



**INDIANA UNIVERSITY
KOKOMO**

DIVISION OF EDUCATION

University Partnership School

**Sycamore Elementary
Kokomo Center Schools**

**Indiana University Kokomo/School Partnership Pilot
Memo of Understanding**

Date: Fall 2006-Spring 2009 (3 year duration)

Public School Partner: Sycamore Elementary School
Kokomo-Center Township Consolidated School Corporation
1600 E. Sycamore, Kokomo, IN 46901
Sycamore Elementary: (765) 454-7090
Kokomo-Center Administration Office: (765) 455-8000
Superintendent: Dr. Thomas Little
Principal: Mr. Charley Hinkle

University Partner: Division of Education
Indiana University Kokomo
2300 S. Washington St., Kokomo, IN 46904
Education: (765) 455-9441
Indiana University Kokomo: (765) 453-2000
Vice Chancellor of Academic Affairs: Stuart Green
Dean of Education: Dr. D. Antonio Cantu

Indiana University Kokomo Participating Education Courses

E370 Language Arts/Reading Integrated Elementary Methods (4 credits)

Course Description: Teacher candidates will broaden their knowledge of the theoretical base as well as instructional strategies to enhance literacy practices throughout the preprimary and primary childhood years. Course will cover emergent literacy practices which engage children in integrated, meaningful, and functional activities.

E335 Introduction to Early Childhood Education, Methods (3 credits)

Course Description: This course has a dual focus. The first involves an overview of the field including an historic perspective, program models, goals of early childhood education, and professional organizations. The second emphasizes the study of observation skills, the characteristics of young children, teacher-child interaction, and classroom management skills.

E336 Play as Development, Methods (3 credits)

Course Description: This course includes theories on development of play and how it can be guided. Shows how children use play to develop individually, to understand the physical, social, and cognitive environment, and to develop physical and motor skills and creative ability.

Public School Grade Levels

Preschool/Head Start-3rd Grade with consideration of additional grades according to class sizes, number of sections per grade, and nature of course assignments.

Background

Sycamore Elementary School houses children kindergarten through fifth grade. Enrollment is approximately 350-400 students per school year. Sycamore is a Title 1 funded school. Sixty-five percent of children attending Sycamore receive free or reduced lunch. The ethnicity of children at Sycamore includes 46% white, 27% black, 8% Hispanic, 6% Asian, and 13% multiracial. Sycamore Elementary School is a four star school and maintains many school and community programs. Such programs include: Head Start, KEY (Gifted and Talented) classes for grades K-5, Americorp, Fatherhood Initiative programs, Special Education (see Appendix A). Sycamore Elementary School's principal and staff have a long history of collaboration with IU Kokomo's Division of Education. This partnership seeks to develop and formalize that collaboration into a strong partnership which will support the endeavors of both Sycamore Elementary School and Indiana University Kokomo.

Rationale

To benefit both public school and university partners including administration, host teachers, students, parents, support staff, university instructors, and teacher candidates by supporting the needs of P-16 education in an on-site setting. (see Appendix B for theoretical frameworks)

Three Year Cycle

Projected Implementation Timeline

Semester	Courses	Implementation
Fall 2006	E370, E336 (2 sections)	Teaching courses on site Practicum placements Host teacher training Mtg Teacher/Admin. Partnership Council
Spring 2007	E370, E335	Same as above Teacher inservice Research opportunities
Fall 2007	E370, E336	Same as all above Parent Partnership Council
Spring 2008	E370, E335	Same as all above PTO event
Fall 2008	E370, E336	Same as all above Explore M.S course possibilities
Spring 2009	E370, E335	Same as all above

Description of Candidate Placements

Teacher candidates will be placed with Sycamore Elementary School host teachers (preference Pre-3rd grade) for a placement spanning the three courses offered at this site. Host school agrees to place E370, E335, and E336 teacher candidates with consistency to the best of their ability, taking into consideration teacher retirement, maternity leaves, grade level changes, addition of sections, etc.

Partnership Guidelines

University Partner Commitment to Public School Partner

1. Sycamore Elementary School host teacher will assign four tasks per teacher candidate for each course represented. A list of possible tasks will be generated by the Partnership Teacher Council and be approved by the IU Kokomo course instructors. Such tasks may include the creation of bulletin boards, learning centers, working with small groups of students who need remediation of challenge, working on a parent newsletter, aiding in coordination of field trips or special events.
2. Teacher candidates will be expected to strictly adhere to host school and teacher policies on confidentiality. Any teacher candidate breaching student confidentiality will be immediately removed from the course and Indiana University Teacher Education Program with no compensation.
3. Teacher candidates will be strongly encouraged to carpool when appropriate to reserve adequate parking for Sycamore Elementary staff and community. IU Kokomo instructors will provide parking pass for teacher candidate car identification.
4. All teacher candidates participating in E370, E335, or E336 will maintain a current limited criminal background check in accordance with IU Kokomo Division of Education policy.
5. Teacher candidates will observe the Kokomo-Center Twp Consolidated School calendar (See Appendix C for 2006-2007 approved calendar). Examples are as follows: spring break, holidays, snow days, 2 hour fog delays. Candidate attendance to course or field component on parent teacher conference and inservice dates where students are excused by school staff is present are at the IU Kokomo instructor discretion and will be announced in the course syllabus. The beginning and ending dates of the semester identified in the IU Kokomo academic calendar will be observed.
6. University instructors are responsible for all decisions relevant to teacher candidate course-related issues surrounding academic or dispositional performance. Expectations are such that course related issues concerning teacher candidates will be addressed through one or more of the following process:
 - a. Course instructor is notified
 - b. Course instructor confers with candidate

- c. Course instructor confers with host teacher, support staff, parent, or any other relevant party concerning the issue
- d. Course instructor confers with administration
- e. Memo for Record is recorded with IU Kokomo Division of Education
- f. Appropriate grade adjustments are made
- g. Additional observations by course instructor
- h. IU Kokomo Faculty Benchmark Meeting
- i. Removal from the practicum placement
- j. Reassignment of the practicum placement

7. Teacher Candidates will be held accountable to the Kokomo-Center Township Consolidated School Corporation Handbook and Code of Ethics distributed by the host school (see Appendix D for 2005-2006 sample).

8. At the conclusion of each academic year, representatives from Indiana University Kokomo and Kokomo-Center Township Consolidated School Corporation will meet and evaluate the status of the partnership. Continuation of the partnership is contingent upon mutual agreement.

Public School Partner Commitment to University Partner

1. E370, E336 and E335 instructors will have a classroom set aside for the teaching of these courses on site at Sycamore Elementary School. This classroom will be accessible to the IU Kokomo instructors and teacher candidates throughout the normal school day as well as reasonable hours before and after school. The classroom will include adequate technology (i.e. TV/VCR, overhead, computer with Internet access and *PowerPoint*), telephone, seating, tables, and a workspace for instructor teaching needs.

2. Teacher candidates will have access to staff workroom resources including copy paper, large bulletin board paper, dye-cut machine, laminator as consistent with policies of the host school.

3. Teacher candidates will be invited (when appropriate) to teacher professional development days.

4. After consultation with host teacher, IU instructors for E370, E335, and E336 will set course assignments and requirements for candidate completion.

5. Videotaping and audio recording will be utilized by teacher candidates for educational purposes only. Videotapes and audiotapes for teacher candidate use in electronic portfolios will require additional parent permission regarding any student viewed in the videotape. Any videotaping and audio recording conducted for research purposes will follow human subject approval procedures. The host school will expand the current waiver signed by parents upon school registration to include teacher candidate/practicum related activities.

6. Data will be collected regarding each set of stakeholders to inform the IU Kokomo Teacher Education Program and Sycamore Elementary School of strengths, weaknesses, changes, etc. Therefore, assessment measures will need to be determined for each partner group. Some possibilities of data and assessments are outlined in the Partner Group Objectives section. Relevant data will be shared between the university and public school partners for the benefit and use of both parties.

7. The host school principal is responsible for any course-related personnel issues that may develop involving academic or dispositional performance of host school faculty and staff. Expectations are such that course related issues arising concerning personnel will be addressed through the following process:

- a. Principal and/or course instructor is notified
- b. If warranted, the principal follows policies and procedures set forth in the host school's teacher contract pertaining to personnel issues.

8. At the conclusion of each academic year, representatives from Kokomo-Center Township Consolidated School Corporation and Indiana University Kokomo will meet and evaluate the status of the partnership. Continuation of the partnership is contingent upon mutual agreement.

Partner Group Benefits

The following is an outline of intended benefits for each of the participating partner groups associated with this Indiana University Kokomo/School Partnership Pilot:

IU Kokomo Teacher Candidates

A. Depth and Range of Practicum Experience

1. Embedded course practicum on public school site
2. Practicum placements span multiple semesters and courses
3. Wider exposure to multiple viewpoints (parents, teachers, students)
4. Early exposure to Meta-Standard #6 Professional Learning Communities (see Appendix E for complete Meta-Standard Rubric and Standards Matrix)
5. Early exposure to Met-Standard #7 Family and Community Involvement
6. Undergraduate research opportunities
7. Range of professional development opportunities

B. Possible Data Collected

1. Lesson plan/curriculum development
2. Course and host teacher projects and presentations
3. Reflective journals
4. Meta-Standard Rubric
5. Dispositional Checklist

C. Possible Assessments for Teacher Candidate and Partnership Progress and Effectiveness

1. Meta-Standard Rubric
2. Host teacher and instructor observations
3. Assignment rubrics
4. Unsolicited partner group information

IU Kokomo E370, E335, and E336 Course Instructors

- A. Professional Relationship/Quality Assurance
 - 1. Foster and build relationships with host teachers
 - 2. Train host teachers regarding practicum expectations/evaluations
 - 3. Monitor candidate and host teacher consistency
 - 4. Research opportunities
 - 5. Convenience of placements
- B. Possible Data Collected
 - 1. Progress of teacher candidates
 - 2. Host teacher surveys
 - 3. Conversations with administration
 - 4. Research conducted
- C. Possible Assessment for Partnership Progress and Effectiveness
 - 1. Student evaluations
 - 2. Host teacher surveys
 - 3. Administrator feedback
 - 4. Research conducted
- D. University Partner Group
 - 1. Vice Chancellor of Academic Affairs, Stuart Green
 - 2. Dean of Education, Dr. D. Antonio Cantu
 - 3. E370, E335, E336 Course Instructors

Sycamore Elementary School Host Teachers and Administration

- A. Professional Development
 - 1. Inservice possibilities
 - 2. IU Kokomo graduate level course possibilities (Masters Program)
 - 3. Additional manpower/candidate to task
 - 4. Research opportunities
- B. Possible Data Collected
 - 1. Candidate journals
 - 2. Debriefing conversations
 - 3. Candidate surveys
 - 4. Host teacher survey
 - 5. Research conducted
- C. Possible Assessment for Partnership Progress and Effectiveness
 - 1. Rubrics
 - 2. Surveys
 - 3. Research conducted
 - 4. Instructor observations
- D. Teacher and Administration Partner Group
 - 1. Superintendent, Dr. Thomas Little
 - 2. Principal, Mr. Charley Hinkle
 - 3. Head Start Director, Ms. Nannette Bowling
 - 4. Sycamore Elementary School Teachers
 - a. Ms. Hamby, Ms. Reding, Ms. Gibson, Ms. Cavanaugh

Sycamore Elementary School Parents

- A. Collaboration
 - 1. PTO manpower for events
 - 2. University involvement
 - a. ideas, resources, research, diversity
 - 3. Parent workshops/in-service opportunities
- B. Possible Data Collected
 - 1. Amount of parent involvement
 - 2. Parent feedback, surveys
- C. Possible Assessment for Partnership Progress and Effectiveness
 - 1. Surveys
 - 2. Unsolicited comments
- D. Parent Partner Group
 - 1. PTO Officers

Sycamore Elementary School Students

- A. Additional Support and Challenge
 - 1. Individualized instruction
 - 2. Current techniques and information
 - 3. Developmentally appropriate practices modeled
 - 4. Expanded scope of environment, diversity, university, community
- B. Possible Data Collected
 - 1. Student products
 - 2. Observations
 - 3. Student feedback, surveys
 - 4. Student scores
- C. Possible Assessments for Teacher Candidate and Partnership Progress and Effectiveness
 - 1. Rubrics
 - 2. Surveys
 - 3. Grades
 - 4. Qualitative analysis

Sycamore Elementary School Support Staff

- A. Professional Development
 - 1. In-service possibilities
 - 2. IU Kokomo graduate level course possibilities (Masters Program)
 - 3. Additional manpower
 - 4. Research opportunities
- B. Possible Data Collected
 - 1. Debriefing conversations
 - 2. Surveys
 - 3. Research conducted
- C. Possible Assessment for Partnership Progress and Effectiveness
 - 1. Surveys
 - 2. Research conducted
 - 3. Support Staff observations

- D. Support Staff Partner Group
1. Custodial representative
 2. Secretarial representative
 3. Instructional Aide representative
 4. Cafeteria representative
 5. School Counselor
 6. Special Area representative

The following signatures indicate agreement to the guidelines set forth by the Indiana University Kokomo/School Partnership Pilot Memo of Understanding.

Kokomo-Center Township Consolidated School Corporation

Joe Dunbar, President, Board of School Trustees

Date

Karen Sosbe, Secretary, Board of School Trustees

Date

Thomas Little, Superintendent

Date

Indiana University Kokomo

Stuart Green, VC of Academic Affairs

Date

William B. Yost, VC of Administration & Finance

Date

D. Antonio Cantu, Dean of Education

Date

Mary Frances McCourt, University Treasurer

Date

University Partnership School

Indiana University Kokomo – Division of Education & Kokomo Center School Corporation – Sycamore Elementary School

Developmental Guidelines

Standard I: Role/Involvement of Teacher Candidates

<i>Element</i>	<i>Beginning</i>	<i>Developing</i>	<i>Target</i>
Range and Depth of Experiences	<p>All candidates within E370/E335/E336 are placed with a licensed host teacher ranging from Head Start through 3rd grade, inclusive of general, gifted and talented, and special education classrooms.</p> <p>All candidates are notified how/when all 7 Metastandards are addressed and imbedded within the collective course content and assignments of E370/E335/E336.</p>	<p>All candidates experience 2 different host teacher placements rotating throughout courses E370/E335/E336 ranging from Head Start through 3rd grade, inclusive of general, gifted and talented, and special education classrooms.</p> <p>All candidates will work to develop artifacts and reflections addressing the 7 Metastandards in the context of DoE ePortfolio guidelines.</p>	<p>All candidates experience 3 different host teacher/grade level placements rotating throughout courses E370/E335/E336, ranging from Head Start through 3rd grade, inclusive of general, gifted and talented, and special education classrooms.</p> <p>All candidates will be subject to ePortfolio formative evaluation at the proficient level for all 7 Metastandards at the conclusion of the partnership school rotation, in conjunction with the benchmark sequence scheduling of portfolio review.</p>
Exposure to Stakeholders' Multiple Viewpoints	<p>All candidates complete course instructor requirements and all host teacher task requirements in the context of the partnership school setting.</p> <p>All candidates are informed by school administrators regarding pertinent information about the partnership school, including professional guidelines, rules and regulations, etc., and participate in a school tour at the beginning of the semester.</p>	<p>All candidates complete course instructor requirements and all host teacher task requirements in the context of the partnership school. In addition, candidates work in conjunction with PTO board with at least one parent event.</p> <p>All candidates are informed, and school administration is involved in placement issues, including—but not limited to—candidate dispositions, academic concerns, confidentiality issues (e.g., the reporting of suspected child abuse).</p>	<p>All candidates complete course instructor requirements and all host teacher task requirements in the context of the partnership school. Candidates work in conjunction with PTO board with at least one parent event. In addition, candidates work with school support staff, counselors, curriculum planners, administrators, and faculty during professional development workshop(s).</p> <p>All candidates are informed, are subject to administrative intervention and support, and have ongoing engagement—formal and informal—with principal, superintendent, and school board members.</p>

P-12 Learning	All candidates analyze and reflect on their interactions with P-12 students in a systematic manner.	All candidates analyze and reflect on their interactions with P-12 students in a systematic manner in all partnership school courses and take into account modifications for varying abilities.	All candidates analyze and reflect on their interactions with P-12 students in a systematic manner in all partnership courses and take into account modifications for varying abilities. In addition, candidates will explore universal design in modification practices.
Research Opportunities	All candidates are informed of current research methods and studies present in the partnership school.	All candidates observe research methods and investigations present in the partnership school.	All candidates participate with university faculty or school staff conducting research in the partnership school.

University Partnership School

Indiana University Kokomo – Division of Education & Kokomo Center School Corporation – Sycamore Elementary School

Developmental Guidelines

Standard II: Role/Involvement of School Personnel (Teachers, Administrators, Staff)

<i>Element</i>	<i>Beginning</i>	<i>Developing</i>	<i>Target</i>
Professional Development	<p>DoE faculty and Partnership School administrators, teachers, and support staff build trusting professional relationships where DoE faculty become a part of the school environment, participate in professional conversations, and are a visible presence in the building, classrooms, etc.</p> <p>Teachers, administrators, and staff are informed of baccalaureate and graduate degree programs offered through the university.</p>	<p>DoE faculty and Partnership School administrators, teachers, and support staff work to coordinate professional development opportunities which may be provided by DoE faculty. Examples may include workshops, data analysis, and curriculum development.</p> <p>The Division of Education works with teachers, administrators, and staff to offer courses that are scheduled at accessible times according to school scheduling.</p>	<p>DoE faculty and Partnership School administrators, teachers, and support staff work to coordinate professional development opportunities which may be provided by DoE faculty, or where the university can provide information or resources to assist in the Partnership School’s professional development plan.</p> <p>The Division of Education works with teachers, administrators, and staff to offer courses that are scheduled at accessible times and locations for those working at the UPS site.</p>
Professional Manpower	<p>All teacher candidates will complete a set number of hours in the host teacher classroom (according to guidelines provided by individual course instructors), during which time, the teacher candidate is interactive with students and teacher and aids the teaching and learning process in an appropriate manner.</p>	<p>All teacher candidates will complete 4 tasks assigned by the host teacher (in accordance with the guidelines provided by individual course instructors) for each UPS course. These may include, but are not limited to, bulletin boards, small group work, learning center creation, and parent newsletter.</p>	<p>All teacher candidates will complete 4 tasks assigned by the host teacher (see <i>Developing</i>) and participate in at least 1 non-instructional professional experience which may include, but is not limited to, Open House, Parent/Teacher Conferences, and Media Night.</p>
Research Opportunities	<p>DoE course instructors will identify current research being conducted at the UPS site.</p>	<p>DoE course instructors will inform teachers, administrators, and staff or research being conducted through the university and solicit participants.</p>	<p>DoE course instructors will include teachers, administrators, and staff in research activities and inform administrators of research findings.</p>

University Partnership School
Indiana University Kokomo – Division of Education & Kokomo Center School Corporation – Sycamore Elementary School
Developmental Guidelines
Standard III: Role/Involvement of Family and Community

<i>Element</i>	<i>Beginning</i>	<i>Developing</i>	<i>Target</i>
Parent Involvement	<p>DoE course instructors will meet with the PTO to coordinate PTO goals and UPS goals in determining possible event/manpower collaboration.</p> <p>DoE course instructors will meet to identify areas of parent/community involvement where they may be of service.</p>	<p>All teacher candidates enrolled in a UPS course will participate in at least one PTO event coordinated by the DoE course instructors and PTO officers. These events will work in direct contact with parents and may include, but are not limited to, Book Fair, Bingo Night, PJs and Punch Night, and Title I/Head Start/Parenthood workshops and initiatives.</p> <p>Course instructors work in conjunction with teacher candidates and PTO officers in coordinating required PTO event (see above).</p>	<p>All teacher candidates enrolled in a UPS course will participate in at least one PTO event coordinated by the DoE course instructors and PTO officers (see <i>Developing</i>). In addition, all teacher candidates will participate in at least one additional PTO event of their choosing, which may include, but is not limited to, AR programming, and FRED initiatives.</p> <p>Course instructors participate in parent or community activities, and in committee meetings (as a member or in an ex officio capacity) and events that directly impact the UPS site. This may include, but is not limited to, PTO, NRS, advisory boards, event programming, and planning/implementing parent workshops.</p>
P-12 Learning	<p>Students in host teacher classrooms will receive additional support and challenge within instructional time through teacher candidate instructional tasks and interactive observations.</p>	<p>Students in participating classrooms will receive additional support and challenge (see <i>Beginning</i>), be engaged by teacher candidates through developmentally appropriate practices, and be exposed to current scholarship and teaching and learning strategies through the curriculum developed by the teacher candidates and their instructional practices.</p>	<p>Students in participating classrooms will receive support and challenge (see <i>Beginning</i>) and be exposed to DAP practices (see <i>Developing</i>). Students in participating classrooms and/or those participating in cooperating PTO events, through general school interactions, etc. will expand their scope of environment, diversity, and role the university plays within the community.</p>

11 DEAD IN 7 DAYS:
INDY TRYING TO RESPOND
TO RASH OF KILLINGS **A7**



PET PAGEANT
GET DETAILS TO ONLINE CONTEST
LOCAL | Page A5



**JOHNSON, CREW CHIEF KNAUS
IN TITLE HUNT**
SPORTS | Page B1

POSITIVELY, PART OF YOUR LIFE

KOKOMO TRIBUNE

SINCE 1850

Kokomo, Ind.

Tuesday, August 8, 2006

50¢

Sheriff concerned about escapees

21 escapes reported from Kokomo Academy

By **KEN de la BASTIDE**
Tribune enterprise editor

So far this year 21 juveniles have escaped from the privately run Kokomo Academy and it is a growing concern for the Howard County Sheriff's Department. Sheriff Marty Talbert told the county commissioners on Monday that four juveniles escaped from the Kokomo Academy,

623 S. Berkley Road, over the weekend. "I'm concerned about the frequency," he said. "These are juveniles that are not from the area, when they leave the facility they are looking for a means out of Kokomo." Some of the juveniles are sporting gang tattoos and have been apprehended trying to use the telephone to get someone to come to Kokomo to get them, Talbert said. The situation is dangerous because many of the juveniles are at the Kokomo

Academy for serious offenses, according to Talbert. "We're not dealing with Boy Scouts," Talbert said. "Obviously something has to be done. Some of those escaping are gang members. This is a danger to everyone who lives around the academy." Residents living close to the academy were urged not to leave keys in their vehicles by Talbert. "What is alarming is the frequency," Tal-

bert said of the escapes. Bruce Jordan, director of the Kokomo Academy, said they have been contacted by Talbert about the runaways. "We are repositioning some staff within the facility," Jordan said. "We are upgrading our security cameras and changing procedures." The problem of runaways is being addressed, Jordan said of the residential treatment facility. County attorney Larry Murrell said he would review the lease that Howard County has with the Kokomo Academy

and make them aware of the county's concerns. The Kokomo Academy is supposed to house only juveniles who would be eligible to be housed in a minimum security facility, he said. Correctional Management which operates the Kokomo Academy has leased the former Howard County jail for 25 years. The May 1, 2006 to April 30, 2007 lease amount is \$52,668, according to Murrell. **Ken de la Bastide can be reached at (765) 454-8580 or via e-mail at ken.delabastide@kokomotribune.com**

Filling your tires with nitrogen could save you money, and that's ...

Not just hot air

By **MEGHAN DURBAK**
Tribune staff writer

When it comes to saving money on gas, every gallon counts. One way of improving a vehicle's gas mileage is to have properly inflated tires. To better protect against fluctuating tire pressure, some consumers are turning to nitrogen. Nitrogen improves fuel mileage, said Scott Brown, store manager for Tire Barn. It allows for better pressure retention, longer tire life and is better for the environment, Brown said. He referred to a pamphlet distributed by Branick Nitrogen Tire Inflation Systems. According to Branick Industries Inc., NASA, the U.S. military, Boeing and NASCAR racers all use pure nitrogen in their tires. According to Branick, nitrogen molecules are bigger than oxygen molecules, so nitrogen seeps out more slowly from tires than air. Nitrogen resists heat buildup better than air, which contains moisture; and nitrogen reduces oxidation, which can damage the tire from the inside out. Nitrogen is an inert gas, so there are no safety or environmental issues. The idea of filling passenger tires with nitrogen has been around for about two years, Brown said. According to an Associated Press report, there has been a 1 to 1.5 mile per gallon increase using nitrogen in tires versus regular air. "For every 10 degrees in air fluctuation, you lose a pound of air. With nitrogen you don't do that," Brown said. That means tires last longer, and the ride is smoother. "It does improve the ride. I know that from personal experience. I put nitrogen in my tank (last) Monday and it changed how my truck rides," Brown said. So far, Tire Barn is the only company in Kokomo to fill tires with nitrogen in the area. It won't be the last if the trend catches on. Chris Wolf, owner of City Tire, said there's a possibility his company will soon use nitrogen gas to fill tires. "I've had some people ask about it," Wolf said. But before he installs the nitrogen pumps, Wolf said he needs to learn more about the cost and availability of nitrogen.

GET THE FACTS
• Find out the benefits of nitrogen in tires and why. **A12**



READY TO GO: Bo Kuhn preps a new tire at Tire Barn. The shop is touting nitrogen as a more gas mileage-friendly way to inflate tires, saying it allows for protection against fluctuating tire pressure. **KT photo | Erik Markov**

▼ See **NITROGEN** | Page **A12**

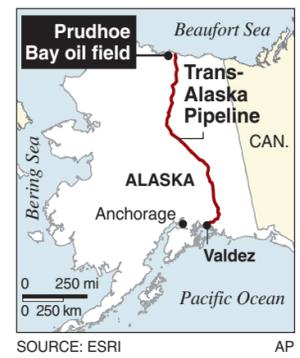
Oil prices spike on news of Alaskan field shutdown

Severe corrosion on pipeline to blame.

NEW YORK (AP) - Oil prices jumped more than \$2 on Monday, surpassing \$77 a barrel following a shutdown at an Alaskan oil field that accounts for about 8 percent of daily U.S. production. Gasoline futures also rose, and experts are expecting prices at the pump to increase by about 10 cents a gallon. BP Exploration Alaska Inc. be-

gan shutting down 400,000 barrels of daily oil production Sunday at Prudhoe Bay, in Alaska's North Slope region, due to severe corrosion on a pipeline. While BP officials haven't yet estimated how long it will take to get the oil flowing again, market watchers are bracing for several weeks - maybe even months - of blocked production. About 90 percent of the Alaskan production serves refineries on the West Coast, said Fimat USA analyst John Kilduff,

and that region will see the most substantial price increases. The most recent tally of crude oil inventories in the West coast was 55.5 million barrels, well above last year's levels. If those stocks become low, though, refiners would need to get additional crude oil shipped from the Gulf Coast, and perhaps Asia. The U.S. government said Monday it would offer oil from its Strategic Petroleum Reserve,



SOURCE: ESRI **AP**

▼ See **PRICES** | Page **A12**

Infant suffers serious bodily injuries

Investigators believe father is to blame

By **MEGHAN DURBAK** and **DANIELLE RUSH**
Tribune staff writers



David Riley Jr.
Suspected of doing harm to daughter

PERU - A Peru man is believed to have caused the injuries that left his 11-week-old daughter in critical care. David Riley Jr., 34, is being held on \$75,000 bond in the Miami County Jail, charged with battery resulting in seriously bodily injury in a child and neglect resulting in serious bodily harm in a child, both Class B felonies. Detective Mike Rogers said Riley is being held in a segregated holding cell, for his own protection. The infant sustained multiple skull and bone fractures as well as a lacerated liver. Detectives began their investigation Friday, when they received a call from St. Vincent Hospital, where the baby was admitted to the critical care unit after being transferred from St. Joseph Hospital, in Kokomo.

▼ See **INFANT** | Page **A12**

IUK, Sycamore school partnership approved

K-C school board hires assistant principals.

By **DANIELLE RUSH**
Tribune staff writer

About 40 Indiana University Kokomo students will attend classes at Kokomo-Center's Sycamore Elementary School this semester.

The students will be part of a pilot program approved Monday by the Kokomo School Board, creating a partnership between the school corporation and the university. The IU Kokomo students will attend junior-level education courses in early childhood education methods, elementary language arts and reading methods, taught by

▼ See **SCHOOL** | Page **A12**

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Vol. 155, No. 340

LOCAL WEATHER

Today
Partly cloudy and seasonable.
High 83 Low 65

Wednesday
Chance of storms. **High 85**
Complete weather **A12**

■ Today's A1 designed by Rodney Ogle

AN ONLINE EXCLUSIVE: TRIBUNE STAFFERS VISIT LOLLAPALOOZA

[friday] Editor Erin Shultz and designer Rodney Ogle took a trip to Chicago last weekend to take in the massive concert event that was Lollapalooza. Check out Erin's blogs and more from the three-day festival that included artists Panic at the Disco!, Kanye West and the Red Hot Chili Peppers as well as 130 others. Check back for more photos, video and audio in the coming days. Visit www.kokomotribune.com, then look for the [friday] module on our homepage.