Empowering students to maximize their educational success to become productive, responsible global citizens.

MISSION OF THE MONROE COUNTY COMMUNITY SCHOOL CORPORATION

@MCCSC_EDU (812) 330-7700

Monroe County Community School Corporation

www.mccsc.edu

FEATURES

- NEW Principals in MCCSC
- Social and Emotional Learning
- Guest Articles from Students
- MCCSC Completes Recovery Plan

ENGAGE. EMPOWER. EDUCATE.

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*The C-SPAN Bus Tour Visited Batchelor TV Classes
MCCSC CORE VALUES

Value 1: Engagement
All students can learn. We teach all students. No exceptions. All students deserve rigorous, diverse curricular and extracurricular programs, integrated with technology. Such programs balance students’ needs and interests, resulting in high levels of student engagement, achievement and completion.

Value 2: Empowerment
All students are diverse and unique. When students are empowered, self-esteem grows. All students’ experiences and perspectives are assets that reflect the strength of our schools and the values of our community. Such assets, when respected, nurtured and explored, promote their academic success and the success of their peers.

Value 3: Environment
All students thrive in a positive, creative and stimulating learning and working environment. All employees excel in a culture actively supported by professional development opportunities. Highly-trained, highly-valued teachers and staff are pivotal to the continuous improvement and success of our students. All students deserve, and we will provide, a healthy, safe and secure learning environment.

ENGAGE. EMPOWER. EDUCATE.

Congratulations to our 17 National Merit Semifinalists!!!

Bloomington High School North
Margaret Comentale
Harilaos Deliyannis
Arthur Hertz
Daniel Rickert
Jonathan Rickert
Maeve Whelan

Bloomington High School South
Yu-Chen Huang
Matt Landgraf
Jamie Lee
Jonathan Leite
Noah Moore
Calvin Prenkert
Ivy Richardson
Lia Sokol
Patrick Walsh
Wilson Zinkan
Chloe Zumbrun

features

NEW Principals in MCCSC
Social and Emotional Learning
School Safety

GreatSchools.org honored Bloomington High School North and Bloomington High School South as 2018 College Success Award-winning high schools. Of the 814 schools across the country, 45 were from Indiana, and only MCCSC had 2-schools receiving this distinction. The College Success Award is a first-of-its-kind honor celebrating schools that excel in ensuring students prepare for college, enroll in college and succeed once they get there.
WE ARE PROUD OF YOU MCCSC

Congratulations to Allie Shute, a student at Clear Creek Elementary School, for being selected as a 2019 Riley Champion Presented by Kroger! Riley Champions is a program that honors patients from Riley Hospital for Children at Indiana University Health who have inspired communities with their bravery and commitment to help others while overcoming personal medical challenges.

Congratulations to Hoosier Hills Career Center teacher Barbara Hawkins on being recognized as the Indiana Association for Career and Technical Education’s Teacher of the Year! Indiana Association for Career and Technical Education, in conjunction with Association for Career and Technical Education, supports a very prestigious awards program. Awards recognize excellence and dedication within the field of career and technical education. Recipients of these awards are exceptional individuals who have contributed to the success of CTE through the quality of their work and their involvement in the CTE community. Each winner is eligible for consideration for the Region III and National ACTE Awards.

Congratulations to Samuel Swyers, a student at Bloomington High School South, whose composition, Beethoven’s Sonata No. 8 “Pathetique” Movement 1, was selected as the winner in the 2018 IMEA Composition Competition.

Congrats to Bloomington High School South student Ascher Farnsworth! After receiving a National Gold Medal in the Scholastic Art awards this past spring, his print has also been selected to be part of the Scholastic Art & Writing Awards Art.Write.Now.DC displayed at the U.S. Department of Education in Washington D.C.!
Principal Chris Wilkins  
Binford Elementary

I love it when people ask me, “How were your first weeks of school at Binford? I immediately get a smile on my face as this is truly a family oriented school that one can’t help but love coming to each day. It has been great getting to meet so many different families and being welcomed by all at Binford. The students, staff and I have spent a great deal of time getting to know each other.

You know you are at a great place when you can welcome each student in the morning with a high five, and they are excited to greet you and spend the day at school. I have spent a lot of time in the classrooms getting to interact with the students and watching them already grow as learners. The classroom doors are always open and welcoming to share the amazing things that are taking place in them each day.

As a school, we have focused on developing an understanding of our school-wide essential agreements. This allows all students to understand the procedures for our school. Our Binford students know and understand what it means to be respectful, responsible and safe students in all that they do each day to support one another. Everyone here at Binford is striving to create an engaging, safe, and welcoming environment for all families. Binford is ‘Proud to be MCCSC.’

Principal Eve Robertson  
Clear Creek Elementary

The Clear Creek Comets are leading the way, and we are excited to make special elementary school memories during the 2018-2019 school year. We welcomed eleven new staff members into our Clear Creek family, and each of their unique talents will support our mission to honor the greatness in our students. The staff at Clear Creek strives to empower our students to be productive, responsible global citizens. We achieve this mission through our Global Education Programs. All students participate in either Global Gateways or Dual Spanish Immersion. The goals of our Global Education Programs are to promote bilingualism and biliteracy, high academic achievement, and socio-cultural competency.

Currently, the first and second graders in our Dual Spanish Immersion program spend at least fifty percent of their day learning in Spanish. Eventually, this program will spiral all the way through sixth grade. Our students in the Global Gateways program also get to explore Spanish for an hour a week in our new World Language classes. We are revitalizing our Professional Learning Communities and our Response to Intervention process to increase our academic achievement. We recognize that each child is unique and customize student learning each day by providing enrichment and intervention opportunities.

We develop socio-cultural competency in our students by focusing on the whole child. We promote leadership skills through our work with The Leader in Me. Our new social-emotional curriculum, Second Step, will strengthen our students’ empathy and problem-solving skills. In addition, we plan to provide global learning opportunities throughout the school year. I am eager to serve the phenomenal staff, students, and families at Clear Creek and excited to see what we accomplish this school year. Shine on, Comets!
Principal Glen Hopkins
University Elementary School

The 2018-2019 school year promises to be full of countless opportunities for growth socially, emotionally, and academically for our students at University Elementary School. I am honored to be stepping into the role of Principal at a school where there is such a strong history of pride and success. The warm welcome I have received over the past few months has filled me with joy. Thank you to the families, students, staff, and community that has made my transition to MCCSC not only smooth but exciting. The energy that University Elementary students and staff possess is contagious.

Over the summer, the faculty and staff took the time to meet with me to talk about what they loved at University and what they would change if they had a magic wand. These conversations helped to lay a solid foundation for where it has been, where it currently rests, and where it wants to go in the future. I can say with the strongest of conviction that great things are on the horizon for our students, staff, and families at University.

Across MCCSC, we are engaging in Social Emotional Learning (SEL) opportunities through Second Steps. We started the school year with a kickoff to introduce our students to the SEL curriculum and practices. In coordination with our International Baccalaureate practices, we believe our students will have the tools they need socially, emotionally, and academically to find great success not only in our learning community but across the globe.

I have been impressed by the drive, determination, and compassion of the faculty and staff at University Elementary. The 2018-2019 school year is going to be an adventure for every individual that walks through our doors.

I am thankful for this opportunity to serve our Naturally Global University Elementary, and I am proud to be MCCSC!

Principal A. Rae Floyd
Tri-North Middle School

It is my privilege to introduce myself as principal of Tri-North Middle School. I feel very fortunate for the opportunity to be a part of this community and to serve the students, parents, and staff in this new role.

This is the start of my 15th year in education with the last two at Tri-North as assistant principal. Before coming to Tri-North, I was a middle school science teacher, dean of students, instructional coach, and principal. Each of these positions has provided me with many experiences to grow and learn as an educational leader. My greatest desire is to use the skills and resources to support all students as we partner to provide the safest and most productive learning environment possible. Along with the Tri-North teachers and staff, I will work to continue the legacy of success established at Tri-North by building strong relationships with parents, students, and community partners. As a team, we will focus on supporting students’ social and emotional well-being, supporting positive behavior, providing engaging and rigorous curriculum and consistently and intentionally intervening on behalf of students.

The school looks outstanding with fresh paint throughout the building. Teachers have worked through the summer training and preparing. The entire Tri-North staff is committed to making this year a success for all students. Always remembering, students are the purpose of our work. Finally, I am excited to continue the process of ‘Reimagining Tri-North’ as we work towards providing the next generations of students with a state-of-the-art learning place.

Let’s make this a great year to be a Trojan!
“Are you the walk, walk, walk lady?”

This was asked of me by a 4th grade student during lunch at Arlington Heights Elementary. Noticing that he had taken a glimpse of my Social and Emotional Learning (SEL) Coordinator name tag, I replied, “I think I might be. Are you talking about Second Step?” With a big smile appearing on his face, he responded with confident “yes”.

You see, he was referring to a song from the evidence-based curriculum, Second Step. It was amazing that he and the classmates sitting around him had already made the connection of empathy to that of the new social and emotional learning initiative that is being implemented district-wide. In the very first lesson presented to all of our 4th graders, a song and video was shown that helped to describe empathy to students by reminding them of the importance to walk in other people’s shoes. A catchy tune and bright visuals, this video describes how to help others by understanding what it would feel like to be them, recognize their feelings, and reach out with kindness. This is one of many lessons our teachers are utilizing to create a common language and dialogue on SEL that will greatly impact our students in the area of academics, behavior regulation, and school climate.

In October of 2017, Monroe County Community School Corporation was awarded one of 96 implementation grants across the state to enhance counseling programs in K-12 education. Our approach is to focus on utilizing a multi-tiered system of support (MTSS) to engage our students, teachers, and schools with skills and training on SEL. At the start of this school year, we began using the Second Step curriculum in all of our schools; preK-8th grade while grades 9-12 are using a program called School-Connect with supplemental materials from Teaching Tolerance. Our launch of this initiative starts at the tier one level, or programming for all students. This teacher-led approach to SEL is ensuring that all of our students have an understanding and base for this information, delivered through a culturally-responsive lens.

“What is social and emotional learning?”

In summation, it is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These SEL skills are organized into five core competencies, as set forth by the Collaborative for Academic, Social, and Emotional Learning (CASEL); self-awareness, relationship skills, self-management, social awareness, and responsible decision-making.

Our emotions and relationships affect how and what we learn and how we use what we learn in work, family, and community contexts. On the one hand, emotions can enable us to generate an active interest in learning and sustain our engagement in it. On the other hand, unmanaged stress and poor regulation of impulses interfere with attention and memory and contribute to behaviors disruptive to learning.
According to a 2017 national report, over 35 million children in the United States have experienced some form of trauma. Research also shows that students can experience trauma not only from catastrophic events, but from prolonged stress in family situations, such as a divorce or other family dynamics.

Moreover, learning is an intrinsically social and interactive process. It takes place in collaboration with one’s teachers, in the company of one’s peers, and with the support of one’s family. Relationships are the engine of learning. Studies show that sustained and well-integrated social and emotional learning (SEL) engages students and improves achievement. In fact, through speaking with many experts in the field, I have learned that for every minute we spend on SEL in the classroom, we are gaining 11 additional minutes of time for academic core instruction.

As the SEL Coordinator, I have been given the unique opportunity to work with all of our educators with this initiative. From many visits to our schools, I can tell you the excitement is palpable. Every school has embraced the Lilly Counseling social and emotional programming. With the Principals’ guidance, each building has created an SEL team. Their first tasks were to develop plans of how to logistically make time in the school day for SEL, work to integrate with existing initiatives, connect parents, and provide professional learning specific to the curriculum.

Now more than ever, schools must focus on ensuring safe, supportive learning environments for youth. MCCSC’s teachers, and the community have embraced the concept of social and emotional learning through engagement, strength-based strategies, and building relationships shows our commitment to this for our young people. We are continuing efforts that will ensure success for our students for years to come.

Amy Morwick has a background in Educational Leadership and School Counseling. Her new role as SEL Coordinator was created in partnership with the Lilly Endowment through MCCSC’s acceptance of the Comprehensive Counseling Initiative Grant for K-12 Students.
When you walk through the doors of the Academy, you are immediately greeted by the intensity. Students hurry to their next class, while others rush out of the building to attend classes at Ivy Tech or Indiana University. Project supplies arrive at the front door, as students create chemical molecule models, museum exhibits, and small memorials based on Mexican culture. For Academy students, this is what they signed up for: Project-based learning, early college experiences, and a variety of STEM classes. The Academy may be a bit overwhelming at first for people who are not used to it, between the nerves of first project presentations and taking the first and their many college-credit classes. Yet, with a small supportive student body and wonderful staff, students are given the opportunity to expand upon their skills without the fear of ridicule.

One special focus at the Academy is the school’s signature learning style, which revolves mainly around projects. This means that students are expected to complete a series of projects with their classmates, rather than turning in a worksheet at the end of every class period. A project usually starts off with an entry event, which can be anything from a simple explanatory document to a field trip to an art museum. After this entry event, a common practice at The Academy is “Knows and Need to Knows.” Students cultivate their own lists for both, and the questions can be answered anytime throughout the project. This allows students to decide what is important for them to learn, such as grammar and punctuation or culture and history. Content is taught and time is given for them to work together on final products. While a final product can be a PowerPoint and poster board, it can also be a food dish, an art piece, a technical report, or a performance.
College-readiness, another main focus, is incorporated throughout the curriculum in more ways than one. Freshman begin their first dual-credit class on their first day at the Academy. Dual-credit courses are offered in the building by our teachers, while students still earn college credit for the course, which allows the students to feel comfortable in their environment while beginning their college careers. The Academy is also fortunate enough to have a partnership with Ivy Tech, which offers students the opportunity to earn 30 Dual credits tuition free with the opportunity to take five free on-campus classes at Ivy Tech. Students are also able to take other classes on the campus of Indiana University. With the 30 dual credit hours offered by Ivy Tech, students are able to finish their first semester of college while enrolled at The Academy.

The last focus, and possibly the most important, is the community that is housed within the Academy. The students, faculty, and staff all follow a certain set of norms: Trust, Respect, and Responsibility. Students understand that they need to collaborate with others, maintain a professional behavior, and follow deadlines. In addition to academic benefits, these norms have been put in place to create a comfortable atmosphere for all. Everyone knows each other in the building. Students are able to build relationships with their teachers, which allows coursework to be taught in a more personal manner. Students can also work with teachers through leadership positions, whether in the classroom or in a club. These relationships also help students create professional networks at a young age, which can help them earn internship and job opportunities, scholarships, and more.

Overall, The Academy is a place to help students cultivate their academic and social skills throughout their high school career. The school is welcoming to whatever future opportunities lie ahead for motivated and interested students. Whether they want to become a chemist, a graphic designer, or a marketing analyst, the Academy has something unique to offer.
MCCSC Completes Disaster Recovery Failsafe Plan

MCCSC is committed to keeping our data center up and running 24/7 to serve parents, students, and teachers, anytime, anywhere. When our technology department discovered some power issues that could interrupt service, we knew we could have a big problem on our hands. With all the servers running code and housing essential information, an unintentional shutdown could corrupt our data or cause us to lose it altogether.

When we learned we would need to shut down our entire infrastructure for two days to upgrade the power supply, we wanted to know what it would take to create a complete backup. Matrix Integration knew right away that this solution could possibly be over MCCSC’s budget, so they gave us options that would give us zero downtime.

To cut the cost dramatically, Matrix worked with MCCSC to determine which parts of our network and what applications were mission-critical, and what could be down for a short time without affecting day-to-day operations. Once these decisions were made, Matrix designed a custom data center solution to keep us online, within our budget.

Today, we have a working failsafe option that operates at an offsite location. If a critical server goes down – or even needs a little maintenance – that server automatically switches over to the backup and school continues as usual.

“MCCSC is ahead of the curve. Most school districts don’t have a disaster recovery option because of cost. However, Matrix and MCCSC were able to come up with a solution that provides peace-of-mind for emergencies and currently saves time and money from having to perform after-hours upgrades.” - Matrix Integration

Did you **SEE** something you thought was suspicious?

Then **SAY** something to local authorities.

**CALL 9-1-1**

HELP KEEP OUR SCHOOLS SAFE
Call the SAFE SCHOOLS HOTLINE
(812) 330-2494

The Safe School Hotline is a confidential means of reporting unsafe conditions that could harm students, staff, or the schools.
North is home to over 70 clubs and activities, some of the most important, yet underrated, being the numerous support and advocacy groups that exist in the high school.

Students of the Gay Straight Alliance, Grief Group, AMIGOS, and the African American Read In are just a few of the many groups here at North.

North’s African American Read In happens at Indiana University’s Neal Marshall Black Culture Center, where students of all races from North are invited to attend and read their work. Steve Philbeck, sponsor for the African American Read In, describes the importance of the Read In to North’s African American community.

“We bring by far the largest group every year, double the amount of students anybody else brings.” he said. “It’s great for African American students to be immersed in their own culture for the day.”

Hannah Ledbetter, a senior at North and President of United Students explains how United Students meetings go. “Every meeting, we try to do something different. We have students from IU come in and talk to us about the environment is like for those who are, for example, transgender, and settling into college. Some of the members in our group don’t have a support system at home, so it’s very important to them and to us that they have a Gay Straight Alliance readily available in school.”

Touching on many members of the diverse North community, these support groups all vary greatly, but all share this important ideology. North’s support and advocacy groups all strive to encourage understanding and acceptance, offering a safe place for people to share their experiences. Support groups in many ways are an outlet for members to be empowered, united by the similar challenges and situations members have faced.

Bloomington is also home to numerous self-help and support groups, including Al-Anon Alateen and Middle Way House. Al-Anon Alateen meets at Sherwood Oaks Christian Church, and supports those whose lives have been affected by drinking of a loved one. The group is open to all ages, from teenagers to adults. The Middle Way House, also in Bloomington, supports all who are victims of domestic violence and sexual assault, offering a range of services, including a 24 hour crisis line, emergency housing, and even legal advocacy. Anyone can volunteer at Middle Way House, as volunteer applications are always open and volunteer orientations are continually ongoing. Anybody can get involved in this community wide support and advocacy organization by attending their upcoming volunteer training date this year, their next being hosted Dec. 1.
## MCCSC SCHOOL BOARD SCHEDULE

**Calendar of Regular Meetings**  
October 2018-December 2018

- **Tuesday, October 23, 2018**  
- **Tuesday, November 13, 2018**  
- **Tuesday, December 18, 2018**

Meetings are each month at 6:00pm.

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## IMPORTANT DATES

- **October 8th-9th -** Fall Break - No School  
- **October 15th -** 9th Annual MCCSC Latino Family Night  
  Bloomington High School North  
- **November 6th -** Election/In-Service Day - No School  
- **November 19th-23rd -** Thanksgiving Break - School

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## Board of School Trustees

- **Kelly Smith,** President  
- **Dr. Lois Sabo-Skelton,** Vice President  
- **Cathy Fuentes-Rohwer,** Secretary  
- **Martha Street,** Assistant Secretary  
- **Dr. Jeannine Butler,** Member  
- **Keith Klein,** Member  
- **Susan P. Wanzer,** Member

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## MCCSC Administration

- **Dr. Judith A. DeMuth,** Superintendent  
- **Dr. Andrea Mobley,** Asst. Supt. of HR & Operations  
- **Dr. Markay Winston,** Asst. Supt. of Curr. & Instr.  
- **Dr. Debra Prenker,** Director of Elem. Education  
- **John Kenny,** Director of Business Operations  
- **Nichole Blackwell,** Director of Health Services  
- **Rebecca Rose,** Director of Student Services  
- **Chris Cioli,** Director of Building Operations  
- **Tim Pritchett,** Director of Technology  
- **Nathan Oliver,** Director of Transportation  
- **Andrew Clampitt,** Public Relations & Info Officer  
- **Karen Butcher,** Exec. Asst. to the Supt. & Board  
- **Cyrilla Helm,** Exec. Dir. of the Foundation for MCCS

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## School Principals

- **Jessica Willis,** Academy of Science & Entrepreneurship  
- **Rob Moore,** Adult Education  
- **Craig Belt,** Bloomington Graduation School  
- **Michael Akers,** Bloomington High School North  
- **Christi McBride,** Hoosier Hills Career Center  
- **Mark Fletcher,** Bloomington High School South  
- **Eric Gilpin,** Batchelor Middle  
- **Dr. David Pillar,** Jackson Creek Middle  
- **Adrienne Rae Floyd,** Tri-North Middle School  
- **Micah Heath,** Arlington Heights Elementary  
- **Chris Wilkins,** Binford Elementary  
- **Chris Finley,** Childs Elementary  
- **Eve Robertson,** Clear Creek Elementary  
- **Marti Colglazier,** Fairview Elementary  
- **Lisa Roberts,** Grandview Elementary  
- **Cassidy Rockhill,** Highland Park Elementary  
- **Angela Evans,** Lakeview Elementary  
- **Tim Dowling,** Marlin Elementary  
- **Mark Conrad,** Rogers Elementary  
- **Nick McGinnis,** Summit Elementary  
- **Rebecca Mungle,** Templeton Elementary  
- **Lily Albright,** Unionville Elementary  
- **Glen Hopkins,** University Elementary

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