

Traditions

District Publication of
Fort Thomas Independent Schools



SPECIAL FOCUS:
Portrait of a Graduate

FALL 2017

From the Superintendent

The Fort Thomas Independent Schools (FTIS) mission is clear. We want to give our students engaging and challenging experiences that foster creativity, curiosity and innovation. We want to inspire students to pursue lifelong learning and become productive members of the global community. It's a mission I fully stand behind and want to bring to fruition for every one of our students.

In the coming months, what we want to make clearer to our educators, students, their families and our community is *how* we achieve our mission. As a starting point, to help us determine the ways we can best equip students for their future, the FTIS leadership is endeavoring to create what we're calling the "Portrait of a Graduate." The portrait we create will answer the question, "What competencies do we want every student to have when he or she graduates?" The Portrait of a Graduate will showcase the essential competencies our community determines that students need to be successful in the 21st century.

The creation of this portrait will enable us to create a strategic plan to ensure that every student graduates



Kindergartner **Noah Brown** shows Superintendent **Karen Cheser** how well he can read.

with the knowledge, skills and attitudes they need to address the complex challenges of college, career, life and citizenship in the 21st century.

It's critical that you participate in helping us paint this portrait. We need your input. We will be hosting meetings and inviting the community, business leaders, students, educators and families to help us determine our district's Portrait of a Graduate.

FTIS has been a high-performing district by all accounts. You'll see in the pages of this publication

evidence of the numerous ways we are preparing students for their futures. But in order to continue in this tradition—to be globally competitive, to provide a world-class education—we need to be continuously improving and considering what could be, rather than what is.

It's an exciting time. I invite you to join me in determining our district's Portrait of a Graduate so we can create and execute a strategic plan that will ensure that our students graduate ready to pursue and be effective in their chosen paths.

— **Karen Cheser**

Superintendent, Fort Thomas Independent Schools

Cover: Johnson kindergartners **Zoe Dikeos** and **Ethan Winkler** have just begun their journey to becoming future HHS graduates!

Traditions is published two times a year (fall and spring) by the Fort Thomas Independent Schools. *Traditions* is sent to all homes in the 41075 ZIP code, teachers and tuition students who do not live in the District, alumni and all Fort Thomas Education Foundation donors.

Calendar, 2017–18

December

- 4 Winter Band Concert
- 5 MES Choir Concert
- 7 HMS Choir Concert / MES Wax Museum
- 10 HHS Choir Concert
- 11 Board of Education Meeting
- 12 HMS Strings Concert
- 13 Late Arrival Day
- 14 HHS Strings Concert
- 19 WES Choir Concert
- 21 Winter Break Begins

January

- 3 Return from Winter Break
- 8 Board of Education Meeting
- 10 Second Quarter Report Cards Sent Home
- 15 Martin Luther King Jr. Day (no school)
- 24 Late Arrival Day
- 25–28 HMS Drama Presents *Peter Pan*

February

- 7 WES Wax Museum
- 8 JES Wax Museum
- 12 Board of Education Meeting
- 16 No School
- 19 Presidents Day (no school)
- 21 Late Arrival Day
- 23 HMS Talent Show

March

- 1 HHS Strings Concert
- 2 WES Variety Show
- 3 Annual FTEF Dance
- 6 HHS Choir Concert
- 9 MES Talent Show
- 12 Board of Education Meeting
- HM Choir Concert
- 16 HMS Talent Show
- 21 Late Arrival Day
- Third Quarter Report Cards Sent Home
- 30 Professional Development (no school)

April

- 2–6 Spring Break (no school)
- 16 Board of Education Meeting
- 19–22 HMS Drama Presents *The Drowsy Chaperone*
- 24 MES Spring Concert
- WES Choir Concert
- 26 HHS Strings Concert

May

- 1 JES Chorus Concert / HMS Strings Concert
- 3 HMS/HHS Band Concert
- 6 HHS Choir Concert
- 14 Board of Education Meeting
- 15 HMS Choir Concert
- 22 Primary Election Day (no school)
- 24 Last Day for Students
- 27 HHS Graduation

Welcome New Faculty & Staff

Certified

Karen Cheser, Superintendent
Bill Bradford, Assistant Superintendent for Teaching & Learning
Jodi Ludmann, Districtwide Gifted & Talented
Sommer Rosa, Director of Special Education/Preschool
Michele Beier, HMS Language Arts
Leslie Bradshaw, HMS Math
Rachel Burnett, HHS Spanish
Megan McCormack, HHS English
Amy Klepeisz, HMS Language Arts
Michael Lipscomb, HMS Math
Lindsey Reckers, HMS Math
Brittney Hurtt, JES Kindergarten
Jillian McGraw, JES Special Education
Brooke Romeo, JES 4th Grade
Karin Thomas, MES Title I
Kara Yates, MES 5th Grade
Leah Fryman, WES Art
Justin Fussinger, WES Special Education
Carrie Skirvin, WES 1st Grade

Classified

Sally Race, CO Administrative Assistant
Carrie Baioni, HHS Special Ed. Instructional Assistant
Tawnya Hicks, HHS Cafeteria
Rebecca Manyet, HHS Special Ed. Instructional Assistant
Yvonne Morgan, HHS Cafeteria
Kellie Hampton, HMS Cafeteria
Holly Lahner, HMS School Secretary
Cheryl Reckers, HMS Cafeteria
Kegan Tolle, HMS Special Ed. Instructional Assistant
Kristina Vickers, HMS Cafeteria
Lynn Beck, JES Instructional Assistant
Jessica Birkholtz, JES Instructional Assistant
Ellen Bush, JES Cafeteria
Lauralee Foley, JES Preschool Instructional Assistant
Andrea Greely, JES Instructional Assistant
Katie Kempe, JES Cafeteria
Angela Poling-Perez, JES Instructional Assistant
Julie Robinson, JES Special Ed. Instructional Assistant
Tara Wilkins, JES Instructional Assistant
Laura Keenan, MES Instructional Assistant
Jordan Mastin, MES Instructional Assistant
Scott Rath, MES Custodian
Terry Schmits, MES Cafeteria
Patricia Seither, MES Instructional Assistant
Darbbie Slaby, MES Instructional Assistant
Brandy Abplanalp, WES Special Ed. Instructional Assistant
Rochelle Hensley, WES Office Assistant

Welcome

Save the Date: March 3

Mark your calendars now for the annual Fort Thomas Education Foundation (FTEF) Dance!

SCHOOL UPDATES

Highlands High School

The Right Courses for Any Student Course

Much of Highlands High School's (HHS) success comes from the rigorous coursework and electives developed by its faculty. HHS offers a variety of Advanced Placement (AP) classes, dual-credit courses and electives that prepare students for postsecondary life, whether college, employment or the military. "We know how vital it is to provide students with challenging learning experiences that foster creativity, curiosity and innovation," says HHS Principal **Jeff Schneider**.

Accordingly, every year HHS carefully considers the courses it will offer that will provide

students with the most relevant knowledge, skillsets and experiences to be successful after they graduate. "We want as many students as possible to have exposure to classes that are similar to a college class or a career they might be interested in," says Schneider.

"We know how vital it is to provide students with challenging learning experiences that foster creativity, curiosity and innovation."

He also believes it's equally as important that a high school education allows students to explore their interests. At HHS students can choose from a variety of electives, including Fashion, Parenting, Exercise Science, Digital Photography, Business Entrepreneurs, Computer Science and so many more.

HHS is also exploring how to offer more courses that allow students



In his role as an office assistant, senior **Grant Summers** helps fellow senior **Jessica Morris**.



Seniors **Hunter Colb**, **Sophia Manyet** and **Amanda Reed** work together at the Collaboration Station.

to earn high school and college credit. "As we develop a new curriculum with dual-credit options, we are working closely with teachers in our building, district-level leadership, and local colleges and universities to ensure we offer rigorous and relevant classes," says Schneider.

English Department Chair **Carrie Lichtenberg** sees the important role both AP classes and dual-credit courses play in equipping students to succeed in college. "We make taking AP classes as simple as possible for the student by having an open enrollment policy. This allows students who have a passing average to enroll in any AP class of their choosing," Lichtenberg explains.

Lichtenberg also points out the convenience for students who enroll in dual-credit courses. Students can receive college credit while on HHS's campus by taking such courses as Speech, Introduction to Education and Anatomy/Physiology. She says, "The credit students earn through these options helps ease the financial burdens of college and shortens a student's length of stay. But the biggest benefit stems from the student's ability to grow as a critical thinker and be more prepared to advance not only in college but also in the workforce."

Senior **Grant Summers** has experienced these benefits while at HHS and believes they will make an important difference in his future. "I have been able to earn college credit, which will help me in completing my minor in Spanish faster so I can concentrate on my major in Aeronautical Engineering," says Grant. "Plus, I will be able to handle the level of difficulty expected when I attend college."

"We want to ensure that all of our graduates leave Highlands with the tools to pursue any direction they choose," says Schneider. "By continuing to offer the right classes, electives, AP classes and dual-credit courses, we are confident students are developing the skills and mastering the content they need to become productive members of the global community."



Sophomores **Josh Fahlbush** and **Luke Laskey** serve coffee to **Elise Carter** at the Bluebird Cafe.

Highlands Middle School

A Community Vision:

Highlands Middle School's vision for its academic year is "Care-Connect-Create." It focuses the entire learning community around developing the whole student. "In essence," says HMS Principal **Michael Howton**, "our vision for the year is about being part of a community that takes action to care for itself, connect with others and contribute creatively."

HMS not only desires that students be academically successful but also that they change the world for the better. "I want students to become great people who will go out into the world and have a positive influence on the people with whom they interact," says Howton.

Eighth-grade Language Arts teacher **Amy Fry** agrees. "We want our amazing students to be college

and career ready, but we also want them to be upstanding individuals who feel supported and valued."

"Our vision for the year is about being part of a community that takes action to care for itself, connect with others and contribute creatively."

In fact, HMS asserts that equipping students for postsecondary life and work necessitates not only developing students' minds but also their hearts. Care-Connect-Create is driving several initiatives at HMS to help accomplish this, including:

- Olweus Bullying Prevention Program, school-wide
- An additional counselor who supports student needs two days a week
- Intentional celebration of students and teachers who exhibit Care-Connect-Create behaviors

Students have jumped on board with the vision and see the benefits—both big and small—



HMS 8th-graders (L to R) **Griffin Snider**, **Jack Schopf**, **Kierra Guttadauvo**, **Nick Robinson** and **Cole Johnson** learn about bridge stress testing in **Ron Rosel's** engineering class.

Care-Connect-Create



HMS 8th-graders **Madeline Buecker**, **Jared Henderson** and **Elle Mead** collaborate on their robotics project.

it's having on the school's culture. Seventh-grader **Nick Glikerson** says the vision "is a good thing for the school because it shows what students should do around the school. It seems like more people are cleaning up at lunch."

Eighth-grader **Elle Mead** observes how the vision serves a larger purpose too. "With everything going on in the world today, it's important to focus on caring and the good things. It's important to support other people."

As part of the Care-Connect-Create vision, HMS has identified six LEADER values that will help the HMS community live out its vision:

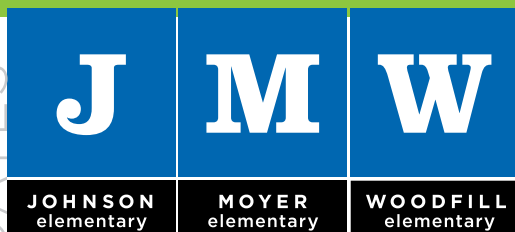
- **Learning:** We learn from everything we do.
- **Empathy:** We respect and support all members of our community.
- **Achievement:** We only accept quality work from ourselves and others.
- **Discovery:** We are inquisitive and interested in the world around us.
- **Effective Communication:** We have meaningful conversations to move our community forward.
- **Responsibility:** We look to ourselves to do what needs to be done.

"The LEADER values embody the behaviors we want to see in our students," says Howton. "We want them to

be individuals who care for themselves and one another, connect with one another and take action to be creative and make great things happen in our community. Our vision encourages students to become empathetic, strong communicators, creative and responsible. If we can accomplish this, then we will have set up our students to be successful now and in the future."



HMS 7th-grader **Nick Glikerson** concentrates on his class assignment.



The Genius of Johnson

Fifth-graders at Johnson Elementary School are exploring their passions during the Genius Hour—a designated time to work on projects that interest them. Library Media Specialist **Marie Zimmerman** implemented the program last year, but this year 5th-grade students are not only working on their Genius Hour projects in the library but also in their regular classroom.

Zimmerman says students benefit from being able to research a topic that intrigues them. “The Genius Hour allows students to explore their interests creatively while learning how to research properly,” she explains. When students are able to exercise their creativity and pursue their curiosities, learning becomes more effortless.

“The Genius Hour shows students that learning can be fun,” says Zimmerman. Meanwhile, students are gaining the valuable and necessary research and technology skills that will help them as they enter middle school, high school and beyond.

When asked his thoughts about a Genius Hour project, **Ashton Pawlak** said, “I might want to do a project on snap circuits because whenever I play with them at my house you have to have them perfect or else they won’t work.”

Classmate **Brennan Bucher** likes having the freedom to choose his research topic too. “My idea is to find what is inside a charger of other technologies. I want to see what is going on inside the technology.”

Elementary Schools

This year’s fifth-graders are just beginning to discuss possible Genius Hour projects. Their ideas are as varied as:

- Learning how to sew their own clothes
- Mastering an art technique they could teach others
- Figuring out how to bake a cake

No matter which of their interests students choose to pursue during the Genius Hour, they’ll acquire the 21st-century skills they need to be successful in the future and build the characteristics Fort Thomas hopes students embody when they graduate.



Johnson 5th-graders **Sam Arnold, Ashton Pawlak, Max McNay, Torin Bryant and Brennan Bucher** discuss project ideas with Library Media Specialist **Marie Zimmerman**.

“Students need to be creative and collaborative. They need to know how to effectively communicate and problem solve,” says Johnson Principal **Ashley Dikeos**. “The Genius Hour helps equip students with those skills.”

Woodfill’s Winning Habits

When 5th-grader **Hank Shick**’s neighborhood friend comes over and asks to play, Hank only agrees if he’s completed all of his homework first. It’s part of his practice of the “7 Habits” that he is incorporating into his life.

The 7 Habits are an essential component of the “Leader in Me” (LIM) transformational process at Woodfill Elementary. “LIM incorporates 21st-century skills with the belief that all students can become leaders. We use the principles and language from Stephen Covey’s book, *The 7 Habits of Highly Effective People*, to inform students on how to become strong leaders,” says Woodfill Principal **Keith Faust**.

Hank says he and his classmates are using the 7 Habits to help them make wise choices. “An example is Habit 3, ‘Put First Things First,’” Hank says. “It teaches me to do my work first and then play. I use the 7 Habits to do the right thing.”

LIM is preparing students for their future by giving them tools to be better leaders at school and at home. “It’s helping all children reach their full potential,” says **Rachel Caswell**, school counselor. “The LIM process is being applied throughout our building. It may not always be something you see, but it’s definitely something you can feel. Students are taking ownership of their learning and becoming leaders.”

You can see the influence of LIM in each student’s leadership notebook, in which they track their attendance and how they are performing academically as well as monitor their behavior. Students set personal and academic goals, make plans on how



Moyer 2nd-graders **Abe Morel and Meg Gallagher** share positive message notes with their classmates.

The teachers at Moyer Elementary are committed to helping all students grow to their full potential. Setting expectations in the classroom is part of instilling students with what Principal **Dawn Laber** calls a “growth mindset.”

“The growth mindset is the filter through which we learn,” explains Laber. “It teaches students that learning means making mistakes, trying new things, problem solving and never giving up.”

Second-grade teacher **Katie Hood** models this growth mindset during her class’s Writer’s Workshop. Students, as well as Hood, spend the time writing in their journal. “At the end of workshop I show them my work,” says Hood. “If there are mistakes or things that need to be edited, I encourage students to help me fix them. When they see that adults make mistakes too, it makes them braver to try challenging things,” observes Hood.

Hood not only encourages students to see the value in failing—and then trying again—but she also establishes a culture of support among students so they become champions

Growing Up at Moyer

of one another throughout the learning process. In order to help students learn how to express care to one another, she leads her class in a regular exercise called “bucket fillers.” The activity, inspired by the book *How Full Is Your Bucket?* by Tom Rath and Mary Reckmeyer, teaches that every person has an invisible bucket that can be filled up when good things happen or emptied when negative things happen.

In Hood’s class, students have their own buckets and use small pieces of paper to write positive messages to one another. Second-grader **Meg Gallagher** says the bucket filler exercise “makes me feel really happy because it tells me that I can make more friends and that everyone has a friend in here.”

Moyer teachers also help students embrace the growth mindset by encouraging them to combat negative thoughts with optimistic ones. How? By replacing:

- “I can’t do this!” with “What am I missing?”
- “I made a mistake” with “Mistakes help me improve.”
- “This is too hard” with “This may take some time to learn.”
- “Is it good enough?” with “Is this really my best work?”

These kinds of shifts in thinking allow students to persevere in their learning. Laber wants young learners to understand that the goal isn’t to get an A. “If students are too focused on the grade, then they aren’t intrinsically motivated to learn. We too often miss out on the value of the learning process and thereby forgo the ability to maintain the information and apply it later in life.”

The growth mindset gives students the freedom to fail, accept failure as a valuable part of learning and discover their love for learning outside of any external reward. And that, says Laber, “is the ideal learning plan!”

they will accomplish their goals and document their contributions to the community.

But the LIM process doesn’t end with the school day—it’s ongoing. “It’s a journey that we began by first looking inward at ourselves,” says Faust. He wanted the transformation to begin with the educators. The entire staff of Woodfill took three days this past summer to learn more about what it means to live out the 7 Habits, how to hold one another accountable and how to have fun. They are now able to model the 7 Habits to their students.

“We’re working on teaching students this process, and eventually we’ll extend it to parents and the entire school community,” shares Faust. “LIM teaches life skills that can be transferred into every aspect of students’ lives. I believe that if they are able to understand and apply the 7 Habits, they are not only prepared for the next four years but for the next 40 years.”



Woodfill 5th-grader **Hank Shick** uses the 7 Habits to prioritize.

DISTRICT STORY Kentucky Introduces New Five-Star Rating

This past August, the Kentucky Board of Education approved a new accountability system for schools. The proposed system is student-centered and focuses on ensuring that students are well-rounded, transition-ready and prepared with the knowledge, skills and essential dispositions to successfully pursue their postgraduate pathway.

"We're excited about what this new accountability system is challenging our district to achieve," says **Bill Bradford**, assistant superintendent for teaching and learning. In the past, Fort Thomas Independent Schools has ranked among the best districts in the country, and Bradford believes that will continue under the new accountability system.

But, more now than ever before, the district will have to evolve to address some of the key goals of the new system, which include:

- Promoting high levels of student learning and achievement
- Reducing achievement gaps and ensuring equity
- Establishing opportunity and access for students to receive a quality education
- Building a culture of high expectations and continuous improvement
- Communicating a clear and honest understanding of strengths and opportunities for improvement in schools and districts

Beginning in the fall of 2019, each school will be assigned an overall rating of one to five stars based on how it has met these goals. The way FTIS and its schools will be evaluated has recently been outlined in detail and includes

dozens of criteria having to do with such measurements as:

- High school students must earn a high school diploma and meet one type of readiness (academic, career or military).
- Chronic absenteeism, behavior events and restraint and seclusion.
- Student performance on tests in reading/writing, mathematics, science and social studies.
- English language learners' attainment of English language proficiency.

FTIS is currently wading through and getting educated on how these new goals and measurements will impact its schools' curricula and offerings. "We're using this academic year to plan for what we will need to adjust so we're ready to implement changes next year, when the new accountability system will go into effect," says Bradford.

What's critical to know now, he says, is that it will be a team effort to meet the new goals. "We need parents, guardians, educators and community members to be committed to helping us address new academic growth trajectories. We must all be working daily with our students to support their learning," insists Bradford. "If we do that, I'm confident our future will remain bright."



Woodfill 4th-graders **Hayden Morgan, Meredith Dadosky and Lucy Kovanda** brainstorm ideas with **Rachel Caswell**.

Preparing Graduates for Their Future

By **Sydney Cooper**, Junior, HHS Journalism Editor

Brent Cooper has been a role model in the Fort Thomas community since in 1997. He has been on the planning committee for the town, gives back to his church and community any way he can and has coached countless undefeated elementary school basketball seasons. How do I know? Well, he's my dad and he has taught me a thing or two about how to get ahead in this fast-developing world.

One of the biggest focuses our community has is on education and preparing students for the future. Being able to get into college and find a job is one of the toughest tasks we students will face. Since I have the inside scoop on how Brent Cooper has become so successful, I thought I would share some of his thoughts on how we, the younger generation, might tackle the future.

Q: What will graduates need to be prepared for the future job market?

A: With new technologies being created every day, many jobs that currently exist will be dramatically different, or replaced altogether, over the coming years. By one estimate, 65 percent of children entering primary school today will end up working in completely new job types that don't yet exist. To be prepared for the change, new graduates need to have a mindset of continuous learning throughout their lifetime. To succeed in the economy to come, they'll need excellent communication, critical thinking, and logic skills as well as a strong work ethic. They'll also need strong information technology skills, since IT will continue to be pervasive in every career choice.

Q: How did you achieve success in your business?

A: In the IT field, you have to adapt quickly and embrace change. Most of the tools our team uses today didn't exist even five years ago. Also, it's cliché, but there's no substitute for hard work. Work hard, be nice to people, don't give up and always find a way to solve problems. Then you'll be successful in whatever you do. I've also been fortunate to work with terrific people. Surround yourself with talented people and listen to them.

Q: What kind of attitude do you need in order to be successful in the job market?

A: You need a can-do attitude, the attitude that you'll always find a way to get the job done and never give up.

Q: How can a student be a good community member?

A: Start by contributing to society through work and end by helping others through engagement and charity. Find

community issues you are passionate about and get involved. Show up. Be part of the conversation. Most people don't take time to educate themselves about the issues of the day, let alone get involved to help solve problems. Help lead the way to change that dynamic. Achieving success takes lots of time, management skills and effort.

Q: What advice can you give to students who are applying for colleges now?

A: In my opinion, people often choose schools because of the "image" that school has. I think where you go is much less important than the degree or certifications you attain. Pick a school based on cost, amenities and quality of the particular program(s) you're interested in. Regardless of where you go, plan on taking full advantage of everything the school has to offer. Consider what the student experience is like when looking at schools. Finally, if you can save money, do it. Look for scholarships, and consider local and/or in-state options. Keep in mind the long-term impact student debt can have and plan on graduating as quickly as possible.





2017 Hall of Fame Inductees

Individuals

Nancy Barre—1966–70; Tennis, Basketball, Swimming, Cheer

James Burt—1957–61; Football, Baseball, Basketball

Richard Grover—1967–71; Swimming, Football, Track

Robert Herfel—1985–89; Football, Track, Swimming

Robert Luecke—1941–45; Football, Basketball, Track

Joseph Ross—1957–61; Football, Track

Cindy Schlarmann Graves—1981–85; Volleyball, Basketball, Softball

Melissa Slone—1983–87; Basketball, Softball

Roger Walz—1958–62; Football, Basketball, Baseball



Coach

Bernie Sadosky—1937–1970; Track, Football, Basketball, Archery

Team of Distinction

1968 Football Team



“Rich in Tradition”

Photos courtesy of Living Media

Community Education Offerings!

Beginning Painting and Basic Drawing

A no-pressure class to explore your creative side. No art experience needed.

Day/Time: Wednesdays, 5–7pm

Location: Highlands High School, Art Room 217

Date: Feb 21 – March 28 (12 total hours)

Tuition Cost: \$65

Instructor: Crews McCulloch

Class Enrollment Limit: 10

Spanish Lessons for Adults

Conversational Spanish for learners of various levels.

Day/Time: Tuesdays, 6–7pm

Location: Highlands High School, Room TBD

Date: Feb 20 – March 27 (6 total hours)

Tuition Cost: \$35

Instructor: Melissa Calderon

Class Enrollment Limit: 12

Write a Killer Resume, Improve Your Interview Skills and Land Your Dream Job

Recruiters will spend an average of five seconds reading your resume. Learn how to impress recruiters at first glance through a killer resume. Then, learn how to wow them through the interview. Finally, learn how to bring it all together to land your dream job.

Day/Time: Wednesdays, 6–7:30pm

Location: Highlands High School, Room TBD

Dates: Jan 24 – Feb 7 (4.5 total hours)

Tuition Cost: \$30

Instructor: Brad B. Miller

Class Enrollment Limit: 10

Session repeated:

- Feb 21 – Mar 7
- Apr 18 – May 2

Community Education Program Registration Form

NAME: _____

STREET: _____

CITY: _____ STATE: _____ ZIP: _____

HOME PHONE: _____ WORK PHONE: _____

E-MAIL ADDRESS: _____

I AM REGISTERING FOR:

- ☐ Beginning Painting and Basic Drawing, \$65 ☐ Spanish Lessons for Adults, \$35
- ☐ Write a Killer Resume, Improve Your Interview Skills and Land Your Dream Job, \$30

Total cost for class(es): \$ _____

Make checks payable to Fort Thomas Schools, and return checks with registration to:

Diana M. McGhee
28 N. Ft. Thomas Ave.
Fort Thomas, KY 41075

Office Use Only

Date Received _____

Amount Paid \$ _____

Check Number _____

FTEF * FTEF * FTEF * FTEF * FTEF * FTEF * FTEF * FTEF

PORTRAIT OF A GIVER: JESSICA DUKE

One of the things that makes our schools so special is the number of people who give back. Whether it's students fulfilling service hours or parents pitching in to help make their children's experience special, Fort Thomas schools have it all.

Jessica Duke, HHS Graduate Class of 2004, has demonstrated what it means to be a giver in a variety of ways. Her passion for FTEF and the success of the schools comes from her own experience as a student in the district and wanting to provide the best opportunities for her own children. Jessica says about her volunteering, "After giving all you can, you'll realize you, and your children, got so much more out of it than you gave."

Jessica first got involved with FTEF attending the Annual Dance nine years ago. After having kids, she decided that this was an organization she wanted to give her time and energy to. She attended an FTEF Open House and joined the dance committee. From there she joined the marketing committee and has assisted in running the social media efforts. Over the years she has gotten more involved by co-chairing the July 4 parade and is now co-chairing the Annual Dance. Jessica says of this year's dance, "it's the 15th anniversary of the FTEF Annual Dance and it is going to be the best yet. Be sure to come GLOW with us on March 3, 2018!"



Jessica lives in Fort Thomas with her husband, Kevin Duke, and their three children, Knox-7, Finley-5 (both students at Johnson Elementary) and Marlowe-2.



Jessica and her Hullabaloo co-chair, Liz Zaebs.



Co-chairs of the award-winning 4th of July float, Kevin and Jessica Duke and Laura and Adam Meier.



Visit our website to view the
**2016-17
Annual Report**



Remember to like us on Facebook to stay up-to-date on news and pictures from the projects around the district.

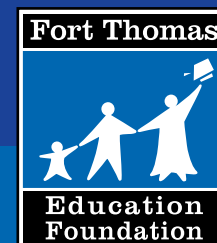
The FTEF ANNUAL APPEAL is here.



Help create the unique portraits of all our graduates by donating today.

Give Today!
FTEF.org or
859.815.2004

FROM YOU. FOR THEM!



Masquerade Ball

Kicks Off FTEF Endowment

On October 21, 50 years of HHS alumni and parents of future bluebirds joined at Music Hall for a Masquerade Ball to officially kick off the FTEF Endowment Campaign. VIP guests were treated to a special reception in the newly renovated Lobby along with views of the Performance Hall. All guests enjoyed a delicious dinner and dancing along with a raffle drawing for amazing prizes hosted by MC Tony Manyet. **Winners included:**

Chad Hudepohl {One week in Cabo San Lucas}

Laura Hinegardner {Napa Valley VIP weekend}

Brandy Stojkovic {School of Rock and brunch for 8}

Dr. Karen Cheser {Christmas Date Night with the Trans-Siberian Orchestra}

Chrissy Barlow {UK Basketball Getaway}

As we look toward the future we want to allow current and future generations the opportunity to continue the rich tradition of excellence in our schools. By building an endowment, we can ensure that the work that we have done, and continue to do, will be the foundation for what future generations can achieve.



The lucky winners of the raffle prizes.



A real treat of the night was the HHS Chamber Orchestra providing entertainment for the cocktail hour.



Music Hall provided the perfect backdrop for the event. Maggie and Mike McCluskey pose outside of the newly renovated building.



The Hudepohl Family got into the masquerade theme with many different masks.



Tony Manyet was the MC for the evening's events.

FTEF WELCOMES LAURA MEIER AS EXECUTIVE DIRECTOR



The FTEF is excited to announce that Laura Meier has joined the team as executive director. Laura joins Alesha Meyn, the Foundation coordinator as the second employee of the Foundation. This part-time position is new to the FTEF with a focus on fundraising.

Laura is a long-time volunteer for the FTEF and an active member of the Woodfill PTO where her children are students. She has a degree from Georgetown College in Communications and Media Studies and a background in sales as a sales representative and sales manager. Laura lives in Fort Thomas with her husband, Adam, and their three young children.

Please join us in welcoming Laura to the FTEF.

SAVE THE DATE: MARCH 3 ➡ ANNUAL FTEF DANCE



ARE YOU READY TO GLOW TO SUPPORT THE SCHOOLS?

Save the date, March 3, 2018, for the annual FTEF Dance. All funds raised support Teacher Grants that supply materials to enrich our students' experiences in the classroom. The theme this year is GLOW and it will be an electric time!

Pull out your neon kicks and highlighter glow sticks and come GLOW with us!

HIGHLANDS LEGACY LOCKERS

Legacy Lockers are a unique gift for your loved ones who played at Highlands.

Basketball ★ Football ★ Volleyball



LET US HELP YOU WITH YOUR HOLIDAY SHOPPING



A contribution to the FTEF in a teacher's honor is a great way to say thank you for all they do.

859.815.2004 www.ftef.org

FOLLOW US:  

FROM YOU. FOR THEM!



HHS ALUMNI ASSOCIATION



Tradition Never Graduates



The HHS Alumni Association hosted a Tail Feather Tailgate before the Homecoming game on September 15. All Bluebird fans were invited to stop in for hot dogs and brats before the game.

HOMECOMING



Not a member of the HHS Alumni Association? JOIN TODAY!



MEMBER
BENEFITS

- Homecoming Tail Feather Tailgate
- Reunion Planning Resource Kit
- HHS Alumni Association Newsletter
- Connections with other HHS Alumni

alumni.ftef.org or call 859.815.2004

HHS ALUMNI ASSOCIATION

ALUMNI SPOTLIGHT

Amy (Thompson) Leigh, HHS Class of 1982

PASSING DOWN FORT THOMAS' HISTORY
TO THE NEXT GENERATION.



Amy Leigh was born and raised into a family with a long history in Fort Thomas as residents. Her grandparents put down roots in Fort Thomas shortly after it became a city. Today, her contributions to Fort Thomas Schools enable current and future generations of children to learn the rich history of our city, connecting past to present.

After graduating from Highlands, Leigh earned her bachelor's degree in Elementary Education from the University of Kentucky. She went on to finish her master's program at Northern Kentucky University while beginning her teaching career at Woodfill

Elementary. As she was teaching her 4th-graders about Kentucky history, she noticed a lack of information regarding Fort Thomas' rich history and decided to make it her mission to provide her students just that. She worked with another Woodfill teacher, Tina Reynolds, and a professor from NKU, to develop the initial Fort Thomas history unit.

She was able to provide numerous "primary sources" of information to her students, which included diaries, pictures and guest visits from people who lived through some of Fort Thomas' biggest changes. She began teaching the unit to all of her Woodfill students. Years later, she worked with Jay Brewer, Bill Thomas, and her dad, Dick Thompson, to cooperatively create the districtwide curriculum, which still continues today.

Every year our 4th-graders take a tour to the center of town and to Tower Park to really submerge into this lesson. Leigh continues to help with these tours and give back to our community in one of the most valuable ways. Leigh's hope is to "empower the next generation to carry on our stories."

Leigh lives here in Fort Thomas with her husband. They have two children. She is very involved in the schools and continues to substitute teach two days a week in the district. She is also the vice president of the Highlands High School Athletic Boosters program and assistant golf coach. She is very active with her church, Highland UMC. Twenty seventeen was a special year for her family as her parents Richard and Jackie Thompson were co-grand marshals in the 4th of July parade this year.

Stay Connected | ALUMNI.FTEF.org | HHSAA1891@gmail.com | 859.815.2004

FORT THOMAS

INDEPENDENT SCHOOLS

H	H	J	M	W
HIGHLANDS HIGH	HIGHLANDS MIDDLE	JOHNSON elementary	MOYER elementary	WOODFILL elementary

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Check out highlights at #FTISGlobalLeaders

Find and like us on Facebook at
Fort Thomas Independent Schools.



Please let us know if you receive duplicate copies.

Want to Be Added to Our Mailing List?

Please call the Central Office at 859.781.3333.

You're Invited!

The Board of Education of Fort Thomas Independent Schools meetings take place the second Monday of each month at 6:30pm, usually in the Central Office. Visit our website to confirm the time and place.

How Are We Doing?

Write to us in care of *Traditions*, 28 N. Fort Thomas Ave., Fort Thomas, KY 41075, or e-mail Traditions@fortthomas.kyschools.us.

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Brad Fennell, Chairperson
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Bill Bradford, Assistant Superintendent
for Teaching and Learning

Our Phone Numbers

Central Office.....	781.3333
Highlands High School	781.5900
Highlands Middle School	441.5222
Johnson Elementary.....	441.2444
Moyer Elementary	441.1180
Woodfill Elementary	441.0506

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