

Lafayette School Corporation Superintendent Brochure

INTRODUCTION

The Lafayette School Corporation Board of Trustees invites nominations and applications for the position of Superintendent of Schools. Our present long-serving superintendent, Dr. Edward E. Eiler, will be retiring in the summer of 2012, and we are looking for a qualified applicant to continue our tradition of outstanding leadership and executive vision for the district.



Lafayette School Corporation is one of the premier urban public school districts within the state of Indiana. We are seeking an accomplished individual that is capable of working constructively with the Board of Trustees and further enhancing our reputation for preparing students to be happy, capable, well-adjusted, and productive citizens. At Lafayette School Corporation, we believe in child-centered, holistic education for all students, and we maintain a strong, balanced commitment to the visual and performing arts, English language proficiency, STEM disciplines, humanities, foreign languages, and practical life skills. The Board and community want an empathetic, visionary individual with strong

leadership skills in curriculum direction, budgetary affairs, staff negotiation, legislative and regulatory matters, and public relations.

STRATEGIC VISION

The Lafayette School Corporation is very oriented toward its mission. The School Board, Superintendent, administrative staff, teachers, non-certified staff, and support personnel focus all of their productive energies into the common goal of educating our community's children. We believe in the future. Lafayette Schools are driven to inspire and empower our children. We want to teach them to learn, hope, dream, appreciate, create, innovate, integrate, excel, and contribute. Our primary aim in a Superintendent's search is to find an individual that can lead and inspire the employees of the corporation in this critical, common task. The unified vision of our school district is that we wish to provide the optimal educational environment that nurtures the inherent promise within our children. We aim to give the next generation the tools and skills for living that will allow them to lead a meaningful life and help them constructively shape the future for the generation that follows. We have four central principles that guide our organization. We strive to foster a positive climate that nurtures the promise within all of our children. We want to instill a competence in all of our children that allows them to live fulfilling lives and shape their own futures. We are constantly trying to evolve an organizational culture that underscores the

Lafayette Schools' teachers and staff are driven to inspire and empower our children.



pursuit of success for all of our children, and we are doing everything we can to encourage a sense of positive citizenship that builds an appreciation of civic responsibility and service within our children. Lafayette School Corporation is a large, complex organization, but a simple, common purpose extends throughout all of its components.

LAFAYETTE JEFFERSON HIGH SCHOOL

Lafayette Jefferson High School is our flagship institution. It is a comprehensive high school that offers our community's diverse student population a wide array of curricular and extra-curricular opportunities. Celebrating its 100th year of operation, Jefferson has a rich tradition of excellence in many different areas. The school boasts two National Blue Ribbon awards, as well as being one of the founding schools associated with the North Central Accreditation organization. Jefferson serves approximately 2000 students within a Modified Block 8 schedule. There are 12 curricular departments and six academic academies.



Jefferson's curriculum is as diverse as its student body. Each department offers challenging classes that are designed to prepare our students for whatever future path they choose to travel. The vocational arts hold a special place at

Jefferson High School as they have prepared many students for successful careers right out of high school. In an era when many districts are cutting such programs, Lafayette Jefferson is actually growing the number of students taking these courses, as well as providing them with the opportunity to earn professional certifications in a wide variety of vocational areas.

Lafayette Jefferson provides an extensive selection of science courses. In addition to the standard state-mandated science curriculum, there are upper level electives in Anatomy & Physiology, Microbiology, Zoology, Human Genetics, Astronomy, AP Biology, AP Chemistry, AP Physics, and Senior Science Capstone Research.

Numerous students come to Jefferson each year from other nearby institutions to take advantage of these unique offerings. Jeff students annually participate in the Lafayette Regional Science & Engineering Fair at Purdue which includes all high schools in the surrounding eleven county area. Jefferson students have maintained a proud tradition in this competition by earning the Outstanding School Award for 11 of the last 13 years.

Jefferson High School is also well-known for its Fine Arts programs. Jefferson's Art Department has prepared many students to attend a variety of art schools around the country. The Marching Band has been a source of extreme pride for the community, participating in several contests around Indiana, including the ISMA State Finals numerous times. The show choir and concert choir both perform throughout Indiana as well and are considered to be among the best in the state. In 2011, the Winter Guard had the honor of winning the State Championship for the very first time in school history!



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Athletically, Jefferson High School is a member of the Hoosier Crossroads Conference. Our school has a very rich tradition, having won numerous conference, Sectional, Regional, Semi-State, and State Championships. Jefferson's athletic facilities are state-of-the-art, with new tennis and softball facilities and the beautiful, privately-financed John Scheumann Stadium. Lafayette Jefferson is the host site for many ISHAA events including Sectional, Semi-State, and State Championship events.

The Jefferson Academies

Several years ago, the faculty of Lafayette Jefferson High School proposed the creation of the Jefferson Academies in order to provide students with a focused plan of study within an area of their choosing. The six Jefferson Academies are designed to give interested students an opportunity to study a particular subject in depth. These academies are designed so that each has "career majors" that allow for further specialization. Several of these majors have culminating senior-year projects or other capstone experiences that give the participating students real-world, hands-on experiences within their chosen fields of study.



Academies are designed so that each has 'career majors'.

The Arts and Communications Academy houses majors pertaining to music, art, speech, as well as telecommunications. Students choosing to participate in one of the several majors within this academy participate in many activities outside of the classroom that further enhance their preparation. Private lessons are an integral requirement for music majors as it allows students to become even more proficient in their instrument of choice. The school's Radio and TV center is a unique asset that allows several students to gain experience with video production, as well as accumulating on-air radio time.

The Business and Technology Academy has been a leader within the school and broader Lafayette school community in terms of our partnership with Ivy Tech Community College. The students that participate in majors within this academy earn many college credits through this partnership as well as multiple professional or industry specific certifications. Students that earn majors from this academy are well-prepared for entering the workforce directly, or for any number of trade schools or 4-year college programs.



The International Studies Academy is designed to facilitate the study of a number of world languages and cultures within our 4-year pre-college program. Jefferson currently offers six different modern languages to its students: Chinese, French, German, Japanese, Russian, and Spanish. Students who complete majors within this academy have either studied one language all four years of high school, or have studied two languages simultaneously. Students who have graduated from this academy have gone on to test out of numerous college classes within their chosen language and have had considerable success in their college endeavors.

The Life-Centered Achievement Academy is an academy designed to help our highest need students prepare for life after high school. This academy's focus is on our Special Needs

population and the variety of challenges they will face in the workplace. The program's goal is to help place students in the workforce before graduation in order to help them acclimate to an adult role following their high school career.

The Political and Social Sciences Academy houses several majors focused on a variety of social science areas such as law, political sciences, and history. Students who graduate from this academy are focused on the liberal arts and well-prepared to attend any 4-year college to continue their studies. Several recent graduates have moved on to study law at Indiana University, the University of Notre Dame, and Boston College.

Oakland is an option for students that need individual academic support.

The Science, Engineering, and Mathematics Academy is Jefferson's largest academy in terms of both the number of students that enroll, as well as graduate from it. The wide variety of STEM majors prepares students for further educational experiences in the life sciences, medicine, engineering, computer science, and mathematics. Capstone experiences within the science majors have provided students with real-world hands-on experiences in research situations at Purdue University and have launched many of our students into highly technical career, including chemical engineering, medicine, mechanical engineering, computer science, nuclear engineering, and environmental law.

Lafayette Jefferson High School and the Jefferson Academies are designed around the philosophy that students must be allowed to grow, not only in the areas that interest them, but also within unknown endeavors. Our faculty strives to teach our students how to think and learn. We believe that every student must be prepared for a variety of future paths... whatever those paths may be, or wherever they may lead. The diverse and rich opportunities that exist at Jefferson High School are designed to prepare our students for life in a challenging and uncertain world!

OAKLAND HIGH SCHOOL

Oakland High School is our newest addition to the Lafayette School Corporation family of schools, and it is intended for students who need and are looking for something different. It is a smaller learning community with individualized instruction for each student. Oakland is a public high school serving students that need comprehensive academic support. Enrollment is on a first come, first serve basis. Each attending student is doing so voluntarily, and they are committed to working for their high school diploma! Oakland High School will provide a fully accredited, State of Indiana High School diploma to those students who successfully complete all of the Indiana graduation requirements.

Our students will be active participants in community supported, project-based learning experiences that are specifically designed to align with the Indiana State teaching standards. Each student will graduate with the skills necessary to attend a traditional college, enter the workforce, begin a career in the armed forces, or become a productive member of a well-adjusted family and local community.

Oakland's vision is to establish and sustain a school that is highly regarded for its academic excellence and its contribution in actively serving and improving the community in which it operates. Our mission is to provide a comprehensive, rigorous secondary educational



opportunity and relevant community experiences that will prepare students for work, active citizenship, and post secondary endeavors. The Pillars of an Oakland education are: Tolerance, Justice, Ingenuity, Integrity, and Service.

Oakland High School is a voluntary educational option for students who need individual academic support in and out of school. It is an accredited, independent LSC high school with a Freeway School status designation from the State of Indiana. Oakland is an Indiana public high school that offers all diploma options and provides all the benefits of a high school diploma. It is evaluated by PL 221 and NCLB, and it is fully governed by Indiana law and restorative practices. Oakland utilizes a fully integrated, standards based curriculum that co-constructs individual plans of study with students and their families. Oakland High School provides a flexible, non-traditional route to high school graduation that utilizes *every* adult in the building in the educational process of children. Our aim is to provide every Oakland student with the tools and skills they need to have a successful life.



LAFAYETTE TECUMSEH JUNIOR HIGH SCHOOL

Lafayette Tecumseh Junior High School educates all of the 7th and 8th grade students in the Lafayette School Corporation and is located on a common campus with Lafayette Jefferson High School. The enrollment at Tecumseh Junior High School is approximately 1000 students. They are divided onto eight academic teams with four each for both 7th and 8th grade. Academic teams are comprised of four core teachers who teach language arts, math, social studies and science, and they share the same 115-135 students.



All students have the opportunity to take a rich array of additional non-core classes including art, family and consumer science, technology education, health, physical education, career exploration and foreign language. Students may choose to have an enrichment period to get help, work on their studies, or may participate in band/orchestra and/or choir. Tecumseh offers a full core subject gifted and talented program at all grade levels. Students may be selected to participate in a full or partial gifted and talented curriculum. Additionally, Tecumseh offers remedial skills classes in math and language arts.

After school hours at Tecumseh are filled with a vast array of extracurricular activities and help sessions. Students may choose among 20 interscholastic sports, a wide number of clubs, academic competition teams and service learning opportunities. The Lafayette community highly values education, and the nearby location of Purdue University is extremely advantageous. Tecumseh students benefit greatly from our school being a Purdue Professional Development School partner. This program allows university students and faculty researchers to interact with and enrich our educational programming. Our staff uses the professional development from this interaction to continually improve their own teaching skills. Everyone in our building is focused on helping our students, and this makes Tecumseh a great place to learn and work!

LAFAYETTE SUNNYSIDE MIDDLE SCHOOL

Lafayette Sunnyside Middle School is an innovative and unique facility that serves all of the 5th and 6th graders in the Lafayette School Corporation. In 2010, a complete building renovation was concluded and a major overhaul of the schedule was completed. Our new schedule features an eight period day, with students assigned to small teams that meet with two core teachers. A STEM teacher instructs students in Math and Science for three periods (2-Math, 1-Science), and a Humanities teacher instructs in Language Arts and Social Studies for three periods (2-Language Arts, 1-Social Studies). The two period courses, Math and Language Arts, are blocked together so that there are 90 minutes available for each subject.

*Sunnyside's
Exploratory
Music course is
especially
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All of our students are enrolled in our nationally recognized PE classes for one class period every other day. Fifth graders receive additional instruction in Art, Keyboarding, Health, and Music, as well as a remediation/enrichment STAR class. Sixth grade students have the option of Band, Choir, Orchestra, or Academic Support to complement their Art and Computer Applications courses. Sunnyside's 5th grade Exploratory Music course is especially unique: students spend three weeks each in orchestra, band, and choir. They have the opportunity to learn to play something from each of the major instrument groups during this time and are then able to make a more informed decision regarding their 6th grade performing arts options. Mandarin Chinese has also been a recent addition to the curriculum, with a native speaker teaching the language and culture. Sunnyside's faculty addresses and meets the needs of all learners, whether emotionally disabled, learning disabled, gifted and talented, or severely disabled. We have the courses and staff members to meet the needs of every child.



Each Sunnyside classroom is equipped with an interactive whiteboard, a document camera, individual teacher and student computers, and a sound amplification system. In addition, we have two larger computer labs available for use by classroom teachers, as well as a mobile laptop lab. The larger computer rooms host our keyboarding and computer applications courses, but are available for scheduling special instruction. The band, choir, and orchestra classrooms are state-of-the-art. Our art and library facilities feature stunning floor to ceiling windows that promote and enhance the learning environment. The school has two gymnasiums and a full theater auditorium. The rooms and hallways of Sunnyside are bright, open, and welcoming, but more importantly, Sunnyside is filled with teachers and administrators that take pride in the work that they do. Sunnyside faculty members love what they do.

LSC ELEMENTARY SCHOOLS



Lafayette School Corporation is home to seven diverse and unique K-4 elementary schools, each offering excellent educational opportunities for the students in Lafayette, Indiana. Hundreds of talented staff members from one corner of our city to the other await the arrival of our students each day. They eagerly look forward to their opportunity to make a difference and impact in our community. Lafayette elementary school students have a tradition of continual improvement. Murdock Elementary was honored by our state for

being one of the top improving elementary schools. Overall, 74% of our students passed both Language Arts and Math ISTEP+ at the elementary level. All elementary schools made Adequate Yearly Progress.

Students are taught a robust curriculum with a focus on reading and mathematics. This coming year, a 90 minute reading block will be implemented in all elementary schools, supported by Title I funding. Staff members will use assessments such as Dibels, Acuity, and Star Math and Reading to guide instruction and enhance learning. Our elementary staff has been trained this summer in using best practices to enhance student vocabulary. In spite of our emphasis on core subjects, our staff works very hard to provide a balanced curriculum. Student choir performances are frequent at the elementary level, and a PEP grant has enhanced the knowledge of our physical education teachers and brought new teaching ideas and equipment to our classrooms.

Our schools take pride in their strong academic programs.

Our schools take pride in their strong academic programs, and we welcome outside volunteers to help our students. A new community initiative, Read to Succeed, will be placing numerous business volunteers in our classrooms to assist with tutoring this coming year. Other mentoring programs active in our elementaries, including Big Brothers, Big Sisters, Lafayette Access to Success, and College Mentors for Kids, encourage our students to strive for excellence. These programs touch hundreds of lives in our schools each year and are typical of the dedication and support for education displayed by our community. By inspiring the next generation of Lafayette residents, the elementary schools of the Lafayette School Corporation continue to build a tradition of excellence in educating our children.

Amelia Earhart Elementary School

Amelia Earhart Elementary School opened in the fall of 1995 and is the newest elementary facility in the Lafayette School Corporation. It serves 450 students in kindergarten through fourth grade. The Earhart neighborhood reflects the city's recent expansion and growth.



Housing in the area primarily includes single-family homes and apartments, which house mostly middle-income families. However, we also have government subsidized housing in the neighborhood. As a consequence of this population make-up, Earhart has experienced a recent increase in students eligible for free and reduced status, and our current percentage has grown to 58%. As a result of our changing community demographics, our ELL student population has reached to 17% of our enrollment. Despite these difficult statistical trends, we have maintained an attendance rate of 96.7% through the continued commitment of our staff in emphasizing to parents the importance of students attending school.

The staff has a clear vision for our community of young learners. The Earhart Team works to insure that the school atmosphere will be free from fear and that diversity will be celebrated. We want every learner at Earhart to be an active citizen in the community, and we want them to exhibit skills in leadership, interpersonal relations, and teamwork. Our staff is committed to having every learner at Earhart become proficient in the use of technology in

learning. Every student at Earhart knows that every adult around them is committed to their success, and the collaboration forged between the school, parents, and community members is on display every day in the building.

Edgelea Elementary School

Edgelea Elementary School is the largest elementary school in the Lafayette School Corporation and serves over 525 students in kindergarten through fourth grade. The school houses several special programs. Elementary students identified as high ability for the entire Lafayette School Corporation are bused to Edgelea to participate in self-contained classrooms with Gifted and Talented licensed teachers for grades K through four. The school also serves those students with special learning needs including a program for students who are hearing impaired. Additional instruction is available for students who are English Language Learners (ELL). Edgelea is truly a child-centered school that attempts to cater to every child's special abilities. The award-winning Edgelea staff includes numerous teachers that have been nominated, were finalists, or ultimately winners of the Golden Apple Award for outstanding teaching. All Edgelea teachers work diligently to meet the needs of all students by providing flexible, differentiated grouping and instruction focused on mastery of the Indiana Standards. Because of the outstanding efforts of our teachers and students, Edgelea has made Adequate Yearly Progress (AYP) and achieved Exemplary Progress the past two years.



Parents are active partners in the educational process.

Edgelea parents are active partners in the educational process. Our parents volunteer to chaperone trips, host programs, and ensure that many resources and learning opportunities are available for our students. The Edgelea TPA (Teacher Parent Association) meets monthly to discuss school issues and concerns. They are committed to providing methods for the school to use to better involve the children, teachers, and parents in the learning process. This group annually sponsors a Family STEM Night, a Family Reading Night, and a Celebration of the Arts. The Edgelea staff delivers a curriculum that promotes problem solving and higher level thinking skills, along with the Indiana Standards. Our school provides many activities and learning opportunities including Breakthrough to Literacy (kindergarten), Accelerated Reader and Accelerated Math, Character Counts, Access to Success Mentor Program, K.E.L.L. (extended day kindergarten for English Language Learners), P.A.L. (Primary Accelerated Learning), and the Confucius Classroom (instruction in Mandarin Chinese). Edgelea provides a structured, safe and consistent environment to maximize individual potential and is determined to guide every learner to excellence in all endeavors.

Glen Acres Elementary School

Glen Acres Elementary is nestled in a neighborhood at the corner of Creasy and Greenbush on the north east side of Lafayette. We serve about 450 students. The faculty and staff work day and night to serve the children and families of Glen Acres. They are dedicated not only to delivering high quality instruction but also to nurturing our children and families through extensive extra-curricular activities and community events. The establishment of lasting relationships with our families is our top priority. We want our families comfortable and working hand-in-hand with our school. We firmly believe that this partnership ultimately improves the educational outcomes for our children.

Glen Acres teachers have a long standing tradition of planning academics at each grade level together. They subscribe to the philosophy that together everyone achieves more through teamwork. This model has been very successful, and we have continually raised ISTEP scores. Our goal is 90% of children passing next year. This staff is supportive of serving each other,



our students and their families through seasons in life. Over the past seven years, we have celebrated achievement, facility improvements with the help of community volunteers, and many other milestones. Glen Acres is proud to host many community volunteers. In 2005, community members spent Martin Luther King Jr. Day painting the interior of the school. Volunteers have helped with landscaping, playground maintenance, mentoring, and tutoring our students. We have worked closely with community organizations and have received a number of grants to help make improvements at

Glen Acres. Other grants have been obtained to benefit our literacy program as well as many other academic programs. Our focus is to involve the entire community in the education of our children.

Miami Elementary School

Miami Elementary School is located in the south end of Lafayette near Edgelea and Earhart Elementary Schools. Miami provides a caring, safe, and encouraging environment that is conducive to student learning. Our vision is to nurture the promise of our children. Our mission is to inspire and empower all children to learn, hope, dream, contribute, excel, innovate, integrate, create, and appreciate. Our vision and mission are accomplished in a variety of ways. Miami aims to meet the diverse learning needs of all of its 460 students. During the 2006-2007 school year, the staff at Miami spent the year planning to become a School-Wide Title I building. Miami also became a Reading First School. These federally funded initiatives enabled the school to hire additional certified intervention teachers, to provide scientifically based professional development for K-4 teachers, as well as to purchase scientifically based reading intervention programs.



LSC involves the entire community in the education of our children.

The mission of Miami School is accomplished instructionally through the utilization of a standards-based curriculum. Our faculty utilize Accelerated Math and Accelerated Reader software, a 90 minute Reading First block (K-4), a 45 minute STAR intensive reading block for (1-4), an afternoon intensive reading program (PAL) for kindergarten students, a small group English Language Learner (ELL) instruction (K-4), LSC curriculum maps in Language Arts and Math, and an after school third and fourth grade reading and math club. Grade level teams meet monthly to review and analyze data to inform instruction. General Education Intervention (GEI) Teams meet weekly. Miami uses positive behavior intervention supports such as the Principal's 200 Club and Chief Tickets to acknowledge and affirm desired behaviors at school. These desired behaviors can all be categorized under the headings of being safe, being respectful, and being responsible.

Thomas Miller Elementary School

Thomas Miller Elementary is centrally located on the west side of Lafayette, Indiana. Miller Elementary School has had a history of high mobility. This rate increased during the 2005-2006 school year, and the trend continues. Miller's stability index is the lowest among all Lafayette School Corporation schools. Ninety-four percent of students enrolled at Miller qualify for free or reduced lunch and textbook assistance. Miller also has a very diverse population in terms of ethnicity. Miller Elementary operates as a School-wide Title I program, with all students eligible for Title I services including STAR and Math Success which provide a flexible small group approach to Tier 2 reading and/or mathematics intervention. In addition, enrichment opportunities are provided to students who perform above grade level expectations. There are 315 students enrolled in grades K-4, and the faculty and staff at Miller Elementary are dedicated to seeing that all of them receive the opportunity to learn in a wholesome, professional, and nurturing environment.



Miller has a number of valuable community partners that assist us with our educational efforts. Each week 95 Miller students take a backpack full of nonperishable food items home to their families. This is made possible by donations from Tippecanoe

County Food Finders and volunteers from the Evangelical Covenant Church in our area. Two of our local Wal-Mart locations have made donations or awarded grants to support activities for Miller students and staff. Payless Supermarkets have donated numerous school supplies, and Hudlow's Dry Cleaners have donated coats to make sure that all Miller students are prepared for daily living and academics. Miller also partnered with the United Way of Greater Lafayette and IU Health to provide a summer jumpstart for incoming Kindergarten students. Tippecanoe County Childcare sponsors an afterschool latchkey program for Miller students from dismissal until 6:30. Miller also has partnerships with Big Brothers/Big Sisters of Greater Lafayette. Big Brothers/Big Sisters provides lunchtime mentoring for Miller students. Each week a number of our students visit Purdue University through the College Mentors for Kids program. The program exposes Miller students to an organization of higher learning and provides each child with a continued mentor throughout their involvement in the program. The support we receive from our community partners in educating our children is what makes Thomas Miller Elementary School a special place for children.

Murdock Elementary School

Murdock Elementary School is a K-4 elementary school nestled in beautiful Murdock Park. Our average enrollment is 260 students. Murdock supports a uniform dress code, with students "dressing for success". The Murdock staff is very proud of our students' 2011 ISTEP+ scores. In both 3rd and 4th grade, at least 80% passed both language arts and math, with 98% of our third graders passing mathematics! Our attendance improved from 94.8% to 95.6% over the past year, as we worked to emphasize the importance of consistent daily attendance. This past year, Murdock teachers



began working with the 8 Step Process. Additionally, our teachers have created three week instructional and assessment calendars based on the Common Core Standards/Indiana Academic Standards. The advantage of these calendars is that they give our teachers clear direction and focus in education our students. Our staff believes that all children can learn. We educate and support the unique capabilities of each student.

Murdock has worked very hard to provide extra-curricular programs that increase our contact time with students. Our F.O.C.U.S. program is a before and after school enrichment program funded by a federal 21st Century Community Learning Center grant. This program enables us to keep our students after school until 6:00 p.m. The features of this program homework help sessions, enrichment to individual student academic goals as directed by the classroom teacher and student data, as well as opportunities to experience guitar, dance, etc. This year we are even offering an extension to half day kindergarten for all kindergarten students, allowing them a modification of a full day kindergarten program! We also provide a free family dinner and parent education opportunity once a month. Murdock Elementary School welcomes all families with open arms and a caring heart. Meeting the needs of our students and families is critical for the child's academic and lifelong success. Our goal is to offer opportunities to enrich each child, making life as whole as possible at home and at school! We care deeply, share generously, and help willingly. We know that every kid matters.

At LSC, every student MATTERS!!

Vinton Elementary School

Vinton Elementary School is a Kindergarten through Fourth grade building located on the northeast side of Lafayette. Our student population is very diverse and generally around 400 students. Our beautiful building is divided into individual grade level classroom groupings that we call Pods. Each Pod, with the exception of Kindergarten, has four classrooms. Our building is fully equipped with new technology that our teacher use extensively. Most of our classrooms contain video projectors that can access the Internet allowing the teachers to provide outside lesson materials from virtually anywhere. Many of our classrooms have had new sound systems installed to ensure all students can hear and understand classroom instruction via electronic media. We have many successful instructional programs in place, and



Vinton students continue to make academic progress on school wide and state mandated tests.

Many of our Vinton families are struggling, and we work very hard to meet their changing needs. For the last three years, Vinton has been awarded a federal grant that provides fresh fruit and vegetables. This has allowed our students to receive fresh fruit and vegetables at least three days a week. This program is not part of the school lunch program, and it provides supplemental food each week. We also provide through Food Finders backpacks of food for about 40 students each weekend. Additionally, we have partnerships with other area social services to provide other materials and services for our school families. We understand the connection between stress in the home and educational success. Our intention is to support our families and provide them with the means to see that their children get to school ready to learn. Vinton Elementary School is a caring community of learners who work together and strive toward excellence for all students.

GIFTED & TALENTED EDUCATION

The Lafayette School Corporation offers a comprehensive gifted and talented program for qualified high ability learners. The K-4 high ability program is located at Edgelea Elementary, and qualified students are assigned to self-contained classrooms taught by teachers who are all licensed in gifted education. Students in the elementary gifted and talented program are exposed to several foreign languages including Mandarin Chinese. Edgelea has a full day high ability kindergarten classroom which is one of just five in the State of Indiana.



In grades 5-8, high ability students attend Sunnyside Middle School and Tecumseh Junior High School. The high ability program in grades 5-8 is a two tiered one with students of the highest ability accelerated in the curriculum by one to two years in a program called Excel. Students in the second tier are enrolled in a one year accelerated program called Challenge. In each case, the teaching staff is outstanding and many hold licenses in gifted and talented or have received some training in gifted education. Foreign languages taught at the 5-8 level include French, Spanish and Mandarin Chinese.

Jefferson High School boasts a multitude of avenues for high ability students to have their educational needs met. Students can choose to enroll in academies such as Arts and Communication, Business and Technology, International Studies, Political and Social Science or Science Mathematics and Engineering. Students can take college prep courses, honors courses and advance placement (AP) courses in a wide variety of disciplines. Students can enroll in Project Lead the Way engineering courses, choose from six different world languages to study and can participate in a wide variety of visual and performing arts courses that all have levels for students of advanced capabilities. The Lafayette School Corporation is proud of its comprehensive high ability programs. Hundreds of students throughout the district take part in the high ability program and our graduates are leaders in their field throughout the country.

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GREATER LAFAYETTE AREA SPECIAL SERVICES (GLASS)

Lafayette School Corporation is the administrative and fiscal agent for the Greater Lafayette Area Special Services (GLASS), a special education cooperative serving students with disabilities from age 3 to 21. GLASS is co-sponsored by Lafayette School Corporation, Tippecanoe School Corporation, and West Lafayette School Corporation and has existed since 1973. Lafayette School Corporation has had oversight responsibility for GLASS since the cooperative was formed. GLASS and the three school corporations collectively are responsible for implementation of legal mandates of the Individuals with Disabilities Education Act and the Indiana State Board of Education Rules.

Intervention, Referral, and Educational Evaluation

Educational referral and evaluation services of GLASS include general education interventions, teacher consultation, and interagency collaboration. A multidisciplinary evaluation for students being evaluated includes parents, general education teachers, a school psychologist, an educational diagnostician, and other team members depending on the referral question. Medical information from physicians, neurologists, psychiatrists, and outside agencies may be included as part of the evaluation as necessary. Once the evaluation is completed and the student is

determined eligible for special education services an Individual Education Plan (IEP) is developed and then services are implemented.

Special Education Services

School age education services may include teacher consultation for students being educated within the general education setting. A consultation model involves the special education teacher of record providing support to the student and classroom teacher regarding interventions, classroom accommodations, and testing accommodations according to the IEP. Students in need of more specialized instruction and support may receive direct services in or out of the general education classroom.

For students in need of resource room services or special education classes, instruction is provided within small groups. Some students may receive individualized instruction according

to their needs. Speech and language services may be provided directly or indirectly by a speech pathologist for students with speech and or language impairments. Some students may be provided with related services to support their educational program. Examples of related services based on needs may include physical therapy, occupational therapy, special transportation, sign language interpreting, parent counseling and training, and augmentative/alternative communication. Community based services are also provided to students in need of life skills instruction.



Preschool Services

GLASS provides assessments for children ages 3-5. A diagnostic play-based assessment is utilized with preschool students suspected of disabilities beyond mild speech and language impairments. The play-based assessment takes place within a classroom setting in which students participate in early childhood activities. These early childhood assessment activities involve school readiness, social skills, fine motor skills, and gross motor skills. An arena type assessment is completed and includes multidisciplinary team members observing and assessing the student within the classroom. Once the assessment is completed, a case conference is held where an eligibility determination is established. In the event that the child is determined eligible, an IEP is developed and then services begin. Preschool placements are based upon needs of the student within the least restrictive environment, and they may take place in integrated community nursery schools, GLASS special education preschool classrooms, or more specialized services, such as the Purdue Language Program, or through outreach by the Indiana State Schools for the Blind or Deaf.

Students receive individualized instruction according to their needs.

Emotional Disabilities Services and Alternative Programs

Students experiencing social, emotional, and behavioral challenges receive services as per their IEP within the least restrictive environment. While a majority of these children are educated within the general classroom setting within their neighborhood school, some students are educated within self-contained classrooms. Within the self-contained programs, students receive academic instruction and behavioral intervention according to their behavior intervention plan. GLASS contracts with a local mental health center to provide group and individual counseling for students as needed. For many secondary students in need of more restrictive placements, alternative programs are provided within nearby community sites.

Services within these community sites include academic instruction, community based instruction, and vocational training services.

Transition Services

For secondary students between ages 14 to 21, GLASS provides on- site and community based vocational services. These services range from general educational vocational classes and programs to specialized classes and services within their home school and local community. Nearly fifty employers sponsor GLASS students in volunteer or paid job activity each year. These programs are crucial in seeing that these students have the opportunity to develop into a young adult that performs in life to their own personal best potential.

LAFAYETTE ADULT RESOURCE ACADEMY (LARA)

Lafayette School Corporation is the administrative sponsor for the Lafayette Adult Resource Academy (LARA), a federal and state funded adult education and literacy program operating under the Workforce Investment Act. Public funds are channeled through the Indiana Department of Workforce Development (IDWD) and the Lafayette School Corporation (LSC). LSC serves as the program's fiscal agent. LARA seeks community support through LARA Educational Opportunities, Inc. (LEO), a non-profit organization that solicits private funds for program services.



LARA's mission is to enhance the skills of adult learners for a better future. Our students develop academic, life, workforce, and technology skills so that they can make productive changes in their personal lives. LARA's mission follows directly from its vision, "Skills for Tomorrow Delivered Today." The program prepares adult students for the higher-level skill demands of the future job market. In 2010, LARA served 4,133 individuals, and 1,327 were directly enrolled in classes and achieved significant academic and personal goals.

LARA provides assessment and instruction at no cost to adults, ages 16 and over, who have not completed high school, or, having graduated, demonstrate measurable academic skills below the 12th grade level. LARA serves numerous at-risk populations, including the educationally disadvantaged, low income, unemployed/underemployed, dislocated workers, displaced homemakers, special needs individuals, and single parents. Instruction is varied and addresses differing learning styles and levels of competency. Certified teachers provide individualized instruction or learning activities in small groups. They use printed materials, audio-visual aids, and computer programs. Aides and volunteers help teachers implement instruction.

*LARA:
Skills for
tomorrow
delivered today.*

Childcare is provided year-round for learners attending classes. The WorkOne Express Site provides unemployment compensation, job search, resume writing, career exploration, and many other support services. LARA is an official GED testing site. LARA is a member of 4 REAL (Region Educational Alliance for Learning) Indiana, the oversight consortium for adult education programs in Economic and Development Region 4. As part of the consortium, LARA provides guidance and expertise. The program also helps set policy for the region. Additionally, LSC acts as the fiscal agent for the whole region.

Students establish themselves as well functioning citizens within the larger community.

LARA operates from a holistic, eclectic, and flexible approach in meeting its mission. Aspects of community need, agency alignment, current research, and program experience collectively drive our service delivery. Just as teachers address the whole person when planning instruction, our program considers the interaction between workforce and education, community and state, and research and experience in meeting its mission. We do not believe that one size fits all. Our programs take into account differing viewpoints, skill levels, and learning styles. Ultimately, a wide variety of teaching approaches, materials, and classroom dynamics are used to customize instruction. Our organization supports a cadre of support personnel, including community volunteers, college interns, service learners, and mature workers to help with education and literacy. They bring to the learning table a wide variety of talents and skills, all of whom work together, under the direction of licensed teachers, to accomplish a unified whole. We understand that when working with individuals, flexibility is the key. Teachers consider the fact that adult students come to the learning experience with many obligations and distractions in place. In response, participants may begin and end instruction at anytime, based on their own schedules and goals. Services are offered in the evenings, and GED testing occurs during day and evening hours. Teachers make provisions for absences and help students overcome barriers. The bottom line is that teachers and counselors make alterations to more closely align our services to the changing needs of our individual adult learners.

BEACON ACADEMY

Beacon Academy is a public charter school whose charter is held by its sponsor, the Lafayette School Corporation (LSC). The charter was approved by the LSC Board of Trustees in February 2008 as a means of providing a continuum of educational opportunities for students in the Greater Lafayette community. The academy opened in August 2008, with the mission to assist middle and high school students who are educationally at-risk achieve their full potential and, as a result, to strengthen the Greater Lafayette community. Beacon Academy is a Big Picture Learning school. Our educational program is derived from solid research evidence regarding best practices with at-risk students. Emphasis is placed on building community ties within the classroom and school, as well as helping students establish themselves as well-functioning citizens within the larger community. Each student is an active participant in his or her education. Students work with teachers, parents, and community mentors to create Individual Learning Plans that are focused on that student's interests, directed by state academic standards, and integrate academic learning in the classroom with applied experiences in the community.



Beacon serves 60 students in seventh through twelfth grades. Enrollment is capped at 60 students to allow for individualized attention and to insure that students cannot “fall through the cracks.” Students spend their entire school day and multiple school years within the same teaching and advisory group and with the same instructor. Middle school students spend two days per week engaged in service learning activities, while high school students are in community internships two days per week with mentors that share their interests. Academic work is fashioned from real-world projects that benefit the internship site and satisfy academic requirements. These practical experiences are supplemented with activities that assist in fulfilling the state academic standards. June 2011 marked our first graduation, with each of our graduating students admitted to their first choice college, along with a full or nearly full college

scholarship. At Beacon, we want our students to visualize possibilities and realize that they have a variety of options available to them regarding their own future.

Many of the students that come to Beacon believe it will be “easier” than a traditional school. They quickly learn that while there are significant differences in the way education is delivered, there are major academic challenges to be overcome. Each student must present an Exhibition of their work at the end of each semester for their parents, advisor, mentors, and classmates. They must pass three Gateways at the end of 8th, 10th, and 12th grades in order to be able to move to the next level. Students must write a 75 page autobiography, and they must read a proscribed number of books each year. Beacon requires that they organize their work in an electronic portfolio to be able to display it to others, including potential employers and college admissions personnel, and they must be accountable for their behavior. We require that they participate in restorative justice when necessary. We teach that they must accept responsibility for making positive things happen and do their work until it is done in a satisfactory way.

“One student at a time.”

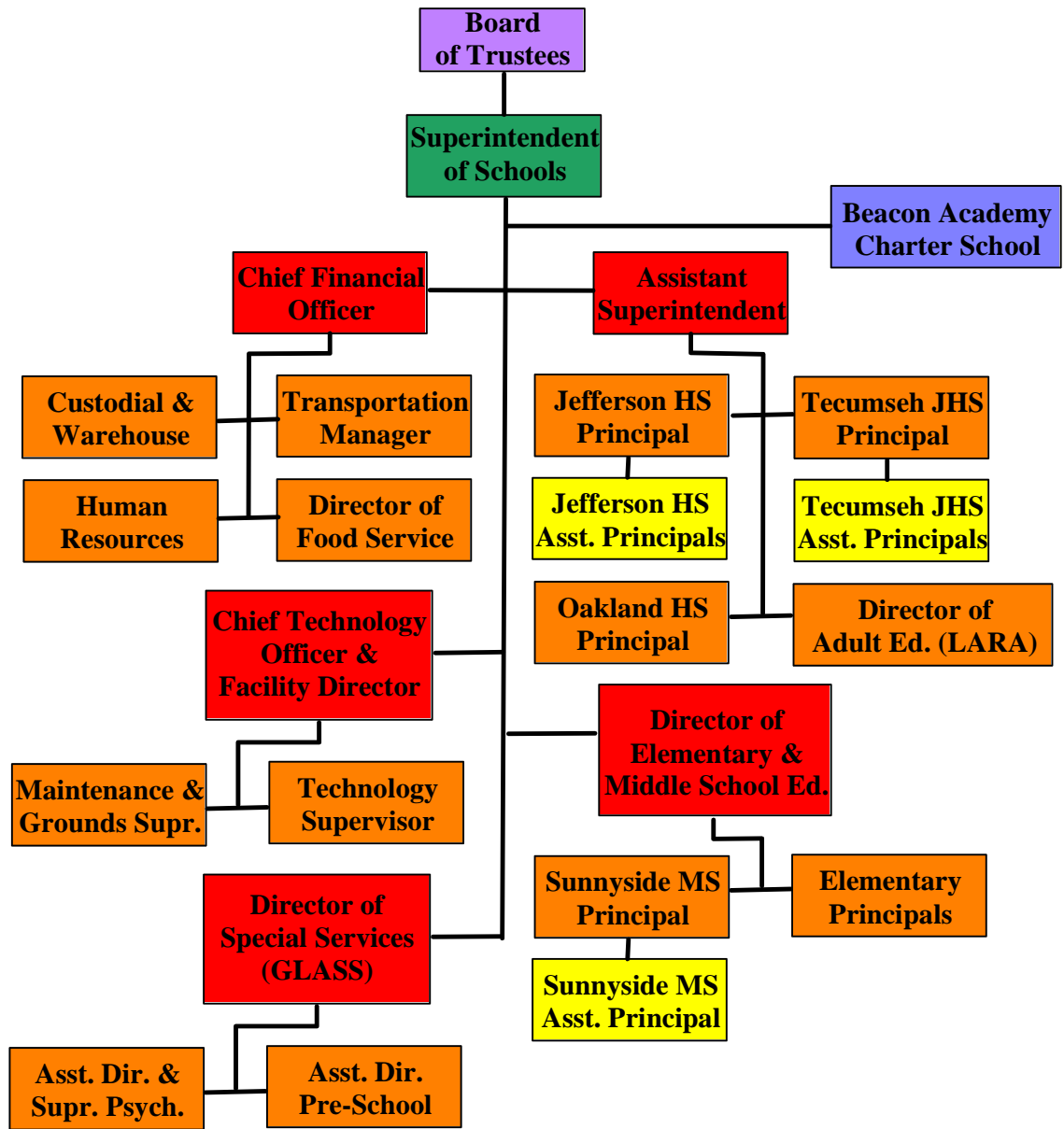
Each student is pursuing different academic activities, and they are solely responsible for the outcome. Opportunities for cheating or an “I’ll just take the F” attitude do not happen at our academy. Our Teacher/Advisors work hard to learn who their students are, to demonstrate their love of learning to them, and display their excitement about student success. At Beacon, we teach, guide, and engage every learner according to the Big Picture motto — “One student at a time.”

ADMINISTRATION

The Superintendent of our district is the Chief Executive of a complex and multi-tiered organization. The following figure presents a simplified schematic of the corporation and the reporting responsibilities of the various administrative staff personnel. It has long been the custom of Lafayette School Corporation to hire outstanding personnel and allow them the latitude to perform their jobs. We believe in responsible decision making, not micromanagement. It is our expectation that an incoming Superintendent will continue this tradition with regard to supervision. Likewise, the present Board is very understanding and comfortable with the division of responsibilities and their place within the organizational chart. They believe that their duty is to set policy, not administer it. The Board will require adequate communication and information regarding the key decisions of the administration, not to second guess them, but to be able to appropriately steer policy making and future decisions. The Board takes its responsibility as a collective representative of the public very seriously, and it expects to be consulted by the Superintendent under appropriate circumstances. It is our expectation that the incoming Superintendent will recognize the Board’s authority and seek to be an effective and collaborative partner in directing the affairs of the school corporation.



Lafayette School Corporation Organizational Structure



CURRICULUM

The Lafayette School Corporation has a long held reputation for offering a deeply rich curriculum for its students in grades K-12 and beyond. Our students pass through an integrated curriculum that is designed to teach children basic skills and eventually prepare them for careers or post-secondary education.

Our elementary school teachers provide students a traditional day that has a strong focus on English and mathematics. Deliberate attention is paid to the integration of science and social studies into both language arts and mathematics. All students from grades 1-4 are regrouped at some point during each day to form flexible ability groups that focus on enrichment, maintenance, and remediation of the Indiana standards. Students also have instruction in

physical education, art, and music weekly. All elementary school students have robust access to quality children's literature, beginning within their local school library. Many of our elementary school personnel have been exposed to national Kennedy Center training which is designed to assist teachers in integrating the Arts into Math and English instruction. Our school corporation is a Kennedy Center Partner in the Arts. A "Doing What Works" Federal Grant has allowed our elementary schools to develop and train teachers in using standard word lists across our elementary schools, focusing our staff on classroom best practices for the enhancement of vocabulary.



Beginning in grades 5 and 6, our students enter a transitional model at Sunnyside Middle School that bridges the gap between self-contained classroom instruction offered at the elementary level and the traditional junior high cafeteria-style model of students having up to 8 different subjects and teachers daily. At Sunnyside, students take Humanities (Language Arts and Social Studies standards) and STEM (Math and Science standards supplemented with an emphasis on Engineering and Technology) courses that are taught by two teachers in a blocked time format. All 5th grade students are exposed to performing arts instruction and then make a decision on continuing performing arts in the 6th

grade as an elective. The 5th and 6th grade curriculum also includes physical education, health, technology skills, and art.

Our 7th and 8th grade students at Tecumseh Junior High are exposed to a traditional 8 period instructional day with Math, Science, Social Studies and Language Arts taught by secondary licensed teachers in a departmentalized setting. Students have access to a high quality performing arts curriculum, and they are exposed to Art, Health, Physical Education, Family and Consumer Science, Gateway Technology (pre-engineering), and Reading classes. Students desiring to begin instruction in a foreign language can choose from Spanish, French, or Mandarin Chinese for high school credit.

Jefferson High School is a comprehensive high school that has won many awards over the years. Students can choose a traditional high school education or enroll in one of six academies that tailor their studies to their strongest curricular areas of interest including the Arts and Communication, Business and Technology, International Studies, Life Centered Achievement, Political and Social Science or Science and Mathematics and Engineering academies. Unique opportunities at Jefferson include radio and television, culinary arts, Project Lead the Way engineering, six different foreign languages, computer programming, and astronomy. The Jefferson performing and fine arts curriculum is among the finest in the nation. Additionally, LSC offers Oakland High School for high school students desiring a more intimate educational setting. Oakland students are exposed to an integrated curriculum and practical internship-like field experiences in the related arts. Oakland students receive a traditional state approved high school diploma and may pursue a variety of post-secondary career and employment options. We firmly believe that our overall curriculum program is one of the most integrated and effective programs to be found in any public school corporation anywhere.

Our curriculum is one of the most integrated and effective programs to be found in a public school anywhere!

FINANCE

The Lafayette School Corporation is an urban school district with an ADM of approximately 6800 students. The total budget appropriations for calendar year 2011 approximate \$71,000,000. These funds can be roughly broken-down as follows:

General Fund	\$48,300,000
Debt Service Fund	\$10,700,000
Capital Projects Fund	\$ 6,600,000
Transportation Operating Fund	\$ 3,300,000
Bus Replacement Fund	\$ 1,200,000
School Referendum Fund	\$ 900,000



The school corporation's general referendum fund has a cash balance only with no remaining tax rate. The total 2010 payable 2011 rate tax rate for the corporation is \$1.0320, and this is supported by an assessed value of approximately \$1,924,000,000. Total property tax levies for the corporation are nearly \$19,900,000. The Indiana property tax circuit breaker effects on the corporation, while certainly not favorable, have not been overwhelming, and the corporation has been able to financially absorb these losses in revenue by making adjustments in the specific funds affected.

The administration has attempted to maintain a balanced funding approach for all funds and make appropriate levels of budget reductions when necessary. Since the announcement of the permanent reset of general fund revenue, the corporation has made expenditure reductions in excess of three million dollars. Additional budget adjustments will be made during the 2011-12 school year. Depending upon our actual enrollment for the coming year, some additional adjustments may still be necessary.

LSC is the fiscal agent for Greater Lafayette Area Special Services (GLASS), a joint service and supply operation for special services. This consortium is operated in partnership with Tippecanoe School Corporation and West Lafayette School Corporation. Each corporation pays an agreed amount toward the total funding of GLASS from their General, Capital Projects, Transportation, and Bus Replacement Funds. The GLASS budget is 100% funded by the contributions from each of the three school corporations, and LSC maintains and operates a separate GLASS Fund for those contributions. Expenditures for all services of the joint service and supply consortium are made from that account.

A major portion of the corporation's debt will mature in 2018. This debt comes in the form of lease rental payments to a holding corporation whose bonds have been refinanced from time to time as market conditions allow. The corporation maintains a Rainy Day Fund, a Medicaid Reimbursement Fund, many scholarship and donation funds, as well as competitive and normal state and federal grants available to public school corporations. The administration has maintained a conservative approach to financial matters over the years. All grants are

maintained with their various administrators having oversight responsibility and the overall financial recordkeeping and fund maintenance performed by the Business Office. Our most recent State Board of Account audit is on file. That audit revealed no major audit exceptions to their standard rules and regulations.

FOOD SERVICE

The Lafayette School Corporation food service department operates at 13 individual sites. Eight of our schools have on-site kitchens, and meals are transported to the remaining five sites which additionally include the Wabash Valley Learning Center and the adjudicated learning BEAMS/LEAP program site. The nutrient standard menu planning option is used for menu planning, and nutrient analysis is completed with Nutri-kids software. Breakfast and lunch are provided at all sites. Our secondary schools offer at least three entrée choices for reimbursable lunches every day. They also provide a selection of foods available for ala carte purchase. Our elementary schools with kitchens offer a choice of the hot entrée, chef salad, peanut butter & jelly sandwich, and yogurt pack lunches daily. We serve an average of 1500 breakfasts and nearly 5000 lunches daily. Approximately 65% of our students are on free and reduced meal benefits. The LSC Food Service department has an annual operating budget of around \$2,800,000, and it has consistently generated income that exceeds its expenses.



A nutrition education program has been provided by the food service department since 1979. Our nutritionist works with all grade levels to provide nutrition and healthy eating resources for teachers. She gives classroom presentations on a variety of nutrition topics at the request of teachers. A favorite instructional segment is giving information on the school meal planning and then allowing the classroom students to choose a menu that is served for lunch across the corporation. The class is listed on the menu that is sent home, and the nutritionist eats lunch with them on their special day. We have also established a “Farm to School” partnership with a local farmer that enables the various cafeterias to purchase locally grown produce for the school menus. One school participates in an After School Snack program, and two schools have received Fresh Fruit & Vegetable Program grants for the 2011-12. One of these schools has received this grant for the past three years. This summer, our department is providing meals for the Summer Food Service program at four locations being operated by Food Finders. The staff of the Food Service Department is very proud of the work they do in insuring that all of the children attending Lafayette School Corporation schools have tasty and nutritious meals available to sustain them through their educational day.

*An average of
1,500 breakfasts
and 5,000
lunches served
daily.*

HUMAN RESOURCES

There are nearly 1250 employees that call the Lafayette School Corporation home. We have 550 certified teachers and 650 classified employees. There are roughly 200 more employees that serve on an as needed basis as substitute teachers. The Human Resources Department serves the needs of LSC employees through a variety of functions including recruitment, hiring, training, retaining, contract compliance, benefits advising and retirement preparation.

We utilize technology to a great extent to automate many of our functions. During the recruitment phase, a potential staff member must apply for positions on-line using *Searchsoft*, a computer program that has been tailored to the specific needs of the LSC. HR staff also recruits individuals for specific specialties through various state agency databases. Background checks are conducted using *Safe Hiring Solutions*, and legal residency status is checked using *E-Verify*. Substitute teachers are secured using an automated system called *AESOP*, and the district boasts a 98.5% daily fill rate. Once an individual is recruited and hired, training is on-going and prevalent. New teachers are enrolled in the HR Department's Professional Development



Academy which covers numerous topics, including best instructional practices, classroom management, teachers and the law, 40 developmental assets, and data driven decision-making. Substitute teachers take an on-line course that covers the subtleties of providing temporary instruction. Additionally, classified staff members receive extensive training from supervisors in the field.

Within our school system, negotiated contracts protect the rights of both employees and employers for a majority of certified and classified staff. Contract compliance is a function of the Human Resources Department, since disputes must be resolved through the fair and balanced

interpretation of the master contracts. A high level of trust exists between the employees of the Lafayette School Corporation and the Human Resource Department. Each side works at helping the other verify and abide by the expectations set forth under contracts. Health insurance, dental insurance, vision insurance, long term disability insurance, maternity leaves, FMLA are among the many benefits offered to employees. The corporation is served by two specialists who understand the specific details of the various laws and practices involved in administering benefits. LSC employees have come to depend upon the Human Resources Department's ability to administer benefits in an accurate and fair way.

When it is time for retirement planning, the LSC Human Resources Department works hand in hand with the business office to provide accurate financial reports and advice on retirement. Our staff helps the employee understand how pensions and annuities will be paid-out from state-run retirement plans. Locally bargained severances are also part of the discussion, and the Human Resources Department is a place to find the answers for many questions. The LSC Human Resources Department is one of the busiest offices in the Lafayette School Corporation, and it stands ready to efficiently and professionally serve our employees from pre-hiring to post-retirement.

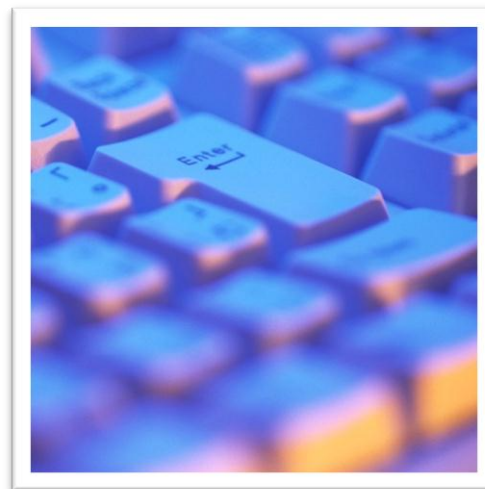
INFORMATION TECHNOLOGY

The Lafayette School Corporation currently provides around 3,500 workstations to its staff and students. Each building has a building wide network, and all of our facilities are connected to a district-wide area network. Each building has a fiber-based star topology network with redundant strands of fiber between each telecommunication closet. There are approximately 8,000 data ports distributed throughout the district's telecommunication closets. All telecommunication closets have uninterrupted power supplies that will allow sufficient time to perform "graceful" shutdowns of the equipment in the event of extended power outages. All buildings connect to the district's wide area network via fiber, and each building has redundant licensed microwave links as well.

The LSC data center is located at the district's Facilities Management building, near Jefferson High School. The data center contains approximately 100 servers that provide the applications and database systems required by our K-12 buildings for their educational mission. Uninterrupted power supplies are connected to all servers, and the data center also has an emergency generator for extended power outages. The emergency generator has the capacity to support all electrical systems required for operation of the data center and is capable of operation for three days without requiring additional fuel. There are redundant cooling systems that provide all required heating, ventilation and air conditioning systems for the data center. Additionally, there is a fire suppression system that is designed to extinguish fires without damaging sensitive equipment.

The district currently utilizes PowerSchool as its student management system. Web access for parents is provided to this program to empower the parents to monitor student performance. Our overall infrastructure provides a filtering system to maintain compliance with the *Children's Internet Protection Act* and an email archiving solution for other regulatory compliance programs. Most of our mission critical servers are clustered together for redundancy to provide uninterrupted support if one of the servers fails. The district infrastructure also contains redundant firewalls and host-based endpoint intrusion protection. All I.P. addresses on our internal network are additionally isolated by a DMZ or demilitarized zone code that provides additional protection against the most predominant attacks from outside or inside the network. A packet shaper is utilized to provide QOS or quality of service prioritization for all inbound and outbound packets. The technology department also maintains two spam filters, and all email traffic is routed through these filters.

The district recently refreshed all workstations at facilities and funded the project with a General Obligation Bond and Capital Projects revenue. This was a unique project because 2,300 of the workstations that were deployed were VDI or Virtual Desktop Infrastructure clients. Three VDI clients can be purchased and installed for the cost of a physical workstation, and they can be controlled from a single console by one engineer. As a result of this system modification, on-going upgrades can be applied from the data center by an engineer. This approach significantly reduces, and in most cases eliminates, the need to dispatch technicians to address problems that occur on physical workstations.



Overall, the status of our Information Technology systems is quite good. However, there are several projects that will need to be contemplated over the next five years in order to maintain the quality of our educational delivery systems. At present, we have multiple dissimilar data systems with many common components. As a result, there are redundant data entry operations occurring in several buildings. We need to fully adopt a technology referred to as School Interoperability's Framework or SIF. This framework establishes a primary server, and an agent is installed on the remaining data servers. When data entry is performed on the primary server, the other data servers are automatically populated with the data that was entered. We have multiple fiber strands that connect Jefferson High School to the data center. This provides us with an opportunity to create a redundant data center to provide back-up capability in the event of fire or other catastrophic situation at the primary data center. Finally, the switches located in telecommunication closets providing the networking functionality will be approaching the end of their useful life within the next three years. It will be necessary for us to purchase replacements for these components to maintain the standard of IT services that the faculty and staff of Lafayette School Corporation have come to expect.

PHYSICAL PLANT

The Lafayette School Corporation owns and operates multiple facilities consisting of approximately two million square feet. The buildings utilized as K-12 schools are in good to excellent condition with multiple capital improvements or bond issues occurring in recent years to all facilities with only three exceptions. These three facilities will each require a future project that will address significant issues associated with the structure and or mechanical,

electrical, and plumbing systems within the next ten years.



Glen Acres Elementary will probably need significant attention over the next decade. It was originally constructed in 1970. The building consists of two double loaded corridors, a media center, a multipurpose area, a gymnasium, a nurse's office, and an administration complex. Each classroom and office space has a unit ventilator that provides heating and air conditioning functionality. An addition was

completed in 1975 that provided four additional classrooms to the facility. Despite efforts and projects designed to extend the longevity of the building, several facility, mechanical, electrical, and plumbing issues continue to be problematic at this location.

The Oakland facility functioned as an elementary school until the district made a decision to convert it to an alternative high school. During the repurpose conversion, the building entry way, reception area, and administrative offices were renovated. Some of the existing classrooms were renovated to create a "commons area", and science area. A wireless network was also installed throughout the entire building. All classrooms at Oakland have unit ventilators that provide heating and air conditioning functionality. This equipment was installed when the building was originally constructed in 1976 and is nearing the end of its life

expectancy. In addition, there are some mechanical, electrical, and plumbing system issues that will need attention in the foreseeable future.

Jefferson High School was completed in 1967 and represents the district's largest facility. Its main building anchors the corporation's largest complex. There have been two significant additions to the building, and two external athletic facilities have been constructed. The first addition was *The Dennis Blind Athletic Center*. This addition was completed in 1989. *John Scheumann Stadium* was constructed in 2004 and is named after the primary donor. The *Rohrman Performing Arts Center* was completed in 2009, and it is also named after the primary donor. Recently, the district purchased approximately nine acres of property in close proximity to the high school for the construction of the *Lafayette Jefferson Athletic Field*. This development has a press box with restroom, locker facility, tennis courts, and softball fields with dugouts. There have been multiple projects to address concerns in the original facility, but there are several remaining facility, mechanical, plumbing, and electrical issues that will need to be completed over the next few years to maintain the quality of the building.



TRANSPORTATION

The Lafayette School Corporation Transportation Department provides safe, efficient and on-time transportation to the families in the Corporation. We employ around 130 personnel as School Bus Drivers, Bus Attendants, Mechanics, and Administrators. There are 87 routes being run on a daily basis. We have 44 General Education routes that transport in excess of 4000 students to and from school each day and another 43 Special Needs routes that transport in excess of 650 students. The Lafayette School Corporation supplies the needs of the Greater Lafayette Area Special Services in providing all of the transportation for Tippecanoe County's special needs students. We even operate one special needs route to the Indiana State Schools for the Deaf and Blind in Indianapolis.



The current routing system used by LSC is the *EduLog* System. The routing is conducted by a Routing Supervisor and is done on a near continuous basis. The Routing Supervisor is assisted by a Dispatcher and a Special Needs Transportation Specialist. A Special Events Coordinator routes and sees to the staffing of all special events transportation needs. The LSC Transportation Dispatcher coordinates all the routes on a daily basis to ensure adequate staffing of the school system's routes. The Dispatcher ensures all personnel are present and on-time for their assignments each day.

Our Transportation Maintenance Section consists of one Supervisor and three Mechanics. The Supervisor makes certain that all the maintenance needs of the fleet are understood, supervised and accomplished by his team. Routine maintenance requirements are divided evenly between the staff, and they work diligently to see that all work is completely in a timely fashion. Our fleet and Maintenance section are subject to unannounced annual inspections by The Indiana State Police.

The Operations Manager is responsible for the hiring process, the training processes, and all matters relating to employee discipline. He is responsible for keeping all of the extensive DoT records up-to-date and on-file for inspection by State Officials. He provides guidance and direction to all the employees of the Transportation Department and ensures the accomplishment of the department's stated mission. The Operations Manager sees that all positions are staffed and that there are additional persons certified and ready on a stand-by capacity to fill in as needed. He is the Designated Employee Representative for the DoT approved drug and alcohol program and makes certain that all the standards of conduct for Transportation Department employees are clearly understood, supervised and accomplished. The safe transportation of our community's children is a serious responsibility, and everyone in our Transportation Department works extremely hard to see that that trust is maintained in every way on every day.

COMMUNITY

Lafayette, Indiana, is often described as the best of small town living with many big-city perks. Residents enjoy a lively downtown, historic neighborhoods, newly built housing, acres of parks, an ice skating rink and popular outdoor festivals. Our rich cultural offerings include the Art Museum of Greater Lafayette, Civic Theatre, Lafayette Symphony, and more than 100 other arts, dance, music and literary groups. Families in our community enjoy the Columbian Park



Zoo, Great Skates Fun Center, and Exploration Acres and Imagination Station, a hands-on air and science museum. Our local amenities include Big Ten sports, a regional shopping and dining hub, easy commutes, and affordable housing. Lafayette is home to three hospitals, two built since 2008, and its medical community serves a 14-county area. Numerous churches of various denominations offer religious services.

Lafayette was first platted in 1825 and early on became a center of commerce. It was a major site on the Wabash and Erie Canal, and then it grew further when the railroads came to town and connected it with

other industrial centers. Today, more than 67,000 people live in Lafayette. There are 172,780 in all of Tippecanoe County and more than 550,000 in the 14-county region. About 20 percent of the county's population is Latino, Asian, African American, or other ethnicities. Purdue University students come from 120 countries. Indianapolis is just an hour away, and Chicago is only a little over two hours distant.

The best of small town living with big town perks.

About a third of the county's workforce is employed in manufacturing in over 100 industries, including Subaru of Indiana Automotive, Caterpillar, Alcoa, and Evonik Degussa. Lafayette-made products include automobiles, truck trailers, large diesel engines, gears, wire, pharmaceuticals, aluminum parts and ice cream. A growing high-tech and life-science sector, currently with about 110 businesses, many of them startups, operate throughout the county.

Many have licensed technologies developed by Purdue University researchers and are housed in the Purdue Research Park. Among the knowledge-based businesses are Butler America, an engineering design firm; Cook Biotech, tissue engineering research company; and BASi, pharmaceutical analysis firm. Other high-tech products made within the county include nanotech devices, ceramic substrates, biofuels, mass spectrometers, and cancer diagnostic kits. Greater Lafayette Commerce, a

nonprofit promotion organization, works to attract new businesses and enhance the community's economic health, and it also coordinates business incentives. Recent rankings reflecting community positives include a 2nd place from Money Magazine for most affordable housing and two from Forbes: No. 12 Best Small City in U.S. for Business and Careers and No. 8 for Cost of Doing Business.



Greater Lafayette, which encompasses Lafayette, West Lafayette and the rest of Tippecanoe County, is home to Purdue University and its nearly 40,000 students plus Ivy Tech Community College, which enrolls about 8,000 annually. The local focus on higher education causes local public education to be highly valued and supported by our community. Lafayette can be characterized as a welcoming, educated community where residents enjoy life-long learning opportunities, have a strong work ethic and are known to pull together for the common good. The community's support for Public Education is typical of this characteristic. Discover magazine offers a closer look at our community through the words of our residents and photographs of our surroundings. It is available online at <http://www.greaterlafayettecommerce.com/economic-development>.

CHALLENGES

There are numerous challenges ahead for the new Superintendent for our school system. Several of these are common to all public school systems, and some are unique to our district. However, most of the specific challenging elements can be consolidated into three larger topics. The foremost issue for the new Superintendent will be funding. Local Public Schools are facing an increasingly hostile environment from federal and state regulators and legislators. Our ability to effectively execute our mission is directly tied to our funding. The Board of Trustees desires to maintain the present variety and diversity of programming available for our community's students. This will require creativity and the nearly constant seeking of alternative funding sources to meet our needs.

*Funding,
Funding,
Funding.*

The new Superintendent will need to be an effective spokesperson for public schooling and the Lafayette School Corporation. It is our expectation that our Chief Executive will be visible in our community, professional organizations, and the statehouse. We expect nothing less than an eloquent and constant advocacy for the institution and traditions of public education. We consider public relations and the presentation of our position to key decision makers to be a

vital piece of our Superintendent’s job. The successful candidate must be as comfortable working ‘outside’ our district as well as managing its ‘inside.’

Finally, it will be critical that the new Superintendent be able to project trustworthiness and empathy toward the various stakeholder groups that interact with our district. Lafayette School Corporation has previously had a very good relationship with their collective bargaining units, and it will be somewhat of a challenge to take advantage of the opportunities present within the new legislative environment while maintaining a harmonious accord with the union leadership. We desire an effective leadership style that will produce a productive and collaborative partnership with our staff, while moving forward with progressive modifications in our basic procedures. Additionally, the Board believes that parental participation in their children’s education is extremely important and has long desired a more effective outreach to the parents of our children. It is our contention that the benefits from local collaboration with parents include improved attendance, a more effective utilization of homework learning experiences, and an improved level of overall community support. We want a highly-driven Superintendent that projects competence, integrity, and high expectations for the students, staff, and community.



*Inspirational,
Creative, and
Visionary.*

REQUIREMENTS AND QUALIFICATIONS

The successful candidate for the position of Superintendent of Schools in the Lafayette School Corporation must convince the Board of Trustees that they are a successful match with our values and vision for the future. The individual should have significant leadership experience within the public school system, preferably at the Superintendent or Assistant Superintendent level. Urban school experience is a plus. They should have a terminal doctoral level degree or be seeking one. Our new Superintendent must be comfortable in public speaking and effective in one-on-one conversation with colleagues, subordinates, regulators, legislators, local authorities, and constituents. It is imperative that they be a good listener with the ability to penetrate to the heart of another individual’s concerns. Demonstrated successful negotiation skills will be highly valued in our search. Experiences with curricular matters and budgetary expertise are extremely important, and a local community connection will be viewed favorably. Finally, the successful candidate must be inspirational to those that work with them, creative in the solution to existing problems, and visionary in charting a successful course toward the future.

*Visible in the
community,
professional
organizations,
and the
statehouse.*

APPLICATION AND SELECTION PROCESS

Applicants should submit resumes that contain detailed summaries of their relevant professional work experiences and a comprehensive cover letter that outlines why they believe that they would be an appropriate fit with the characteristics desired by the Board and outlined in this document. Additionally, they will need to complete an LSC Application Form and provide contact information for at least four references familiar with the applicant’s professional experience. This search will remain open until an appropriate candidate is hired, but for optimal consideration, materials should be submitted by October 28, 2011. All candidate’s names and materials will initially remain confidential, but the identities of finalists will ultimately be

*Trustworthy and
Empathetic.*

subject to public disclosure. Final candidates will be notified beforehand. Salary will be commensurate with experience and the comparable market value of the candidate. The Board anticipates naming a new Superintendent in January 2012. They will expect the individual to transition during the spring and early summer and fully assume the position of Superintendent in July 2012.

Application materials should be sent to:

supersearch@lsc.k12.in.us or

Lafayette School Corporation
Attention: Superintendent Search Committee Chair
2300 Cason Avenue
Lafayette, Indiana 47904

