Based on the highest professional standards, the Tippecanoe School Corporation will strive to educate our students to reach their academic potential in an environment that encourages confidence, competence and a desire for learning.

Tippecanoe School Corporation Newsletter

Pursuing Excellence Together

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MESSAGE FROM SUPERINTENDENT

Dear TSC Patrons,

The coronavirus has disrupted our classes, activities and other plans, but it has not stopped our resolve to pursue excellence in education together. TSC students, teachers, staff and parents have demonstrated great flexibility, creativity and resiliency during some extremely challenging times. We appreciate parents, grandparents and others who played a vital role in helping children stay connected with their teachers and continue to grow and learn during remote learning.

This newsletter highlights many of our high-quality educational programs delving deeper into STEM, literacy and the arts. It also features three Golden Apple Award recipients and student-centered initiatives that address diversity and inclusion. Whether learning virtually or in person, students are engaged in learning and developing lifelong skills.

Sincerely,
TSC Superintendent Scott Hanback

TSC salutes retiring staff members

Elementary schools
Marilyn Byers, Mintonye, media aide
Cheryl Chenoweth, Dayton, food service assistant
Kristin Dell, Battle Ground, aide
Charles “Chuc” Hunter, Battle Ground, custodian
Jennifer Leahy, Hershey, clerical aide
Irina Lozovskaia, Wea Ridge, custodian
Carolyn Marohl, Hershey, custodian
Janice Skinner, Woodland, aide
Stefanie Taylor, Battle Ground, aide
Rand Webber, Wea Ridge, teacher

Middle schools
Ann Crider, Southwestern, custodian
Suzanne Dunlop, East Tipp, teacher
Janice Fletcher, Klondike, aide
Barbara Neer, Wea Ridge, teacher
Dorothy Sisken, Klondike, teacher
Denise Walker, Southwestern, teacher

High schools
John Beeker, McCutcheon, principal
Sherry Brechbiel, McCutcheon, teacher
Karen Burgdorf, McCutcheon, secretary
Debra Dunn, Harrison, teacher
Cindy Gowins, McCutcheon, teacher
Bradley Montes, McCutcheon, teacher
Jean Sparks-Mays, Harrison, aide
Diane Stinson, Harrison, food service assistant

Other
Gene Davis, Transportation, driver
Laurie Fisher, Transportation, driver
Tamara Hatke, Transportation, driver
Mary Kaniewski, Transportation, driver
Cynthia Kesler, Transportation, driver
Charles Schmidt, Transportation, mechanic

30-Year Milestones
TSC honors these staff members for 30 years of service to our school corporation and students:

Rosemary Barnett, Harrison, science teacher
Steve Cotten, Harrison, band teacher
Candy Crone, Wea Ridge Middle, social studies teacher
Maureen Hofinger, Klondike Elementary, aide
James Hopkins, Battle Ground Middle, band teacher
Charlotte Mays, McCutcheon, aide
Jami Mosley, Harrison, family and consumer sciences teacher
Janet Stearns, Dayton/Hershey, choir teacher

40-Year Milestones
TSC honors these staff members for 40 years of service to our school corporation and students:

Sarah Powley, Southwestern/Wainwright/Wea Ridge Middle/McCutcheon, instructional coach

2020-21 Teachers of the Year

Elementary schools
Battle Ground, Deanna Bibler, kindergarten
Burnett Creek, Brock Davis, grade 4
Cole, Ellen DeFreese, grade 3
Dayton, Sarah Harmon, grade 4/5
Hershey, Madeena Coates, grade 4
Klondike, Kimberly Steiner, grade 1
Mayflower Mill, Claire Brown, kindergarten
Mintonye, Margaret “Peggy” Huhn, art
Wea Ridge, Lisa Oaks, grade 3
Woodland, Kristina Arbic, grade 1
Wyandotte, Jodi Wickes, grade 2

Middle schools
Battle Ground, Elizabeth Buss, special education
East Tipp, Alyxandra Feltner, special education
Klondike, Jason Caudill, band
Southwestern, Arianne Menon, math
Wainwright, Kelly Caudill, choir
Wea Ridge, Candy Crone, social studies

High schools
Harrison, Jeffrey VanArsdel, business
McCutcheon, Kelly Carpenter, English
East Tipp Rubik’s Race

The theme from the movie “Rocky” begins to play as nine students take their place on a raised platform in the East Tipp Middle School choir room. A video camera is set to record one of the highlights and beloved traditions of the school’s annual talent show: the Rubik’s Cube Race.

Each contestant tries to be the first to unscramble a Rubik’s Cube until all six faces of the cube display a solid color. All nine students solved the 3-D puzzle in less than two minutes, with Nathan Prough placing first.

The eighth grader won with a time of 29.7 seconds. “It was really exciting,” says Nathan. “The secret is to practice and learn different algorithms.”

Nathan says solving the puzzle is easier than it looks: “It’s like riding a bike. Once you learn how to do it, you never forget.”

Fellow competitor eighth grader Clay Meister placed in the middle of the pack. He solves the cube layer by layer. “The most important aspect of solving the cube is being able to visualize the cube in your mind,” Clay says. “You must understand how it is put together and develop a sense of how to navigate the cube.”

Because of COVID restrictions, the competition was broadcast live to small groups in classrooms. Teacher sponsor Tom Rice says the students missed the excitement of performing before a live audience but were glad to be able to compete. “Although it’d be easy and understandable to just scrap this year’s show, we opted to push through,” says Rice. “Some traditions are worth fighting for.”
GOLDEN APPLE WINNERS

Greater Lafayette Commerce presented a Golden Apple Award this spring to three TSC educators. The organization recognizes local educators for their leadership and positive contributions to our community. In addition to the award, each teacher received a $1,000 prize. Nominations for next year’s outstanding teachers are being accepted now at greaterlafayettecommerce.com.

Amy McMurry, First grade teacher, Dayton Elementary School

“Our mission is to learn and lead. We choose to work hard, have fun and look out for each other.” That is the classroom mission statement of Amy McMurry, first grade teacher at Dayton Elementary School. McMurry believes this teamwork approach, which is her approach to her relationships with Dayton’s students, parents and staff, is what led to her being honored with the Golden Apple Award. “Who I am as a teacher and person today is truly a reflection of the impact my co-workers, students and parents have had upon me over the years,” McMurry says.

McMurry earned her bachelor’s degree from Purdue University and started her teaching career in Warren County. She has been teaching for the TSC for 17 years, first as a kindergarten teacher before moving to first grade.

Among McMurry’s yearly goals is the mission to help her students not only recognize and celebrate their own strengths, but their classmates’ strengths as well. Her students quickly learn they are accepted regardless of their different skill levels and are supported in their learning. McMurry says she loves helping her students stretch, grow and be the best they can be. That is what her former student, Jaidon Gonzalez, remembers most. “Math was fun,” says Jaidon, who is now in the third grade. “She challenged me with more difficult problems, but encouraging me to do the harder ones made me a better student.”

“McMurry has a talent for not only gaining her students’ attention, but also respect and partnership from them as well,” says parent Britney Whittaker. “She understands young children and how to interact with them in a way that encourages independence, creativity and a desire for learning.” Whittaker also says McMurry demonstrated tremendous grace and leadership through all the changes related to the pandemic. That’s just how former students like Alexis Briggs remember McMurry. “She is nice and she cares about us,” says the fourth grade student who still remembers looking forward to going to Mrs. McMurry’s class every day.

Stephanie Rambo, 4/5 high-ability teacher, Hershey Elementary School

Teacher Stephanie Rambo challenges students in her fourth and fifth grade high-ability class at Hershey Elementary School to create rolling vehicles with whatever materials they can find at home. Students send their uniquely designed cars down a ramp at the front of the classroom and measure how far they go. The kids cheer with excitement together; an excitement Rambo shares: “I love the chance to be creative, think outside the box, and make learning a fun experience for all my students.”
Her passion and innovation are among the reasons Greater Lafayette Commerce named Rambo a Golden Apple teacher. She has taught for 13 years and holds a bachelor’s degree from Indiana Wesleyan University.

“I come from a long line of amazing teachers,” says Rambo. “Teaching has always been a passion of mine since I was old enough to convince my younger brother to play school with me.”

Parent Liz Hofmann says Rambo effectively uses technology and hands-on learning techniques to reach all learners. “She showed my son and others that having a positive attitude can make all the difference,” Hofmann says. “When we had a big sudden change (the pandemic), she embraced it. I saw all kinds of wonderful ways she reached her students through a screen.”

Fifth grade student Evie Miller says Rambo is nice and gives great instructions. “I remember all the very fun activities she arranged for us, like our Native American museum and when we made our mini clubhouses.” The clubhouse had students designing and constructing a smart house with automated lights, a doorbell and fan.

Classmate Jaden Diehl says the most important thing he learned from Mrs. Rambo is that “you need to be able to work with other people to be successful.”

Rambo wants students to remember her classroom as a place where they could take risks, dream big, and be who they are. And if the wheels on their car creations — or any other creations — fall off, just keep trying.

Chad Young, Culinary Arts McCutcheon High School/Greater Lafayette Career Academy

The sweet smell of sugar cookies baking fills the Culinary Arts Kitchen at the Greater Lafayette Career Academy. The teacher under the toque blanche (chef hat) is Golden Apple winner Chad Young. His knowledge of the food industry, dedication to education and enthusiasm for the culinary arts are his recipe for success.

Young is a graduate of Harrison College and has been teaching for 13 years. He says lack of diversity in education inspired him to become a teacher: “Growing up, I didn’t see a lot of educators who looked like me, so I wanted to make sure that I could be that role model for young men and women of color.”

Young guides students through the basics of nutrition, food preparation and restaurant-safety procedures. He also supports students in planning an intricate meal several different ways to adjust for allergies and food sensitivities.

TSC Mentorship Program Leader Kathy Nimmer says Young’s strongest trait is his passion: “Young’s energy and bold personality make him an advocate for students, for career training, for people of color in leadership positions and all educators.”

“He makes students feel welcome in his classroom and he will make sure that his students have everything they need to succeed,” says McCutcheon senior Peyton King. “When his students are having a bad day, he will cheer them up in an instant.”

Junior GLCA student Lauren Mesecar says Young’s enthusiasm is contagious: “His love for learning and trying new things is great to bring to a culinary class. He is an exceptional teacher who demonstrated tremendous flexibility when COVID-19 switched some of our classes online.”

Young says he hopes this award shines the spotlight on the Greater Lafayette Career Academy and brings career technical education to the forefront. But most of all, he says his greatest reward is seeing his students succeed: “My students mean the world to me and I’m their forever teacher. Even after they graduate, I’m still their teacher.”
McCutcheon spotlights diversity

“On August 30, 1967, Thurgood Marshall became the first African-American U.S. Supreme Court Justice.” Senior Zaria Cook shares the story of the civil rights champion over the PA during the morning announcements at McCutcheon High School. This “Diversity Moment” is part of an initiative by the school’s Diversity Council.

Diversity Moment stories highlight individuals who overcome and persevere through times of oppression or personal strife. “Council members are writing these stories, but it is open to anyone who wishes to write one and share,” says member Cary Swick. “The reaction around the school has been positive, and I have had many students and teachers say that they appreciated hearing these stories and what we are doing.”

The Diversity Council is composed of several educators and students who want to address various social justice issues facing students and the community.

“The students are excited to learn about these historical figures and hear their stories of courage and perseverance,” says Doll.

Students in Annie Brandt’s social studies class are creating a biographical paper quilt highlighting influential African Americans. “It was really cool because I didn’t know there were so many inspiring people,” adds sixth grader Conner Johnson.

In addition, Klondike Middle School plans to form a book club for students interested in reading more about race. Principal Deb Carter also provides staff with articles and videos about cultural competencies.
“We all have heard or seen events that took place in our country over the last year, such as the death of George Floyd,” says Counselor Cristina Morales. “We are living in a moment in our history where we have to talk about race and color of skin. Our students deserve to be educated on those topics.”

**Wea Ridge Middle Book Club learns and lives Holocaust lessons**

An after-school book club at Wea Ridge Middle School promotes humanity and compassion while teaching literacy. English teacher Mary Eisert created the Holocaust Book Club in 2014 when she received a grant from the Greater Lafayette Holocaust Remembrance Committee. The club reads and discusses Holocaust-related books, watches interviews with survivors, and visits museums.

McCutcheon junior Luke Benner says the club provided him with an opportunity to go more in depth after reading “The Diary of Anne Frank” in class. He says being in the club—and specifically the story of Holocaust survivor Eva Kor—helped him understand what happened to millions of innocent people and how he can use it in his own life.

“The biggest and most impactful lesson I was able to take from this experience was learning about Eva Kor. I learned that Eva had zero hatred for the Nazis even after being tortured and traumatized during her childhood,” says Luke. “Hearing that made me think that no matter how mad or upset I am, forgiveness and forward progression is of utmost importance.”

“My favorite part of being in the club was going to CANDLES (Children of Auschwitz Nazi Deadly Lab Experiment Survivors) Museum and Education Center in Terre Haute where we got to meet and talk to Eva Kor,” says former book club member Lillian Weiss, now a junior at McCutcheon. “It was just so cool to see it from her perspective. I loved her book, ‘Surviving the Angel of Death,’ and I still have the one she signed for me.”

Eisert has visited Auschwitz, Terezen and other Holocaust sites, and shares her experiences with students. “As the students mature, they begin to see the lessons of the Holocaust—to not judge others, to not repeat the mistakes of the past, and to see differences and unique traits as strengths rather than reasons to make fun of or mistreat someone.”

**New wing at Battle Ground Middle proves essential**

The recent expansion and renovations to Battle Ground Middle School added classroom space, including a wing for the Essential Skills program.

“The Essential Skills area has everything needed to make students successful,” says special education teacher Julie Griffin. “We are able to provide the kids opportunities for academic growth, to practice life skills such as cooking and daily living skills, prevocational job stations, use of technology and a multipurpose room.”

The multipurpose room features adaptive equipment, a swing and other supplies that help students get necessary exercise. “They are having fun, but also helping to extend their range of motion, trunk control and balance,” Griffin says.

Battle Ground Middle School Principal Jodi Day says the renovated wing provides more than 24 special education students a safe way to achieve greater independence. Each student has a locker with his or her name on it. “In the past, students used hooks on the wall, and they had to find another space to store their belongings and school supplies,” says Day. “The lockers are large enough to put all personal items in.”

Teachers and students say they love the new space. There is flexibility to meet in large groups, small groups or work one-on-one.

“We hope with all the opportunities this space provides, we are able to show the students’ abilities and talents,” adds Griffin. “We want them to be as independent as they can be and our area allows for a measure of independence without them feeling overwhelmed.”
Burnett Creek students check out the Bobcat Book Nook

“Mrs. Poodle admired her new puppies,” begins Burnett Creek Elementary School fourth grade teacher Vincent Perry, reading the book, “Gaston.” He faces the open page to the camera and continues, “This is Fi-Fi, Foo-Foo, Ooh-La-La and Gaston.”

Once the recording is complete, the story is uploaded to the digital Bobcat Book Nook for all students to enjoy whether they are learning at school or from home. The library includes digital shelves filled with computer files of books that come to life with the click of the mouse. Staff members add about two books a week to the collection.

Teacher Debbie Beckett is the librarian of the Bobcat Book Nook: “Becoming a virtual teacher helped me realize that a lot of the virtual students, especially kindergarten and new students, would not know the staff when they return. The Book Nook provides us a way to connect with those students, as well as those in our building.”

Third grade virtual student Myrna Hamed enjoys books from the Bobcat Book Nook. “It has some good books and some that are really funny,” says Myrna. “My favorite book is ‘Whatif Monster’ because it shows us not to be scared.”

Mr. Perry concludes his story with: “And many years later, when Gaston and Antoinette fell in love and had puppies of their own, they taught them to be whatever they wanted to be.”

Woodland students take virtual trip to the zoo

The Indianapolis Zoo may be off limits for field trips these days, but that didn’t stop students from Woodland Elementary School from going virtually. Second grade teacher Tracy McPherson and her class joined a zoo facilitator online for a lesson on animals and their habitats.

McPherson assigned each student to write about the diet, habitat and features of their animal of choice.

“The field trip promoted an enthusiasm for learning more about the animal world, and it helped make the writing and reading assignments more meaningful after listening to our facilitator from the zoo,” says McPherson.

Facilitator Laurie Christie held up an animal skull replica and asked the students if they could identify the animal. The meerkat stumped most of the class, but it was Callie Poore’s favorite animal to learn about “because it was cute and the one who always watches for danger to protect the others,” says Callie.

Christie showed videos of each animal, discussed their habitats and fielded many questions from students.

“I learned about where alligators live, and that salamanders are almost extinct,” adds classmate Alex Dunwoody. “Some salamanders live in the aquarium to keep them safe.”

Max, the resident orangutan of the Indianapolis Zoo, stole the show at the end of the field trip. Students
oohed and aahed at his ability to effortlessly climb and swing from great heights.

“I know that when students are engaged with real-world experiences, whether in person or virtually, they maintain their focus and become more involved with their learning,” McPherson says.

Mayflower Mill Fall Festival

First grade student Gianna Starr ran to a makeshift pumpkin patch in the backyard of Mayflower Mill Elementary School in October to claim a small orange gourd for her own. Since the pandemic prevented students from going on field trips, this fall the school created its own version of Exploration Acres, Lafayette’s corn maze and pumpkin patch.

Mayflower’s fall festival included a hayride, fall-themed games and a petting zoo. First grade teacher Josie Geisler says it was an opportunity to learn about chickens, eggs and pet a duck.

“The majority of our students had never been that close to chickens and ducks before,” says Geisler. “The children were fascinated by their behaviors, the different breeds and how they felt when they pet them.”

“They are so cool,” exclaimed student Jacob Snodgrass as he felt the soft feathers of the duck, while other students giggled with excitement while tossing the birds a handful of grain.

Each student picked a pumpkin from the patch to take home. “Students also took away the fact that we can have fun experiences here at our school. We don’t need to go on a field trip to learn about different things and have a fun time; we can do it in our own backyard,” adds Geisler.

Gianna planned to paint her pumpkin and carve it for Halloween.

Mintonye students enjoy brain breaks

It’s not unusual to see Mintonye Elementary School students doing donkey kicks and toe touches in school hallways. The exercises are included in new “sensory paths” that help students develop motor skills or just get a five-to-ten minute brain break from the classroom.

Special education teacher Robin Vandewalle received funding from the school parent-teacher organization to create two sensory paths. Colorful decals on the floor direct students to hop, stretch, push and bend.

The pathway provides a physical outlet for students who have lots of energy and trouble focusing. Teachers can take the whole class or just one student to the sensory path for breaks.

“Teachers tell me they can really tell a difference in the students when they come back to class,” says Vandewalle. “The students are much more focused and ready to learn.”

First grade student Hunter Maxwell’s favorite stop is the ski slope. “It calms my body down,” he says. Classmate Brayden Floyd enjoys the windmill and says, “I like to feel healthy.”
Transforming spaces escalates learning at Klondike Elementary


Mitchell has the attention of her second and third grade high-ability students who are dressed in surgical gowns and caps. The entire room has been transformed into an operating room for a series of hospital-themed assignments.

The activities include learning how robots are helpful in hospitals, analyzing literary themes, comparing and writing decimals, and writing cursive, like a doctor.

“Room transformations transform any learning space and allow students to do something different,” says Mitchell. “You prepare content that matches the learning space. Students are so engaged they don’t realize they are working above their grade level.”

“I learned that robots can help nurses a lot, not just for caring for patients, but keeping nurses safe,” says student Coleman McKinnis. “I also learned that doctors use math on an everyday basis to find out how much dosage of medicine someone needs.”

“I really liked sorting the prefixes and suffixes on the outline of a body and I liked the math project where we got to be doctors and did surgery on different body parts through different problems that included fractions and decimals,” adds classmate Vesper Hynes.

Previous room transformations have taken students to Jurassic Park, a picnic, bat cave and a pizzeria. Student Hannah Jung says the bat cave was her favorite: “I like how there were purple lights hanging and bats hanging from the ceiling. I also liked how we took a virtual field trip to a cave.”

When the classroom transforms back to its traditional look, Mitchell hopes students remember that any learning experience can be fun. And, any “doctor” would prescribe hard work and grit for successful learning.

Harrison gets in the game with esports

“Apex Legends,” “Lethal League Blaze,” “Rainbow Six Siege” and “Smash Ultimate.” Those are games in one of the fastest growing activities around the world—esports. Harrison High School students run drills, develop strategy, review game footage and compete against other teams across the state in the Greater Lafayette eSports League.

Teacher sponsor James Gilmore says esports is more than just playing video games. “Colleges and universities all over the country are adding esports teams, actively recruiting members and offering scholarships.”

Junior Wyatt Owen says the club is for gamers who want to play specific video games competitively and it gives them a chance to show off their skills. “On certain days, students can stay after school and do their matches in person or they can play their matches online in the comfort of their own home,” says Wyatt.

The club also helps develop leadership skills. “I’m getting more firsthand experience in leading people. I was my squad’s IGL (In-Game Leader) and then became president of the club,” says senior Alexander Linares. “I’ve learned to lead by example by putting in the most work and building a huge chunk of the league’s rulesets and code of conduct.”

Gilmore says it’s all about bringing students together to show off their mad skills in the esports arena and be a part of a safe and inviting community. “The increase in technological advances has led to a globally connected environment,” he says. “I want students to leave
high school with the ability to reason, collaborate, communicate, take ownership, lead well, be flexible, have patience, be creative, strive for unity, and grow in digital and media literacy. All of these abilities can be found in esports gaming, so what better way is there than to engage students in something they love and instill these skills?”

The power of iPads at Wyandotte

Kindergartners buzz with excitement when Wyandotte Elementary School teachers Lauren Reed and Carly Summers ask them to get out their iPads. Each student has a device to use at school and sometimes to take home when necessary.

Reed says young students can master tasks on the devices by establishing routines and lots of practice. “When procedures are clear, they really grasp the idea and enjoy the challenge of navigating the iPad,” says Reed. “Our students really are thriving and enjoy learning.”

Students master math concepts through one app and practice reading on another in the classroom or at home. “We typically guide students through a lesson and then the iPads are used to reinforce or practice concepts,” Summers says.

Kindergarten student Aubrielle Sanchez is a virtual learner. Her mother, Cherrelle Sanchez says she is impressed with how her kindergartner has adapted to the new normal: “Aubrielle enjoys interacting with her teachers and classmates online. The Google classroom also allows her to feel like she is at school where she can select what she needs to complete by tapping on a picture.”

“I feel the iPad has been a very valuable learning tool,” adds Sanchez. “Virtual learning has been an adventure and very rewarding experience.”

Dayton Elementary students save Santa

“Santa is flying over Dayton on his way to deliver presents when suddenly the lights on his sleigh go out and he cannot see in the dark. Santa radios you, his elves, for help. He needs Christmas lights, and lots of them, to light up the neighborhoods of Dayton so he can deliver presents.”

That’s the challenge Dayton Elementary School teacher Aspen Kitchell gives her second grade students as they enter the school’s Makerspace. The Makerspace is a room filled with opportunities for students to become engineers and problem solvers.

For the next 15 minutes, students work in pairs to help Santa. They open their littleBits kits, which are filled with magnetic snap-together electronic “Bits,” to create a circuit of blinking green and red lights using one power source.

“The challenge was you didn’t know which piece would make a light, so we had to keep trying new ones,” says student Allie Rice. “It was nice to work with a partner because when you ran out of ideas, your partner would give you something else to try.”

Classmate Bailey Baugh says the task was hard at first: “Just like how it can be hard for engineers, because they can’t just see what pieces work. They have to do what we did.”

Kitchell says students had fun and didn’t realize they were learning about circuitry and electronics. “Our Makerspace also has Code & Go Robot Mouse Activity sets, a green screen, Lincoln Logs, Spheros and other robots. I find students who struggle in a normal classroom discover their strengths here.”

By the end of the session, the little elves had successfully engineered the circuits with flashing green and red lights to safely guide Santa’s sleigh and save the day.
Creating memories through art at Cole Elementary

“I am pretty, grateful and funny.” That’s what student Jessey James illustrated on the first page of her Altered Book Journal—where Cole Elementary fifth grade students convert old library books into works of art and personal expression.

Art teacher Kimberly Cullen says students convert old library books into works of art and personal expression. They use a variety of materials from collage, paint and mixed media to ink.

“I am learning to be creative and look through magazines to find words that describe me,” says Jessey.

“I think the most important thing for them is to realize how they can use art in their everyday lives. Art doesn’t have to be a painting hanging on the wall or a sculpture in a museum,” says Cullen. “Their doodles and drawings can be just as beautiful. I want them to see art as a way to journal their daily lives. These books should be uniquely them.”

Cullen says she hopes the journals will allow students to look back on their fifth grade year and see art as a way to document their journeys.

Classmate Archer Tilley says his first page illustrates that he is 10 years old, a pet lover and one of six family members. He says the project has helped him to be both organized and creative while creating memories. “It’s one of those books you will look through when you are in high school and you will remember when you were a Cole Cub.”

Hershey finds harmony in music

“Way to grow today,” is how Hershey Elementary School music teacher Janet Stearns ends every lesson with her students. She says she fosters a growth mindset classroom where students grow and discover they are all musicians.

Students begin each class with a moment to listen and move. Stearns has students listen to an example of classical music and then get their blood flowing with full body movement.

Fourth grade student Penelope Coates says learning and performing different dances is what she enjoys most about music class: “Playing the glockenspiel is also one of my favorite activities. It’s something I’ve never heard or seen before.”

Stearns says she was determined not to let the pandemic stop or limit music learning. “I am passionate about the subject level I teach, and I believe strongly in what music brings to the academic table and to teaching the whole child.”

So, when students could not meet in person, Stearns organized all her lessons on Google Slides. Every video, accompaniment track and song sheet is just a mouse click away.

“Both of my girls love to have their little siblings and me join in on the dances and we all really love the break from sitting at the table,” says parent Erica Crum. “It is awesome to see the music concepts they are learning and it’s easy to follow what they are supposed to do each week.”
Southwestern Middle School is taking part in the Juvenile Detention Alternative Initiative, a national program designed to keep youth in school and out of the court system. School-based Youth Liaison Emily Hardy from Tippecanoe County Youth Services works with students who have volunteered to be a part of the program.

“This is a proactive approach to helping students and providing services for students who are having a difficult time for whatever reason,” says Hardy. “This program provides schools with alternatives for how to deal with classroom behaviors and provides training opportunities for staff to learn more about brain development and how trauma can affect development and behaviors.”

During one session, Hardy has students create a color wheel to help them learn about emotion regulation. Red signals hyper, frustrated or overstimulated. Blue indicates being tired, detached or low energy. Green means alert and ready to learn. “We try to help students recognize when they might need a snack, deep breathing or to use their senses to ground themselves and regulate,” Hardy says.

Other groups include: ART (Aggression Replacement Training), where students learn what triggers aggression and how to appropriately respond; Girls Circle, an avenue to build community and friendships among girls; and Truth, Facts, Lies, which addresses healthy boundaries in relationships, substance use, their digital footprints, stereotyping and bullying.

Southwestern special education teacher Kendall Gatewood is seeing positive outcomes from the program. “I have noticed that students that meet with Emily have become better communicators,” says Gatewood. “They have been able to communicate their feelings better and come up with solutions on their own. They have been able to advocate with me more and use an appropriate tone.”

Students say that while choir is different this year, it is fun and they are learning a lot.

Eighth grader Adele Maple enjoyed “Beautiful Oops.” “It has a nice message about loving yourself and your mistakes.” Adele says. “It makes you really appreciate the world around you and love your so-called flaws. I feel it sends a great message to anyone who takes the time to read it.”

While students discover and learn music concepts throughout the year, Stearns says she hopes they continue to grow and never forget they are all musicians: “I want students to be music consumers, music makers and music performers their whole lives.”
Battle Ground Elementary discovers bear essentials of engineering

After enjoying the nursery rhyme “The Bear Went over the Mountain” and a lesson about an inclined plane, IDEA teacher Kim Fallon challenges first grade students at Battle Ground Elementary School to use the engineering design process to create a sled to help the bear get down the mountain. Teacher Jessica Baker distributes the materials: an index card, pipe cleaner, two drinking straws, tape and a small bear figurine. The goal is to prevent the bear from falling out of his sled as he rides it down an inclined plane, and to see which design travels the farthest. Purdue University K-12 Science Outreach provided the ramps for testing the sleds.

Student Jack Brandley put tape down on the notecard in front of and behind the bear to hold him in, and then attached a straw and a pipe cleaner on the bottom on each side to make the sled sturdy: “I was trying to make it go fast and far!”

Classmate Evie Keegan used a pipe cleaner to make a seat belt for the bear. “I put the straws on the edge of my sled to protect the bear from falling out, just in case the seat belt broke when he went down the ramp,” says Evie. “I learned that inclined planes help get things up or down easier. My bear went right down the mountain thanks to the inclined plane.”

Baker says the IDEA program has had a major impact on teaching science while building better thinkers and better students. “It is truly amazing to watch many of my students who aren’t always fully able to show their talents through paper and pencil, show their abilities through hands-on, creative engineering designs,” Baker says.

Wea Ridge Elementary students over the moon with IDEA

Wea Ridge Elementary students in Lisa Merryman’s first grade class sing along to the nursery rhyme “Hey Diddle Diddle,” featuring the cow that jumped over the moon. Students review science concepts related to simple machines and levers and then IDEA teacher Kimberly Fallon challenges them to design a lever to launch a cotton ball (the cow) over the moon (plastic cup). The teacher gives the students a stack of popsicle sticks and some tape to accomplish the task.

Student Ryker Dondlinger taped eight sticks together for the fulcrum and set two sticks side by side for the bar. “At first it didn’t work well,” she says. “I changed up my design and used one stick instead of two for the lever and it launched the cow over the moon on the second try!”

Classmate Avery Harbison started with a similar design and adjusted the fulcrum’s position away from the center to discover what worked best: “I put the cotton ball on the end of the lever and it went flying up and way over the moon!”

Merryman says the students are having fun while developing problem-solving skills: “The laughter and smiles when they were able to launch the cow over the moon were priceless. I love to see my students excited about learning and to see them proud of themselves when they complete the task given.”
Where our funds come from

The funds to educate our 13,821 students are estimated to come from these sources in the 2021 calendar year:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local property taxes</td>
<td>27.94%</td>
</tr>
<tr>
<td>State revenue</td>
<td>61.69%</td>
</tr>
<tr>
<td>Bank and excise taxes</td>
<td>2.57%</td>
</tr>
<tr>
<td>Other revenues</td>
<td>7.80%</td>
</tr>
</tbody>
</table>

How we spend our education dollars:

EDUCATION FUND
The Education Fund comprises 60.2% of our annual budget, approximately $93.7 million for 2021. It allows for instructional expenses that include salary and benefits for teachers, paraprofessionals, principals, among other school instructional staff. In addition, this fund pays for supplies, staff development expenses and instructional equipment. The Education Fund is almost entirely supported by the State of Indiana (99.57%). The balance revenue comes from miscellaneous sources (.93%).

OPERATIONS FUND
The Operations fund comprises 25.2% of our annual budget, approximately $39.2 million for 2021. It allows for operational expenses that include salary and benefits for custodians, bus drivers, maintenance workers, among other school operational staff. In addition, this fund covers utility expenses, maintenance and repairs, building renovations, bus and vehicle replacements, as well as other operational costs. Revenues for the Operations Fund comes from local property taxes (63.1%), excise and financial institution taxes (5.8%), and other miscellaneous revenues (31.1%).

DEBT SERVICE FUND
The Debt Service Fund comprises 14.6% of our annual budget, approximately $22.6 million. It provides for the repayment of school corporation debts. Revenues for the Debt Service Fund come from local property taxes (91.5%). The balance of the fund’s revenue comes from excise and financial institution taxes (8.5%).

Tippecanoe School Corp.
Debt Service Fund 0.4065
Operations Fund 0.4881
Total Tax Rate 0.8946

School tax rates
Here’s how the TSC compares to other area school corporations for 2021 tax rates:

<table>
<thead>
<tr>
<th>School Corporation</th>
<th>Total Tax Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tippecanoe School Corp.</td>
<td>0.8946</td>
</tr>
<tr>
<td>Lafayette School Corp.</td>
<td>0.9648</td>
</tr>
<tr>
<td>West Lafayette</td>
<td>1.2787</td>
</tr>
</tbody>
</table>

TSC Board of School Trustees

Pictured left to right: Josh Loggins, Jacob Burton, Brian DeFreese (Secretary), Julia Cummings, Linda Day (Vice President), Patrick Hein (President) and Steve Chidalek.

Email: tscboardmembers@tscschools.com

Here Comes the Bus
TSC offers a free bus-tracking app called Here Comes the Bus. It sends an alert to your smartphone, tablet or computer when your child’s bus is approaching the bus stop. Details available on our website, tscschools.com under Departments/Transportation.

TSC on social media
TSC social media pages promote TSC activities and events, as well as share the accomplishments of our students and staff with the community. Be sure to like us at Facebook.com/tscschools. Follow the TSC on Twitter using the name @TSCSuper.
# 2021-2022 TSC SCHOOL CALENDAR

**August**
- 9 Professional day – staff only
- 10 Professional day – staff only
- 11 First day of school for students

**September**
- 6 No school, Labor Day

**October**
- 8 End of first nine weeks
- 15 & 18 No school, fall break

**November**
- 24-26 No school, Thanksgiving

**December**
- 21 End of second nine weeks and end of first semester
- 22 No school, winter break begins

**January 2022**
- 4 Professional day – staff only
- 5 Students return to school
- 8 TSC Winter Commencement
- 17 No School, Martin Luther King Jr. Day

**February**
- 21 No school, Mid-winter break

**March**
- 11 End of third nine weeks
- 21-25 No school, spring break

**April**
- 15 No school, Mid-winter break
- 18 No School - Makeup day for days missed through 4/8/22

**May**
- 24 Last student day (may be extended due to missed days)
- 25 Professional day – staff only

**June**
- 5 TSC Spring Commencement

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## 2021-22 Fall Enrollment

Returning families can enroll online July 12-23 at [tscschools.com](http://tscschools.com).

New families can start the registration process by contacting their schools July 21-30.

The first student day is Wednesday, August 11.

## Get TSC2Go

The TSC has a mobile app, TSC2Go, that provides a convenient option for patrons to stay informed of activities happening throughout the TSC. The app is available in both the Apple App Store and Google Play Store.

TSC sends all school delays and closings through the app. Please visit the TSC2Go information page on our website, [tscschools.com](http://tscschools.com), to get signed up.

## TSC Health Services

Because the health and safety of all TSC students and staff is our first priority, we are asking everyone to stay informed. Please check the TSC website, [tscschools.com](http://tscschools.com) for updates on the latest coronavirus (COVID-19) guidelines.