parent & student training on technology and Canvas will be provided
- Larger spaces and smaller class sizes to promote social distancing
- Traditional grading practices- Will take place during the 2020-2021 school year regardless of intermittent, online learning or face to face instruction.
- Classes may have an enrichment group that may meet throughout the week in a different space in order to meet the social distancing requirements of 6 feet apart.
- All students will receive daily and or weekly instruction on how to access the Learning Management System (e.g., Canvas)
- K-12 Students will take home MCCSC issued devices daily
- High Quality, Standards Based Instruction will take place each day
• **Supports for Students with Disabilities, English Language Learners, & High Ability Learners** will include:
  o Review learning needs prior to the opening of school
  o Identify learning gaps from spring closure
  o Deliver specially designed instruction based upon their unique learning needs
  o Design accelerated instruction for students who meet or exceed the standards
  o We have a number of students that are medically fragile, have sensory needs, or have compromised immune systems that will require a heightened school community effort to maintain their safety. To this end, school personnel will work with parents and their family pediatricians to address individualized safety protocols.
  • Daily and weekly Social Emotional/Equity Lessons & Support
  • All students will have access to Social Workers/Counselors
  • Proactive strategies and opportunities to decrease student anxiety will be taught
  • Professional development on Trauma Informed Care and Race and Equity will be provided for all staff
  • Instruction will be provided based on a review of essential learnings and priority/power standards from the previous school year to ensure that any gaps that occurred in student learning are addressed
  • Personalized learning plans will be created that detail intervention strategies to support students both academically and socially emotionally
  • Common Formative Assessments (CFAs) have been reviewed and revised to align with Indiana Academic Standards

**Dismissal:**
• Dismissal times may be staggered to allow for social distancing
• Face coverings must be worn by students
• Schools will have procedures for bus, parent pick-up, and car rider dismissal. Parents will not be able to enter the building.

**Extracurricular and Co-curricular Activities**
• Students, coaches, sponsors and other personnel will self-screen for COVID-19 symptoms before reporting to events
• Coaches/sponsors will be trained and will ask students if they have any symptoms
• Attendance will be taken
• If a student, coach or sponsor has symptoms, they will not be allowed to attend and should contact their medical provider
• Facial coverings are strongly recommended for students, coaches, and sponsors when possible
• Students may participate in extracurricular activities, in alignment with the IHSAA & ISSMA

**Extracurricular and Co-Curricular activities will follow the guidance provided by IN-CLASS, IHSAA, & ISSMA including voluntary summer activities and phasing in of activities**

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WELCOME PANTHERS

As we begin the 2020-2021 school year, it gives me great pleasure, on behalf of the faculty and staff, to welcome you to South and wish you good luck for the coming year. We are pledging our full support in helping you achieve your goals and as our school mission states, we hope to provide you with an atmosphere that is conducive to your development as a high school student and as a person in later life. Your commitment, dedication, and desire to be a learner is vital to helping us achieve our mission.

Now is the time to lay the foundation for your future. A high school diploma is a significant achievement, but it is not enough to ensure your success. In addition, there needs to be a solid record of academic achievement, participation outside the classroom and a good record of attendance. These are elements that may seem small, but they help open doors and create opportunities for you after high school.

High school is intended to be a tremendous growth experience for you and a time that you can reflect on in later years with pleasure. Your personal growth will be greatly enhanced if you become involved in a variety of school activities and get to know the people at South. Without a doubt, the students, faculty, and staff are our greatest resource, and each of us needs to make an effort to support each other.

Bloomington High School South is a school rich in tradition with an outstanding reputation for success. Help add to that tradition, and take full advantage of everything South has to offer. It is great to be a Panther!

With Panther Pride,

The Bloomington High School South Administration, Faculty and Staff

Dear Old B.H.S.

(By Mary Steen, Class of ’30 to the tune of Washington and Lee Swing)

Now here’s to you our dear Old B.H.S.
We’ll fight for you and do our very best
We know our team will win that game tonight,
And we are here to help the cause,
Come on let’s fight

We’ll win that old ball game; we’ve got the pep,
We’ll make that other ball team lose their step
Now here’s to you our honor defend,
You can win,
B! H! S!

Foreword

This Student Handbook was developed to answer many of the commonly asked questions that you and your parents may have during the school year and to provide specific information about certain Board Policies and Guidelines. Please take time to become familiar with the following important information contained in this Handbook and keep it available for frequent reference.

This Handbook replaces all prior handbooks and other written material on the same subjects. This Handbook does not equate to an irrevocable contractual commitment to the student, but only reflects the current status of the Board’s policies and the School’s rules as of the writing of this document. If any of the policies or administrative guidelines are revised, the language in the most current policy or administrative guideline prevails. Copies of current Board policies and administrative guidelines are available from the building principal.

STUDENT RIGHTS AND 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 before a student is disciplined because of their behavior. Adult students (age eighteen (18) or older) are expected to follow all School rules. If residing at home, adult students should include their parents in their educational programs.

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 their principal or their guidance counselor.

DESIRED EQUITY EXPERIENCE STATEMENT

We are committed to cultivating a safe, welcoming, nurturing, and supportive environment for every child, parent, caregiver, visitor, community partner, and fellow employee in every school each and every day.

PANTHER PLUS and PACE

It is the expectation of the South faculty, that students complete all of their work. If students are not actively keeping up with their work, there is a greater likelihood that course failure will result. Therefore, if students are missing assignments or failing courses, they will be expected to complete that work during Panther Plus or PACE.

Panther Plus is time built into the school day to provide timely, directive and systemic support for students. Opportunities for support are provided in every class, and activities include assistance with homework, writing papers, test make up, test retakes, and a variety of enrichment activities.
PACE takes place both during the school day during Panther Plus and after-school. PACE is our attempt to make sure that every student stays current with homework and develops the skills needed to successful learn new material. During PACE, students are expected to complete the work that is missing for a class.

Parents can support our goal for homework completion by regularly checking grades on family access.

**PANTHER PLUS PROCEDURES**

1. **Login**
Enter Skyward user name and password at Bloomingtonsouth.org/plus

2. **Click Select**
   - Click Select Activity
   - Labs are run by course not by department.
   - Select the correct course!
   - If you make a mistake you can click edit and change it before Friday.

3. **Register by Thursday to give yourself plenty of time**
   - Teachers have the final vote on where you go, so if you have a good reason to attend a different lab, discuss with your teachers prior to the day of the lab.
   - If you register for a lab, you will be allowed to make a change during the week.
   - If you are registered by a teacher, you will not be allowed to change the lab.

4. **Schedules are distributed during SRT on Monday**
   - You can go on-line if you are absent Monday.
   - You can go see your SRT teacher Tuesday for your schedule.
   - WRITE DOWN YOUR LABS for the week in your planner or save the website on your phone.
   - There are no passes for Panther Plus
   - Any changes on the day of a lab need to be made by your teacher
   - **Make sure you are signed up for what you need.**

5. **Choices!!**
   - If you are making good grades (above a C) you will have the opportunity to make choices about what labs you attend.
   - If you are missing assignments, you will be sent to PACE during Panther Plus to finish missing work.
   - Not finishing your work in PACE will lead to after school detention and PACE II in the library.

6. **Why are we doing this?**
   - Academic preparation is more important than ever, and there are times when everyone needs support.
   - Every student will have new opportunities to practice what is being learned in class, participate in enrichment, and prepare for exams, papers, etc.
   - **Take advantage of the opportunity!**

**REPORT CARD INFORMATION**

Listed below is the end of each grading period (six – six week grades). Grade reports will be issued approximately one week after the end of the grading period. Marks are given on the following basis:

- **A** denotes superior work
- **B** above average
- **C** average
- **D** below average
- **F** failing (no credit given)

**END OF GRADING PERIODS:**

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Date</th>
<th>End Date</th>
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<tbody>
<tr>
<td>1</td>
<td>Sept. 25</td>
<td>Nov. 6, 2020</td>
</tr>
<tr>
<td>2</td>
<td>Dec. 17</td>
<td>Feb. 19, 2021</td>
</tr>
<tr>
<td>3</td>
<td>Apr. 9</td>
<td>May 28, 2020</td>
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Family Access is also accessible from the South home page. It is highly encouraged for parents to check daily grades and attendance through this program. Parents must register for a password in the main office. This password stays active throughout a child’s career in school.
ACADEMIC CALENDAR

Wednesday 8/5 Staff Meetings - No School for Students
Thursday 8/6 Staff Meetings - No School for Students
Friday 8/7 Staff Meetings - No School for Students
Monday 8/10 Staff Meetings - No School for Students
Tuesday 8/11 Staff Meetings - No School for Students
Wednesday 8/12 Classes Begin for Students
Monday 9/7 Labor Day - No School
Friday 9/10 End 1st 6 weeks
Thursday & Friday 10/15 & 10/16 Fall Break - No School
Thursday-Friday 11/5 & 11/6 Final Exams End of Trimester 1
Tuesday 11/3 No school
Mon-Friday 11/23-11/27 Thanksgiving—No School
Thursday 12/17 End of 3rd 6 weeks
Friday 12/18 No school
Friday 12/21 Winter Break Begins - No School
Monday 1/4/2021 Classes resume for students
Monday 1/18 Martin Luther King, Jr. Day - No School
Thursday-Friday 2/18 & 2/19 Final Exams End of Trimester 2
Monday 2/15 No school
Monday 3/15-3/19 Spring Break Begins - No School
Monday 3/22 Classes resume for students
Friday 4/9 End 5th 6 weeks
Tuesday 5/4 No school
Thursday & Friday 5/27 & 5/28 Final Exams End of Trimester 3
Saturday 6/5 Commencement

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<tr>
<th>Anticipated</th>
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<th>Registration Deadlines</th>
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<td>SAT Test Dates</td>
<td>SAT &amp; Subject Tests</td>
<td>U.S. Regular</td>
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<tr>
<td>August 29</td>
<td>July 31</td>
<td>August 11</td>
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<td>October 3</td>
<td>September 4</td>
<td>September 15</td>
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<td>November 7</td>
<td>October 9</td>
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<td>November 17</td>
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<tr>
<td>March 13</td>
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<td>March 2</td>
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<tr>
<td>May 8</td>
<td>April 9</td>
<td>April 27</td>
</tr>
<tr>
<td>June 5</td>
<td>May 7</td>
<td>May 26</td>
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AP TESTS 2020-2021 Tests are in early May

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<tr>
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<th>LATE REGISTRATION POSTMARK DEADLINE</th>
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<tr>
<td>ACT TEST DATES</td>
<td>(regular fee)</td>
<td>(additional fee required)</td>
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<tr>
<td>September 12</td>
<td>August 7</td>
<td>August 21</td>
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<tr>
<td>October 24</td>
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<td>October 4</td>
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<td>December 12</td>
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GRADUATION REQUIREMENTS

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<tr>
<th>Subject</th>
<th>Minimum Requirements to Graduate*</th>
<th>Minimum Requirements Core 40 Diploma*</th>
<th>Academic Honors Diploma</th>
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<tr>
<td>ENGLISH</td>
<td>9 CREDITS</td>
<td>9 CREDITS</td>
<td>9 CREDITS</td>
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<tr>
<td>MATH</td>
<td>5 CREDITS</td>
<td>8 CREDITS</td>
<td>10 CREDITS (min 1 course past Algebra II)</td>
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<tr>
<td>SCIENCE</td>
<td>4 CREDITS</td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
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<tr>
<td>FOREIGN</td>
<td>NONE</td>
<td>4 CREDITS</td>
<td>6 CREDITS, 3 years of 1 language</td>
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<tr>
<td>LANGUAGE</td>
<td>Recommended</td>
<td>6 CREDITS, 2 years of 2 languages</td>
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<tr>
<td>SOCIAL STUDIES</td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
<td>6 CREDITS</td>
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<tr>
<td>FINE ARTS</td>
<td>NONE</td>
<td>Encouraged</td>
<td>2 CREDITS</td>
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<tr>
<td>PHYSICAL *</td>
<td>2 CREDITS</td>
<td>2 CREDITS</td>
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<td>EDUCATION</td>
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<td>HEALTH</td>
<td>1 CREDIT</td>
<td>1 CREDIT</td>
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<tr>
<td>ELECTIVES</td>
<td>16 CREDITS</td>
<td>10-14 CREDITS</td>
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<td>(5) in any Combination from World Language, Fine Arts and/or Career and Technical Ed Credits.</td>
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<td>(6) recommended in a Career Sequence</td>
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<td>TOTAL NEEDED</td>
<td>42 CREDITS</td>
<td>42 CREDITS</td>
<td>47 CREDITS</td>
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<td>(B AVERAGE &amp; Nothing Below a C-)</td>
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Any student planning to attend college should plan to earn an Honors Diploma.
Many colleges (Indiana, Purdue and Ball State) are requiring an Honors Diploma for entrance.
Along with course work, it requires one of the following:
• 2 AP courses (4 credits) and the corresponding exam.
• Earning a combined score of 1200 or higher on the SAT (critical reading and math).
• Score a 26 or higher composite on the ACT.
• Complete 2 dual high school/college credit course from the Core Transfer Library.
• Complete a combination of one AP course and corresponding exam and one dual high school/college credit course from the Core Transfer Library (6 transferable college credits).

COURSE SELECTION

A separate publication entitled “Curriculum Guide” is published each year and contains detailed information regarding student scheduling, courses available, special programs, and course descriptions. A copy of the “Curriculum Guide” is issued to each student prior to the scheduling process. Students are given a complete list of course offerings in order to select courses for the following school year. Students are expected to finalize their selections by the end of the spring scheduling period.

This process determines the number of teachers available in each department; thus, requests must be accurate. Only changes required to achieve graduation requirements will be made after requests have been submitted, review by guidance counselors and then finalized by students.

SCHEDULE CHANGES

There are established guidelines that all students should recognize which apply whenever changes are made on their daily class schedule. All schedule changes require administration and parent/guardian approval under the direction of a school counselor. To meet with a counselor, simply pre-schedule an appointment with the guidance secretary, and your counselor will send you a pass. Here is a list of the important guidelines that will be followed for schedule changes.

1. Schedule changes across discipline areas (e.g. changing a course in mathematics for one in language arts) must be completed by the end of the 5th school day of the term.

2. Schedule changes may be made after the 5th day as long as the class to be dropped and the class to be added are within the same academic discipline. Permission from both teachers involved is required after the 5th day.

3. Withdrawals from courses prior to the end of the first grading period will not be recorded on the official student transcript. After the first grading period of the term if a class is dropped, it will be to a study hall and an F will be recorded on the transcript for the term.

STUDENT PATHWAYS

Students began planning for their college and careers in middle school, and we strongly encourage students and parents to reference these interests as schedules are created. Students will, with support from their guidance counselors, customize a Graduation Pathway to demonstrate their preparedness for post-high school life. More information on this can be found on the next page and in the curriculum guide.

GRADUATION PATHWAYS REQUIREMENTS

Effective with the 2019-2020 school year, the new Indiana Graduation Pathways allow MCCSC students to demonstrate their preparation for their life after high school - college, a job, the military, advanced training, and more.

The pathways provide every MCCSC student with:

- knowledge and engagement of individual career interests and career options
- a strong foundation of academic and technical skills
- the skills needed to be successful in whatever they choose to do after high school

In conversation with your guidance counselor, customize your education by completing an option in each of the three categories.

1. **EARN A DIPLOMA**—select the course requirements for diploma designation.

   - General
   - Core 40
   - Academic Honors
   - Technical Honors

2. **EMPLOYABILITY SKILLS**—select one option to show your employability skills.

   - Project-Based Learning
     - School-approved, authentic project that leads to sustained inquiry around a challenging problem.
   - Service-Based Learning
     - School-approved, on-going service that connects to your coursework.
   - Work-Based Learning
     - School approved, work-based partnerships that use the concepts, skills, and dispositions from coursework.

3. **POST-SECONDARY READY**—select one option to show you are ready for life after high school.

   - Honors Diploma
     - Fulfill the requirements to earn an Academic or Technical Honors Diploma
   - Industry Credential and Workforce Readiness
     - Participate in at least one option:
       - State & industry recognized Credential or Certification
       - State, federal, or industry recognized apprenticeship
       - Career Technical Education Concentrator (2 advanced courses)
   - Pre-College Credit
     - Complete at least three:
       - Dual credit courses and earn a “C” average or higher and/or
       - Advanced Placement (AP) exams with a score of 3 or higher
   - College and Career Readiness Test
     - Use at least one option to meet college-ready benchmarks or placement qualification

   **SAT** (in English and math)
   - English – 480
   - Math – 530

   **ACT** (in two of the four subjects: English or reading and math or science)
   - English – 18
   - Reading – 22
   - Math – 22
   - Science – 23

   **ASVAB** (min. score in one area)
   - 31 Army
   - 31 Marines
   - 35 Navy
   - 36 Air Force
   - 45 Coast Guard

Refer to the Curriculum Guide for more information on Graduation Pathways.
STUDENT CONDUCT

MCCSC Policy 5500

Respect for the law and for those persons in authority shall be expected of all students. This includes conformity to school rules as well as general provisions of law regarding minors. Respect for the rights of others, consideration of their privileges, and cooperative citizenship shall also be expected of all members of the school community.

Respect for school and personal property; pride in one’s work; achievement within the range of one’s ability; and exemplary personal standards of courtesy, decency, and honesty shall be maintained in the schools of this Corporation. It is the responsibility of students, teachers and administrators to maintain a classroom environment that:

A. allows teachers to communicate effectively with all students in the class;
B. allows all students in the class the opportunity to learn;
C. has consequences that are fair, and developmentally appropriate;
D. considers the student and the circumstances of the situation; and
E. enforces the Student Code of Conduct/Student Discipline Code accordingly.

USE OF SECLUSION and RESTRAINT with STUDENTS

MCCSC Policy 5630.01

Corporation’s emphasis is on prevention and de-escalation, which reduces the risk of injury to both students and program staff. The emphasis is always on the care, safety, and welfare of our students and the primary technique used is verbal de-escalation. Restraint and seclusion are emergency procedures to be used when there is risk for injury to someone. It is the policy of the School Board to limit the use of seclusion or physical restraint in the education and discipline of students to circumstances in which the strategy can be used safely in a manner that is in the best interests of the student and as defined in this policy.

As a part of the emergency procedures in place in our schools, any student who poses an imminent risk of injury to him/herself or to others may be physically restrained and/or placed in seclusion by school staff in accord with School Board policies. These could occur along with other emergency actions such as calling the police. Significant violations of the law including assaults on students and staff will be reported to the police. As soon as possible after any such incident the parents or guardian will be informed when any of these actions have occurred.

SOCIAL AND EMOTIONAL LEARNING

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.

STUDENT WELL-BEING

Student safety is a responsibility of the students and the staff. All staff members are familiar with emergency procedures and evacuation procedures. Should a student be aware of any dangerous situation or accident, s/he must notify any staff person immediately.

In situations that involve dangerous weapons, students are EXPECTED to report concerns immediately. All reports will be handled in confidence. Failure to report a dangerous weapon may subject the student to disciplinary action.

All students must have an emergency medical card completed, signed by a parent or guardian and filed in the school office. Also, students with specific health care needs should submit those needs, in writing and with proper documentation, to the School Health Office.

POSITIVE STUDENT BEHAVIOR EXPECTATIONS

Bloomington High School South Mission Statement:

Bloomington High School South strives to meet the learning needs of all students in order to produce engaged and informed citizens who participate in community, excel in higher education, and succeed in the work place.

Bloomington High School South Belief Statements:

All students deserve a safe, organized, structured, and well-managed environment.

All students deserve high expectations based on their personal best performance or potential.

All students deserve fair, consistent, clear academic expectations, and grading.

All students deserve to know they have to follow clear rules and expectations with subsequent consequences for rule violations.

All students deserve caring, sharing, supportive, encouraging, nurturing, and guiding adults interested in them personally.

With these ideas in mind, the following graph was created to help make our expectations clear for all students. As it clearly states, Bloomington High School South has three traits that we expect all students to demonstrate: Respect, Engagement and Responsibility. These three traits are relevant to any activity that takes place in high school and in the future.
<table>
<thead>
<tr>
<th>UNIVERSALLY We will</th>
<th>HALLWAY/OTHER We will</th>
<th>CLASSROOM We will</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promote a healthy environment by treating staff and peers appropriately</td>
<td>Keep hallways passable by not gathering in large groups at inter-sections or lockers</td>
<td>Promote a healthy environment by treating staff and peers appropriately</td>
</tr>
<tr>
<td>Accept constructive suggestions</td>
<td>Demonstrate appropriate non-verbal communication</td>
<td>Listen when teacher is provided instructions and when classmates are asking questions</td>
</tr>
<tr>
<td>Practice appropriate voice levels and language</td>
<td>Dispose of food or drink appropriately when finished</td>
<td>Use resources in an appropriate manner</td>
</tr>
<tr>
<td>Demonstrate appropriate non-verbal communication</td>
<td>Turn off electronic devices during class time and not use them in the hallways or rest room during class time</td>
<td></td>
</tr>
<tr>
<td>Dress modestly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take appropriate action when we observe peers making inappropriate choices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be where we are supposed to be;</td>
<td>Be present when we are supposed to be there;</td>
<td>Be doing what we are supposed to be doing</td>
</tr>
<tr>
<td>Be present when we are supposed to be there;</td>
<td>Use cell phones during passing periods and lunch only</td>
<td></td>
</tr>
<tr>
<td>Be doing what we are supposed to be doing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond appropriately to requests</td>
<td>Model appropriate behavior and take appropriate action when their peers are not</td>
<td></td>
</tr>
<tr>
<td>Refrain from PDA</td>
<td>Follow individual classroom expectations understanding they may vary between teachers</td>
<td></td>
</tr>
<tr>
<td>Support school culture and expectations</td>
<td>Participate in PACE and complete make up work in a timely manner</td>
<td></td>
</tr>
<tr>
<td>Remain free from use and possession of alcohol, tobacco or any other drug</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples for Demonstrating Positive Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Following Instructions</strong></td>
</tr>
<tr>
<td>1. Look at the person.</td>
</tr>
<tr>
<td>2. Say 'Okay.'</td>
</tr>
<tr>
<td>3. Do what you've been asked right away.</td>
</tr>
<tr>
<td>4. Check back.</td>
</tr>
<tr>
<td><strong>Accepting Criticism or a Consequence</strong></td>
</tr>
<tr>
<td>1. Look at the person.</td>
</tr>
<tr>
<td>2. Say 'Okay.'</td>
</tr>
<tr>
<td><strong>Accepting 'No' for an Answer</strong></td>
</tr>
<tr>
<td>1. Look at the person.</td>
</tr>
<tr>
<td>2. Say 'Okay.'</td>
</tr>
<tr>
<td>4. If you disagree, ask later.</td>
</tr>
<tr>
<td><strong>Greeting Others</strong></td>
</tr>
<tr>
<td>1. Look at the person.</td>
</tr>
<tr>
<td>2. Use a pleasant voice.</td>
</tr>
<tr>
<td>3. Say 'Hi' or 'Hello.'</td>
</tr>
<tr>
<td><strong>Getting the Teacher's Attention</strong></td>
</tr>
<tr>
<td>1. Look at the teacher.</td>
</tr>
<tr>
<td>2. Raise your hand and stay calm.</td>
</tr>
<tr>
<td>3. Wait until the teacher says your name.</td>
</tr>
<tr>
<td>4. Ask your question.</td>
</tr>
<tr>
<td><strong>Disagreeing Appropriately</strong></td>
</tr>
<tr>
<td>1. Look at the person.</td>
</tr>
<tr>
<td>2. Use a pleasant voice.</td>
</tr>
<tr>
<td>3. Tell why you feel differently.</td>
</tr>
<tr>
<td>4. Give a reason.</td>
</tr>
<tr>
<td>5. Listen to the other person.</td>
</tr>
<tr>
<td><strong>Making an Apology</strong></td>
</tr>
<tr>
<td>1. Look at the person.</td>
</tr>
<tr>
<td>2. Use a serious, sincere voice.</td>
</tr>
<tr>
<td>3. Say 'I'm sorry for... or 'I want to apologize for.'</td>
</tr>
<tr>
<td>4. Explain how you plan to do better in the future.</td>
</tr>
<tr>
<td>5. Say 'Thanks for listening.'</td>
</tr>
<tr>
<td><strong>Accepting Compliments</strong></td>
</tr>
<tr>
<td>1. Look at the person.</td>
</tr>
<tr>
<td>2. Use a pleasant voice.</td>
</tr>
<tr>
<td>3. Say 'Thank you.'</td>
</tr>
</tbody>
</table>

| **Having a Conversation**                   |
| 1. Look at the person.                      |
| 2. Use a pleasant voice.                    |
| 3. Listen to what the other person says.    |
| 4. When there is a break in the conversation, ask a question or share your thoughts. |
| **Asking for Help**                         |
| 1. Look at the person.                      |
| 2. Ask the person if they have time to help you. |
| 3. Clearly explain the kind of help that you need. |
| 4. Thank the person for helping.            |
| **Asking Permission**                       |
| 1. Look at the person.                      |
| 2. Use a calm and pleasant voice.           |
| 3. Say 'May I... '                          |
| 4. Accept the answer calmly.                |
| **Staying on Task**                         |
| 1. Look at your task or assignment.         |
| 2. Think about the steps needed to complete the task. |
| 3. Focus all of your attention on the task.  |
| 4. Stop working only when instructed.       |
| 5. Ignore distractions and interruptions from others. |
| **Sharing Something**                       |
| 1. Let the other person use the item first. |
| 2. Ask if you can use it later.             |
| 3. When you get to use it, offer it back to the other person after you have used it. |
| **Working with Others**                     |
| 1. Identify the task to be completed.       |
| 2. Assign tasks to each person.             |
| 3. Discuss ideas in a calm quiet voice and let everyone share their ideas. |
| 4. Work on tasks until completed.           |
| **Listening**                               |
| 1. Look at the person who is talking and remain quiet. |
| 2. Wait until the person is through talking before you speak. |
| 3. Show that you heard them by nodding your head, saying 'Okay,' 'That's interesting,' etc. |
| **Appropriate Voice Tone**                  |
| 1. Listen to the level of the voices around you. |
| 2. Change your voice to match.              |
| 3. Watch and listen for visual or verbal cues and adjust your voice as needed. |
BEHAVIOR DEFINITIONS AND EXPECTATIONS

The Monroe County Community School Corporation does not discriminate against students on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities. Harassment of a student(s) or staff member by other students or any member of the staff is contrary to the School Board’s commitment to provide a physically and psychologically safe environment in which to learn and may be a violation of Federal or State law.

Bullying

Bullying means overt, repeated acts or gestures, including verbal or written communications transmitted, physical acts committed, or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment that:

1. places the targeted student in reasonable fear of harm to the targeted student’s person or property;
2. has a substantially detrimental effect on the targeted student’s physical or mental health;
3. has the effect of substantially interfering with the targeted student’s academic performance; or
4. has the effect of substantially interfering with the targeted student’s ability to participate in or benefit from the services, activities, and privileges provided by the school.

This type of behavior is a form of harassment, although it need not be based on any of the legally protected characteristics, such as gender, sexual orientation, race, color, national origin, marital status, or disability. It would include, but not be limited to, such behaviors as stalking, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing.

Hazing

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Harassment

Harassment includes any speech or action that creates a hostile, intimidating, or offensive learning environment. In a group situation, each person is guilty of lending his or her influence to the group and will be responsible for what may have happened as a result of the actions of the group.

Relational Aggression

Relational Aggression (RA) is behavior that is intended to harm someone by damaging or manipulating his or her relationship with peers. The Monroe County Community School Corporation recognizes that students often use RA to gain social status or to handle conflict. RA at any MCCSC school or building is unacceptable, as it leads to lowered self esteem, absenteeism, and possibly violence. Examples of RA are: spreading rumors, gossip, exclusion, taunting, and building social alliances. Within the Monroe County Community School Corporation, practicing empathy and inclusion is the rule!

Expectations

The Monroe County Community School Corporation believes that all people are to be treated with dignity and respect at all times. This is true regardless of an individual’s color, ethnicity, national origin, ancestry, gender, sex, sexual orientation, religion, appearance, age, family background, marital status, socio-economic status, disability, or position in the school system. Our school community will not tolerate any behavior intended to degrade, insult, threaten, or harm any individual in the school community; such behavior is grounds for disciplinary action.

STEP UP to Stop Bullying don’t join in

We want to continue our efforts to promote a safe, positive environment for all of our students. In part, that desire includes clarification about bullying so that we can ensure that if situations arise, we can react quickly to support all the parties involved. In our continuous efforts to promote and maintain a safe environment at Bloomington High School South safe, we use the following language to address bullying situations.

In general, bullying involves:

• Imbalance of Power: people who bully use their power to control or harm and the people being bullied may have a hard time defending themselves
• Intent to Cause Harm: actions done by accident are not bullying; the person bullying has a goal to cause harm
• Repetition: incidents of bullying happen to the same person over and over by the same person or group

Types of Bullying

Bullying can take many forms. Examples include:

• Verbal: name-calling, teasing
• Social: spreading rumors, leaving people out on purpose, breaking up friendships
• Physical: hitting, punching, shoving
• Cyberbullying: using the Internet, mobile phones or other digital

Everyone has the right to feel safe in their school and community. If you see someone being bullied, you have the power to stop it. By standing up for someone who is being bullied, you are not just helping someone else; you are also helping yourself. It is important to help others when you can.

What to Do When Someone is Being Bullied

• Take a stand and do not join in. Make it clear that you do not support what is going on.
• Do not watch someone being bullied. If you feel safe, tell the person to stop. If you do not feel safe saying something, walk away and get others to do the same. If you walk away and do not join in, you have taken their audience and power away.
• Support the person being bullied. Tell them that you are there to help. Offer to either go with them to report the bullying or report it for them.
• Talk to an adult you trust. Talking to someone could help you figure out the best ways to deal with the problem. Reach out to a teacher, coach, counselor, administrator or another adult that you trust to discuss the problem, especially if you feel like the person may be at risk of serious harm to themselves or others.
If you have been bullied, it may affect you in many ways. Know that your feelings are important.

- Do not blame yourself. It is easy to question whether you are the problem. But no matter what someone says or does, you should not be ashamed of who you are or what you feel.

- Be proud of who you are. No matter what they say, there are wonderful things about you. Keep those in mind instead of the disrespectful messages you get from the people who are bullying you.

- Do not be afraid to get help. Sometimes it helps to just talk to someone who is not personally involved. Teachers, counselors, and others are there to help. Seeing a counselor or other professional does not mean there is something wrong with you.

**What to Do When You Are Being Bullied**

The first priority is always your safety. Here are some strategies for you to consider:

- Tell them to stop.

- Walk away. Do not let them get to you. If you walk away or ignore them, they will not get that satisfaction.

- Protect yourself. Sometimes you cannot walk away. If you are being physically hurt, protect yourself so that you can get away.

- Tell an adult you trust. Talking to someone could help you figure out the best ways to deal with the problem. In some cases, adults need to get involved for the bullying to stop.

- Find a safe place. Go somewhere that you feel safe and secure like the library, a favorite teacher’s classroom, or the office.

- Stick together. Stay with a group or individuals that you trust.

- Find opportunities to make new friends. Explore your interests and join school or community activities such as sports, drama, or art. Volunteer or participate in community service.

**Student procedures for reporting a concern**

- Students are encouraged by their coaches, teachers, counselors and administrators to report any incident that causes them trouble. Reports can be made to a principal, teacher, counselor, SRT mentor, coach, or AD.

- If the student believes they are receiving inappropriate treatment from a teacher of coach he/she can meet with the school administrator, athletic director, counselor, teacher or SRT mentor.

- When a complaint is received, the school adult will share the Athletic Director or administration. All cases will be documented by the schools harassment coordinator as well.

- After a complaint is made, an investigation takes place. Per the MCCSC Grievance Procedure, once a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

- Once a determination is made, the suspect will have his/her consequences explained. They will be consistent with the Code of Conduct including up to an expulsion request and/or police charges.

- The student making the charge will have access to counseling support.

**EQUAL ACCESS to PROGRAMS and FACILITIES**

No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational function or student activity. Education services, programs, instruction and facilities will not be denied to anyone in Monroe County Community School Corporation as a result of race, color, religion, national origin, creed or ancestry, age, sex, marital status, sexual orientation, disability or veteran’s status. The following person(s) has been designated to handle inquiries regarding the non-discrimination policies:

<table>
<thead>
<tr>
<th>Discrimination based on disability:</th>
<th>All other types of discrimination:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kathleen Hugo</td>
<td>Dr. Andrea Mobley</td>
</tr>
<tr>
<td>Director of Special Education</td>
<td>Assistant Superintendent</td>
</tr>
<tr>
<td>315 E. North Drive, Bloomington, IN 47401</td>
<td>315 E. North Drive, Bloomington, IN 47401</td>
</tr>
<tr>
<td>812-349-4756</td>
<td>812-330-7700</td>
</tr>
</tbody>
</table>
SEXUAL DISCRIMINATION AND HARASSMENT GUIDELINES
OFFICE OF THE SUPERINTENDENT
MONROE COUNTY COMMUNITY SCHOOL CORPORATION
Policy STUDENTS 5517

STUDENT HARASSMENT

Harassment of a student(s) by other students or any member of the staff is contrary to the School Board's commitment to provide a physically and psychologically safe environment in which to learn and may be a violation of Federal or State law.

In addition to sexual harassment, which includes unwelcome sexual advances or any form of improper physical contact or sexual remark, harassment shall also include any speech or action that creates a hostile, intimidating, or offensive learning environment.

All such reports are to be made to our Harassment Officer, Joel McKay. Each report will be investigated promptly. Anyone found to have violated this policy and/or the Code of Conduct shall be subject to disciplinary action up to and including suspension or expulsion from the Corporation.

REPORTING HARASSMENT

Conduct constituting harassment may take different forms, including but not limited to the following:

SEXUAL HARASSMENT

A. Verbal:
   The making of written or verbal sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, or threats to a fellow student, staff member, or other person associated with the Corporation.

B. Non-Verbal:
   Causing the placement of sexually suggestive objects, pictures, or graphic commentaries in the school environment or the making of sexually suggestive or insulting gestures, sounds, leering, whistling, and the like to a fellow student, staff member, or other person associated with the Corporation.

C. Physical Contact:
   Threatening or causing unwanted touching, contact, or attempts at same, including patting, pinching, pushing the body, or coerced sexual intercourse, with a fellow student, staff member, or other person associated with the Corporation.

Any form of sexual harassment which constitutes child abuse must be reported immediately in accordance with AG 8462.

GENDER/ETHNIC/RELIGIOUS/DISABILITY/HEIGHT/WEIGHT HARASSMENT

A. Verbal:
   1. Written or verbal innuendoes, comments, jokes, insults, threats, or disparaging remarks concerning a person's gender, national origin, religious beliefs, etc., toward a fellow student, staff member, or other person associated with the Corporation.
   2. Conducting a "campaign of silence" toward a fellow student, staff member, or other person associated with the Corporation by refusing to have any form of social interaction with the person.

B. Non-Verbal:
   Placing objects, pictures, or graphic commentaries in the school environment or making insulting or threatening gestures toward a fellow student, staff member, or other person associated with the Corporation.

C. Physical:
   Any intimidating or disparaging action such as hitting, or spitting on a fellow student, staff member, or other person associated with the Corporation.
   Any student who believes that s/he is the victim of any of the above actions or has observed such actions taken by another student, staff member, or other person associated with the Corporation should take promptly the following steps:
   A. If the alleged harasser is a student, staff member, or other person associated with the Corporation other than the student's principal, the affected student should, as soon as possible after the incident, contact his/her principal or the Corporation's Title IX Enforcement Officer (Peggy Chambers, 315 North Drive, Bloomington, IN 47401, 812-330-7700).
   B. If the alleged harasser is the student's principal, the affected student should, as soon as possible after the incident, contact the Title IX Enforcement Officer.

The student may make contact either by a written report or by telephone or personal visit. During this contact, the reporting student should provide the name of the person(s) whom s/he believes to be responsible for the harassment and the nature of the harassing incident(s). A written summary of each such report is to be prepared and forwarded to the Title IX Enforcement Officer.

The student may file a formal Title IX Grievance with the Title IX Enforcement Officer for any complaint of sexual harassment. Grievance forms can be found in the main offices of each school. Grievance forms should be promptly turned in to the Enforcement Officer, Human Resources, Director, 315 North Drive, Bloomington, IN 47401 812-330-7700.

Each report received by the Principal or the Title IX Enforcement Officer as provided above shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:
   A. protect the confidentiality of the student who files a complaint;
   B. encourage the reporting of any incidents of sexual or other forms of harassment;
   C. protect the reputation of any party wrongfully charged with harassment.

Investigation of a complaint will normally include conferring with the parties involved (may include parents), and any named or apparent witnesses. All students and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate remedial and/or disciplinary action will be taken immediately to prevent the continuance of the harassment or its recurrence. Any form of sexual harassment which constitutes child abuse must be reported immediately in accordance with AG 8462.

The Corporation recognizes that determining whether a particular action or incident is harassment or, conversely, is reflective of an action without a discriminatory or intimidating intent or effect must be based on all of the facts in the matter. Given the nature of harassing behavior, the Corporation recognizes that false accusations can have serious effects on innocent individuals. Therefore, all students are expected to act responsibly, honestly, and with the utmost candor whenever they present harassment allegations or charges against fellow students, a staff member, or others associated with the Corporation.

See AG 8462
Approved 8/9/93; Revised 10/10/94
MONROE COUNTY COMMUNITY SCHOOL CORPORATION
Bloomington, Indiana
GRIEVANCE PROCEDURE FOR TITLE IX, P.L. 92-318, DISCRIMINATION AND HARASSMENT
ON THE BASIS OF SEX 5517

Copies of Title IX, P.L. 92-318 and the accompanying regulations from H.H.S. are available for exami-
nation in the Administrative Center, 315 North Drive, Bloomington, Indiana.

The purpose of this Grievance Procedure is to provide for an orderly method of resolving grievances
on the part of students or employees, based upon charges of discrimination or harassment on the
basis of sex in the Monroe County Community School Corporation’s educational programs or employ-
ment practices. Staff members who are represented by AFSCME and MCEA should be aware that
grievance procedures developed through these negotiated contracts may also be appropriate for use
in cases of discrimination in employment.

Group grievances may be filed by two (2) or more persons who have a basically similar grievance
when it is believed that the filing of a group grievance will be the most efficient method of extending
the benefits of any resolution of a grievance to all persons involved. A group grievance involving
persons from the same building may be initiated at Level I. A group grievance involving persons from
different buildings may be initiated at Level II.

All students, employees, and applicants for positions are advised that additional avenues for resolving
 grievances are available through the Human Rights Commission of the City of Bloomington, Indiana.
Information regarding these services is available at the Municipal Building, 220 East Third Street,
Bloomington, Indiana.

Persons who may file a grievance based upon discrimination or harassment and all employees of
MCCSC are advised that any retaliation or discrimination directed at persons who file grievances is
contrary to policy and practice of MCCSC.

Records of grievances filed shall not be placed in the permanent file of a person who is a participant in
a grievance procedure.

Section 1. Definitions

(a) “Corporation” means the Monroe County Community School Corporation.
(b) “Days” means working days, for grievances filed by employees; and school attendance days, for
   grievances filed by students.
(c) “Employee” means a person who is on a permanent basis as opposed to a temporary basis, on
   the payroll of the Corporation.
(d) A “grievance” is a complaint alleging action by the Corporation in violation of Title IX or the
    implementing regulations.
(e) “Enforcement Officer” means the employee designated by the Corporation to coordinate its efforts
to comply with and carry out its responsibilities under Title IX and the implementing regulations.
The “Enforcement Officer” for the Monroe County Community School Corporation has been identi-
ified as the Director of Personnel, Pam Sklar, 315 North Drive, Bloomington, Indiana 812-330-7700.
(f) “Student” means a person enrolled in one of the schools operated by the Corporation.
(g) “Superintendent” means the Superintendent of Schools or designee.
(h) “Respondent” means the person against whom the grievance is filed.

Section 2. Procedure

All grievances brought by students or employees shall be handled in the following manner:
Each report received by the Principal or the Title IX Enforcement Officer as provided above shall be
investigated in a timely and confidential manner. While a charge is under investigation, no information
is to be released to anyone who is not involved with the investigation, except as may be required by
law or is in the context of legal or administrative proceeding. No one involved is to discuss the subject
outside of the investigation.

Step One—Informal
Prior to the institution of the Informal Grievance step, all persons are advised that they may contact our
Harassment Officer for advice and information regarding the utilization of the grievance procedure.
All persons are further advised that the other informal contacts may be made with any employee of the
school corporation whom it is believed would be able to provide advice and assistance in the
informal resolution of a grievance.

Within ten (10) days of the time that the grievant knew, or reasonably should have known of the griev-
ance (or within ten (10) days of the publication of the grievance procedure, whichever is later), the

Step Two – The “Enforcement Officer”

(a) Within ten (10) days of the verbal answer, if the aggrieved is not satisfied with the disposition of the
   grievance at Level I or if no decision is rendered within the above stated time limits, the aggrieved
   shall complete complete grievance report form Level II and submit the grievance to the
   “Enforcement Officer.”
(b) The grievance shall (1) name the employee or student involved, (2) state the facts giving rise to
    the grievance, (3) identify the specific provisions of Title IX or the implementing regulations
    alleged to be violated, and (4) indicate the specific relief requested.
(c) The “Enforcement Officer” shall investigate the grievance and within five (5) days after receiving
   the written grievance, the “Enforcement Officer” shall give his answer in writing to the grievant.

Step Three – The Superintendent

(a) Within ten (10) days of the receipt of the “Enforcement Officer’s” answer, if the aggrieved is not
    satisfied with the disposition of the grievance at Level II or if no decision is rendered within the
    above stated time limits, the aggrieved may complete the grievance form Level III and submit
    the grievance to the Superintendent.
(b) The Superintendent shall hear the grievance within twenty (20) days after receipt of any written
    grievance properly filed with the Superintendent’s Office and shall render his decision in writing
    within seven (7) days after such hearing.
(c) The grievant and the respondent shall be afforded a full and fair opportunity to present evidence
    relevant to the facts and to the issues raised by the grievance, may be represented by counsel, and
    may bring witnesses at the hearing of a grievance by the Superintendent.

Step Four – The Board

(a) Within ten (10) days of the receipt of the Superintendent’s answer, if the aggrieved is not satisfied
    with the disposition of the grievance at Level III or if no decision is rendered within the above
    stated time limits, the aggrieved may complete complete grievance report form LEVEL IV and submit it to
    the Board of School Trustees through the Office of the Superintendent of Schools.
(b) The Board of School Trustees shall hear the grievance within ten (10) days after receipt of any
    written grievance properly filed with the Board through the Superintendent’s Office and shall
    render its decision in writing within ten (10) days after such hearing.
(c) The grievant and the respondent shall be afforded a full and fair opportunity to present evidence
    relevant to the facts and to the issues raised by the grievance and may be represented by counsel
    and may bring witnesses at the hearing of a grievance by the board.
(d) The grievant and all parties to the grievance shall be furnished a copy of the decision of the Board.
(e) The decision for the Board shall be final within the school corporation.
Section 3. Failure to Observe Time Limits

In the event the grievant fails to exhaust its remedies under the grievance procedure provided above, or to abide by the time limits with respect to each step, the grievance shall be presumed to be abandoned and the matter shall be settled in accordance with the Corporation’s last answer thereto. In the event the Corporation fails to give its answer at any step within the time limits prescribed, the grievant shall have the right to proceed immediately to the next step. Any time limit may be extended by written mutual agreement of the grievant and the Corporation.

Section 4. Effect of Settlement

Any settlement of a grievance shall be applicable to that grievance only and shall not necessarily set a precedent for the disposition of any other grievance. Any grievance initiated under this procedure shall be brought by and for the student or employee alleging action in violation of Title IX and the implementing regulations by the Corporation affecting the student or employee initiating the grievance.

Approved November 1976  Revised 10/10/94

SCHOOL SERVICES

Bookstore

The bookstore, located in the archive room under the grand staircase, provides a variety of services for students including, parking permit registration, fan bus registration, distribution of senior materials, and collection of necessary fees. The bookstore will be open one-half hour prior to the start of the school day and after school. Textbooks and other instructional materials will normally be issued by your classroom teachers.

Injury and Illness

All injuries must be reported to a teacher or the office immediately. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School’s emergency procedures and attempt to make contact with the student’s parents or guardians.

A student who becomes ill during the school day should request permission from the classroom teacher to go to the Health Office. The Health Office will determine whether or not the student should remain in school or go home. No student will be released from school without proper parental permission.

Lost and Found

The Lost and Found is located in the Health Office. Students who find property that does not belong to them should turn it in at the Main Office at once.

Students who have lost their textbooks should check the Lost and Found, as well as asking the chairperson of the department to determine if the book has been submitted to them. Students will be billed for books which are lost and not recovered through the bookstore. Delinquencies and fees for lost books must be paid as soon as possible. Seniors will not be allowed to participate in graduation ceremonies until such fees have been paid.

Medical/Health Service

Health services are provided in the Health Office located in A243. You must report to class and obtain a pass from the teacher to see the nurse.

If it is necessary to bring medicine to school, it should be brought to the Health Office upon your arrival at school. Students should not bring medicine to school without a doctor’s order.

Students who are injured or become ill at school must report to the Health Office.

All students new to the MCCSC must check with the Health Office to verify proper immunization.

“Each health office in the schools of the MCCSC maintains a list of students with medical problems or concerns. At the beginning of each school year, the faculty at each school receives a copy of the list of any of these students who attend their school. This information is necessary for the faculty to have in order to alert them to any medical problems the students might experience while at school.

This procedure is in accordance with the Family Education Rights and Privacy Act. If parents do not want this information disclosed, they should indicate their objection in writing and be certain that it is delivered to the health office in their child’s school.”
Immunizations
MCCSC Policy 5320

The School Board of School Trustees requires that all students be properly immunized against whooping cough, poliomyelitis, measles, diphtheria, rubella (German measles), tetanus, and mumps. Every child who enters kindergarten or grade 1 shall be immunized against hepatitis B, and chicken pox. Every child who enters grades 9 and 12 shall be immunized against hepatitis B. From time to time other communicable diseases may be designated by the State Board of Health.

The Superintendent shall require parents to furnish to their child’s school, no later than the first day of school after enrollment, a written statement of the child’s immunization accompanied by a physician’s certificate or other documentation. Students whose parents do not provide the required documentation by the opening day of school may be admitted to school provided the documentation is received within twenty (20) days and is in accord with the Superintendent’s administrative guidelines on immunization. If the student remains un-immunized at the close of the twenty (20) day period, the Superintendent shall commence exclusion proceedings, unless the parents have filed a religious objection or submitted a physician’s statement that the needed immunizations are contraindicated.

Exemptions to the immunization requirements shall be granted, in accordance with State law, only for medical, religious, or other reasons allowed by the State.

Use of medications
MCCSC Policy 5330

The Corporation Health Services Staff shall not be responsible for the diagnosis of student illness. The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, or the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child requires medication to benefit from his/her educational program.

For purposes of this policy, “medication” shall include all medicines including those prescribed by a physician and any non-prescribed (over-the-counter) drugs, preparations, and/or remedies that are FDA approved. “Treatment” refers both to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization or injections.

Before any medication or treatment may be administered by school personnel to any student during school hours or during school related activities, the MCCSC Corporation Health Services staff shall require the written prescription form the child’s physician for all prescription drugs accompanied by the written authorization of the parent. In the case of FDA approved non-prescription drugs, preparations, or remedies, a written authorization from the parent must be on file prior to administration of the treatment. These documents shall be kept on file in the school’s health office of the child’s school and made available to the persons authorized to administer medication or treatment. The prescription must be in its original container, labeled with the student’s name and the exact dosage. At no time is the school to administer a dosage other than that authorized by the physician’s prescription. The labeled bottle must match the prescription. Both written authorization from the parent and written prescription from the child’s physician shall be required to authorize any self-medication by the student. In addition physician’s statement authorizing self-medication must include the information set forth in Policy 5330.01 - Self-Administered Medication.

Before any non-prescribed medication or treatment may be administered, the Corporation Health Services staff shall require the prior written consent of the parent (see 5330 F1a and Form 5330 F1b). These documents shall be kept in the school health office.

Except in the case of authorized self-medication, all forms of medication shall be administered by the Corporation in accordance with the Superintendent’s guidelines. No student is allowed to provide or sell any type of prescribed or non-prescribed (over-the-counter) medication to another student.

Violations of this rule will be considered violations of Policy 5530 - Drug Prevention and of the Student Code of Conduct/Student Discipline Code.

Students who may require administration of an emergency medication may have such medication, stored in the school’s health office and administered in accord with this policy. However, if authorization (Form 5330 F3) for self-medication has been provided by the parent and physician which complies with the requirements of Policy 5330.01 - Self-Administered Medication, then the student may retain possession of the self-administered medications.

A school may send home medication that is possessed by the school for administration during school hours or at school functions with a student in grades 9-12, if the student’s parent provides written permission for the student to receive the medication

The MCCSC Corporation Health Services staff shall permit the administration by staff of any procedure and/or treatment after being properly trained by a school nurse.

Self-administered medications
MCCSC Policy 5330.01

A student may possess and self-administer medication for chronic diseases or medical conditions provided the student’s parent files a written authorization with the principal. The written authorization must be filed annually. A physician's written statement must be included with the parent's authorization.

The physician's statement filed annually to include the following information:
A. An acute or chronic disease or medical condition exists for which the medication is prescribed.
B. The student has been given instruction as to how to self-administer the medication.
C. The nature of the disease or medical condition requires emergency administration of the medication.

The Corporation, School or School Board is not liable for civil damages as a result of a student's self-administration of medication for an acute or chronic disease or medical condition except for an act or omission amounting to gross negligence or willful and wanton misconduct.
PROCEDURES

Emergency Drills
Emergency drills will be scheduled on a regular basis throughout the school year. It is important that students, faculty and staff respond quickly to these drills in an appropriate manner and with a serious attitude. Fire drills will be signaled using existing fire alarms. Tornado drills will be signaled by voice instruction over the intercom and earthquake drills are signaled by a continuous tone sounded over the school intercom system. Procedures for these drills will be received by each teacher and are posted in each classroom.

Emergency School Closing
In case of inclement weather, the changing or canceling of school will be announced on WGTC, 1370 AM or WBWB, 97 FM and information will also be posted on the MCCSC and South websites. Calling the school to find out this information will be difficult given the volume of calls, so please check the websites and other media.

Lunch Payment
Please bring the exact amount of money you want to deposit in your account so all transactions can be handled as quickly as possible. No change will be given.

Pregnant Students
Student pregnancy will be treated as a medical condition. In the interest of the student’s health and safety, school officials (nurse) should be consulted as soon as the pregnancy has been determined to help plan for academic concerns that might arise during the time the student is out of school.

Student Deliveries
Student deliveries (balloons [mylar only], flowers, etc.) for special occasions (birthdays, holidays, etc.) must be left at the Main Office in the student’s name. A pass will be sent for the student to claim the item at the end of the school day. Items brought to students such as books, lunch money, practice equipment, etc. can either be left in the Main Office or the Attendance Office. Any medication or medical equipment brought for a student must be left at the Health Office.

Student pregnancy will be treated as a medical condition. In the interest of the student’s health and safety, school officials (nurse) should be consulted as soon as the pregnancy has been determined to help plan for academic concerns that might arise during the time the student is out of school.

Textbook and Lunch Assistance
Forms for students are available during the first period at the start of the school year, and at anytime during the year if the income status of the family changes. Forms can be obtained in the Main Office and are approved through the Business Office at Central Administration.

Textbook Rental and Fees
Textbook rental and instructional material/supply fees are billed by central office administration and will be sent by mail to your residence. This amount is determined by the courses in which you are enrolled.

Work Permits
Work Permits are issued through the Main Office at BHSS. Students must have with them a completed “Intent to Employ” form signed by the parent(s)/guardian(s) and the prospective employer. These permits will be issued only to students. A student may only hold one job at a time.

Lockers
Lockers are the property of the school and are provided for student use. Each student will be assigned a locker at the beginning of the school year and will be expected to keep the locker unless permission to change is obtained from the office.

Each student is fully responsible for the security of the items in his/her locker.

Sharing of lockers with other students is prohibited, and thus, combinations should not be shared.

Students are encouraged to keep their lockers closed and locked at all times.

School personnel will not investigate situations when personal belongings are lost as a result of items being left unlocked in any locker or when lockers are shared.

Lockers problems should be reported to the Guidance Office secretary.

Locker Searches

A school corporation must provide each student and each student’s parent a copy of the rules of the governing body on searches of students’ lockers and locker contents.

The use of a locker is a privilege granted to students. A student who uses a locker that is the property of a school corporation is presumed to have no expectations of privacy in that locker or the locker’s contents.

The principal or his designee has the authority to examine the contents of any locker located on school property when he has sufficient reason to believe that the contents of the locker include elements which:

1. present an immediate threat to the health, safety, and welfare of the student body;
2. are illegal to possess;
3. would contribute to the disruption of the normal educational program;
4. have been reported lost or stolen.

A law enforcement agency having jurisdiction over the geographic area having a school facility containing a student’s locker may:

1. at the request of the school principal; and
2. in accordance with rules of the governing body of the school corporation; assist a school administrator in searching a student’s locker and the locker’s contents.
PLAGIARISM
A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

a. Quotes another person’s actual words, either oral or written;
b. Paraphrases another person’s words, either oral or written;
c. Uses another person’s idea, opinion, or theory; or
d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge."

Quoted from Code of Student Rights, Responsibilities, and Conduct, Part III, Student Misconduct, Academic Misconduct. By action of the University Faculty Council (April 24, 1990) and the Trustees of Indiana University (May 4, 1990). Amended by the University Faculty Council (April 13, 1993; May 12, 1993, and October 8, 1996) and the Trustees of Indiana University (December 4, 1992; June 5, 1993, and December 13, 1996).

RULES
Clothes for gym should be carried in a gym bag (duffle) rather than a backpack. Book bags, lunch bags (except for period 3), and outerwear (coats, jackets, hats, etc.) will be left in lockers upon arrival to school.

Communication Device (Wireless)
MCCSC Policy 5136

- A "wireless communication device" is a device that emits an audible signal, vibrates, displays a message, or otherwise summons or delivers a communication to the possessor.
- Students are prohibited from using WCDs to capture, record or transmit the words (i.e. audio) and/or images (i.e., pictures/video) of any student, staff member or other person in the school or while attending a school-related activity, without express prior notice and explicit consent for the capture, recording or transmission of such words or images.
- Using a WCD to take or transmit audio and/or pictures/video of an individual without his/her consent is considered an invasion of privacy and is not permitted, unless authorized by the building principal.
- Students who violate this provision and/or use a WCD to violate the privacy rights of another person may have their WCD confiscated and held until the end of the school year or have their privileges forfeited.
- Students are prohibited from using a WCD to capture and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using their WCD’s to receive such information.
- Students are personally and solely responsible for the are and security of their WCDs. The School Board assumes no responsibility for theft, loss, damage, or vandalism to WCDs brought onto its property, or the unauthorized use of such devices.

- No expectation of confidentiality will exist in the use of WCDs on school premises/property.
- Students are prohibited from using a WCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated.
- Violations of this policy may result in disciplinary action and/or confiscation of the WCD. The matter may also be referred to law enforcement if the violation involves an illegal activity.
- Possession of a WCD by a student is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise engages in misuse of this privilege.
- A person who discovers a student in possession of or using a WCD in violation of this policy is required to report the violation to the building principal.

Cell Phones
Phones are allowed to be used during these times:

- During passing periods.
- During lunch in the cafe.
- Before and after school.
- When expressly approved by the teacher.

Cell phones are expected to be off, out of sight and not used for any reason (music, calculator, watch, or camera) during class from (8:00AM—2:55PM). Students should not be using phones in the hallway while classes are occurring. While we know communication is important, we do not allow students to use their phones during class because texting, etc. will conflict with class participation.

Phones will be confiscated if being used or visible during class hours even if students are using the phone in the hall.

Contacting Students During the School Day
The office will not be able to deliver messages instantly for early release requests, so please schedule those in advance. Please don’t call or text students during class or exam times to provide a pass to leave. While students may use school phones to contact Parents/Guardians during the school day, Parents/guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Messaging
Sending, sharing, viewing, or possessing pictures, text messages, emails, or other material of sexual nature in electronic or any other form, including the contents of cell phones or other electronic devices, is subject to all applicable school, state and federal laws and subsequent consequences, including but not limited to expulsion and formal charges being filed.
Dances
Dances for Bloomington High School South students are frequently held. Dances are sponsored by school clubs or organizations and must be approved in advance through the Main Office. The adult sponsors are in charge of the dances and all school rules apply at these events. This includes dress code and appropriate student conduct, which includes dancing.

While dances are for student entertainment, dancing in suggestive ways (excessive touching, simulation or exposure, etc) will not be tolerated. Those who continue to dance in this way, after being asked to stop, will be asked to leave. Students who do not plan to attend the dance and loiter will be asked to leave. Any guest that wishes to come to a dance must be pre-approved by the dance sponsor & an assistant principal. This guest must be accompanied by a BHSS student with ID. No student will be admitted to a dance without a valid student ID.

Dress Code
As students mature and become adults, they will be required to meet certain dress standards for many occupational obligations and social functions. At BHS South students are expected to wear their clothing and to manage their appearance in a proper, modest and responsible manner. A student’s dress/appearance should not disrupt the educational setting, interfere with health or safety, promote vulgarity, or create health risks.

Appropriateness is monitored by all staff members. Final decisions regarding appropriateness will be made by administration. If a student is in doubt, he/she should not wear the item of clothing.

Expectations for clothing
Distracting apparel includes sunglasses, hats, headbands, bandanas and other head-coverings beyond those used for religion. Students shall not wear clothing that exposes undergarments, but-tocks, upper thigh, midriff or breast, and the clothing must be opaque. Tube tops and cut off shirts are not permitted. Apparel with reference to drugs, alcohol, profanity, sexual innuendo, or deviates from the educational mission of the school is not appropriate.

Students shall not wear clothing, footwear, insignia, jewelry, or accessories that are destructive to school property or cause excessive maintenance problems (such as cleats, pants/skirts with metal inserts that damage furniture, chains, jewelry with spikes, etc.)

Students will be afforded the opportunity to correct improper attire on their first visit to the assistant principal for this offense. Students who are unable or refuse to remedy this clothing issue will spend the remainder of the day in ISS (In-School Suspension) for not complying with this rule. Additional dress referrals will be viewed as “refusal to comply with a reasonable request”.

Food and Drink
Students will be expected to follow classroom expectations provided by each teacher. Situational food or drink may be allowed in class, but as a general rule, with the exception being water. No food or drink is allowed in classrooms. Drinks should never be brought into a computer lab or the library as preventing accidents in those two areas is increased because of potential damage.

Hall Passes
Students are expected to have a designated hall pass whenever they are in the hallways during class periods.

Being absent from a classroom (while still in the building) or being in another classroom or location other than your designated class without a pass can be considered truancy.

Areas that are accessible to students include: scheduled class, cafeteria during lunch, or front of the atrium area (weather permitting) during lunch, other areas with a pass or permission from an administrator.

Areas where students should not be include: parking lots, classroom or computer lab without a class, or outside of classroom without a pass (example: hallway, restroom, counselor’s office).

STUDENT RIGHTS OF EXPRESSION
The School recognizes the right of students to express themselves. However, with the right of expression comes the responsibility to do so appropriately. With prior administrative approval, students may distribute or display, at appropriate times, non-sponsored, non-commercial written material, buttons, badges or other insignia; and the like. All items must meet the guidelines established in MCCSC Policy 5722. In addition, material cannot be displayed or distributed if it:
- Is obscene to minors, libelous, indecent, or vulgar,
- Is commercial in nature,
- Advertises any product or service not permitted to minors by law,
- Intends to be insulting or harassing,
- Intends to incite fighting; or
- Presents a clear and present likelihood that, either because of its content or manner of distribution or display, it will cause or is likely to cause a material and substantial disruption of school or school activities, a violation of school regulations, or the commission of an unlawful act.

PUBLICATIONS
Any dissemination of Non-School sponsored publications must follow the guidelines in MCCSC Policy 5722. Students who wish to distribute any such material must make an appointment with the Principal to discuss the publication.
PROPER CARE FOR STUDENT DEVICES

We are fortunate in the MCCSC to provide devices for all of our students and teachers. In order to maintain the quality and functionality of our equipment, you must be responsible for its care. The following protocols are designed to keep devices in working order for all. Please familiarize yourself with these guidelines and make it a habit of practice.

Responsible Use of the Learning Device

- Each learning device is assigned to an individual student. Learning devices should never be shared or swapped with another student. The learning device and case are the property of the MCCSC.
- Students should not deface the learning device or carrying case in any way. This includes but is not limited to marking, painting, drawing, or marring any surface of the learning device. Students must maintain attachment of the provided sticker for identification of their learning device.
- Students should always keep the learning device secured while carrying it at school and at home.
- The technology coordinator will assign Internet passwords at the beginning of the year. A student must never share their password with other students. Passwords should always be kept confidential. Each student’s classroom teacher will have access to a confidential record of student passwords if needed.
- Students who take their learning device home are responsible for bringing their learning device, fully charged, to school each day. If a student fails to bring their fully charged learning device to school each day, they may not be able to participate in certain curricular activities, similar to leaving their textbook at home.
- If a student forgets a learning device at home, and it is needed for curricular activities, a parent/guardian will be called to bring the learning device to school.
- Students are responsible for saving or backing up their documents.
- When transporting the device at school, keep it in the Monroe County Community School Corporation provided carrying case.
- Classroom teachers will establish standards for learning device use in their respective classrooms.
- Learning devices are to be used in the classroom for only school related activities.

- Students are not allowed to download or install any unapproved software or other materials without permission.
- Learning devices may not be used to play music (audio CDs, online music or video sources, etc.) during the school day unless approved by a teacher and under a teacher’s supervision.
- Interactive online games and streaming radio and video 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 shall be reported to the technology staff, building coordinator, or student repair shop.
- 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.
- Protect the learning device LCD screen from damage from pointing, poking and other abrasions. Do not place any foreign objects on the keyboard (such as a pencil, pen, etc.) that could be smashed into the screen when the top is closed. LCD screens can be cleaned with a static-free wipe.
- Inappropriate or careless use of a learning device must be reported to a teacher or other staff member immediately.
- Learning devices are fragile, and if dropped they may break. Learning devices should only be used when they are on a flat, stable surface such as a table or desk.
- Protect the learning device from extreme heat or cold. Learning devices should never be left in a car, even if the car is locked. If you must leave your device in a car for a short time, place it in the trunk and make certain the car is locked.
- Protect learning devices from weather, water, or other liquid, food and pets. You should never eat or drink while using your learning device, or use your 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.

Troubleshooting

- REBOOT your device while at school to see if the problem persists.
- Promptly report any problems to the building Student Support Center.
- Hardware issues must be addressed to the Monroe County Community School Corporation PERSONNEL only.

Using the Learning Device for Internet and Email:

- 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 a teacher/guardian/parent supervision.
- Personal information about yourself or others while using the Internet or email should not be shared. This includes your name, age, address, phone number or school name.
- Parents/Guardians and students are required to read, understand, and agree to the Monroe County Community School Corporation Responsible Use Policy.
- Emails and other media that are accessed, created, or stored on the 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.

Equipment:

- Ownership: Monroe County Community School Corporation retains sole ownership of the device and grants permission to the student to use the device according to the guidelines set forth in this document. The device must be returned at the end of each school year or upon the student’s departure from the Monroe County Community School Corporation. Please check with the Principal if transferring schools within the Monroe County Community School Corporation. Moreover, Monroe County Community School Corporation administrative staff retains the right to physically collect and/or remotely inspect the device at any time. These protocols include, but are not limited to software upgrades; document inspection, compliance check-ups and any other reason deemed necessary by the administration.
- Efforts are made to keep all device configurations the same within each school. All systems include ample RAM, hard-disk space, productivity software, wireless network capability and a protective case. The Monroe County Community School Corporation will retain records of the serial numbers of provided equipment and software where applicable.
Substitution of Equipment: In the event the device becomes inoperable, the Monroe County Community School Corporation has a limited number of loaner devices for use while the device is repaired or replaced. These guidelines remain in effect for any substitute equipment. A LOANED DEVICE WILL NOT BE GIVEN TO A STUDENT WHO DOES NOT BRING HIS/HER LAPTOP TO SCHOOL.

Damage or Loss of Equipment:

- Warranty for Equipment Malfunction: Monroe County Community School Corporation has purchased a manufacturer’s warranty covering parts and labor.
- The warranty covers manufacturer’s defects. Families incur no additional charges for repairs covered by the warranty.
- Responsibility for Damage: The student is responsible for maintaining a 100% working device at all times. The student shall use reasonable care to ensure that the device is not damaged.
- In the event of damage not covered by the warranty, Monroe County Community School Corporation will charge the Student and/or Parent the full cost for repair or replacement, including labor.
- Lost parts will be charged at the current Monroe County Community School Corporation replacement cost.
- Optional accidental damage insurance is offered for students and families at www.worthavegroup.com
- Actions Required in the Event of Loss or Damage: Report the damage immediately to the school building repair center. In the event of loss, report the information to the Principal for investigation. The Monroe County Community School Corporation staff will file a police report if the incident occurred in a Monroe County Community School Corporation facility. If the device is stolen or vandalized while not at a Monroe County Community School Corporation facility, the parent shall file a police report and inform the Principal.
- Repair: Occasionally, unexpected problems do occur with the devices that are not the fault of the user (computer crashes, software errors, etc.). Personnel in the Monroe County Community School Corporation school-based repair centers are trained and certified to assist and repair student devices.

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, 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/expulsion from school.
- Civil or criminal liability under applicable laws.
The following activities are not permitted on MCCSC electronic resources:

- Restricting the Agreement include:
  - Students must sign and Acceptable Use Agreement prior to having a computer account.

Policies and Procedures: The IMC at BHS South has excellent library and AV facilities. The IMC, located in the middle of the second floor of the academic building (A), is open for use Monday through Friday from 7:30 a.m. until 3:30 p.m. and during A & C lunch.

Passes: Students coming to the IMC during the day as individuals are expected to have a pass signed by the sending teacher. The student is expected to stay the whole period unless the sending teacher designates a returning time or writes the word “return” on the pass. If a student needs to come to the library more than two (2) times during the same class period in any given week, special arrangements should be made with the librarian.

IMC Rules
- The IMC is a place that belongs to all students, teachers, and staff. Students are to be courteous and considerate of others by:
  - Treating everyone with dignity and respect.
  - Taking care of shared materials and shared space — if you need an item no doubt someone after you will also need it — return materials on time.
  - Being productive — during the entire library visit — come prepared to work, not socialize.
  - Speaking in a quiet voice. Loud voices and coarse language are offensive to others.
  - Not having any food or drinks in the IMC.
  - Staying in your designated work area until the class ends. Do not disturb others by lining up at the door of the IMC.
  - Returning and pushing in chairs, recycling paper, and leaving no graffiti.

Computer Use Policy
- Computers at Bloomington South are to be used for academic purposes only.
- Students should understand that the use of computers at Bloomington South is a privilege and not a right.
- Students are not to be in a computer lab without teacher supervision.
- No food or drink is allowed in computer labs or near any computer .
- Students are to log in with their username and password only. A student's username and password must be kept confidential at all times. Students may not use any other accounts on the computer network.

Acceptable Use Agreement

Student Access to Networked Information Resources Policy and Guidelines 2521

Students must sign and Acceptable Use Agreement prior to having a computer account. Excerpts of the Agreement include:

Restrictions

The following activities are not permitted on MCCSC electronic resources:

- Accessing, uploading, downloading, transmitting or displaying or distributing obscene or sexually explicit material; transmitting obscene, abusive or sexually explicit language.
- Damaging computers, computer systems or computer networks; vandalizing, damaging or disabling the property of another person or organization; debilitating or disabling computers, systems or networks through the intentional mis- or overuse of electronic distribution or storage space, or the spreading of computer “viruses” through the inappropriate use of files or diskettes.
- Violating copyright, or otherwise using another person’s intellectual property without his or her prior approval or proper citation; using another person’s passwords; trespassing in another person's folders, work or files.
- Violating local, state or federal statute.

Reasonable Usage

Among, but not limited to, users should refrain from overuse of connect time, information storage space, printing or processing capacity.

- Request permission before downloading any program or file; scan for potential “virus” before executing, running, decompressing, or unzipping.
- Regularly remove unneeded files and/or folders from MCCSC and/or building accounts; save information to your storage space or to individual diskette; and not use local hard drives for storage.
- Obtain permission before signing on to a mail list or list service, or accessing private accounts, such as e-mail.
- Install no software programs not owned by or licensed to the MCCSC or the school on any MCCSC resources. This includes “freeware” or “shareware” programs as well as regular commercial versions.

Rights and Privileges

The student user has full rights (within the limits of these guidelines, responsibilities and prohibitions) to the instructional networked resources provided by the MCCSC. The student’s account provides for personal storage space on the MCCSC resources which may be treated as a student locker and should be cleared periodically. It is important that the students keep passwords secure and private. However, users should not expect that files will always be private. MCCSC network administrators have the right to review files to maintain system integrity and to be sure that the system is being used within the stated limits.

Disclaimers

The MCCSC makes no warranties of any kind, either expressed or implied, for the provided access. The staff, the school and the MCCSC are not responsible for any damages incurred, including, but not limited to, loss of data resulting from delays or interruption of service, for the loss of data stored on MCCSC resources, or for personal property used to access MCCSC resources; for the accuracy, nature, or quality of information stored on MCCSC resources or gathered through corporation-provided access; for unauthorized financial obligations incurred through MCCSC-provided access. Further, even though the MCCSC may use technical or manual means to limit student access, these limits do not provide a foolproof means for enforcing the provisions of this policy. All provisions of this agreement are subordinate to local, state and federal statute.

Sanctions

Violations of school and MCCSC networked information resources policies could result in the loss of access to electronic resources. Additional disciplinary action may be determined at the building and/or classroom level in line with existing practice regarding language and behavior (Policy and Guidelines 5600). When appropriate, law enforcement agencies may be involved.

Student Driving and Parking

Only those students who are involved in special programs approved by the principal can be released from the BHSS campus. Otherwise, once students arrive on the BHSS campus, they are not permitted to leave campus without prior parental contact with the attendance office.

When students obtain parental permission to leave the BHSS campus for appointments, they will be sent appointment cards from the attendance office. The Attendance Office or an assistant principal must approve any other request for a student to leave campus. Students who leave BHSS campus without prior permission from parents will be considered truant.

- It is mandatory that students sign out in the attendance office and sign back in upon their return to school.

- Students are not permitted to leave for lunch.

A. Vehicle Registration:

- Students must fill out a request for a parking permit which must be signed by the student and parent/guardian. This request will be turned in to the bookstore.

- Students will be notified when permits will be on sale at the bookstore. At this time, if students owe fees, they will need to pay these outstanding fees before they can purchase a parking permit.

- One permit will cost $5.00 (Nonrefundable) If a student needs a duplicate permit for another vehicle, the cost will be $5.00.

- Students will not be allowed to park on campus without a proper permit.

B. Driving Regulations:

- Vehicles improperly parked or without valid permit may be towed away at owner’s expense.

- Failure to comply with normal traffic regulations may result in traffic arrest, fine, and loss of parking and driving privileges on the BHSS campus, with automatic referrals to the Monroe County authorities.

- Display permit at all times on rear view mirror.

- Cars should be locked. No loitering in or near cars is permitted at any time.

- Students must park in areas assigned to students.

- Do not park in spaces designated as WS (work study).

- Failure to report accidents will result in disciplinary action.

- Students are not allowed to go to their vehicles during class or passing periods without permission from an administrator.

- Students suspended out-of-school for the second time during the school year could lose their driving permits.

- Repeat truancy offenders will lose driving privileges.

- Students withdrawing from school, expelled from school, or graduating in January will be required to turn in their parking permit at the time they exit.

- The BHSS campus, streets and parking areas are open to properly registered student and adult staff and visitors on official business only during the school day.

- Visitors are to park in the visitor parking area.

- Bicycles and small motor bikes must be parked (and locked) in racks provided outside the buildings.

- Students who wish to ride a motorcycle to school should contact a building administrator to establish an appropriate parking area.

C. Parking Regulations:

- Bloomington High School South has approximately 370 spaces available for student parking. Parking permits will be available in the Bookstore at the beginning of the school year.

- Parking in all designated students lots will occur each day on a first come, first serve basis. Failure to register your vehicle or to park in an appropriate lot may result in disciplinary action and the loss of driving privileges. All vehicles are to be registered in the Office by the end of the first week of school.

- Cars parked in an unauthorized parking lot, parked illegally within an approved parking lot, or cars not displaying a proper registration sticker WILL BE TOWED. The owner/operator of the vehicle will be responsible for expenses incurred as a result of the towing.

- Car searches may be conducted by the administration with or without the aid of the local police department/sheriff’s department when there is reasonable suspicion to suspect the presence of something detrimental to the educational process.
EXTRA-CURRICULAR ACTIVITIES

Code of Conduct

It is the strong belief of our school and community that representing Bloomington High School South in any of our co-curricular or extracurricular activities is an honor and a privilege. As a part of upholding this belief, appropriate conduct and behavior expectations need to be followed at all times. Any student at BHSS who chooses to participate in an extra-curricular activity of any type will be required to follow the Code of Conduct guidelines outlined below in order to maintain eligibility in that activity. Extra-curricular activities include athletics, band, choir, clubs, and any other school sponsored activities that happen outside the school day.

It will be the responsibility of the staff and administration of the school to fairly and consistently enforce this policy in all extra-curricular activities in which our students participate. The intent of this policy is to encourage positive decision-making skills and work with the student and parents to provide appropriate safety nets when the student has made a poor choice. It is our hope that this policy will help promote and ensure the tradition and pride that we all have in our students and school. The Code of Conduct must be signed before the student will be permitted to participate. The Code of Conduct will be kept on file and will be in effect for the student’s high school career.

Consequences for violations of the Code of Conduct will vary depending on the cooperation and honesty of those involved.

I. Alcohol, Drugs, and Tobacco: Students involved in extra-curricular activities should be aware that if they are present at a function where alcohol and/or drugs are being used, they should leave immediately. The use or possession of alcohol, drugs or tobacco by students will not be tolerated and will result in the following penalties:

A. If the student turns him/herself into school personnel and/or cooperates with school personnel during the investigation of each offense:
   1. First offense--The student will participate in a drug counseling program that will be coordinated by the school. If reasonable suspicion of continued use arises after the initial incident, the student will be required to take a drug test.
   2. Second offense--Suspension of 20% of total season (including sanctioned scrimmages). Students will be allowed to practice but may not dress for competition during suspension.
   3. Third offense--One calendar year suspension.
   4. Fourth offense--Permanent suspension in all extra-curricular activities.

B. If the student does not turn him/herself into school personnel and does not cooperate with school personnel during the investigation of any offense (this would include denying usage and failing a drug test):
   1. First offense--Suspension 50% of total season (including sanctioned scrimmages), and the student will participate in a drug counseling program that will be coordinated by the school.
   2. Next offense--Permanent suspension in all extra-curricular activities. If a student has been given counseling, which means there was cooperation on the first offense, and then denies usage and fails a test, it would fall into this category.

II. Suspension from School: Student is suspended from the extra-curricular activity for same period of time.

III. Grades: All students must be enrolled in and passing courses in compliance with IHSAA regulations to be eligible for athletic participation. Eligibility for extra-curricular participation will be determined by the club sponsor/administration.

IV. Behavior: Conduct of all student involved in extra-curricular activities will be of the highest caliber while in school, in the community, during practices, games and competitions. Students who do not represent BHSS in an appropriate manner exhibited by their habits, conduct or character in or out of school, year round, shall be subject to disciplinary measures. This could result in suspension or dismissal from activities as determined by the coach, sponsor, athletic director or principal. This conduct includes relationships with coaches, team members, fellow students, teachers and the general public.

Pursuant to MCCSC Guidelines for Code of Conduct, "No student shall engage in any kind of aggressive behavior that does physical or psychological harm to another person or urging of other students in such conduct. Prohibited conduct includes coercion, harassment, bullying, hazing, or other comparable conduct." Our school community will not tolerate any behavior intended to degrade, insult, threaten or harm an individual in the school community; such behavior is grounds for disciplinary action. No initiation or hazing will be tolerated. In a group situation, each person is guilty of lending his or her influence to the group and will be responsible for what may have happened as a result of the actions of the group.

V. Profanity: The use of profanity will not be tolerated.

VI. Stealing, Theft and Vandalism: Students shall not vandalize property at school or at other schools nor have in their possession any item(s) stolen from any source, including uniforms or equipment from BHSS or from other schools.

VII. Criminal Guilt: If you are found guilty of a criminal act, you will not be allowed to participate in extra-curricular activities for one year.

VIII. Quitting Teams: If you quit a team after the first interscholastic contest you may not participate in another sport during that season without consent from both coaches involved. This includes offseason weight programs conducted by the school.

IX. Timeline: In accordance with school policy and the IHSAA these rules are in effect all year, including summer.

X. Appeal Process: A student and his or her parent/guardian have the right to appeal a ruling by so notifying the administration in writing within five (5) business days after notification of the decision. The Extra-Curricular Activities Appeals Board consists of members of the administrative staff. If written notification is not received within five (5) business days, the right of the appeal is forfeited.

XI. Hazing/Bullying: Will not be allowed; those involved shall be subject to disciplinary measures. This could result in suspension or dismissal from activities as determined by the coach, sponsor, athletic director or principal. (See definitions page 13)

Those aware of such activities or students feeling that they are receiving such treatment should tell a coach, school teacher, counselor, principal or have a parent contact any of the school staff members immediately so an investigation can be started.
Extracurricular Activity Eligibility

Purpose:
1. To emphasize the importance of academic achievement.
2. To monitor the academic progress of ECA participants frequently and more consistently.
3. To provide support and encouragement to all ECA participants for academic achievement.

Goals:
1. To raise the overall GPA of ECA participants.
2. To ensure that qualified ECA participants meet the academic standards necessary to continue at the collegiate level if the opportunity exists.

Monitoring Process: ECA participants who are considered to be in season will be monitored each grading period and when official report cards are issued.

Consequences: Students must be passing four classes to participate in extra curricular activities per IHSAA guidelines.

Off-Season Monitoring: All students at South will be monitored according to the established grading periods. Sponsors of extracurricular activities will attempt to monitor off-season participants at the end of each grading period.

Attendance and Extracurricular Participation: A student must attend school for one half day on the day of a scheduled activity of any kind (music, athletics, speech, drama, etc.) Exceptions to this rule are the observance of major religious holidays or medical conditions requiring a doctor's care. These exceptions should be prearranged with the attendance office and the student should be cleared by a building administrator for participation. If the student is absent on Friday or the day before school holiday begins, he/she will not be allowed to participate until the teacher/coach sponsoring the activity and a building administrator have determined the validity of the absence and/or the status of the student's health.

Only students who attend MCCSC schools are eligible to participate in extracurricular activities.

Club Offerings

<table>
<thead>
<tr>
<th>Academic Superbowl</th>
<th>Gothic Yearbook</th>
<th>Peer Mediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMIGOS</td>
<td>Habitat for Humanity</td>
<td>Pep Band</td>
</tr>
<tr>
<td>Asian Culture Club</td>
<td>HAM Radio Club</td>
<td>PROUD</td>
</tr>
<tr>
<td>Best Buddies</td>
<td>Harry Potter Club</td>
<td>Robotics</td>
</tr>
<tr>
<td>Black Culture Club</td>
<td>Hoosiers Outrun Cancer</td>
<td>SAGE</td>
</tr>
<tr>
<td>Big Brothers/Sisters</td>
<td>Imprint Project</td>
<td>Science Olympiad Team</td>
</tr>
<tr>
<td>Campus Life</td>
<td>Interact</td>
<td>Sea Perch</td>
</tr>
<tr>
<td>Dance Marathon</td>
<td>Junior Advisory Board</td>
<td>Senior Advisory Board</td>
</tr>
<tr>
<td>Debate Team</td>
<td>Latin Club</td>
<td>Solar Bike</td>
</tr>
<tr>
<td>Disney Club</td>
<td>Math League</td>
<td>Sophomore Advisory Board</td>
</tr>
<tr>
<td>Diversity Club</td>
<td>National Honor Society</td>
<td>Sounds of South</td>
</tr>
<tr>
<td>Dr. Who Club</td>
<td>Optimist Newspaper</td>
<td>SPAA</td>
</tr>
<tr>
<td>Fashion Club</td>
<td>Orchestra</td>
<td>Spanish Club</td>
</tr>
<tr>
<td>French Club</td>
<td>Panther Activity Council</td>
<td>Spell Bowl</td>
</tr>
<tr>
<td>Freshman Advisory Board</td>
<td>Panther Hoops</td>
<td>Student Council</td>
</tr>
<tr>
<td>Game Club</td>
<td>Panther Productions</td>
<td>South Sustainability</td>
</tr>
<tr>
<td>German Club</td>
<td>Panther Regiment</td>
<td>TEAMS</td>
</tr>
</tbody>
</table>

Every club at South must have a sponsor within the building. To create a new club, a narrative of the club's mission must be documented and given to the assistant principal in charge of student activities. It will then be presented to the administrative council for a vote of approval.

ATTENDANCE GUIDELINES

These guidelines apply to all Monroe County Community School Corporation schools. Provision is made herein for appropriate action by school officials. Participation in an out-of-class, school-sanctioned activity which has prior approval of the principal or designee counts as attendance.

A. A student enrolled in this school corporation is bound by the requirements of state law and this policy to attend school until graduation, or withdrawal, whichever comes first. Acceptance of the terms of this guideline is a condition of enrollment for all students, including those not subject to the Compulsory Attendance Act of the State of Indiana. This applies to students who enroll or transfer into this school corporation at any time during a school year. Attendance and discipline records, including determinations made by the previous school, shall be honored and treated as though the conduct occurred within this school system.

B. A student with any number of excused absences from school (excluding out-of-school suspension) or other absences up to 10 days shall have the right to make up work they missed within a reasonable length of time.

The following guidelines apply:

1. It is the responsibility of the student to obtain and complete all such make up work.
2. Assignments missed in any given class must be requested on the first school day that class meets following the absence(s).
3. Students absent two or more days will be given one day for each day missed to complete the assigned make up work.
4. Work turned in late due to absences will be accepted but points may be deducted for the tardiness of such work.
5. The option to make up work missed does not apply for cases of habitual truancy or continued excessive absences of any kind. If the student has been determined to be a habitual truant, or if the student has excessive absences to the extent that a physician's statement of incapacity is now required, the student may not be allowed to make up the work that was missed.
6. These guidelines do not apply to work done in advance of a prearranged absence. The application for pre-arranged absences may be obtained in the attendance office and should be approved in advance.

C. Individual schools are encouraged to establish incentives for attendance including but not limited to award programs recognizing students with good attendance records. Students absent in observance of bona fide religious holidays will, for purposes of such awards only, be considered as not absent.

D. Teachers will take attendance each class period, with absences recorded and submitted to the office as directed.

E. If the student has a physician documented mental or physical impairment (physician's statement of ongoing incapacity), such as ongoing and/or severe seizures, migraines, asthma, or other similar conditions, a 504 conference may be held when appropriate, and future absences (with a parent phone call) will be excused for the student and also not count against the school's attendance rate.
Attendance
The primary purpose for attending high school is to learn. Maximum learning occurs through teacher instruction, class participation, and interaction among students. Any school absence, excused or unexcused, places the student at a disadvantage. Regular school attendance prepares students to assume their roles as productive members of the workforce and society. New expectations from the state define when actions like revoking driving permits/licenses, filing habitual truancy charges, and revoking work permits should happen.

Pre-arranged Absences—students must:
1. Pick up a pre-arranged form in the attendance office.
2. Complete the form and have it signed by parent.
3. Have an administrator sign the form.
4. Have all teachers sign the form.
5. Turn in the form to the attendance office one week before the absence.

Absence Reporting
A parent or guardian must notify the attendance office by telephone prior to or the day of the absence. 330-7717.
- Calls will be received between 7:30 AM and 2:55 PM.
- An answering machine is always available to allow parents to report an absence.
- Parents may also e-mail the attendance office.
- All communication should be received within 24 hrs of the absence to guarantee it is excused.
- If there is no telephone in the household, the parent or guardian should make arrangements with the assistant principal for written notes to be brought in within 24 hrs of the absence.

Appointments
Effort should be made to schedule appointments after school whenever possible. If a student must leave for an appointment from school, a statement from the doctor will be required upon returning to school. We request that students bring a written request from home the day prior to the appointment to accommodate scheduling the absence. When this can’t be done, please have students bring in a written request to the attendance office before school the day of the appointment.

All students must sign out and sign in with the attendance office prior to leaving and upon returning to the building.

For safety reasons, we ask that parents not expect students to be released after a phone call, on the day of the appointment, for an appointment that is not an emergency.

Please do not schedule appointments during final exams, as we do not run passes during tests.

Absences During a Suspension from school
Absence from school due to suspension shall be considered an excused absence. A suspended student will be responsible for making up school work lost due to suspension within the prescribed time limits given by the classroom teacher. It is recommended that a student complete missed assignments during the suspension and turn them in to the teacher upon his/her return from School. Assignments

Tardy
A tardy is defined as late to class less than five (5) minutes.
Calling in for a student who has overslept will not be an excused tardy or absence. All students are allowed 3 tardies before any discipline action is taken. This is true for any period of the day, but especially first period.

Proper procedure for tardiness, which accumulates by term.
1. The teacher will keep accurate records and inform the student of each tardy.
2. On the 4th tardy, an After School Detention will be assigned by the principal.
3. Teachers and administrators will communicate to determine what will be an appropriate discipline action for following infractions. (example: in school suspension, out of school suspension, truancy court, revoking drivers license, parking permits, and work permits, etc.)

Consequences of Attendance Violations

<table>
<thead>
<tr>
<th>Offense</th>
<th>Level</th>
<th>Description</th>
<th>Additions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Offense</td>
<td>After School Detention or Saturday School</td>
<td>3:00-3:45 PM or 8AM -11AM</td>
<td>Failure to serve will result in Alternative to Suspension</td>
</tr>
<tr>
<td>2nd offense</td>
<td>Saturday School or In-School Suspension</td>
<td>8:00 AM - 2:30 PM</td>
<td>Possible referral to truancy court.</td>
</tr>
<tr>
<td>3rd offense</td>
<td>1 Day Out of School Suspension</td>
<td>Out of School Suspension Program</td>
<td>Revoke drivers license through BMV after 50 periods of truancy. Revoke work permit. Refer to truancy court.</td>
</tr>
<tr>
<td>4th offense</td>
<td>3 Days Out of School Suspension</td>
<td>3 Days Out of School Suspension Program</td>
<td>Pre-Expulsion hearing with assistant principal may be required before returning to school.</td>
</tr>
<tr>
<td>5th offense</td>
<td>Expulsion</td>
<td>The student may not attend any other state public school for the period of expulsion.</td>
<td></td>
</tr>
</tbody>
</table>

Flagrant attendance violation could result in the students being immediately suspended, expelled or sent to truancy court.

Truancy Court
The Juvenile Judge and Prosecutor have a commitment to make education the highest of priorities with Monroe County students. If a student is truant repeatedly, and/or referred for habitual truancy, they could be referred to truancy court.
EXCUSED ABSENCES
MCCSC Policy 5200

Exempt absences for the student, which do not count against the Corporation’s attendance rates include:

A. serving as a page or honoree of the General Assembly (IC 20-33-2-14);
B. serving on the precinct election board or as a helper to a political candidate or party on the day of a municipal, primary or general election (IC 20-33-2-15);
C. when subpoenaed to testify in court (IC 20-33-2-18);
D. serving with the National Guard for no more than 10 days (IC 20-33-2-17);
E. serving with the Civil Air Patrol for up to 5 days (IC 20-33-2-17.2);
F. any educationally related non-classroom activity if the activity is consistent with and promotes the educational philosophy and goals of the Corporation;
G. facilitates the attainment of specific educational objectives; is part of the goals and objectives of an approved course or curriculum; represents a unique educational opportunity; cannot reasonably occur without interrupting the school day and is approved in writing by the school principal.

In each of these circumstances, the student is excused from school and is not to be recorded as absent, and is not to be penalized in any way by the school.

Excused Absences which do count against the school’s attendance rates include:

A. Illness
B. Recovery from accident
C. Death in the immediate family
D. Professional appointments
E. College visit for a junior or senior
F. Participation in or observance of a bona fide religious holiday
G. Out of school suspensions
H. Related to Article 7 or Section 504
I. Military-connected students whose parents or legal guardian are experiencing a deployment
J. Such other good cause acceptable to the Principal and permitted by law

Students Experiencing Homelessness

Homeless students have the right to remain in their school or origin or the local attendance areas school, according to the child’s best interest. The school of origin is the school that the student attended when permanently housed or last enrolled. The local attendance area school is any public school that non-homeless students who live in the attendance area are in which the student is actually living are eligible to attend.

UNEXCUSED ABSENCES

An unexcused absence is an absence from school not authorized by state law or Corporation policy. It includes truancy or other excessive absences. Unexcused absences also include absences in “H, D and – M codes” (see page 29). All days missed in excess of the ten day limit or for which a notice has been sent to the parents requiring a “physician’s statement of incapacity” for the child are considered unexcused. In-school suspensions are not considered absences, and out of school suspensions are counted as excused absences. Actions taken by the principal or designee for unexcused absences may include but not be limited to:

For Truancy:

a. Identifies the truant as a student who willfully does not attend school.
b. Identifies the “habitual truant”, that is, “the student who has unexcused absences from school for more than ten (10) days of school in one (1) school year. 10 days is the equivalent of 50 periods as we have 5 periods a day at BHSS.
c. Investigates the cause(s) of the truant behavior via:
   (1) Parent contact by the designated staff member
   (2) Parent contact by appropriate school administrator or designee
   (3) Parent conference with appropriate school administrator or designee
d. Considers, when appropriate, any modifications of the student’s educational program that meet particular needs which may be causing the truancy.
e. Ensures that every effort is made to notify parents that a child is truant, and that there may be corrective and/or disciplinary actions taken if the truancy continues. This minimal due process will include but not be limited to:
   (1) Send an Attendance Notification Letters (These may be a “Five Day Letter”, a “Ten Day Letter” or a “Partial Absence Letter” or “Partial Absence Letter” may require a physician’s statement of incapacity for future absences to be counted as excused.)
   (2) Make documented phone calls to parents
   (3) Refer to the School Social Worker for contact/conference
   (4) File One Day Legal Notice
f. Ensures that the Corporation’s policies and administrative guidelines on student discipline are adhered to when truant students are disciplined. This may include but not be limited to:
   (1) Detention after school hours
   (2) Placement in In-school suspension
   (3) Removal of privileges
   (4) Referral to Monroe County Probation Department
   (5) Termination of enrollment in the affected classes
   (6) Referral into an Alternative to Expulsion program
   (7) Recommendation for expulsion from school (Expulsion is the last resort for truancy problems and other efforts must be made before expulsion is recommended.)
g. Provides for the reporting to the Bureau of Motor Vehicles those students who have been determined to be a habitual truant, expelled from school, or suspended for the second time during the school year.

- For any student age 13 through 17 who has been determined or designated a habitual truant under this policy, the following review procedures apply:
  (a) The principal shall review the student’s attendance record no less than one time each year to determine if the prohibition against receipt of an operator’s license or learner’s permit shall continue. The principal shall be guided by the following factors:
   (i) At least sixty (60) school days must have elapsed in order to have a significant sampling upon which to make a determination of improved attendance;
   (ii) The number of absences since the initial determination or designation and the reasons for each shall be reviewed. One absence based on truancy (willful and in defiance of parental authority) shall cause the principal to recommend that the aforementioned.
(b) The principal shall forward his/her recommendation to the Board of Trustees for its review and determination. If the prohibition against receipt of the license or permit is removed, the principal shall notify the State Bureau of Motor Vehicles. The removal of the prohibition, however, shall not cause the number of truancy days to be erased for purposes of later determining that a student is a repeat habitual truant under this policy.

- The only statutory timelines which apply to habitual truancy procedures are those contained in Indiana Code 20-33-8-1—34 and 20-33-2-11.
- The superintendent shall see that a uniform summary information form is developed which:
  (a) Indicates the date of the principal’s determination of habitual truancy and of the hearing examiner’s determination, if any;
  (b) Indicates the date and result of the review of the attendance record of a habitual truant by the principal and Board of Trustees; and
  (c) Is placed in and becomes a permanent part of the student’s record file which shall be included with any records sent to another school system in which the student enrolls.

- If a student who has been designated and/or determined a habitual truant and remains ineligible to obtain a license/permit properly quits this school system or transfers to a public or non-public school, the principal with authority to review such student’s attendance record shall be deemed to lose such authority and to no longer be under a duty to conduct the review. Conversely, if such a student moves from one school to another within this corporation or transfers into this school system from another corporation, the principal shall conduct the appropriate review.

For other Excessive Absences:
A. Identify instances where the parent(s) actions or lack of actions may “fail to ensure that the child attends school”.
B. Investigate the cause(s) of the excessive absences via:
   1. Parent contact by the designated staff member
   2. Parent contact by appropriate school administrator or designee
   3. Parent conference with appropriate school administrator or designee
C. Make every effort to communicate the issues with the parent(s) in a timely manner. These may include but not be limited to:
   1. Send attendance notification letters (five day, ten day, partial day absence letters)
   2. Make documented phone calls
   3. Refer to the School Social Worker for contact/conference
   4. File One Day Legal Notice
   5. Demand a physician’s statement of incapacity for all future absences (Verification of incapacity through such a physician’s statement, or other verification the school documents that verifies a student is legitimately ill, will be counted as excused absences.)
D. Consider what appropriate interventions might be helpful in alleviating excessive absences including what referrals might be made to outside agencies. (A list of possible agencies will be available in the MCCSC Social Services Department.)
E. Ensure that students/families with continued excessive absences are referred to appropriate agencies for legal action including the Monroe County Prosecutor, the Monroe County Probation Department, and/or the Monroe County Child Protection Services.


Attendance Codes
A - Absent – excused (parent contact)
B - Home bound instruction approved by Special Ed.
C - Out of Class – present-excused from class (e.g., w/counselor, social worker, etc.)
D - More than 5 minutes tardy-counted as truant
E - Early Dismissal – left building w/parent permission
F - Field Trip – attending school activity
G - Left school – with parent permission
H - Truant (MS/HS – absent without parent knowledge)
I - In-school detention/suspension
J - Jail (incarcerated, short-term (not withdrawn)
K - Alternative to Suspension
L - Left Seminar without permission (HS)
M - Medical/dental/hospital – statement required
N - Nurse – sent home by health personnel
O - Out-of-school suspension
P - Prearranged absence (i.e. vacation)
Q - Lice/Nits present
R - Religious exemption
S - Return to School – return from appointment
T - Tardy
U - Absent – no parent contact/physician statement
V - College Visit (college, polls, page, jury duty, court appearance, etc.)
W - 504 Medical Determination
X - Exempt – polls, page, jury duty, court appearance, NG
Y - Take-Your-Child-to-Work Day
Z - Hospitalized (not withdrawn from school)

Withdrawing from School
Policy 5130
The student may not withdraw from school unless the student, the student’s parent or guardian, and the principal agree to the withdrawal and the parent or guardian and the principal provide written consent for the student to withdraw from school. If the principal (this duty may not be delegated to a designee) does not consent to the student’s withdrawal, the student’s parent may appeal the denial to the Superintendent.

Discipline Philosophy
Discipline at BHS South is a responsibility shared by students, parents, teachers, and administrators. Our policies, in compliance with the laws of the State of Indiana, promote an orderly, safe, and positive learning environment. We encourage respect, responsibility and engagement for each individual student and hold each student accountable for behavior in our school community.

Bloomington South’s expectations for students can be summarized with three simple statements:
1. Be where you are supposed to be,
2. When you are supposed to be there,
3. Doing what you are supposed to be doing.
VIOLATIONS and CONSEQUENCES
ANY blatant rule violation can result in expulsion

Abuse/Battery (Physical or Sexual):
First offense: Expulsion – Police Referral

Arson:
First offense: Expulsion – Police Referral

Cheating/Plagiarism:
First offense: Teacher discretion
Second offense: In-school suspension/After School Detention
Third offense: 3 days out-of-school suspension

Disruptive Behavior:
Blatant disruptions could result in an immediate expulsion request
First offense: In-school suspension/After School Detention
Second offense: Discretion of principal

Dress Code Violations:
First offense: Warning/In-school suspension/send home
Second offense: Sat. school

Driving Violations:
First offense: 30 day suspension of parking pass.
Second offense: Revoke driving privileges for year.

Drugs & Alcohol – Possession, Use:
First offense: Recommend expulsion – Police Referral
Second offense: Police referral

Drugs & Alcohol – Transmitting:
First offense: Recommend expulsion – Police Referral
Second offense: Revoke driving privileges for year.

Drug Paraphernalia – Possession:
First offense: Recommend expulsion – Police Referral

Wireless Communication Devices – Possession:
First offense: Confiscation with parental contact
Second offense: Saturday School or ISS
Third offense: ATS (Possibly forfeit bringing to school)

Failure to Attend After School Detention:
First offense: Saturday School or ISS
Second offense: 1 day out-of-school suspension
Third offense: 3 days out-of-school suspension

Fighting:
Depending on the Situation: 5 days out-of-school susp. – Police Referral
First offense: Police Referral
Second offense: Recommend Expulsion – Police Referral
Third offense: 1 day out-of-school suspension

Fire Alarm Violation:
First offense: Recommend expulsion – Police Referral

Fire Arms – Possession, Using, Transmitting:
First offense: Recommend expulsion – Police Referral

Hall Pass or School Document Misuse:
First offense: In-school suspension or (ASD) – loss of privileges
Second offense: ATS or in-school and pass restrictions
Forgery: Administrative discretion

Harassment, Bullying, Hazing (verbal):
Blatant harassment and intimidation could result in an immediate expulsion request

Internet Agreement Violations:
First offense: In-school suspension/ASD (May include educational component)
Second offense: 1 day out-of-school suspension
Third offense: 3 days out-of-school suspension

Littering:
First offense: After School Detention / loss of privileges
Second offense: Administrator discretion

Obscene Language or Gestures:
First offense: In-school suspension/Sat. school
Second offense: Out-of-school suspension
Third offense: Out-of-school suspension/or expulsion

Parking/Driving Violations:
First offense: 30 day suspension of parking pass.
Second offense: Revoke driving privileges for year.
Third offense: Warning

Refusal To Comply With Reasonable Request:
First offense: In-school suspension/Sat. school
Second offense: Expulsion
Third offense: 3-5 days Out-of-school suspension

Stealing or Possessing Stolen Goods
First offense: 5 days Out-of-school suspension/restitution
Second offense: Expulsion

Tobacco – Possession, Smoking, Transmission (including e-cigarettes):
See page 52

Threat (using a firearm)
First offense: Expulsion

Vandalism (misuse of property):
First offense: 3 days Out-of-school suspension
Second offense: Pay or repair damages/restitution

Weapons – Possession, Transmission, Use:
First offense: Mandatory expulsion for (1) calendar year
Second offense: Police referral

Failure to report weapon possession could result in an expulsion request
MCCSC Schools Progressive Discipline Approach to Tobacco, Smoking, & Vaping

1st Offense: Students in possession of or using tobacco, including e-cigarettes/vapes, will serve a one day in-school suspension for their first offense. Students will be required to participate in the “Teens Beat Tobacco” class provided by IU Health or an MCCSC School Social Worker or Counselor, either at school or at the IU Health Community Health location.

2nd Offense: Students will serve a two day in-school suspension for their second offense. Students will be required to participate in additional tobacco/vape prevention and intervention education as determined by the administrative and student services team. Students will be referred to community tobacco/vape cessation resources.

3rd Offense: Students will serve a one day out-of-school suspension for their third offense. Students will be required to participate in additional tobacco/vape prevention and intervention education as determined by the administrative and student services team. Students will be referred to community tobacco/vape cessation resources.

Driving License for Expelled, Suspended, Withdrawn Students

Expelled, Suspended, Withdrawn students:

1. Issuance of License or Permit
   a. Indiana Code 9-24-2-1(a) states: “A driver’s license or learner’s permit may not be issued to an individual less than eighteen (18) years of age who meets any of the following conditions:
      i. Is a habitual truant under IC 20-33-2-11
      ii. Is under at least a second suspension from school for the school year under IC 20-33-8-14
      iii. Is under an expulsion from school under IC 20-33-8-14, 20-33-8-15, 20-33-8-16
   b. Students will service a two day in-school suspension for their first offense. Students will be required to participate in additional tobacco/vape prevention and intervention education as determined by the administrative and student services team. Students will be referred to community tobacco/vape cessation resources.

Consequences for Violations of the Student Code of Conduct

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, office referral, conferencing, mediation, detention, removal from class or activity, in-school suspension, alternative to suspension program, suspension, alternative to expulsion, and expulsion. Actions may not include the use of physical activity or the withholding of food as a form of discipline.

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 since removal deprives a non-disabled student of the right to an education. In all cases, except when legally defined, alternatives to suspension will be considered as a first option to suspension, and alternatives to expulsion will be considered as a first option to expulsion.

The following list of student actions and related consequences is provided so students understand the standard disciplinary procedures. Please understand that these standard procedures may be modified or altered depending on specific situations as reviewed by the school administration. Flagrant violations of any rules could result in suspension and/or expulsion. Any student violating a school rule may be given a health assessment by the school nurse.

- **Saturday School:** Attendance at Saturday School is from 8:00—11:00am in the library. Students are expected to arrive on time and to be reading or working on homework while serving.
- **In-School Suspension:** Legally separated from regular classes for one (1) period for up to five (5) days. The classroom rules for in-school suspension are posted and credit will be given for class work completed. In-school suspension is counted as a regular day of attendance.
- **Out-of-School Suspension:** Legally separated from regular classroom activities and removed from the school for one to ten days. It is the student’s responsibility to request and make-up all assigned work. Students will be given one day to complete work for each day of suspension. If a student meets these requirements, full credit for make-up work will be given.
- **Alternative to Suspension:** Participation in the ATS program, which is housed at BHSS, will be an option for students whenever possible as opposed to sending them home.
- **After School Detention:** Students may be assigned to After-school detention if students are unable to serve detention on the same day as the infraction due to transportation problems, the detention will be assigned and served the next day or as soon as possible thereafter. After-school
ties and behavior of its students;

Conduct will include, but is not limited to the following examples and/or rules related to the responsibility or substantial disobedience which are grounds for suspension and/or expulsion. This Code of Conduct. Failure to comply with said codes may be considered student misconduct whenever issues arise that could impact the behavior and/or discipline related to their child.

It is also acknowledged that an essential element of appropriate student behavior involves communication and cooperation between the school and the home environment. To that end, school administrators and staff are encouraged to contact parents/guardians as quickly as possible when discipline issues arise. Likewise, parents/guardians are encouraged to contact their child’s school administrators and staff are encouraged to contact parents/guardians as quickly as possible when discipline issues arise.

It is also acknowledged that an essential element of appropriate student behavior involves communication and cooperation between the school and the home environment. To that end, school administrators and staff are encouraged to contact parents/guardians as quickly as possible when discipline issues arise. Likewise, parents/guardians are encouraged to contact their child’s school whenever issues arise that could impact the behavior and/or discipline related to their child.

Specifics related to student expectations are included in the following Code of Conduct.

II. Student Code of Conduct

A. 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. This Code of Conduct will include, but is not limited to the following examples and/or rules related to the responsibilities and behavior of its students;

1. No student shall possess, handle or transmit any firearm or destructive device on school property.

2. No student shall possess, handle or transmit any deadly weapon on school property. The following devices are considered to be deadly weapons defined in I.C. 35-31.5-2-66:

   A. A weapon, laser or electronic stun weapon, equipment, chemical substance, or other material that in the manner it is used, or could ordinarily be used, or is intend-
ed to be used, is readily capable of causing serious bodily injury.

   B. an animal readily capable of causing serious bodily injury and used in the commission or attempted commission of a crime.

3. No student shall engage in the unlawful selling or transmission of a controlled substance, illegal drug, alcohol, prescription drugs, or any thing purport to be or that is represented as a look-alike, or engaging in a criminal law violation that constitutes a danger to other students or constituents an interference with school purposes or an educational function.

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

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

6. No student shall knowingly possess or use any substance which is represented to be or looks like a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind.

7. No student shall threaten (whether specific or general in nature) damage or injury to persons or property, regardless of whether there is a present ability to commit the act.

8. No student shall threaten or intimidate any student for the purpose of, or with the intent of obtaining money or anything of value from the student.

9. 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.

10. No student shall use violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or other comparable conduct constituting an interference with school purposes, or urge other students to engage in such conduct. The following enumeration is only illustrative and not limited to the type of conduct prohibited by this subdivision.

   a. Occupying any school building, school grounds, or parts thereof with intent to deprive others of its use.

   b. Blocking the entrance or exits of any school building or corridor or room therein with intent to deprive others of lawful access to or from, or use of the building, corridor, or room.

   c. Setting fire to or damaging any school building or property.

   d. Prevention of or attempting to prevent by physical act the convening or continued functioning of any school or education function, or of any meeting or assembly on school property.

   e. Continuously and intentionally making noise or acting in any manner so as to interfere seriously with the ability of any teacher or any of the other school personnel to conduct the education function under their supervision.

11. 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.
12. No student shall engage in any kind of aggressive behavior that does physical or psychological harm to another person or urging of other students to engage in such conduct. Prohibited conduct includes coercion, harassment, bullying, hazing, or other comparable conduct.

13. No student shall intentionally cause or attempt to cause physical injury or intentionally behave in such a way as could reasonably cause physical injury to any person.

14. No student shall knowingly possess, handle, or transmit a knife or any object that can reasonably be considered a weapon.

15. No student shall be willfully absent from school or tardy to school.

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

17. 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.

18. No student shall violate or repeatedly violate any rules that are reasonably necessary in carrying out school purposes or an educational function and are validly adopted in accordance with Indiana law, including, but not limited to:
   a. engaging in sexual behavior on school property;
   b. disobedience of administrative authority.

19. No student shall cause or attempt to cause damage to school property, or steal or attempt to steal school property.

20. No student shall cause or attempt to cause damage to private property, or steal or attempt to steal private property.

21. 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.

B. In addition to the behaviors listed above, a student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property. This includes any unlawful activity meeting the above criteria which takes place during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

III. Consequences for Violations of the Student Code of Conduct

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, office referral, conferencing, mediation, detention, removal from class or activity, in-school suspension, alternative to suspension program, suspension, alternative to expulsion, and expulsion. Actions may not include the use of physical activity or the withholding of food as a form of discipline.

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 since removal deprives a non-disabled student of the right to an education. In all cases, except when legally defined, alternatives to suspension will be considered as a first option to suspension, and alternatives to expulsion will be considered as a first option to expulsion.

IV. Definitions

A. PREVENTION- Agreed upon school wide norms and expectations for behavior taught to all students. Effective classroom management strategies for which staff are held accountable and emphasis on building positive student-teacher connections.

B. PROGRESSIVE DISCIPLINE- A means of using the least restrictive response that is appropriate to the violation committed. This could include:
   - Loss of recess, lunch detention, after school detention, and restriction from after school activities.
   - Counseling with the principal or designee regarding the behavior in question.
   - Conferences with the parent.
   - Mediation
   - Removal from class or activity
   - Assignment of additional school work or community service work.
   - Alternative to suspension
   - Suspension
   - Alternative to Expulsion
   - Expulsion

C. MEDIATION- A voluntary and confidential process in which a neutral third-party facilitator helps people discuss difficult issues and negotiate an agreement. Peer Mediation refers to a process in which young people act as mediators to help resolve disputes among their peers. The student mediators are trained and supervised by a teacher or other adult.

D. REMOVAL FROM CLASS OR ACTIVITY- An elementary, middle school or high school teacher will have the right to remove a student from his/her class or activity for disciplinary reasons for a period of up to one (1) school day, or up to five (5) school days with approval of the principal. This includes sending a student to the office. Students sent to administration for disciplinary issues will be considered on administrative time while they wait for a disposition. An action taken by a principal or designee that removes the student from the instructional process for an extended period of time will be defined as in-school suspension. In-school or out-of-school suspensions are reported to the State as full day suspensions no matter the actual length of the suspension. During the period of removal, the student may be assigned regular or additional work to be completed in another school setting. If removal from class extends beyond the immediate period of instruction or constitutes a progressive pattern of behavioral consequences, the parent(s) will be notified and afforded an opportunity for a conference with the teacher and/or the principal.

E. ALTERNATIVE TO OUT OF SCHOOL SUSPENSION (ATS) – This includes any activity that does not remove the student from school grounds or alternative school sites. This may include, but is not limited to mediations, after school detentions, lunch detentions, in-school suspension or the ATS program.

F. SUSPENSION FROM SCHOOL – This includes removal from school grounds or any school function for up to 10 days. A school principal (or designee) may deny a student the right to attend school or take part in any school function for a period of up to ten (10) school days.

G. ALTERNATIVES TO EXPULSION (ATE) – This includes any endeavor to continue the student’s education rather than the removal of the student from any school grounds and any instructional activities for the remainder of a semester or any period exceeding 10 school days. This may include but is not limited to mediations, the Youth Outreach Program, Teen Learning Center, retention at school under a contract that may include additional expectations or restrictions or any other
activity approved by the Superintendent or his/her designee.

H. EXPULSION – This includes the removal of a student from the school grounds or any other function or activity. In accordance with the due process procedures defined in this policy, a student may be expelled from school for a period no longer than the remainder of the current semester plus the following semester, with the exception of a violation number one listed under the grounds for Suspension and Expulsion in this guideline.

I. DESIGNEE – For the purposes of this policy and the attending guidelines, the principal’s designee refers to an assistant principal or chief building administrator.

V. GROUNDS FOR DISCIPLINARY ACTIONS INCLUDING SUSPENSION OR EXPULSION

A. Grounds for suspension or expulsion are student misconduct or substantial disobedience. The grounds for suspension or expulsion listed above apply when a student is:

1. On school grounds immediately before, during, and immediately after school hours and at any other time when the school is being used by a school group;
2. Off school grounds at a school activity or event.
3. Traveling to or from school or a school activity, function, or event.

B. Examples of student misconduct or substantial disobedience are listed in the Student Code of Conduct beginning on page 1 of this document.

C. Recognizing that the behavior of some students may be so disruptive that it interferes with school purposes or educational functions of the School Corporation, school officials may find it necessary to remove a student from the school. In this event and in accordance with the provisions of IC 20-8.1-5.1, the Board authorizes administrators and staff members to take the following actions, with the stipulation that out of school suspensions, alternatives to out of school suspensions, expulsions, and alternative to expulsions will be initiated by the school principal, assistant principal, or chief building administrator.

VI. PROCEDURES

REMOVAL FROM CLASS OR ACTIVITY – Specific procedures shall be determined at the school level.

ALTERNATIVE TO SUSPENSION (ATS) – Mediations, school detentions, lunch detentions, and in-school suspension shall be determined at the school unless placement is recommended at a different facility such as the ATS program. The procedures for ATS placement are:

1. Complete suspension paperwork for ATS only;
2. Have student sign Rules of ATS and form letter to Prosecuting Attorney;
3. Notify parents of ATS and have parents sign forms if possible;
4. Notify ATS program.

SUSPENSION FROM SCHOOL – When a principal (or designee) determines that a student should be suspended, the following procedures will be followed:

1. A meeting will be held prior to the suspension of any student. At this meeting the student will be entitled to procedural due process which includes:
   a. A written or oral statement of the charges;
   b. If the student denies the charges, a summary of the evidence against the student will be presented; and,

2. The meeting shall precede suspension of the student except where the nature of the misconduct requires immediate removal. In such situations, the meeting will follow the suspension as soon as reasonably possible following the date of the suspension.

3. Parents/guardians will be notified of a possible suspension as soon as possible, but in all cases the parents or guardians of suspended students will be notified in writing. The written notification will include the dates of the suspension, describe the student's misconduct, and the action taken by the principal (Notice of Suspension Form 5600-1).

4. Students under suspension will not be eligible for enrollment at other schools of the district.

5. The names of suspended students will be reported immediately to the superintendent's office.

ALTERNATIVES TO EXPULSION (ATE) – Students who have violated the Student Code of Conduct (5600 guidelines) for which suspension and recommendation for expulsion are made, may be offered an Alternative to Expulsion (ATE); unless otherwise prohibited by law. The school may offer an ATE more than once during a student's school career, but is under no obligation. Should the student not satisfactorily complete the program, he/she will face expulsion.

Requirements for Participation:

1. Parents or legal guardian and the student must agree to the concept and terms of the Alternative to Expulsion agreement. This may include additional expectations or restrictions.
2. The student and parents must comply with all recommendations of Alternative to Expulsion agreement or face expulsion.
3. In the event that a referral to an outside agency is involved, the parents or legal guardians will be responsible for the cost for the entire program regardless of attendance or successful completion. No person will be excluded from the ATE program for inability to pay. A sliding scale or no cost services will be pursued.
4. Students who are apprehended transmitting or selling drugs are not eligible.

ATE Process for non-alcohol or drug offenses:

1. File expulsion paperwork (Form 5600-2) with the Office of the Superintendent indicating that an ATE will be offered. Under certain circumstances students may be placed at Youth Outreach without filing for expulsion.
2. Hold a conference with the student and parent(s)/guardian(s) informing them that expulsion has been filed but offering an ATE instead. The terms of the ATE must be clearly stated at this conference.
3. If the student and parent(s)/guardian(s) are in agreement to accept the proposed ATE then the ATE Agreement (Form 5600-18) will be signed by all parties and the student and parent(s)/guardian(s) will be provided with any further information necessary.
4. If the student or the parent(s)/guardian(s) are not in agreement with the ATE and the terms therein, then the request for expulsion will proceed.
5. In either event (3 or 4 above) the school administrator must inform the expulsion examin-
er that the expulsion will proceed or that an ATE has been agreed upon.

6. The expulsion examiner will notify the student and parent(s)/guardian(s) in writing that expulsion is proceeding and they have a right to a hearing, or that an ATE has been agreed to in lieu of an expulsion, but should the student not comply with the terms of the ATE Agreement in any manner, that expulsion will automatically ensue for the duration of the original expulsion request.

7. The ATE Agreement will officially be deemed ended at the end of the time when the requested expulsion would have ended.

ATE Additional Processes for Drug/Alcohol Related Offenses:

The MCCSC procedures are based on trust and reasonable suspicion, rather than presumed guilt.

Further the detection of use is through the health office to rule out other health issues as well as to collect physiological evidence. The consequences are combined with a referral for help, rather than solely punishment. When the violation of Student Code of Conduct pertains to illegal drug or alcohol possession or use, the above procedures apply, as well as the following. (Form 5600-18). Students who are apprehended transmitting or selling drugs are not eligible

1. To confirm reasonable suspicion of drug or alcohol possession or usage:
   a. Normal investigative procedures and questioning of anyone knowledgeable of the incident should be pursued.
   b. The student is to be sent (or escorted) to the nurse’s office. The nurse will conduct a health check, which includes, but is not limited to blood pressure, pulse rate, and pupil dilation.
   c. Should personal, vehicle or locker search be necessary, the provisions of MCCSC Policies and Guidelines 5513 and 5771 will be followed. Witnesses should be present in any form of personal search.
      d. If drugs are involved and the vitals are unusual, an administrator refers the parent to a drug test lab that conducts a minimum 7 panel test that measures THC (marijuana) levels down to a detection of 20 nanograms. (see list of available labs on intranet)
      e. If alcohol is involved and the vitals are unusual an administrator will have the nurse or police conduct a portable breath test.

2. Failure to comply with steps in “1” when there is reasonable suspicion may result in expulsion for failure to comply with directions and disobedience of administrative authority.

3. Upon confirmation of alcohol or drugs, the following actions are taken:
   a. The student's parents will be notified immediately or as soon as practically possible. Such notification will be documented.
   b. Possession of controlled substances or alcohol is to be reported to local law enforcement officials (using form 5600-20).
   c. Confirm that the incident is a first time offense and that the offense did not include transmitting or selling drugs/alcohol. The school is under no obligation to offer ATE to a student more than one time during the student’s school career.

4. The terms of an ATE for drug or alcohol offenses must include:
   a. A referral to an outside entity for an assessment by a certified/licensed addiction counselor or counseling agency recognized by the State of Indiana Division of Mental Health and Addictions. (see attached list of updated local resources on MCCSC Intranet). The recommendations from the assessment agency must be jointly accepted by the school, student and parents.
   b. The MCCSC retains sole authority establishing the conditions for the student's return to school.
   c. The MCCSC will:
      • Inform parents of available resources for evaluation of student substance abuse.
      • Provide information to the parents regarding relevant procedures, timelines, and the School Referral Evaluation form, etc., of the Alternative to Expulsion Program.
      • Hold a re-entry consultation with the student/family, school personnel, and other appropriate personnel as designated prior to the student's return to school.
      • Provide appropriate follow-up data to the referral agency upon request.

5. In order to be accepted as an appropriate referral agency, that agency must:
   a. Schedule an assessment interview with the student and parents/guardians as soon as possible (must be done within 5 days).
   b. Provide appropriate educational/psychological treatment or therapy (or refer to an appropriate agency) for each student.
   c. Provide an assessment recommendation to school personnel.
   d. Reserve the right to terminate service to students who refuse to participate appropriately.
   e. Work with the school corporation in assessing the program and implementing modifications when necessary and feasible.

6. In order to fulfill the requirements of law enforcement agency notification for drug offenses which occur on school property, the following procedures will be utilized:
   a. School personnel have a duty to report to school administrators all drug violations that occur on school property or within 1,000 feet of school property. Drug violations include dealing in, possessing or manufacturing controlled substances, marijuana, hashish, counterfeit controlled substances, or drug paraphernalia. School administrators must report, in writing, all drug violations, of which they have personal knowledge or for which they have received a report, to a law enforcement official. Form 5600-20 will be filed with appropriate law enforcement agencies and the Administration Center.
   b. Advise the parents that the appropriate law enforcement agencies are currently being notified—(Bloomington Police Department/Indiana State Police/Monroe County Sheriff.)
   c. When behavior warrants, suspension and expulsion procedures shall be followed.

EXPULSION – When a principal (or designee) recommends to the superintendent (or designee) that a student is expelled from school, the following procedures will be followed:

1. Insure that procedural due process has been offered as cited under procedures for suspension.
2. Filing procedures which must be followed include:
a. Accurate completion of the student information on the Request for Expulsion Form.

b. Signature of the appropriate administrator.

c. Causal Hearing date and/or pre-expulsion date when applicable, otherwise not applicable.

d. The code of conduct citation that the student is charged with violating. This includes every violation that will be discussed at any necessary expulsion hearing.

e. All appropriate suspension information, if the student has been suspended, including the dates for the beginning and ending of the suspension.

f. The date the expulsion would end if upheld.

g. The request for continued suspension should be checked only if a principal (or designee) is requesting that the suspension be continued. This should only be request when there is a risk to others or to the educational process, and should not be checked for a student who is special education. (Note: requesting a continued suspension can result in an additional hearing just to determine the continued suspension.)

h. In all cases, the Request for Expulsion form must be on the superintendent's desk no later than two (2) school days after the decision to request expulsion has been made. This timeline must be adhered to because of the great risk of violating due process.

3. The superintendent (or designee) may conduct an expulsion meeting, or may appoint one of the following persons to conduct the expulsion meeting:

a. legal counsel;

b. a member of the administrative staff who did not expel the student and was not involved in the events giving rise to the expulsion.

4. An expulsion will not take place until the student and the student’s parent are asked to appear at an expulsion meeting conducted by the superintendent or the person designated above. Failure by a student or a student’s parent to appear at this meeting will be deemed a waiver of rights administratively to contest the expulsion or to appeal it to the school board.

5. The request to appear at the expulsion meeting will be in writing, delivered by certified mail or by personal delivery, and contain the reasons for the expulsion and the date, time, place and purpose of the meeting.

6. At the expulsion meeting, the principal (or designee) will present evidence to support the charges against the student. The student or parent will have the opportunity to answer the charges against the student, and to present evidence to support the student’s position. An attorney may not represent the student at the expulsion hearing, but the attorney may be available for consultation outside the meeting room during the course of the meeting.

7. If an expulsion meeting is held, the person conducting the expulsion meeting will make a written summary of the evidence heard at the meeting, take any action found to be appropriate, and give notice of the action taken to the student and the student’s parent.

LEGAL REFERENCE: 20 U.S.C. 8001; 20 U.S.C. 8002; I.C. 20-33-8-0.2—34; I.C. 35-47.5-2-4; I.C.35- 31.5-2-66; I.C. 35-47.1-5; Revised 03/28/2017

Possession of a Firearm or a Destructive Device

1. No student shall possess, handle or transmit any firearm or destructive device on school property.

2. The following devices are considered to be a firearm under this rule: any weapon that is capable of expelling, designed to expel, or many readily be converted to expel a projectile by mean of an explosion.

3. For purposes of this rule, a destructive device is:

   an explosive, incendiary, or overpressure device that is configured as a bomb, a grenade, a rocket with a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, a Molotov cocktail or a device that is substantially similar to an item described above, a type of weapon that may be readily converted to expel a projectile by the action of an explosive or other propellant through a barrel that has a bore diameter of more than one-half inch, or a combination of parts designed or intended for use in the conversion of a device into a destructive device.

   A destructive device is NOT a device that although originally designed for use as a weapon, is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device.

4. The penalty for possession of a firearm or destructive device: suspension up to 10 days and expulsion from school for one calendar year with the return of the student to be at the beginning of the first semester after the one year period. The length of the expulsion may be reduced by the superintendent if the circumstances warrant such reduction.

5. The superintendent shall immediately notify the appropriate law enforcement agency when a student is expelled under this rule.

Possession of a Deadly Weapon

1. No student shall possess, handle or transmit any deadly weapon on school property.

2. The following devices are considered to be deadly weapons for purposes of this rule:

   A. a weapon, Taser or electronic stun weapon, equipment, chemical substance, or other material that in the manner it is used, or could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury.

   B. an animal readily capable of causing serious bodily injury and used in the commission or attempted commission of a crime.

   C. a biological disease, virus, or organism that is capable of serious bodily injury.

3. The penalty for possession of a deadly weapon: up to 10 days suspension and expulsion from school for a period of up to one calendar year.

4. The superintendent shall immediately notify the appropriate law enforcement agency when a student is expelled under this rule.

Unlawful Activity

A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function, or the student’s removal is necessary to restore order or protect persons on school property. This includes any unlawful activity meeting the above criteria that takes place during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.
Legal Settlement

A student may be expelled if it is determined that the student’s legal settlement is not in the attendance area of the school where the student is enrolled.


Revised Guidelines Reviewed by the Board: 3/28/2017

Section 504/ADA Prohibition Against Discrimination based on Disability

Pursuant to Section 504 of the Rehabilitation Act of 1973 and its implementing regulations (“Section 504”), no otherwise qualifies individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The School Board does not discriminate in admission or access to, or participation in, or treatment, or employment in, its programs or activities. As such, the School Board’s policies and practices will not discriminate against employees and students with disabilities, will provide equal opportunity for employment, and will make accessible to qualified individuals with disabilities its facilities, programs or activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the Corporation.

As used in this policy and the implementing administrative guidelines, “an individual with a disability” means a person who has had a record of, or in regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

The determination of whether an impairment substantially limits a major life activity much be made without regard to the ameliorative effects of mitigating measure such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eye glasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids-aides or services, or learned behavioral or adaptive neurological modifications.

With respect to employment, a qualifies person with a disability means a disabled person who, with reasonable accommodation, can perform the essential functions of the job in question.

With respect to public preschool, elementary and secondary educational services, a qualified person with a disability means a disabled person:

1. who is of an age during which nondisabled person are provided educationional services;
2. who is of any age during which it is mandatory under Indiana law to provide educational services to disabled persons; or

3. to whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission and participation in the vocational program or activity.

The Director of Special Education is the Corporation Section 504 Compliance Officer/ADA Coordinator. The Corporation Compliance Officer is responsible for coordinating the Corporation’s efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the Americans with Disabilities Act (“ADA”). A copy of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, as amended, including copies of their implementing regulations, may be obtained from the Corporation Compliance Officer. The Corporation Compliance Officer can be reached at:

315 E. North Drive, Bloomington, IN 47401 (address)
812-349-4756 (phone number)
812-330-7811 (facsimile number)

The Corporation Compliance Officer will oversee the investigation of all complaints of discrimination based on disability, which may be filed pursuant to the School Board’s adopted internal complaint procedure, and will attempt to resolve such complaints.

The Corporation Compliance Officer will also oversee the training of employees in the Corporation so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the School Board’s policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.

Facilities

No qualified person with a disability will, because of the Corporation’s facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the Corporation will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the Corporation is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire to access their child’s educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not

Facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities. The Corporation will meet its obligations through such means as redesign of equipment, reassignment of classes or other services to accessible buildings, assignment of aides to beneficiaries, alteration of existing facilities and/or construction of new facilities, or any other method that results in making its programs and activities accessible to persons with disabilities. In choosing among available methods for meeting obligations, the Corporation will give priority to those methods that serve persons with disabilities in the most integrated setting appropriate.

Education

The School Board is committed to identifying, evaluating, and providing a free appropriate public education (FAPE) to students with its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities. If a student has a physical or mental impairment that significantly limits one or more major life activities, the School Board will provide the student with a free appropriate public education. An appropriate education, may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For disabled students who are not eligible for specially designed instruction under the IDEIA, the related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of nondisabled students are met, she be delineated, along with their placement, in a Section 504 Plan (Form 2260.01AF13). Parents/guardians/custodians (“parents”) are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan.

The School Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the corporation with persons who are not disabled to the maximum extent appropriate. Generally, the Corporation will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment even with the use of supplementary aids and services cannot be achieved satisfactorily. If the Corporation places a person in a setting other that the regular educational environment, it shall take into account the proximity of the alternate setting to the person’s home. The Corporation will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the Corporation, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and nonacademic and extracurricular services and activities, including those listed above, it is the policy of the Corporation to afford qualified students with disabilities an equal opportunity for participation in education, and nonacademic services and activities sponsored by the Corporation. The Corporation will evaluate students who made need reasonable accommodations to participate to the fullest extent possible in a Corporation-
The School Board directs the Superintendent to prepare administrative guidelines for facilitating the prompt, fair and appropriate identification, referral, evaluation and placement of students with disabilities in accordance with Section 504.

The School Board will provide in-service training and consultation to staff on the education of persons with disabilities, as necessary and appropriate.

The School Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. The Board will further establish and implement a system of procedural safeguards in accordance with Section 504 including an evaluation of whether existing policies, practices or rules may be modified to accommodate the student. The Corporation will verify that persons with disabilities participate with persons without disabilities in such services and activities to the maximum extent appropriate.

Notice of the School Board’s policy on nondiscrimination in employment and education practices and the identity of the Corporation’s Compliance Officer(s) will be posted throughout the Corporation, and published in the Corporation’s recruitment statements or general information publications.

A. Make sure there are at least 2-3 transitions between sentences in each paragraph. See the provided list of possible transitions.

B. Make sure to vary sentence structure (avoid all sentences looking the same, that is beginning with the subject and following the same pattern). Avoid: “Confucius is one of the greatest Chinese philosophers. Confucius lived in the 6th century B.C. Confucius never cared to write down his philosophical ideas. Confucius’ philosophical ideas were recorded by his disciples.” Better: “One of the greatest Chinese philosophers from the 6th century B.C., Confucius never cared to record his philosophical ideas. Instead, these were recorded much later by his disciples.”

C. Avoid repetitions (“Confucius, Confucius…”—use “he” or “the great Chinese philosopher” instead)

D. Vary the length of individual sentences. Avoid monotony—you should strike a nice balance between simple (short), compound, complex, and
compound-complex sentences (medium length and long). The example about Confucius illustrates that point as well, because four short sentences have been replaced by two sentences (one long, another medium length) that are connected with a transition (“instead”).

E. Make sure there are transitions between paragraphs, either in the form of individual transitional words and phrases, or whole sentences that connect the idea of the paragraph you work on with the previous paragraph.

Step 5. Review the paragraphs and come up with an appropriate “final” thesis statement (of course, you may further change the thesis later on). You may want to change your preliminary thesis somewhat or considerably. Make sure that the statement reflects the main points you want to make and that those points are summarized through key terms. If the paragraphs you already wrote do not reflect these points, rewrite them and adjust them to the thesis. The final thesis statement must be absolutely SPECIFIC. In other words, it must precisely summarize the idea you want to develop in the essay. It must contain key terms, i.e., the words and phrases that clearly point at the idea(s) that will be developed in the body paragraphs. Naturally, these key terms should reappear later on in the essay, as constant reminders to the reader of what the paper is actually about. This is what you may want to do:

A. Go over each of your body paragraphs from Step 4 and circle all key terms in it.

B. List all key terms from each body paragraph in a separate column.

C. Based on the key terms, summarize the main idea of each paragraph; you may want to use the most prominent key terms.

D. Combine the summaries in an effective thesis statement. The statement must include all crucial key terms that define the main ideas discussed in the body paragraphs. In other words, the same key terms that appear in the body must appear in the thesis statement as well. Your thesis statement should be one or two sentences long.

Step 6. Write an appropriate introduction to your paper, making sure that it does not contain only the thesis statement. The introduction must be interesting and grab the reader’s attention. Do not announce your intentions (avoid, “In this paper, I am going to discuss…”). You may imagine the introductory paragraph to look like an upside-down pyramid, consisting of 5-7 “layers” (paragraph sentences). The thesis statement should be placed at the end of the introductory paragraph. The first sentence should be of the most general nature (“broadest”), so you can work your way down towards the thesis, which is the “narrowest” and most specific part of the introduction.

Step 7. Write a conclusion to your paper, wrapping everything up and summing up the main points. Think of it now as a real pyramid and work your way in the opposite direction, from specific to general. Consider some of the following hints:

1. 5-7 sentences.
2. No new ideas.
3. Compare the concluding paragraph sentence by sentence to the opening paragraph. It should “frame” the essay.
4. Are the “key terms” repeated in the last paragraph?
5. How do this repetition and other aspects of the “framing” assist the reader?
6. Does the concluding paragraph simply repeat the ideas in the opening paragraph?
7. Ideally, the last paragraph should add something new to the argument—not a new idea (see no. 2), but something to illustrate a higher level of understanding of the problem you’re writing about.

Step 8. Put everything together (introduction, body, conclusion), type and bring copies to class for peer editing.

Step 9. Peer edit your peers’ papers using the following aspects:

1. Does the essay fully address the topic suggested in the prompt?
2. Clearly formulated thesis statement with key terms; circle all the key terms in the thesis and then check (and circle) if they reappear in the body paragraphs.
3. Appropriate introduction that fully accommodates the thesis statement.
4. Paragraph unity (reviewers should identify and underline the topic sentence in each paragraph; then, they should check if the paragraph deals with only ONE idea—the one stated in the topic sentence).
5. Quotations and their integration; pay special attention to complete sentence quotations.
6. Paragraph coherence—circle transitions between individual sentences as well as transitions between paragraphs; make sure there are at least 3-4 transitions per paragraph.
7. Sentence fragments and run-on sentences.
8. Logically developed argument that reflects all the points stressed in the thesis statement—logical connection between the paragraphs emphasized through transitions.
9. Appropriate conclusion.

Step 10. Refine the final draft, perfect it with regard to any editors’ comments.
STRATEGIES FOR READING FICTION

1. **First Impression**—What is the first thing you noticed about the passage you are reading?

2. **Vocabulary and Diction**—Which words do you notice? Why? Find the meanings or words you don’t understand.

3. **Discerning Patterns**—Are there parts of the passage that appeal to your senses? Is there repetition? If so, ask why.

4. **Point of View and Characterization**—Who speaks to whom in the passage? What portion of the text is dialogue? What is the narrator’s viewpoint?

5. **Symbolism, Schemes**—What are the characters’ names? Do they have significance? Are there metaphors or other figurative language devices?

6. **Mood**—What is the mood of the passage? What specific words does the author use to create a mood?

7. **Tone**—What is the tone of the piece? Does the tone shift? If so, where? Why?

STRATEGIES FOR READING NON-FICTION

**SQ4R:**

Survey—Overview the section you are reading quickly and pay attention to headings, bold text and charts.

Question—Establish a purpose for why you are reading

Read—Read to answer your questions

Recite—Answer the questions aloud as you discover them.

(w)Rite—Take notes

Review—Your notes at short intervals

**KWL:**

K—What I already KNOW prior to reading

W—What I WANT to know

L—What I LEARNED

**Tips on Taking Notes**

**Use the text style of identify important points:**

1. Become familiar with the font, symbols, borders, graphics, colors and layout that highlight main ideas or terms.

2. Be alert to the writer’s goal: highlight ideas/references/opinions that seem significant.

**Taking notes while reading**

1. Include headings, key terms and graphics

2. Take down only the important ideas: be brief but clear

3. Summarize in your own words

4. Use symbols to highlight for review

5. Use textbook review questions to develop study questions

**Review textbook notes**

1. Identify main ideas

2. Fill in details for better understanding

3. Identify unclear information and/or questions

4. Delete unnecessary information

5. Review note organization; add symbols and rewrite notes

6. Write a summary

**Taking notes during a lecture**

1. Listen actively—think before you write, and keep it brief

2. Be open-minded. Don’t let arguing affect your note taking

3. Keep notes in a large notebook and use a clear format

4. Listen for cues and key words

5. If it’s on the board . . . Write it down!

6. Have a consistent system for taking notes

**Why take notes?**

Good notes will stimulate critical thinking and engage you.

Note taking helps you remember what happens in class.

Good notes can make studying easier.
Use a note taking system like Cornell Notes System that provides space for you to ask questions while you take notes and to summarize your notes each evening.

1. Take notes as you normally would on the right side of the page.
2. Leave room on the left side to ask questions
3. Write a summary of each day’s notes on the bottom of the page.

Format for Cornell Notes

Example of Cornell Notes

Top of Page

Name

Date/Class

Topic or lesson title

Step 2:

*Step 1: Note taking side

Review notes and write questions:

Questions based on the notes taken go on this side of the page.

Main points that are added after class as you review notes are added here as well.

Use this side as a study tool. Cover the right side, look at this side and recite.

1. Record Place notes, explanations, problems, diagrams like you have always taken them on this side of your paper.
2. Questions based on the notes taken go on this side of the page.
3. Recite Cover the note taking column and then look at your questions to quiz yourself.
4. Reflect Ask yourself questions about the information taken in your notes. What’s the significance? Why is this important? This will give the information more meaning.
5. Review the previous days notes each night for at least 10 minutes.

Write you summary of the days information at the end of all your notes. This is done once per day for all of your notes—it is not done for every page of notes.

DIRECTIONS TO SCHOOLS ON BHSS SPORTS SCHEDULES

Bedford-North Lawrence – Go south on SR 37 to SR 58 E. Continue about 4 ½ miles. You will be able to see the school on the right hand side of SR 58. Golf is at Otis Park Golf Course which is off of SR 50 E. Softball field is behind the school bus parking lot on the west edge of campus.

Ben Davis – Go north on SR 37, then west on I-465. Take the West 10th Street Exit. Turn on Girl School Road, the school will be visible from 10th Street. Baseball field is at the school across the driveway from the football field.

Bloomfield – Go west of SR 45 to SR 445 and continue west. After 1 mile, SR 445 turns into SR 54 W; keep going west on SR 54 to Bloomfield through town. At the Dairy Queen, go two more blocks and turn left. The road will end at the school.

Brebeuf – Go north on SR 37 to Martinsville; then SR 39 to SR 67 N, then west (north) on I-465. Take the 86th Street Exit and turn east onto 86th Street. Brebeuf will be on your right just after crossing Michigan Road.

Brown County – Go west on SR 46. Go straight through the first stoplight as you enter Nashville; go through downtown area, then turn left at the next stoplight (Main St.), go approx. ½ mile out to town to the first road to the left. There is a sign for Deer Run Park. Follow the signs to the park.

Brownstown Central – Go east on SR 46 and turn right on SR 446. Follow SR 446 past Lake Monroe until it dead-ends at US 50. Turn left on US 50; take you to Brownstown. Turn left at four-way stop and go through stoplight. Look for school sign to turn left on Bridge Street. Golf is played at the Brownstown Hickory Hills Country Club.

Castle – 37 S to I 64 W to I 164 S to Hwy 66. Take 66 E to Hwy 261 N go one mile, the school is on the right.

Center Grove – SR 37 north to Stones Crossing Road. Turn right and drive eight miles. Turn right onto Morgantown Road and turn left into the south parking lot.

Columbus East – Go east on SR 46 to Columbus. Go across new bridge. Follow 46 to State Street; go right. Follow State Street to 3rd stoplight; turn left onto Marr Road. School is on left. School is visible from Marr Road/State Street intersection.

Columbus North - Take SR 46 to Columbus. Slight left onto Brown, slight right at 11th street. Take 2nd left onto Washington St. Turn right at E 25th St. Turn left at Home Ave.

Decatur Central – Follow SR 67 to Mooresville. Decatur Central will be approximately 6 miles north of Mooresville on the south side of the highway. Turn right at the stoplight in from the school.

East Central – Take Hwy 46 to I 74 E to St. Leon/Lawrenceburg exit. Turn right (S) on Rt. 1. Right Schuman Rd.

Eastern – Take 45 W (Bloomfield Rd.) about 20 miles to the school and it is on the right.

Edgewood – Go west on SR 46 through Ellettsville. Take a left at the high school marquee. Golf is played at the Cascade Golf Course. Baseball is played behind school and behind the football field. Softball is played at Junior High School, behind the high school. Also tennis is played at the Junior High School.

Franklin Central – 37 N to Southport Rd. turn right (E) to Franklin Rd. (at least 10 miles) turn left (N). School is 1 ½ mile. on the right (E). Cross County- follow Franklin Rd. to Thompson Rd. turn right on County Line Rd. approximately 4 miles. Turn right and follow to Southeastway Park east.

Franklin Community – 37 N to 44 E through Bargersville continue to Junction 44/31 turn N; school is 3 blocks on right.

Greenfield – Take SR 37 N to 465 E take 465 E to 70 E to the Greenfield exit (St. Rd. 9). Go South on St. Rd. 9 to New Road (1st stoplight) Turn right (W) on New Rd. to Broadway St. turn left (S) on Broadway; school is on the right. Soccer fields are on the high school campus before you get to the school.

Jasper – Go south on SR 37 to SR 58. Turn west on SR 58 which turns into SR 45, which then turns into US 231. Follow US 231 through Loogootee to Jasper. Soccer field is behind school on the other side of tennis court. Swimming pool is located through the front doors of high school. Golf, continue past the State Police Post; turn left at water tank. Go about 4 blocks and course is on left on the dead end street. Baseball, continue past the State Police Post on Hwy 231; go to the first stop light past the Catholic Church, turn right. Field is on the right at dead end.
Jeffersonville – Go east on SR 46 to I-65 S to exit 6 (I-265 E); take I-265 E to exit 10 (Hwy. 62-Jeffersonville). Take Hwy 62 to 2nd stoplight (Allison Lane); turn left on Allison Lane; Jeffersonville H.S. on right approximately ¼ mile.

Jennings County – Take SR 46 E to Nashville. Go east on SR 46 to Columbus. Pick up SR 7 on west edge of Columbus. Go to North Vernon, turn right on US 50. Jennings County High School is on left on the outskirts of town.

Lawrence Central – Go I-465 N to 56th St./Harrison exit (exit 40). Take 56th Street East; first stoplight is Caflit Dr.; school is on your left. Baseball, tennis, & swimming go to north parking lot. Football, track, softball, basketball, volleyball & gymnastics go to east parking lot. Soccer continue on 56th Street to Franklin Road and turn right. Lawrence Park is at the top of the hill on the left.

Martinsville – Take SR 37 to SR 252 west; turn left onto John R. Wooden Drive (first road on left by Morgan Co. Hospital); go through residential or until road dead ends facing Martinsville H.S.; turn left and then turn right to get to the parking area.

Mooresville – Go north on SR 37 to Martinsville, take SR 39 N to SR 67 N. Go to Mooresville and turn left at first Mooresville exit and follow the road straight through town to the school just north of town.

New Albany – 46 W to I-65 S to SR 26 E and turn right; go to Charlestown Rd (1st exit on 265) and turn left at the top of the ramp (stoplight here, Charlestown Road also Hwy 331). Go to Vincennes St. turn left and school is 3 blocks. Gym is located at the corner of Locust St. and Vincennes.

North Central – Go north on SR 37 to I-465 E. Go all the way around to Meridian South Exit. Go south on Meridian to 3rd stoplight; turn left on 86th Street. North Central High School is on the right. Baseball is on east side of high school (close to football fields.) Soccer is played at the same location.

Northview – Go west on SR 46 through Spencer and turn north on SR 59. Go to US 40 in Brazil and turn left. US 40 will bear left on outskirts of Brazil, but you should go straight at the stoplight to the school. Baseball and softball is played behind school.

Perry Meridian – Take SR 37 S and turn right onto County Line Road (stoplight), go 4-way stop by rail road track turn left, go to next stop sign turn right; school is on the right approx. ½ mile. Perry Meridian play their soccer games and some softball at Mary Bryan Elementary School.

Pike – Take SR 37 N to I-465 W to 71st St. Turn east on 71st St. and travel approximately 3-4 blocks, past Zionsville Rd. to next stoplight. Enter campus to the right, across from park 100 offices.

Seymour – Go south on SR 37 to E US 50. Or you can take SR 46 E to SR 446 to US 50 E. At 2nd stoplight in Seymour, turn left and the school is only 1 block away. Golf is played at the Seymour Elks Country Club which is on US 50 before you get to Seymour. Softball: go east on US 50 one block past the turn off to the high school. Look for the goodwill store, this is Kasting Rd. Turn right (S) go about 3 blocks and Kasting Park is on the right.

Shakamak – Take 46 W to Spencer then take 67 S to Worthington. Take 48 W to Jasonville. Stay on 48 through town. On west end of town is sign to Shakamak High School. Follow sign.

Southport – Take SR 37 N, and turn on Southport Rd. (Amoco Station). Turn north on Shelby St.; high school is ½ mile on the left.

Terre Haute North – Go west on SR 46 to Terre Haute. SR 46 will dead-end on US 40, turn left and go to the 1st stoplight. Blakely Avenue. Look for the sign and turn right. The school will be on your left. Baseball, Tennis and Tennis are behind high school by big parking lot.

Terre Haute South – Go west on SR 46 to Terre Haute to I-70 west to US 41 south and go to the 2nd stoplight. Then go north to the school. Baseball field is behind the high school. Softball field is next to the baseball field.

Warren Central – Go north on SR 37 to I-465 east to I-70 to Post Road Exit. Take Post Road south through 1 stoplight and there will be a sign on your left, turn left. School is on left, on 16th street.

Washington – Go south on SR 45 to SR 445 to SR 54 west to SR 57 south. Go south on SR 57 to Washington. It’s there, believe us!