

West Lafayette Community School Corporation

Student Transfer Input Process: Community & Staff Perspectives

January 29, 2026

Introductions and Purpose for my Engagement

- Hired as an external consultant to:
 - Gather staff and community input
 - Facilitate 4 listening sessions (2 in-person, 2 virtual)
 - Synthesize themes for the Board
- **This is a summary of perspectives, not a recommendation**





How Input Was Gathered

Methods and Participants

- Anonymous Community Survey– Per Board Request– Results have been shared with you
- 2 in-person meetings= 27 attended
 - January 14 (4–5pm) Staff Meeting= 13 attended
 - January 21 (9–10am)= Added meeting for Virtual Registrants= 14 attended
- 2 virtual meetings= 74 attendees out of 107 registered
 - January 13 (7–8pm: 36 online/65 registered) and January 15 (12–1pm: 38 online/42 registered)
 - 49/74 shared name and role
 - 20 identified as in-district
 - 10 identified as out-of district

High-Level Findings

Alignment on

Values

Preserve our capacity to support every
Strong alignment on values, even where
emotion opinions differ on policy.
school
system

Clear Concern About:

- Capacity
- Fairness
- Transparency
- Resident priority



Risk of Eroding Trust if Policy Lacks:

- Clear caps
- Data transparency
- Resident priority

Why Segmenting Voices Matters

In-district residents

Out-of-district families

Staff

I heard different perspectives, but also many common shared priorities.



In-District Resident Priorities

- Fairness to resident taxpayers
- Impact on property values, assessed value, and referendum support
- Protecting access to: Parking, Athletics, Courses, ECAs (with some exceptions voiced)
- Concern about discouraging families from moving into the district
- Desire for stable grade-level sizes, staffing, and program stability
- Clear distinction between access and entitlement



What In-District Residents Supported

- **Clearly defined capacity by grade level**
- **Residents prioritized first**
- **Lottery only if transfer demand exceeds remaining seats**
- **Objective caps and annual review**
- **Transparent and Fair Policy: Objective criteria, FAQ, Annual data report (enrollment, transfers, fiscal impact)**
- **Once enrolled, no differentiation between students (with some exceptions voiced)**



Out-of-District Family Perspectives

- Importance of sibling unity
- Need for predictability and stability
- Concern about abrupt displacement for currently enrolled students
- Willingness to accept limits or caps if expectations are clear and communicated early
- Difficult to purchase a home in district



Staff Priorities



Currently enrolled students come first

Protecting class size and program quality

Clear capacity definitions and a "healthy range" for enrollment

Avoiding staffing instability and job insecurity

Concern about recruitment and retention

The majority of this discussion was about structure and sustainability.

Staff Concerns in Practice

- Risk of over-enrollment in electives and activities
- Risk of program cuts from unstable enrollment
- Geographic distance limiting participation in school culture
- Strong desire for predictability, stability, and long-term planning





Shared Values Across All Groups

In-district students must be the priority

Protect strong programs (music, electives, ECAs)

Stability for families already enrolled

Preserve our capacity to support every student — academically, socially, and emotionally — across a diverse school system

Protect high quality education and small class sizes

Fiscal responsibility and taxpayer trust— interaction between transfers, referendums and long-term funding

Fairness, transparency, and objective criteria— in transfer decision making

Long-term sustainability of enrollment, staffing, and funding

Unifying Principle Across All Groups

While perspectives differed on the extent to which transfers should be accepted, there was broad agreement on the following:

- Transfers should never undermine:
 - Resident students
 - Program quality
 - The district's long-term viability

What Stakeholders Are Asking Any Policy to Include



- **Clear capacity definitions by grade level**
- **Resident priority**
- **Objective caps**
- **Transparent data reporting**
- **Published and clear process**
- **Annual review**



Closing

Perspective

➤ My role was to gather input and summarize themes from 2 in-person and 2 virtual meetings.

➤ You get to respectfully work together to determine whether, how, and under what conditions student transfers fit the district's long-term vision.

★ ***It has been a pleasure working with WLCSC! What a wonderful community and staff you have!***