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.

City of Bloomington Awards
Outstanding Latino Students

The City of Bloomington’s Commission on Hispanic and Latino Affairs held its annual awards ceremony and we are proud of the Outstanding Latino Students nominated by their teachers. Latino/Hispanic students who graduated from elementary and middle schools last May and some other seniors in the corporation received the educational medal Pride and Achievement “Learn to Earn”. North students Joseph Sweeney and Viridiana De Santiago were selected as recipients of the 2017 City of Bloomington Outstanding Latino/Hispanic Senior award.

MCCSC Hour of Code
MCCSC in China
Dual Language Immersion

Diane Davis-Deckard
Congrats to Bloomington High School North art teacher Diane Davis-Deckard on being honored with a 2017 Community Arts in Education Award by Ivy Tech’s Center for Lifelong Learning. In her 25 years as an art teacher, Diane has taught painting, portfolio presentation and stained glass.

Neil Rapp
Congrats to Bloomington High School South chemistry teacher Neil Rapp on being named to the Amateur Radio on the International Space Station (ARISS) US Education Committee. The ARISS program provides learning opportunities by connecting students via real-time amateur radio contacts to astronauts aboard the International Space Station.
Inviting You this Holiday Season to...

GIVE THE GIFT OF A LUNCH

TO THE FOUNDATION OF MONROE COUNTY COMMUNITY SCHOOLS

FOOD ASSISTANCE FUND

www.MCCSC.edu/GiftofLunch

$25 = 8 Lunches
$100 = 35 Lunches

3 WAYS TO DONATE

1. MAIL A CHECK made payable to FMCCS to 315 North Drive, Bloomington IN 47401 with the memo of Food Assistance.

2. Visit www.MCCSC.edu/GiftofLunch and make a donation online. Please select “Food Assistance Fund” during the process. If you would like to set your gift to be a recurring gift for this fund you may do so by selecting the “Show my support by making this a recurring gift”

3. Parents can add funds directly to the Food Assistance Fund in their MyPaymentsPlus cart when checking out!

Thank you very much for your support of MCCSC students!
E.A.R.T.H. is a vision for teaching and learning. Each letter represents a topic, which is integrated into the curriculum and structure of Unionville Elementary School.

**How did this get started?**
The Unionville staff has long felt that the school is a unique and positive part of the MCCSC and greater Monroe County community. We wanted to find ways to share our work through emphasizing some of the most compelling characteristics of our school and our work with students. We are located on 18 acres, which includes walking trails through the woods, a pond, and 2 outdoor learning spaces (amphitheatre at the pond and outdoor learning lab on the playground). Additionally, the school is located in the midst of local farming and makers of all sorts. There is a natural connection to the Earth and local pride in self-reliance and creativity. The staff did a lot of reflecting in the spring of 2017 related to what makes our school special and how we wanted to move that work forward. We saw the acronym E.A.R.T.H. as a way to communicate our point of view and to structure our work in a more focused and compelling way.

**What do you hope to accomplish this year?**
The work of fully integrating the E.A.R.T.H. topics into the curriculum will take time. The staff has taken meaningful steps forward including frequent use of our outside space and an increase in science experiences. Additionally, we are in the process of forming many meaningful connections with community partners. These partners have provided expert advice related to curriculum and concepts being explored in classrooms as well as resources to support our work.

**How do you hope it will develop over the next 5 years?**
We see the next 5 years as transformational. In 5 years, we see E.A.R.T.H. as an integral part of our work. The line between indoor and outdoor education will be blurred. Students will gain new perspectives related to their place in the world and their role in the learning environment. We see our school as a model for other schools seeking to integrate and combine the philosophies and curriculum related to STEAM, 21st Century Skills, outdoor education, and health.

**Why do you feel this sort of vision is relevant in today’s world?**
E.A.R.T.H. is a model for 21st century learning. Our world needs: 1) inhabitants with a deep connection, respect, and appreciation for nature, 2) people who are problem solvers, experienced in using technology and creativity to generate solutions and to communicate with stakeholders, and 3) individuals who integrate health and wellness into their lives. At Unionville, we believe E.A.R.T.H. is a framework for shaping students, tomorrow’s leaders, to live in and contribute to a better world.
Health
(gardening, positivity, stationary bike reading lab, fun, fitness, active classrooms, relaxations, hiking, kindness, nutrition)
Examples of this work:
There is flexible seating (stability balls, standing desks, lounge chairs, etc.) in every classroom.
There is an emphasis of growth mindset in each classroom.
Staff members work with students in small groups to build social emotional skills.
Students have the opportunity to visit a Read and Ride lab, with stationary bicycles.
Healthy, active lifestyles are emphasized.

Environment
(conervation, appreciation of nature, forestry, biodiversity, Earth science, composting, gardening, and recycling)
Examples of this work:
We compost and recycle in our school cafeteria.
Teachers utilize our 2 outdoor learning labs as classroom spaces.
Pieces related to the environment are read across the content areas.
We hike in our woods and make observations.

Art
(ceramics, representations of learning, ukuleles, art appreciation, poetry, music, integrated into the curriculum, fiber arts, and writing)
Examples of this work:
We use art to create representations of our learning.
Students participate in clubs to learn a new skill, such as sewing and crochet.
We write, daily across the curriculum.
We create art in our music and art classrooms.

Resources
(local farms, food waste, non-renewable resources, gardening, water quality, landforms, renewable resources, agriculture)
Examples of this work:
We compost and recycle in our school cafeteria.
We read pieces related to resources, across the curriculum.
We hike in our woods and make observations.
We take water samples at our pond and study water.
We installed 4 raised garden beds and will be planting a spring harvest in the spring of 2018.
We are working with community partners to arrange some tours of local farms.

Technology
(integrated into the curriculum, digital citizenship, green screen, SAMR model, blogging, innovative problem solving)
Examples of this work:
We use technology to show what we know.
We create videos using a green screen to promote school events and as representation of our learning.
We participate in technology related clubs to learn new skills related to computer science, like coding and stop motion video.
We use technology to enhance our lessons and to reinforce learning.
We formally teach digital citizenship.
MCCSC HOUR OF CODE

During the first week of December, all MCCSC schools participated in an Hour of Code. This movement, put on by Code.org, is a one-hour introduction to computer science, designed to demystify “code”, to show that anybody can learn the basics, and to broaden participation in the field of computer science. Our schools hosted unplugged, iPad, and desktop computer sessions for all grades. From writing names in binary to helping the Star Wars robot BB-8 navigate a map, our students had a blast learning code.

ELEMENTARY

• Teachers chose a plugged or unplugged activity.
• The eLearning Team selected grade-appropriate Code.org tutorials.
• Pre-K participated in a Code.org unplugged activity.
• Grades K-2 used Kodable to start programming activities that teach debugging and sequencing.
• Grades 3-5 practiced coding with Minecraft and Star Wars block coding tutorials plus a JavaScript option.

MIDDLE SCHOOL

• The Minecraft and Star Wars activities taught students algorithms and debugging.
• Teachers chose a plugged or unplugged activity.
• Middle school students also used Minecraft and Star Wars as an introduction to coding.
• A third option, Frozen Fractals, required students to type code, perform angle calculations, use loops and debug.
• These activities presented students with an introduction to JavaScript and Python programming languages.

Computing jobs are the #1 source of new wages in the US

500,000

current openings

43,000

computer science graduates in 2016

Start with one #HourOfCode
Coding Improves Academic Performance

• Math: Coding helps kids visualize abstract concepts, lets them apply math to real-world situations, and makes math fun and creative!
• Writing: Kids who code understand the value of concision and planning, which results in better writing skills. Many kids even use Tynker as a medium for storytelling!
• Creativity: Kids learn through experimentation and strengthen their brains when they code, allowing them to embrace their creativity.
• Confidence: Parents enthusiastically report that they’ve noticed their kids’ confidence building as they learn to problem-solve through coding!

Coding Builds Soft Skills

• Focus and Organization: As they write more complicated code, kids naturally develop better focus and organization.
• Resilience: With coding comes debugging – and there’s no better way to build perseverance and resilience than working through challenges!
• Communication: Coding teaches logical communication, strengthening both verbal and written skills. Think about it: learning code means learning a new language!

Coding Paves a Path to the Future

• Empowerment: Kids are empowered to make a difference when they code – we’ve seen Tynkerers use the platform to spread messages of tolerance and kindness!
• Life Skills: Coding is a basic literacy in the digital age, and it’s important for kids to understand – and be able to innovate with – the technology around them.
• Career Preparation: There’s a high demand for workers in the tech industry; mastering coding at a young age allows kids to excel in any field they choose!

WHY CODE?

HIGH SCHOOL

• Students had a variety of options with varying degrees of difficulty.
• Made by Code, Google: This Wonder Woman activity uses mathematical skills and programming concepts such as sequences, variables, loops, and conditionals.
• Bootstrap combines math and programming basics such as functions, values, and strings.
• Codecademy introduces students to the basics of HTML programming.
• Trinket begins teaching students Python, a powerful, ubiquitous programming language.

Students also learned about additional computer programming resources available via the Monroe County Public Library.
The College Board selected Tri-North Middle School Principal Craig Fisher and Childs Elementary Principal Chris Finley to join the 2017 Chinese Bridge Delegation, a week-long educational program in China, November 2 – 11, 2017. As a delegate, they had the outstanding opportunity to deepen their understanding of China, share best practices, and build partnerships with Chinese schools. This program was sponsored by Confucius Institute Headquarters/Hanban.

The delegation provides an opportunity to:
• Visit Chinese K–12 schools, meet with Chinese educators, observe classes, and interact with students
• Establish meaningful partnerships with Chinese educational institutions and network with U.S. colleagues
• Attend presentations on best practices to build and support Chinese language and culture programs
• Experience China firsthand and marvel at the rich traditional culture set against stunning modern development

“It was a whirlwind tour of China and we were able to see some amazing cultural sites and schools throughout Beijing and the Henan Province. Honestly, interacting with the educators and students and hearing their perspective, thoughts, and dreams for the future was a highlight for me. What this trip has done for me as an educator is hard to put into words. It’s changed my perception of the world. Among the vast cultural differences and approaches to education in China, it was great to see so many similarities as well.” - Principal Chris Finley - Childs Elementary

“The invitation to travel with the 2017 Chinese Bridge Delegation was a professional experience of a lifetime. The opportunity to meet 180 educators from the United States and collaboration with a minimum of eight Chinese K-12 schools will allow our students, faculty, and families to be better connected to global education opportunities. The ability to view the Chinese educational system and their rich cultural heritage allows for increased understanding and appreciation. I am thankful and blessed to work with a school system that values and supports lifelong learning endeavors. I am proud to be MCCSC!” - Principal Craig Fisher - Tri-North Middle School
At the start of the 2017-2018 school year, about 25 Kindergarten and 25 1st-grade students at Summit started a
different approach to the normal school day. They spend part of their day in a Spanish language classroom and
part of their day in an English language classroom as part of MCCSC’s first Dual Language Immersion program.
The program is taught by Samantha Morron and Marelis Miller.

Lisi Miller, the Spanish teacher, was part of a Dual Language Program as a student. “I was thrilled to be able to
help build this program at Summit. Every morning our students come in and are excited to be there. Since our
students are excited they are using their Spanish. I enjoy hearing them use what they have learned and how
comfortable they feel in their environment.”

The English teacher, Samantha Morron explained, “This year I get to not only teach English to non-native speak-
ers, but I also get to help support the language development of Spanish to non-native speakers. I am so proud
of the hard work that our students are completing each day. In just a few short months, our immersion students
are surpassing targets set by the state of Indiana.”

Every few months, Morron and Miller meet with other dual language immersion teachers throughout the state
to share resources and discuss lesson planning strategies. As the program grows at Summit, the eventual goal
is to have half of the school in an immersion classroom.

In January of 2018, Clear Creek Elementary will be adding their own Dual Language Immersion program and will
be very similar to the program at Summit with half of the day spent on each language.
The Greater Bloomington Chamber of Commerce’s Franklin Initiative is once again helping out MCCSC middle schools by offering The Reality Store®. This program is a simulation that helps junior high students appreciate the ‘realities’ of life and achieve a better understanding of personal finance. In the Reality Store® simulation, junior high students pretend they are a 28-year-old starting out in their life and career.

In class beforehand, they have decided how many children they have (up to a maximum of 3), whether they are married or single, and, if they are married, whether their spouse works or is a “stay-at-home spouse.” They then choose a career based on their current GPA and are given a corresponding monthly salary for that career.

They will then be given an amount of “play” money equivalent to the average monthly salary in that occupation. The students will then go to a Reality Store® where they will need to spend their salary on the necessities and luxuries they envision as part of their adult lifestyle. Local Bloomington representatives from all industries are all present to help the students determine how much of their income will need to be spent in each category in order to provide them with their desired lifestyle.

The goal of this exercise is to help students learn whether their selected occupation will provide the financial resources needed to provide the type of lifestyle they want.
RECORD YEAR FOR IU SERVICE LEARNING PROJECT

In the fifth year of Indiana University’s Center for Innovative Teaching and Learning Service-Learning partnership with MCCSC, there were a record number of IU students participating in tutoring the English Language Learners Department at 100. As part of the service, IU recruits college students who are recognized as advocates for community engagement or ACEs. These ACE students are trained by IU and act as liaisons between the service-learning tutors at Batchelor Middle School, Fairview Elementary, the MCCSC Special Education Department, and the MCCSC English Language Learners Department. There are over 20 courses at Indiana University that require service-learning as part of their syllabi.

At the elementary level, students from IU visited Binford and University Elementary on alternating days, Monday through Thursday, providing tutoring services for English language learners. The tutoring helped students develop academic English skills for success in a learning environment that values individual, cultural differences and is tailored to each student’s English language proficiency level. While addressing academic standards, students have regular opportunities to practice listening, speaking, reading, and writing.
Board of School Trustees
Martha Street, President
Dr. Lois Sabo-Skelton, Vice President
Dr. Jeannine Butler, Secretary
Kelly Smith, Asst. Secretary
Cathy Fuentes-Rohwer, Member
Keith Klein, Member
Susan P. Wanzer, Member
mstreet@mccsc.edu
lskelton@mccsc.edu
djbutler@mccsc.edu
wsmith@mccsc.edu
cfr@mccsc.edu
kklein@mccsc.edu
swanzer@mccsc.edu

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
Dr. Kathleen Hugo, Director of Special Education
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
Julius Hanks, Coor. of Diversity Opportunities
Karen Butcher, Exec. Asst. to the Supt. & Board
Cyrilla Helm, Exec. Dir. of the Foundation for MCCS
Dr. Carol Gardiner, Grant Specialist
jdemuth@mccsc.edu
amobley@mccsc.edu
mwinston@mccsc.edu
dprenker@mccsc.edu
jkenny@mccsc.edu
khugo@mccsc.edu
nblackwell@mccsc.edu
rrose@mccsc.edu
cciolli@mccsc.edu
tpritchete@mccsc.edu
noliver@mccsc.edu
lhanks@mccsc.edu
awclampi@mccsc.edu
kbuchter@mccsc.edu
mhelm@mccsc.edu
cgardine@mccsc.edu

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
Craig Fisher, Tri-North Middle School
Micah Heath, Arlington Heights Elementary
Jen Anderson, Binford Elementary
Chris Finley, Childs Elementary
Susan Petty, Clear Creek Elementary
Marti Colglazier, Fairview Elementary
Lisa Roberts, Grandview Elementary
Cassidy Rockhill, Highland Park Elementary
Angela Evans, Lakeview Elementary
Tim Dowling, Martin Elementary
Mark Conrad, Rogers Elementary
Nick McGinnis, Summit Elementary
Dr. Gretchen Morgan, University Elementary
jwillis@mccsc.edu
rmoore@mccsc.edu
cbelt@mccsc.edu
makers@mccsc.edu
cmcbride@mccsc.edu
mfletche@mccsc.edu
egilpin@mccsc.edu
dpillar@mccsc.edu
cfisher@mccsc.edu
mhhealth@mccsc.edu
jaanders@mccsc.edu
cfinley@mccsc.edu
spetty@mccsc.edu
mcolglaz@mccsc.edu
lroberts@mccsc.edu
crockhil@mccsc.edu
abevans@mccsc.edu
tdowling@mccsc.edu
mconrad@mccsc.edu
nmcginni@mccsc.edu
rmungle@mccsc.edu
labright@mccsc.edu
gmorgan@mccsc.edu

MCCSC SCHOOL BOARD SCHEDULE
Calendar of Regular Meetings
December 2017-January 2018
Tuesday, December 19, 2017
(two regular meetings)
Tuesday, January 9, 2017
(Annual Reorganization Meeting)
Meetings are each month at 6:00pm.