

# Family Matters

A PUBLICATION OF THE 15TH DISTRICT PTA



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## FROM THE PRESIDENT

One month in 2017 down, 11 to go. As parents, we want what is best for our child, and as a Parent Teacher Association (PTA), we want the same. With that said, it is time to think about where we have been, what is ahead, and where we need to be.

In February, we celebrate Kentucky PTA Founders Day, we attend Children's Advocacy Day at the state capitol, and we encourage participation in Take Your Family to School

Week. It is also time to apply for scholarships—for students, parents, and teachers—and other awards. And don't forget that February is a great time to continue recruiting new PTA members.

Always remember that the 15th District PTA is here to help your PTA however we can.



*Heather Wampler*

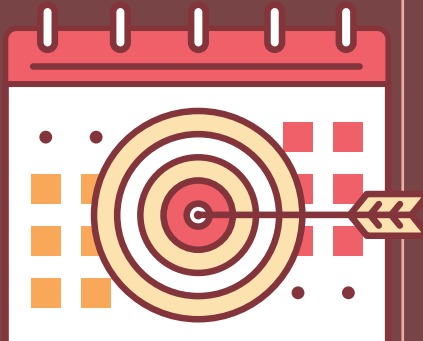
Heather Wampler, President

(502) 671-9451

15thdistrictpta.president@gmail.com

## Save the Date

The 15th District PTA Annual Awards Banquet will be held at 6:30 p.m. on **Wednesday, May 10**. This festive event includes dinner and a celebration of school PTA achievements and advocacy. Tickets cost \$35 a person if purchased by **Mon., May 1**. After that date, tickets will cost \$45 a person. For more information, visit the 15th District PTA website or call **485-7450**.



## Calendar of Events

### March

- 1 ..... 15th District PTA Awards applications are due.
- 2 ..... National Read Across America Day
- 7-9 ..... National PTA Legislative Conference
- 7 ..... JCBE Meeting
- 8 ..... Elementary grading period ends.
- 13 ..... Professional-Development (PD) Day (No school for students)

- 15 ..... Evangeline J. Sansome Scholarship Application Deadline
- 20 ..... Elementary Report Card Distribution
- 21 ..... JCBE Meeting
- 21 ..... 15th District PTA Board Meeting
- 29 ..... Middle and high school grading period ends.
- 30 ..... School Day (make-up day for Jan. 5)
- 31 ..... No School for Students or Teachers

## 15th District PTA Contact List 2016-17

### President

**Heather Wampler**  
15thDistrictPTA.President@gmail.com  
(502) 671-9451 (cell)  
(502) 290-5579 (home)

### President-Elect

**Autumn Neagle**  
autumn@argo-networks.com  
(502) 718-2590

### First Vice President—Programs

**Eddie Squires**  
programs@15thdistrictpta.org  
(502) 930-3516

### Second Vice President—Membership

**John Buie**  
membership@15thdistrictpta.org  
(502) 439-1759 (cell)

### Third Vice President—Ways and Means

**Gay Adelmann**  
waysandmeans@15thdistrictpta.org  
(502) 565-8397

### Fourth Vice President—Communication

**Liz Cannon**  
anncannon1968@gmail.com  
(502) 905-1233

### Fifth Vice President—Board Training

**Nikki Hockman**  
drhockman@gmail.com  
(502) 650-6525

### Treasurer

**Theresa Mayfield**  
15thDistrictPTA.Treasurer@gmail.com  
(502) 689-2227

### Secretary

**Ben Kolb**  
benkolb8@hotmail.com  
(502) 235-5429

### Awards Consultant

**Patty Martin**  
pattymartin9464@gmail.com  
(502) 718-9464

### Bullying Prevention Chairman

**Callie Slone**  
15thdistrictptabullyingprevention@gmail.com  
(502) 905-3428

### Bylaws/Standing Rules Chairman (Local Units)

**Kathleen Helm**  
iheartpta@yahoo.com  
(502) 290-7363  
(502) 432-8359

### Diversity/Equity Consultant

**Monica Lakhwani**  
monica.lakhwani@jefferson.kyschools.us  
(502) 485-7269

### Early Childhood Chairman

**Carol Haddad**  
dpdh4@aol.com  
(502) 634-3134

### Exceptional Child Education Chairman

**Pinky Jackson**  
pkjackson9@gmail.com  
exceptionalchildren@15thdistrictpta.org  
(502) 523-3571

### Family Resource and Youth Services Center Director

**Adrian Oldham**  
adrian.oldham@jefferson.kyschools.us  
(502) 485-3703

### Health and Safety Chairman

**Dana Moody**  
dana.moody@passporthealthplan.com  
(502) 821-0686

### Hospitality Consultant

**Laura Brown**  
lauraeb32@gmail.com  
(502) 424-2677

### Kentucky PTA President (Consultant)

**Cherie Dimar**  
kypta.president@gmail.com  
(502) 693-8104

### Legislative—State and Federal Chairman

**Brian Wampler**  
bwampler68@gmail.com  
(502) 671-9450

### Male Engagement

**Cliff Irons**  
ironsclifford@gmail.com  
(502) 807-5695

### Non-Dues Revenue Chairman

**Caitlin Yarbrough**  
cyar91@gmail.com  
(502) 224-4025

### Nutrition Initiatives Coordinator

**Andrea Wright**  
andrea.wright@jefferson.kyschools.us  
(502) 485-3186

### Parent/Family Education

**Adam Kesler**  
arkesler24@gmail.com  
(502) 413-1639

### Principal Representative

**Ron Marshall**  
ron.marshall@jefferson.kyschools.us  
(502) 485-8290

### Recycling Chairman

**Sharon Kesler**  
Sharonkesler24@gmail.com  
(502) 413-1652

### Scholarship Consultant

**Carol Bartlett**  
csbartlett@campbellsville.edu  
(502) 523-6641

### Special Projects and Parliamentarian

**Sharon Whitworth**  
swhitwo1@aol.com  
(502) 592-4185

### Student Representative

**Kassidy Helm**  
iheartpta@yahoo.com  
(502) 290-7363  
(502) 432-8359

### Teacher Representative

**Heather McGovern**  
heather.mcGovern@jefferson.kyschools.us  
(502) 485-8213  
(502) 889-6884

### Title I Representative

**Zina Harris**  
zyt.hars27@gmail.com  
(502) 807-1878  
(502) 387-5842

### JCPS Parent Relations Specialist

**Justin Willis**  
justin.willis@jefferson.kyschools.us  
(502) 485-7450

## PTA Contact Information

**15th District PTA**  
www.15thdistrictpta.org  
485-3535

**Kentucky PTA**  
www.kypta.org  
226-6607

**National PTA**  
www.pta.org  
(703) 518-1200 or  
800-307-4PTA (4782)



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**Kentucky PTA**  
www.facebook.com/KentuckyPTA

**National PTA**  
www.facebook.com/  
/parentteacherassociation

For additional information about the PTA, visit the Kentucky PTA at **www.kypta.org** or the National PTA at **www.pta.org**.



# Volunteer at CAP!

## Your Work Here Helps All Students

Volunteering with your school PTA or Parent Teacher Student Association (PTSA) at the 15th District PTA Clothing Assistance Program (CAP) is a great way to help others.

Volunteers from schools, Jefferson County Public Schools (JCPS) offices, and local businesses and organizations are always welcome to schedule a time throughout the year to visit CAP. Your efforts to organize and stock clothing will help students and families from throughout Jefferson County.

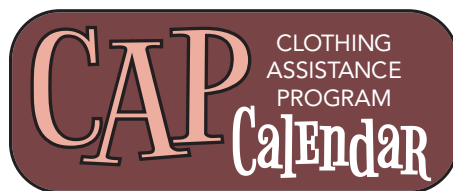
Each school in the 15th District PTA is scheduled to visit CAP twice each year, but additional visits or more convenient scheduling is always available. CAP is also able to accommodate student service groups and weekend volunteers upon request.

Consider hosting a clothing drive before your group's visit. Your donations may be brought to CAP on the day of your group's visit or almost any weekday from 9 a.m. to 4 p.m. All types of new and gently used clothing and accessories are accepted, but

CAP has a chronic need for pants that fit elementary school and middle school boys and girls.

During January, the Eastern High PTSA conducted a carpool clothing donation and brought several bags of clothing when the school's volunteer group visited CAP on Tuesday, January 10. Hite Elementary also plans a school clothing drive leading up to the school's visit later this month.

CAP, located inside the Central High School Magnet Career Academy (MCA) football stadium at 319 South 15th Street, has served students and families since 1971 but remains one of the county's best-kept secrets. Each year, CAP provides roughly 10,000 students with new uniforms, socks, underwear, and a belt as well as allows the entire family to select items from the gently used clothing room. All of the clothing, coats, and accessories are provided for free by generous donors like you.



The following schools are scheduled to send volunteers to CAP. For more information or to reschedule, call **485-7450** or contact them on Twitter at **@PTA\_CAP**.

### March

- 1..... Engelhard Elementary, Foster Traditional Academy, Greenwood Elementary
- 2..... Frost Sixth-Grade Academy, Valley High, Wheeler Elementary
- 7..... Barret Traditional Middle, Fairdale High, Stonestreet Elementary
- 8..... Conway Middle, Johnsonsonton Road Elementary, Zachary Taylor Elementary

- 9..... Farnsley Middle, Cochrane Elementary
- 14..... Dunn Elementary, Doss High, Newburg Middle
- 15..... Fern Creek Elementary, Highland Middle, Kerrick Elementary
- 16..... Auburndale Elementary, Butler Traditional High, Watson Lane Elementary
- 21..... Dixie Elementary, Moore School, Semple Elementary
- 22 ..... Coleridge-Taylor Montessori Elementary, Frayser Elementary, King Elementary
- 23 ..... Cochran Elementary, Mill Creek Elementary, Seneca High
- 28 ..... Olmsted Academy North, Rutherford Elementary, Western High
- 29 ..... Hartstern Elementary, Trunnell Elementary, Westport Middle



DuPont Manual High PTSA



Eastern High PTSA



Kammerer Middle PTSA



Crosby Middle PTSA



Stophrer Elementary PTA



Lowe Elementary PTA



Norton Elementary PTA

# Approaching a New

*Autumn Neagle is a woman with many titles.*

She's a 1994 alumna of Central High School MCA; a wife; a mother of two; a small business owner; and an energetic, multitasking community and civic volunteer.

Beginning on July 1, she will add a new title: President of the 15th District PTA. In December, Neagle was voted to serve in the inaugural role of president-elect, which continues through June. Neagle will then succeed current President Heather Wampler, whose second two-year term will expire at the end of June.

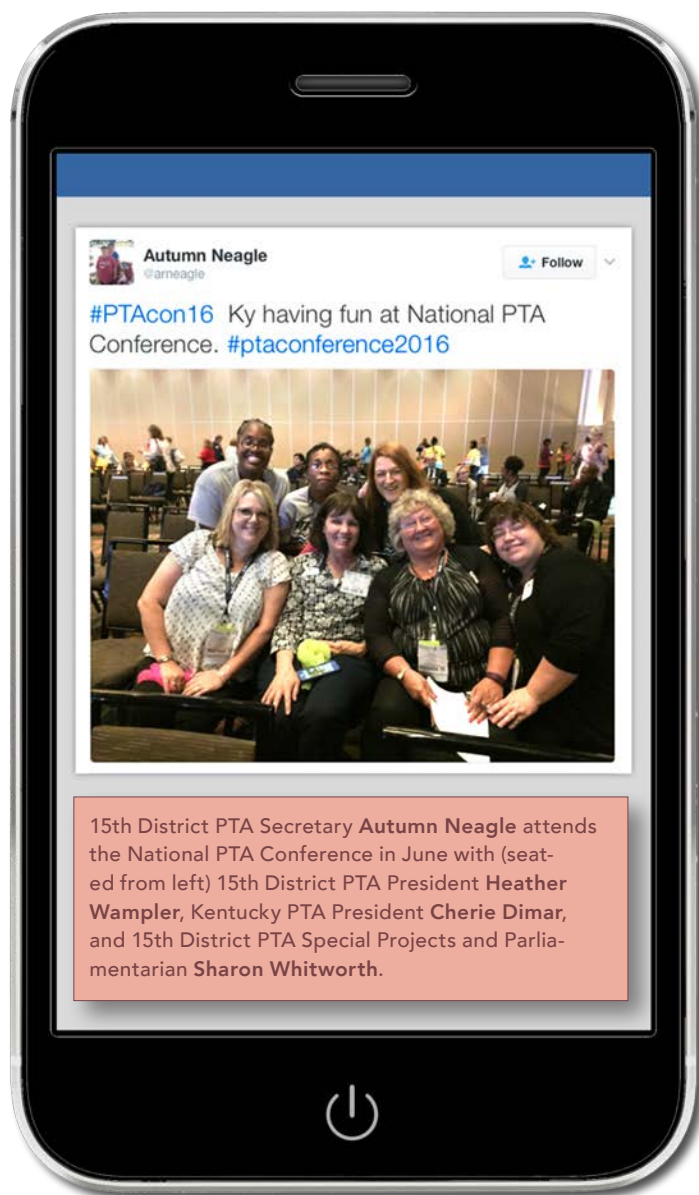
While the role will be Neagle's first time to serve as district-level president, she is a knowledgeable and veteran officer of school and district PTAs. Neagle most recently served as secretary of the 15th District PTA, where she coordinated the 2016 Reflections Art Contest and frequently visits, recruits, and trains new PTA officers. The creation of the president-elect position should allow a more cohesive transition into the lead role, which supports and coordinates more than 140 PTAs and PTSAs throughout Jefferson County.

Neagle is no stranger to change and adjustments. While growing up in Jefferson and Bullitt Counties, Neagle's family frequently moved and she attended 13 schools from kindergarten through graduation. That mobility brought challenges to maintaining young friendships, and the most difficult stretch was in sixth grade. While she was in the same Bullitt County school for sixth grade, a state law about class sizes resulted in her moving into a new classroom—and with new classmates—halfway through the school year.

"You adjust, and you learn," Neagle said.

Neagle proudly maintains many friendships from her middle and high school era. One relationship in particular proved especially providential. Neagle's English and theatre teacher Anne Rodier at Central High reached out to Neagle when she was new to Central. Rodier knew that Neagle had a theatre background and, as a new student, needed to establish connections. Rodier encouraged her to participate in her nonprofit community theatre group Not Ready for Shakespeare Players.

Neagle agreed, and after attending an eight-hour session at the theatre, she realized that her volunteering there could be a key to many doors. Approaching high school graduation in 1994, she met Mike, another Central student involved with the community theatre. The couple began dating in 1996 and married in June 2000. With a true theatrical flair, the couple's wedding had a 1940s-style theme with zoot suits and swing dancing. The reception was held in the Spalding Theatre on Fourth Street where, two generations earlier, Neagle's grandparents had met at a USO dance. Neagle's grandmother attended the wedding, her presence a blessing for the dance to continue.



Often, the community theatre group would donate the proceeds from sales to a charitable cause. There were no paid positions. It was the hard and unpaid work—often the most rewarding kind—that builds a community.

"We've always had an active side, whether it's the community or the PTA at the school, a shelter downtown, or helping kids with homework," Neagle said. "We've always had a very strong duty to our self and country."

In 2002, the Neagles launched Argo Networks, Inc., a computer and network technology company that has grown to 16 employees and specializes in information technology needs for 650 indoor tanning salons as well as some fitness clubs throughout North America. Recently, the business moved to Portland, where it has contributed to the West Louisville neighborhood's revival.

# Presidential Season

Several years ago, the Neagles brought breakfast for the employees on a Friday and it turned into a weekly routine that the employees anticipate. The business has a family atmosphere where they frequently celebrate birthdays or attend a colleague's wedding or special event.

The Neagles have used their Central High connections to help young, aspiring talent. They've worked with Central High computer teacher Shawn Canaday to find interns, and two of the former interns now hold part-time jobs at Argo Networks.

Mike Neagle has continued his civic involvement, remaining active in area business and neighborhood associations. He also served on the School-Based Decision Making (SBDM) Council at Byck Elementary and on the Tech Committee at the Brown School.

Autumn Neagle, a vice president at Argo, earned a bachelor's degree in business administration in 2004. The couple welcomed their first child, Nicholas, who attended Byck Elementary from kindergarten through fourth grade. He is now a sixth-grade student at Brown School.

As the mom of a new kindergarten student, Neagle joined the school's PTA, serving as 1st vice president of Ways and Means and eventually as Byck's PTA president. The participation came naturally for Neagle, and she gained insight into the importance of dedicated volunteers and families among a school with a 97 percent rate of free and reduced-price meal eligibility.

Cherie Dimar, who served as 15th District PTA president from 2011 through 2013, met Neagle while she was attending a PTA training, and Neagle stood out for her ability to learn complex matters quickly and to juggle responsibilities and work efficiently. Dimar encouraged her to become involved on the district level.

"She was interested, and she was a hard worker," Dimar said. "I think she's got an upbeat personality, and she's fun to be

around. Volunteering should be fun and enjoyable, and she brings a positive spin to things."

Neagle joined the 15th District PTA as the 4th vice president and coordinated the organization's newsletter.

When her pregnancy took a difficult turn, Neagle resigned her PTA position, concentrating on health and recovery. She spent 52 days at Norton Hospital. Her daughter, Athena, spent 72 days at Norton.

When Neagle's health recovered, she rejoined the 15th District PTA as secretary. Autumn is often accompanied by Athena, who can be seen playing with a toy or munching a snack while her mother shuttles between Brown School, Argo Networks, home, any PTA meeting throughout Jefferson County, or the 15th District PTA Office at 319 South 15th Street.

Looking ahead to when her term begins on July 1, Neagle is hoping to help existing school PTAs become stronger and better trained. The district traditionally offers an annual training conference in the fall, and Neagle is hoping to offer more ongoing or monthly opportunities that are tailored

## Autumn Neagle

**PTA:** President-Elect of the 15th District PTA

**Day Job:** Vice President of Argo Networks, Inc.

**Home:** Portland

**Family:** Husband, Mike, and two children, Nicholas, a sixth-grade student at Brown, and Athena, 2

**Contact:** autumn@argo-networks.com

to time-sensitive issues that are related to taxes, elections, or recruiting.

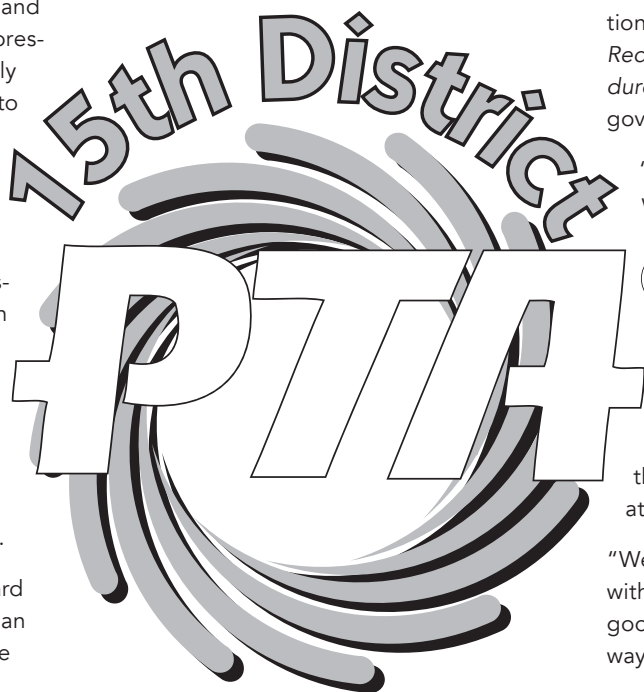
Neagle will also benefit with the remaining wisdom of Kentucky PTA President Cherie Dimar as well as outgoing president Heather Wampler, who will remain in a support role with the 15th District PTA.

An ongoing challenge for any existing PTA is recruiting and training new talent for the future. Starting a PTA from scratch takes resources and effort, and all schools would benefit with a constant eye on transitions to new leadership, Neagle said. Any 15th District PTA officer is quick to remind school PTAs that help is just a call or email away for advice about recruiting, book-keeping, and parliamentary procedures as well as following and interpreting regulations as they pertain to what is known as *Redbook*, the 65-page *Accounting Procedures for School Activity Funds* book that governs laws and regulations for PTAs.

"If we get our local PTAs better trained, we're more able to help them do what they need to do," Neagle said. "It's great we're helping them, but we need to teach them to fish."

Where does that come from, the desire to become involved, work for free, sacrifice personal time, and devote yourself to a cause that is bigger than you? The answer is not simple, and at the same time, it's not complex.

"We're trying to find a way to instill that with the kids," Neagle said. "They're both good kids, and I want them to stay that way. The best way to teach is by example."





# ALL IN FAVOR

**Congratulations** to **Heather McGovern**, counselor at Bowen Elementary and teacher representative with the 15th District PTA. McGovern led a presentation on Wed., Jan. 11, for Cochrane Elementary parents and students that explained Kentucky Core Academic Standards (KCAS). More than 60 people attended the event, and the 15th District PTA provided pizza and refreshments.

## Can you answer these five questions?

1. If you join your local PTA, do you also need to join your state and national PTA?
2. Give three reasons why someone should join a PTA.
3. Which of the following types of people can join your PTA?
 

a) Parents	e) Aunts/Uncles
b) Students	f) Business owner in the neighborhood
c) Teachers	g) School alumni
d) Grandparents	

4. What are some benefits to a PTA Membership that are provided by national PTA?
5. What are some benefits to a PTA Membership that are provided by national PTA?

If you struggled or don't know the answers, then check out *National Standards for Family School Partnerships* from National PTA E-Learning! This quick e-learning course will answer all these questions and more. Find it at [www.PTA.com/elearning](http://www.PTA.com/elearning).

## POP QUIZ

## Scholarship and Award Opportunities

### Evangeline J. Sansome Scholarship

The 15th District PTA offers the Evangeline J. Sansome Scholarship. The annual scholarships average about \$1,700 each and are typically distributed to 10 to 18 high school graduating seniors. To be eligible, a senior's high school PTSA must be a unit of the Kentucky Congress of Parents and Teachers and the PTSA must be current with its national, state, and district dues as well as its by-laws. The application deadline is **Wednesday, March 15**. For an application, visit the 15th District PTA website at <http://15thdistrictpta.org/programs/scholarships/>.

### Sharon Whitworth Advocacy Award

Nominations are now being accepted for the Sharon Whitworth Advocacy Award. The award honors a program, project, or event that reflects an effort to create an awareness or advocacy about community, state, and/or national issues that affect the education, health, and/or safety of children. Eligible efforts include programs, projects, and/or activities that address funding and budget issues, voting and voter registration, candidate forums, advocacy awareness, advocacy training, and improving equity. To access a form, visit the 15th District PTA website. All nominees must be a member of a PTA or PTSA that is in good standing. All forms must be submitted through the U.S. Mail and postmarked by **Wednesday, March 1**. For details, see the 15th District PTA website or view the online version of *Family Matters*.

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# Every Child in Focus

## How PTAs Can Better Support African-American Families

National PTA's Every Child in Focus is centered on strengthening family engagement in schools by celebrating important cultural distinctions and achievements, while highlighting solutions to potential educational issues. This February, we turn our focus to African-American families and the unique challenges they face in supporting student success.

Based on National PTA's Standards for Family-School Partnerships, let's explore ways PTAs can welcome and support urban families in the school community.



### **Standard 1: Welcoming All Families into the School Community**

- Work with families from all neighborhoods and backgrounds to assume collective responsibility to identify and break down barriers to family engagement related to race, ethnicity class, family structure, religion and physical and mental disabilities.
- Develop a volunteer program that reaches out to parents from all neighborhoods and backgrounds, identifies their unique experiences and skills and offers varied volunteer opportunities for both home and school.

### **Standard 2: Communicating Effectively**

- Survey families and students to learn about their issues and concerns. Share your plan to address those concerns.
- Create a PTA message board. Highlight events at school and in the community, and share what parents can do to help their children at home.

### **Standard 3: Supporting Student Success**

- Ensure that all parents are included on school committees and that they represent all of the diversity throughout the building.
- Host meetings for the principal to present regular progress updates on reaching academic goals and progress.
- Provide families with strategies they can do at home to help their children reach those goals.

### **Standard 4: Speaking Up for Every Child**

- Build social capital. Help parents to meet each other to reduce feelings of isolation and a lack of confidence.
- Empower families to advocate for their children. Plan workshops on how to ask the right questions about their children's placement and progress.
- Work with the school staff to provide information sessions about programs such as Gifted and Talented, International Baccalaureate or Advanced Placement classes. Reach out to under-represented populations to ensure access and equity for all.

### **Standard 5: Sharing Power**

- Identify all the ways your school can include and consult with families in decisions that affect the school community.
- Ensure that your PTA is representative of all of the families in your school. Invite families from all backgrounds and cultures to join and recruit diverse leaders for your board.

### **Standard 6: Collaborating with Community**

- Host a community resource fair that highlights programs that support the cultural, recreational, academic, health, social and other needs of families.
- Work with local minority focused media channels to promote special events that are happening at the school.
- Invite local churches to share information with their parishioners about school programs, curriculum, college and career prep and school events.



**15th District PTA**  
319 South 15th Street  
Louisville, KY 40203  
[www.15thDistrictPTA.org](http://www.15thDistrictPTA.org)

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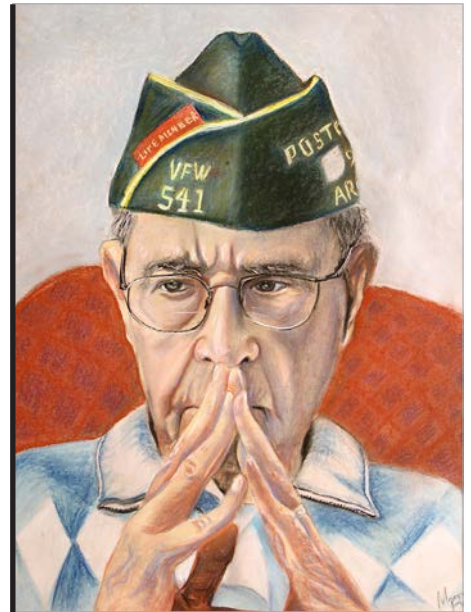
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# 2016-17 Reflections



**Garrett Paragon**, Churchill Park School, Award of Merit

The 2016-17 Reflections 15th District PTA Student Art Awards and Exhibition attracted more than 260 entries in art, photography, film, music, and dance. More than 140 students received special awards, and 42 students' works will progress to the state competition. Students were honored during a December 14 ceremony. This special night culminated a great deal of effort by families, school employees, and PTA members. Here is a small sampling of student talent. For a complete list of all student winners, see page 9 of the online version of *Family Matters*



**Macey Rene Richardson**, Pleasure Ridge  
Park High, Award of Merit



**Shriya More**, Norton Elementary, Award of Merit



**Mackenzie Smith,**  
duPont Manual  
High, Award of  
Excellence



JEFFERSON COUNTY PUBLIC SCHOOLS

**2016-17**

# *Reflections*

**15th District PTA**

## **Student Art Awards and Exhibition**



*every child. one voice.®*

Sallie Phillips Durrett Auditorium

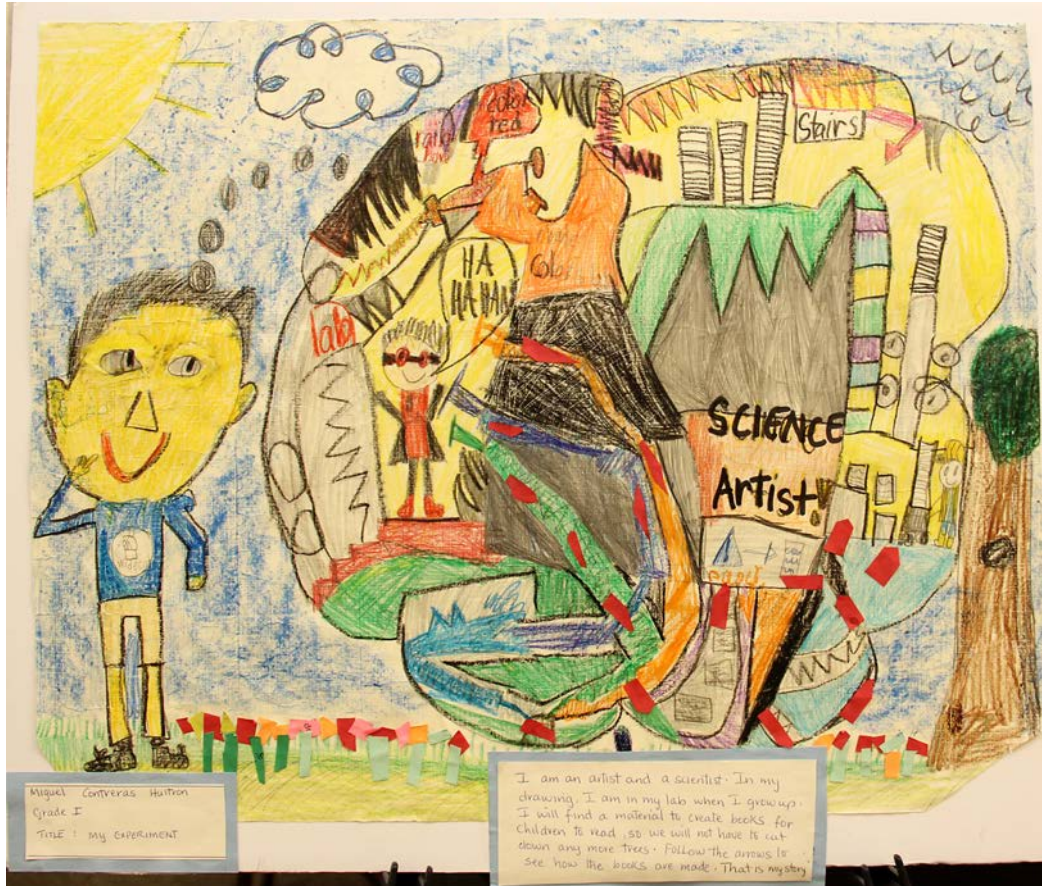
**Louisville Male High School**

**December 14, 2016**

# VISUAL ARTS

**Miguel Angel Contreras, Wilkerson Traditional Elementary**

Primary—Creative Interpretation



**Kaylee Morgana Matthews, Dunn Elementary**

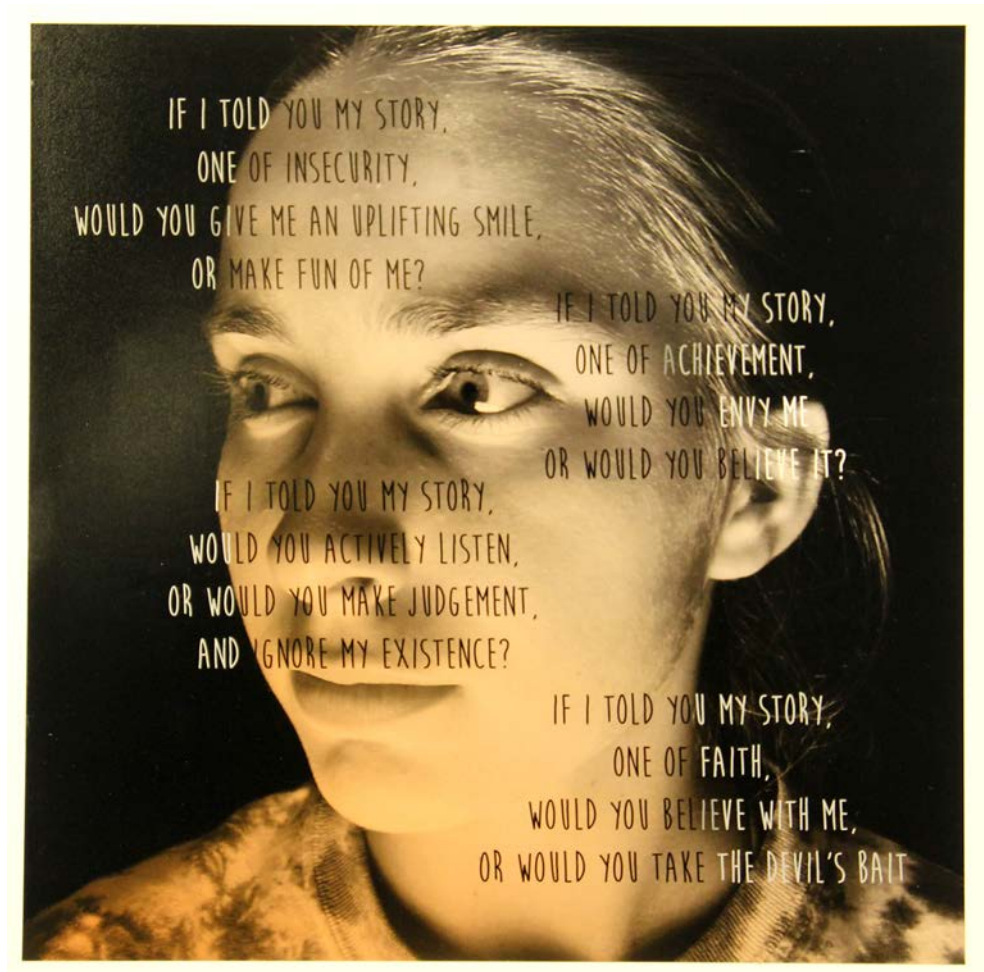
Intermediate—Creative Interpretation





**Francis Elizabeth Curtis, Noe Middle**

Middle—Creative Interpretation



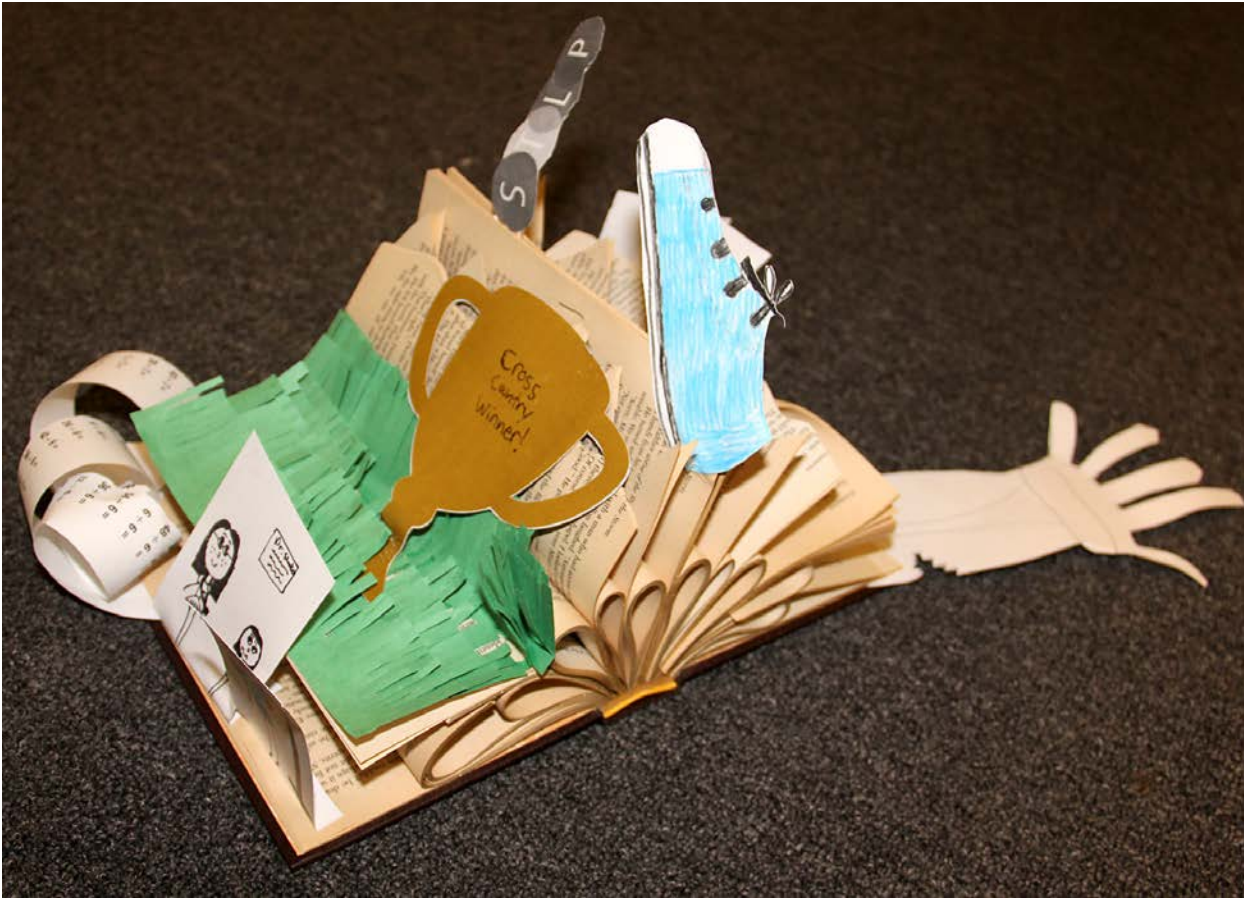
**Morgan Kathleen Betsill, duPont Manual High**

High—Creative Interpretation

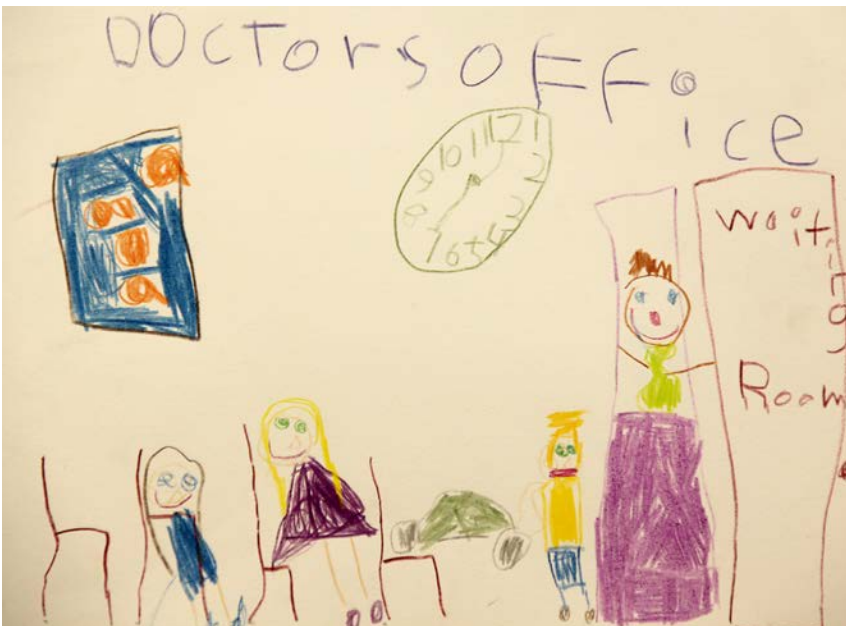


**Jenna Stasko, Jeffersontown Elementary**

Additional Winner—Creative Interpretation



# VISUAL ARTS— SPECIAL ARTIST

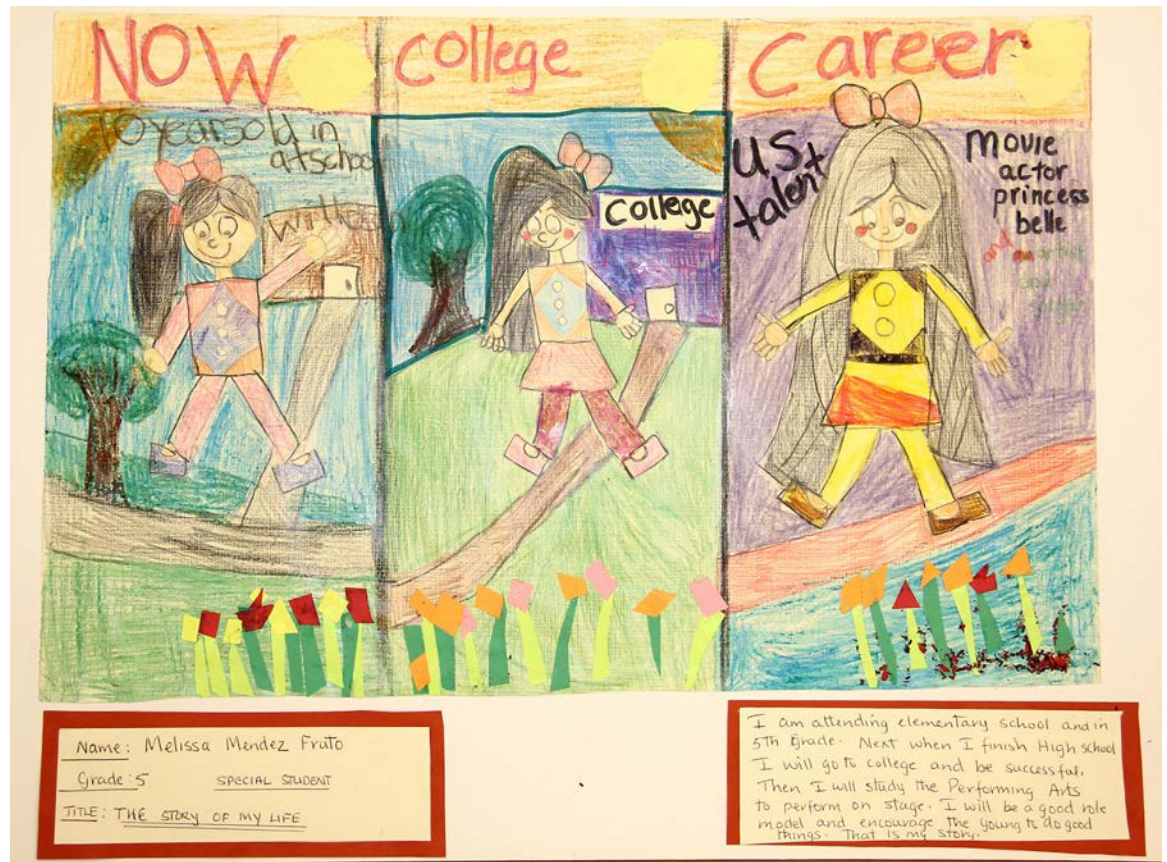


**Chase Vanderhoff,  
Field Elementary**

Primary—Creative Interpretation  
Special Artist



**Melissa Mendez Fruto, Wilkerson Traditional Elementary**  
Intermediate—Creative Interpretation Special Artist



**Ella Wright, Jefferson County Traditional Middle School**  
Middle—Creative Interpretation Special Artist





**Jayne Almon, Pleasure Ridge Park High**  
High—Creative Interpretation Special Artist



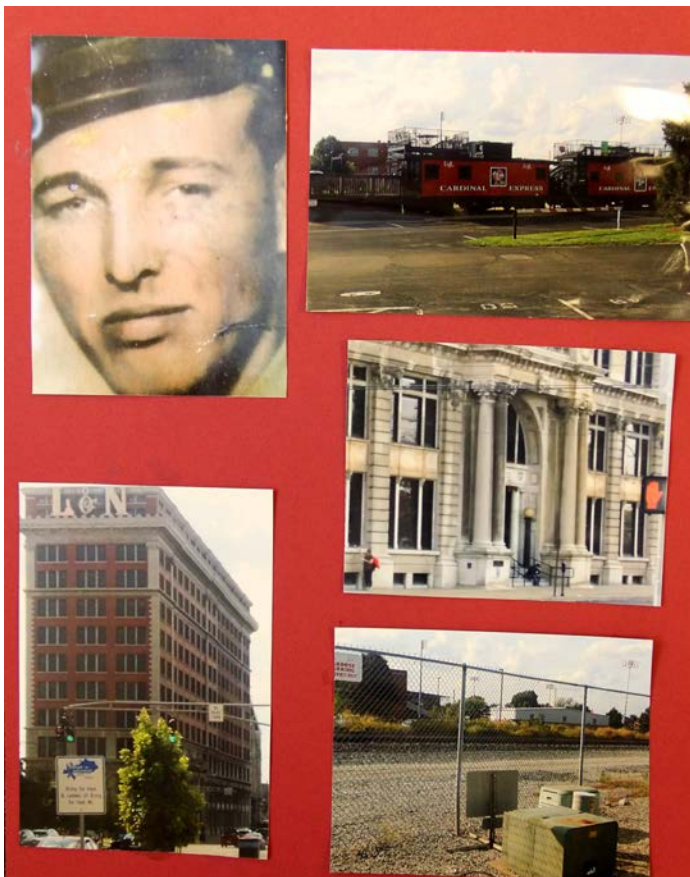
**Caleb Maddox, Seneca High**  
Additional Winner—Creative Interpretation Special Artist





# PHOTOGRAPHY

**Ruthie Nelson, Dunn Elementary**  
Primary—Creative Interpretation



**Brooklynn Lake Nelson,**  
Camp Taylor Elementary  
Intermediate—Creative Interpretation





**Hannah Grace Avery,**  
**Barret Traditional Middle**  
Middle—Creative Interpretation

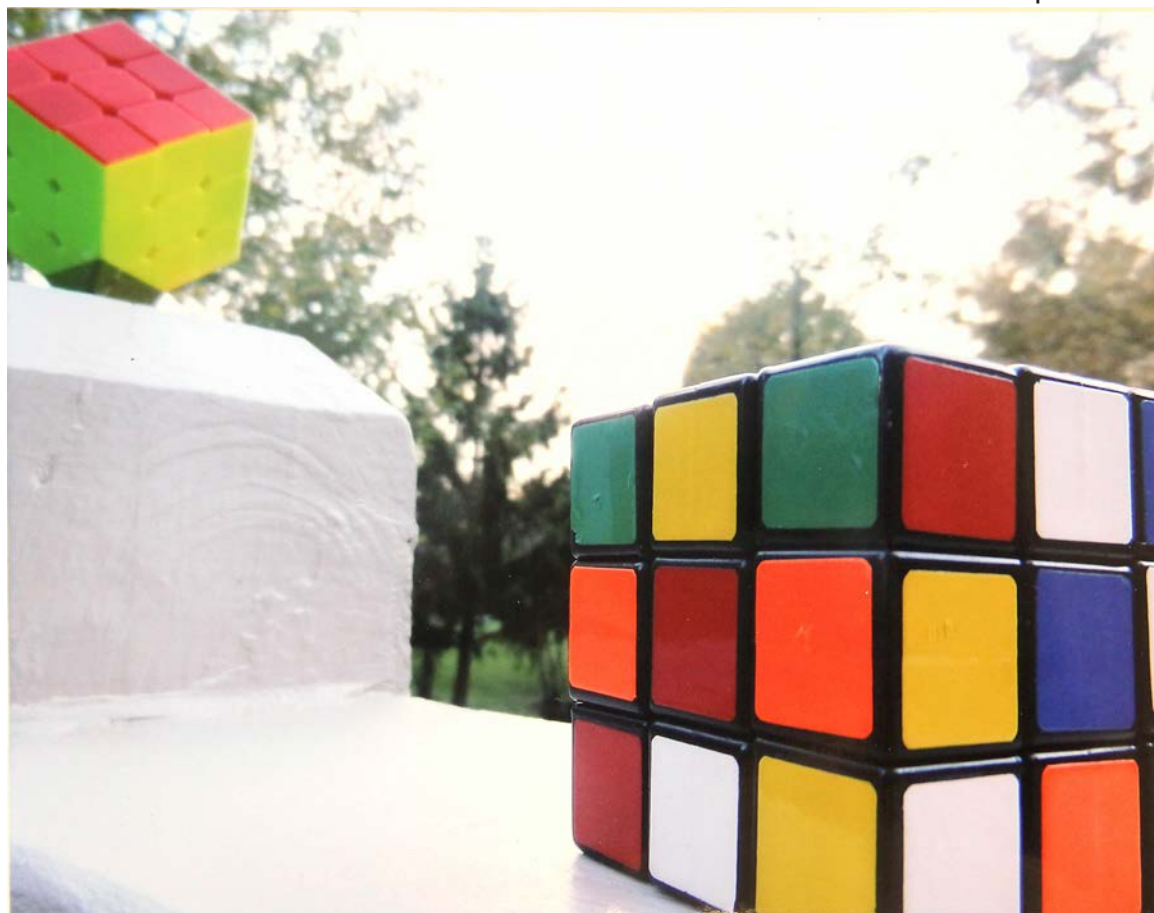




**Julia Easley, Seneca High**  
High—Creative Interpretation



**Ryan Parker Kline, duPont Manual High**  
Additional Winner—Creative Interpretation



# PHOTOGRAPHY— SPECIAL ARTIST

**Alyssa Brand, duPont Manual High**  
High—Special Artist Creative Interpretation



**Congratulations** to these students whose artwork has also been sent to state competition:

- **Literature—Penelope Channell**, Lincoln Elementary Performing Arts School; **Suchita Tipirneni**, Stopher Elementary; **Dylan Jackson**, Wilkerson Traditional Elementary; **Jackson Neil Arnold**, Meyzeek Middle; **Akwelle Quaye**, duPont Manual High; and **Jacob Radford**, Seneca High.
- **Music Composition—Louisa Elizabeth Channell**, Lincoln Elementary Performing Arts School; **Sharayu Deo**, Lowe Elementary; **Maria Wright**, Camp Taylor Elementary; **Amos Kinloch**, Noe Middle; and **Brendan David Dugas**, Jeffersontown High.
- **Dance Choreography—Isabella West**, Dunn Elementary; **Bailey Hoffmann**, Middletown Elementary; **Ellie Avery**, Meyzeek Middle; and **Alexandria Kinard**, duPont Manual High.
- **Film Production—Wyatt Blake Willis**, Norton Elementary; **Kelsey Sharma**, Norton Elementary; **Duncan Huntley**, Kennedy Montessori Elementary; **Samuel Barreda**, Newburg Middle; **India Smith**, duPont Manual High; and **Gabrial Smith**, duPont Manual High



2016-17

# Reflections

15th District PTA

## Student Art Awards and Exhibition Awardees

### Visual Arts

#### Primary Preschool–Grade 2

##### Creative Interpretation

Miguel Angel Contreras  
*Wilkerson Traditional  
Elementary*

##### Award of Excellence

Katie Ross Nelson  
*Dunn Elementary*

Shanel Thomas  
*Wilkerson Traditional  
Elementary*

Molly DeMoss  
*Jeffersontown Elementary*

##### Award of Merit

Shriya More  
*Norton Elementary*

Alisa Grace Reimer  
*Bowen Elementary*

#### Primary— Special Artist Preschool–Grade 2

##### Creative Interpretation

Chase Vanderhoff  
*Field Elementary*

##### Award of Excellence

Josiah Sherman  
*Camp Taylor Elementary*

Barack Jeilah  
*Camp Taylor Elementary*

Savanna England  
*Camp Taylor Elementary*

#### Intermediate Grades 3–5

##### Creative Interpretation

Kaylee Morgana  
Matthews  
*Dunn Elementary*

##### Award of Excellence

Jenna Stasko  
*Jeffersontown Elementary*

Aiden Vilo  
*Stophers Elementary*

Joshua Leonard Kepnes  
*Stophers Elementary*

##### Award of Merit

Luis Gomez Vasquez  
*Camp Taylor Elementary*

Keegan Sheehan  
*Chenoweth Elementary*

#### Intermediate— Special Artist Grades 3–5

##### Creative Interpretation

Melissa Mendez Fruto  
*Wilkerson Traditional  
Elementary*

##### Award of Excellence

Ken Nell Churchill  
*Churchill Park School*

Annie Nethery  
*Wilkerson Traditional  
Elementary*

Ana Ness  
*St. Matthews Elementary*

##### Award of Merit

Hussein Khamis  
*Camp Taylor Elementary*

Luis Bucio  
*Bowen Elementary*

#### Middle Grades 6–8

##### Creative Interpretation

Francis Elizabeth Curtis  
*Noe Middle*

##### Award of Excellence

Alexandria Brown  
*Newburg Middle*

Maya Hardin  
*Brown School*

Kayla Jin Garrett  
*Noe Middle*

##### Award of Merit

Katelynn Linet  
*Crosby Middle*

Robert Durning  
*Kammerer Middle*

#### Middle— Special Artist Grades 6–8

##### Creative Interpretation

Ella Wright  
*Jefferson County Traditional  
Middle*

##### Award of Excellence

D'Marion Splunge  
*Binet School*

LaShawn Glen  
*Binet School*

#### High Grades 9–12

##### Creative Interpretation

Morgan Kathleen Betsill  
*DuPont Manual High*

##### Award of Excellence

Mackenzie Smith  
*DuPont Manual High*

Jackson Penna  
*Pleasure Ridge Park High*

Catie DeVenuto  
*DuPont Manual High*

##### Award of Merit

Jeanette Marris  
Hansen  
*Pleasure Ridge Park High*

Macey Rene Richardson  
*Pleasure Ridge Park High*

#### High— Special Artist Grades 9–12

##### Creative Interpretation

Jayne Almon  
*Pleasure Ridge Park High*

##### Award of Excellence

Caleb Maddox  
*Seneca High*

Jacob Pritchett  
*Churchill Park School*

Sarah Stanfill  
*DuPont Manual High*

##### Award of Merit

Garrett Paragon  
*Churchill Park School*

Marty Eastwood  
*Binet School*



## **Photography**

### **Primary Preschool–Grade 2**

#### **Creative Interpretation**

Ruthie Nelson  
*Dunn Elementary*

#### **Award of Excellence**

Madeyn Rose Glassner  
*Lowe Elementary*

#### **Ethan Wright**

*Brandeis Elementary*

#### **Dashel Parker Sutton**

*Lincoln Elementary  
Performing Arts School*

#### **Award of Merit**

Henry Purcell  
*Middletown Elementary*

#### **Ethan Wright**

*Brandeis Elementary*

### **Intermediate Grades 3–5**

#### **Creative Interpretation**

Brooklyn Lake Nelson  
*Camp Taylor Elementary*

#### **Award of Excellence**

Montzerrat Daylin  
Ramon  
*Camp Taylor Elementary*

#### **Isabel Star Hagan**

*Field Elementary*

#### **Journey Wells**

*Kennedy Montessori  
Elementary*

#### **Award of Merit**

Morgan Jackson  
*Bowen Elementary*

#### **Joshua Leonard Kepnes**

*Stopher Elementary*

### **Middle Grades 6–8**

#### **Creative Interpretation**

Hannah Grace Avery  
*Barret Traditional Middle*

#### **Award of Excellence**

Aaron Meredith  
*Newburg Middle*

#### **Sara Morgan**

*Kammerer Middle*

#### **Courtney Reese Sandy**

*Crosby Middle*

#### **Award of Merit**

Allie Senn

*Noe Middle*

#### **Sheha Patil**

*Meyzeek Middle*

### **High Grades 9–12**

#### **Creative Interpretation**

Julie Easley  
*Seneca High*

#### **Award of Excellence**

Ryan Parker Kline  
*DuPont Manual High*

#### **Freedom Lefler**

*Pleasure Ridge Park High*

#### **Mirlenis Estacholi Smith**

*Seneca High*

#### **Award of Merit**

Sofia DeVenuto  
*DuPont Manual High*

#### **Nathan Thompson**

*Pleasure Ridge Park High*

### **High— Special Artist Grades 9–12**

#### **Creative Interpretation**

Alyssa Brand  
*DuPont Manual High*

## **Literature**

### **Primary Preschool–Grade 2**

#### **Creative Interpretation**

Penelope Channell  
*Lincoln Elementary  
Performing Arts School*

#### **Award of Excellence**

Savannah Grace Nichols  
*Wilkerson Traditional  
Elementary*

#### **Annamae Spencer**

*Chenoweth Elementary*

#### **Brody Wathen**

*Bowen Elementary*

#### **Award of Merit**

Caedym Huntley  
*Kennedy Montessori  
Elementary*

#### **Nathan David Kolb**

*Bowen Elementary*

### **Intermediate Grades 3–5**

#### **Creative Interpretation**

Suchita Tipirneni  
*Stopher Elementary*

#### **Award of Excellence**

Jaxson Leining  
*Bowen Elementary*

#### **Jasmine Looi**

*Dunn Elementary*

#### **Alison Perezlima**

*Gilmore Lane Elementary*

#### **Award of Merit**

Lily Whorton  
*Greathouse/Shryock  
Traditional Elementary*

#### **Noah Leitner**

*Lowe Elementary*

### **Intermediate— Special Artist Grades 3–5**

#### **Creative Interpretation**

Dylan Jackson  
*Wilkerson Traditional  
Elementary*

#### **Award of Excellence**

Isabella Huntley  
*Kennedy Montessori  
Elementary*

### **Middle Grades 6–8**

#### **Creative Interpretation**

Jackson Neil Arnold  
*Meyzeek Middle*

#### **Award of Excellence**

Sarah Woodson  
*Crosby Middle*

#### **Ella Bean**

*Barret Traditional Middle*

#### **Zoë Maria Brown**

*Barret Traditional Middle*

#### **Award of Merit**

Sierra Nichole Carson  
*Kammerer Middle*

#### **Anya Kaltenhauser**

*Kammerer Middle*

### **High Grades 9–12**

#### **Creative Interpretation**

Akwelle Quaye  
*DuPont Manual High*

#### **Award of Excellence**

Julia Easley  
*Seneca High*

#### **Julia Stekardis**

*DuPont Manual High*

#### **Cassidy Given**

*Louisville Male High*

#### **Award of Merit**

Tara Wischer  
*Phoenix School of Discovery*

#### **Mark Hickey**

*Iroquois High*

### **High— Special Artist Grades 9–12**

#### **Creative Interpretation**

Jacob Radford  
*Seneca High*

#### **Award of Excellence**

Jamesha Simms  
*Seneca High*

#### **Evan Ryan Armstrong**

*Binet School*

#### **Donaven Higgins**

*Binet School*

#### **Award of Merit**

Rodney Duardo-Bauta  
*Binet School*

#### **Dylan Haney**

*Binet School*

## **Music Composition**

### **Primary Preschool–Grade 2**

#### **Creative Interpretation**

Louisa Elizabeth  
Channell  
*Lincoln Elementary  
Performing Arts School*

#### **Award of Excellence**

Sequoia Waddell  
*Lowe Elementary*



## **Intermediate Grades 3–5**

**Creative Interpretation**  
Sharayu Deo  
*Lowe Elementary*

**Award of Excellence**  
Myles Hayden  
*Lincoln Elementary  
Performing Arts School*

Josephine Jane Channell  
*Lincoln Elementary  
Performing Arts School*

Jonathan Dylan Kepnes  
*Stopher Elementary*

**Award of Merit**  
Aubrey Anderson  
*Camp Taylor Elementary*

Lauren Makenzie Kuprion  
*Bowen Elementary*

## **Intermediate— Special Artist Grades 3–5**

**Creative Interpretation**  
Maria Wright  
*Camp Taylor Elementary*

## **Middle Grades 6–8**

**Creative Interpretation**  
Amos Kinloch  
*Noe Middle*

**Award of Excellence**  
Caleb Dries  
*Meyzeek Middle*

## **High Grades 9–12**

**Creative Interpretation**  
Brendan David Dugas  
*Jeffersontown High*

## **Dance Choreography**

### **Primary Preschool–Grade 2**

**Creative Interpretation**  
Isabella West  
*Dunn Elementary*

### **Intermediate Grades 3–5**

**Creative Interpretation**  
Bailey Hoffmann  
*Middletown Elementary*

**Award of Excellence**  
Journey Wells  
*Kennedy Montessori  
Elementary*

Desiree Forshee  
*St. Matthews Elementary*

Trinity Lavender  
*Bowen Elementary*

**Award of Merit**  
Mariah Jones  
*Camp Taylor Elementary*

### **Middle Grades 6–8**

**Creative Interpretation**  
Ellie Avery  
*Meyzeek Middle*

**Award of Excellence**  
Morgann Vann Lazrovitch  
*Crosby Middle*

### **High Grades 9–12**

**Creative Interpretation**  
Alexandria Kinard  
*DuPont Manual High*

**Award of Excellence**  
Jamia Croft  
*DuPont Manual High*

Avery McGhee  
*DuPont Manual High*

Faith Destiny Brown  
*DuPont Manual High*

**Award of Merit**  
Nathan Cathey  
*Louisville Male High*

## **Film Production**

### **Primary Preschool–Grade 2**

**Creative Interpretation**  
Wyatt Blake Willis  
*Norton Elementary*

**Award of Excellence**  
Charles Riley  
*Dunn Elementary*

### **Intermediate Grades 3–5**

**Creative Interpretation**  
Kelsey Sharma  
*Norton Elementary*

**Award of Excellence**  
Betrice Davis  
*Chenoweth Elementary*

Avery Lynn Grumley  
*Dunn Elementary*

Jake Rydberg  
*Stopher Elementary*

**Award of Merit**  
Kevin Campos Ruiz  
*Bowen Elementary*

### **Intermediate— Special Artist Grades 3–5**

**Creative Interpretation**  
Duncan Huntley  
*Kennedy Montessori  
Elementary*

## **Middle Grades 6–8**

**Creative Interpretation**  
Samuel Barreda  
*Newburg Middle*

**Award of Excellence**  
Madelyn Linet  
*Crosby Middle*

Noah Grebe  
*Meyzeek Middle*

Stella Jones  
*Meyzeek Middle*

**Award of Merit**  
Lynnette Harris  
*Newburg Middle*

## **High Grades 9–12**

**Creative Interpretation**  
India Smith  
*DuPont Manual High*

**Award of Excellence**  
Jessica Box  
*Pleasure Ridge Park High*

## **High— Special Artist Grades 9–12**

**Creative Interpretation**  
Gabrial Smith  
*DuPont Manual High*



# The First Task **ASK!**

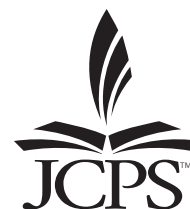
Is to

<b>ACHIEVEMENT</b>	
<b>Ask Yourself</b>	<b>Ask Your Teacher</b>
Is my child working above grade-level expectations?	Has my child been screened for the Primary Talent Pool or Advance Program in his or her current school?
My child met the criteria and is in a Primary Talent Pool or Advance Program. What does this mean?	What is being done to differentiate activities to meet my child's individual needs? Is my child involved in enrichment opportunities at school, such as Future Problem Solving, Quick Recall, Beta Club, and the National Honor Society? What are the procedures for getting in these programs?
Do I know the difference between the comprehensive program and Advance Program?	How will my child's experience in school differ because of his or her involvement in the Advance Program?
Am I aware of my child's strengths and weaknesses?	When will I receive a Gifted Student Service Plan on my child?
At home, do I have clear expectations, consequences, and responsibilities that address my child's social and emotional needs?	What are the structures that I need to have in place to meet my child's social and emotional needs? How does he or she respond with peers? Does my child have friends of the same age?
How do I plan to communicate with my child's teachers?	What opportunities are available for me to volunteer in my child's school? What is the best way for me to contact you regarding my child's progress?
What enrichment opportunities in the community are available for my advanced child?	What outside activities are available in my community for advanced learners? Can you provide me with contact information?
How might I support my child's higher-level abilities at home?	In an effort to keep my child working above grade level, what enrichment activities can I expose my child to in order to encourage his or her potential? How can I support learning at home?

*"High achievement always takes place in the framework of high expectation."—Charles Kettering*

## CONTACT

La'Tonya Frazier  
Advance Program Coordinator  
**485-7424**  
[latonya.frazier@jefferson.kyschools.us](mailto:latonya.frazier@jefferson.kyschools.us)





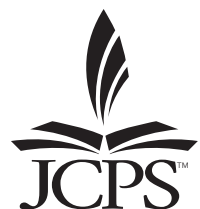
# The First Task **ASK!** Is to

BEHAVIOR	
Ask Yourself	Ask Your School
Do I know how my child is expected to behave in the school/bus setting?	What are you doing to educate my child on the expectations you have regarding behavior?
Am I aware of any behavior issues that I need to address with my child?	How can you help me keep my child from getting into fights? (Share any behavior issues with the school.)
Have I read the Jefferson County Public Schools (JCPS) <i>Student Support and Behavior Intervention Handbook</i> ?	Does my child truly know what is required in order for him or her to avoid disciplinary action?
Do I know the behavior violations and the corresponding consequences? (See the <i>Student Support and Behavior Intervention Handbook</i> .)	What is being done to ensure that all students are well-behaved and safe?  What does <i>progressive discipline</i> mean?
At home, do I have clear expectations and consequences? Do I hold my child accountable for his or her choices?	What are the discipline policies that I, as a parent, need to be aware of and enforce at home?  What are Positive Behavior Interventions and Supports (PBIS)?
How do I plan to communicate with the school when there are possible problems that I am aware of? Do I have the phone numbers and email addresses of the school administration?	What is the best way for me to communicate with the school regarding anything I need to share with you?  Is there a phone/email list available?
What am I doing to make sure my child realizes that violence is not acceptable?	How do you use suspensions?  Is it a last resort?
How might I support the school policies and procedures at home?	If my child is suspended, is there an appeal process?

*"If you want to change attitude, start with a change in behavior." —William Glasser*

## CONTACT

Dr. Katy Zeitz  
Assistant Superintendent for Academic Achievement Area 5  
VanHoose Education Center  
485-6266  
[katy.zeitz@jefferson.kyschools.us](mailto:katy.zeitz@jefferson.kyschools.us)



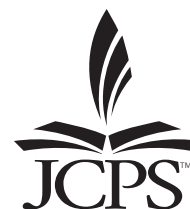
# The First Task **ASK!** Is to

ENGAGEMENT	
Ask Yourself	Ask Your Teacher
Do I know what my child is supposed to be taught this school year?	What are you doing to ensure that my child is learning what he or she is supposed to learn?
Am I aware of my child's strengths and weaknesses?	How and when will you communicate with me to let me know what is going on with my child?
Do I know the homework policy?	Does my child know what is required in order for him or her to get top grades on each piece of work?
Do I know any programs or resources at school that would benefit my child? What is the procedure for enrolling in these programs?	What is being done to ensure that all students are included in rigorous classes and lessons?
At home, do I have clear expectations, consequences, and responsibilities that are age-appropriate for my child?	What are the discipline policies that I, as a parent, need to be aware of and enforce at home?
How do I plan to communicate with the teachers?	What opportunities are available for me to volunteer in my child's school?
What enrichment and extended learning opportunities in the community am I exposing my child to?	How does my child interact with others in the class?
How might I support the teacher at home?	If my child is falling behind, what acceleration opportunities will you provide to keep him or her on grade level?

*"We must have attachment before assessment. Students need access to reach success." —Dr. John D. Marshall*

## CONTACT

Delquan Dorsey  
Community Engagement Coordinator  
VanHoose Education Center, 3rd Floor  
3332 Newburg Road  
**485-3655**  
[delquan.dorsey@jefferson.kyschools.us](mailto:delquan.dorsey@jefferson.kyschools.us)



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# The First Task **ASK!**

Is to

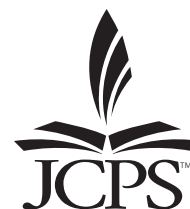
## TITLE I

Ask Yourself	Ask Your School
Is my child attending a Title I school?	What are the requirements for being a Title I school?
Do I know what <i>Title I</i> means?	What are the benefits of attending a Title I school?
Did I attend the annual Title I meeting?	Was an annual Title I meeting held?
Did I read, sign, and return the School Compact Form?	Did you send a School Compact Form home with my child?
Did I read the Title I Policy?	Did you share and explain the Title I Policy?
Is my child invited to participate in any extra learning opportunities?	What extra learning opportunities are available for my child?
Did I make sure my child is participating in the extra learning opportunities that were recommended?	What extra learning opportunities is my child receiving?
Do I know how my child is doing in his or her classes?	Are the extra learning opportunities making a difference in my child's progress?
Did I attend parent meetings, such as conferences, informational meetings, and parent trainings?	What can I do to help my child at home?

*"We must have attachment before assessment. Students need access to reach success." — Dr. John D. Marshall*

## CONTACT

Linda Handley  
Director, Title I  
**485-3240**  
[linda.handley2@jefferson.kyschools.us](mailto:linda.handley2@jefferson.kyschools.us)



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# The First Task **ASK!**

Is to

## OMBUDSMAN

Ask Yourself	Ask Person Involved
What is my contribution to the situation?	Would you partner with me on sorting this matter?
Could I do something differently to handle the situation?	When is a good time to discuss the situation?
What are my feelings about the situation?	What information might you have that I should know?
What are the “blind spots” in my facts?	Could you help me understand the situation from your perspective?
Am I making any assumptions?	How are you feeling about this situation?
Is there a better way to address the situation than talking about it?	What can I do to improve our interaction?
What do I hope to accomplish?	What is your advice on handling the matter in the future?

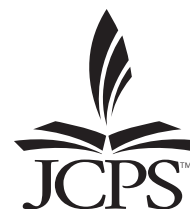
*“The Ombuds Office increases social capital in the district by enhancing communication and mitigating conflict.” —Mindy Eaves*

## CONTACT

Mindy Eaves  
Ombudsman

**485-6644**

[mindy.eaves@jefferson.kyschools.us](mailto:mindy.eaves@jefferson.kyschools.us)



[www.jefferson.kyschools.us](http://www.jefferson.kyschools.us)

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# The First Task **ASK!**

*For Students* Is to

## CURRICULUM

Ask Yourself	Ask Your Teacher
Do I know what I am supposed to be taught this school year?	What are you doing to ensure that I learn what I am supposed to learn?
Am I aware of my strengths and weaknesses?	How and when will you communicate with me regarding my strengths and weaknesses?
Do I know the homework policy?	What is our homework policy?
At home, do I have clear expectations, consequences, and responsibilities that are age-appropriate for me?	What are our classroom rules, expectations, and rewards? What are the school's rules, expectations, and rewards?
How do I communicate with my teachers?	What is the acceptable way for me to let you know if I need help with school work, school problems, or home issues?
What enrichment and extended learning opportunities are available to me?	What enrichment and extended learning opportunities are available to me?
Am I on the right path to college and/or career readiness?	How do I know that I am on the right path to college and/or career readiness?

## BEHAVIOR

Do I have a voice when behavior problems come up?	Will I get to tell my side of the story?
What do I do when it comes to bullying?	What can I do to help our school be bully-free?

## ACHIEVEMENT

Am I working above grade-level expectations?	Have I been screened for the Primary Talent Pool or Advance Program?
I met the criteria for the Primary Talent Pool or Advance Program. What does this mean?	I met the criteria for the Primary Talent Pool or Advance Program. What does this mean? What are my choices?

*"Every student deserves every opportunity to become the best person they aspire to be."  
— Diane Porter, Jefferson County Board of Education*

### CONTACT

Dr. John D. Marshall  
Chief Equity Officer  
VanHoose Education Center, 3rd Floor  
3332 Newburg Road  
**485-3506**  
[john.marshall@jefferson.kyschools.us](mailto:john.marshall@jefferson.kyschools.us)



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# The First Task **ASK!**

*For Students* Is to

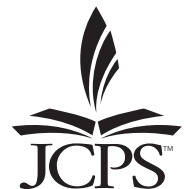
## BULLYING PREVENTION

Ask Yourself	Ask School Staff
Is this bullying or peer conflict?	How do I know the difference?
If it is bullying, how do I report it?	Where do I report it, and to whom do I give the report?
After reporting, what can I expect as next steps?	Who will follow up with me, and when will that happen?
Who is my trusted adult at home whom I need to make aware of this?	Is there a report form I can take home to guide discussion with my parent/guardian?
What help do I need to feel confident so that I can succeed in school?	How will I be included in the action plan?

*“The world is a dangerous place to live; not because of the people who are evil, but because of those who look on and do nothing.” —Albert Einstein*

### CONTACT

Cheryl Dolson  
Bullying Prevention Specialist  
**485-6526**  
[cheryl.dolson@jefferson.kyschools.us](mailto:cheryl.dolson@jefferson.kyschools.us)



[www.jefferson.kyschools.us](http://www.jefferson.kyschools.us)



# The First Task **ASK!**

*For Parents* Is to

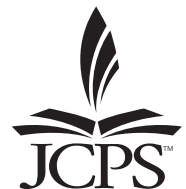
## BULLYING PREVENTION

Ask Yourself	Ask Your Child
Is this bullying or peer conflict?	How do I know the difference?
How can I help my child feel confident about speaking up?	What do you need from me?
How can I help my child include all information necessary to address the situation?	Who bullied you? What did they say or do? Where did this happen? Were there witnesses? How long has this been going on?
To whom do I need to report this at school?	To whom have you talked about this at school? Did you fill out a report form?
What do I need to do to help my child feel confident so that he or she can succeed in school?	What else can I do to help you through this?
How can I make sure my child will have input in an action plan?	How can we include you in the action plan to make sure your needs are met?

*"The world is a dangerous place to live; not because of the people who are evil, but because of those who look on and do nothing."  
—Albert Einstein*

### CONTACT

Cheryl Dolson  
Bullying Prevention Specialist  
**485-6526**  
[cheryl.dolson@jefferson.kyschools.us](mailto:cheryl.dolson@jefferson.kyschools.us)



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# The First Task **ASK!**

Is to

## *Combating the Summer Slump*

### CHOOSING SUMMER PROGRAMS

Ask Yourself	Ask the Out-of-School-Time (OST) Provider
How successful is the program that my child is interested in?	How does the program assess or track each child's progress?
Is the program staff experienced and well trained?	What is the typical experience of the staff who will be working with my child? What training does the staff receive?
What types of summer activities am I interested in for my child?	Will my child get physical exercise, opportunities for cultural enrichment, and practice in reading, math, and other skills? Will my child have the opportunity to choose his or her activities?
How do children usually spend their day in this program?	How is a typical day/week organized? How will my child spend his or her time?
When is this program offered?	What are the program hours and dates?
Is this program affordable?	Does the program offer scholarships or financial aid? If so, how does one qualify?
Will food and snacks be provided?	Does the program provide healthy food and snacks?
How will the staff interact with my child?	How does the program promote positive interaction between the youth and staff?
What if my child has special learning or physical needs?	How does the program accommodate children with special learning needs, physical needs, or allergies?
What type of program environment do I want for my child?	How does the program staff ensure a safe and healthy environment?
How will I be involved in my child's summer activities?	What opportunities, if any, are available for parents to be involved?
Will my child participate in field trip opportunities? If so, is there a cost?	Does the program provide field trips at an additional cost? If so, what is the cost?
Is there an application process and deadline to apply for the program?	When and how do I apply for my child to attend the program?

*"Intellectual learning should commence at birth and cease only at death." —Albert Einstein*

### CONTACT

Sylena Fishback  
 VanHoose Education Center, 3rd Floor  
 3332 Newburg Road  
**485-7967**  
[sylena.fishback@jefferson.kyschools.us](mailto:sylena.fishback@jefferson.kyschools.us)



[www.jefferson.kyschools.us](http://www.jefferson.kyschools.us)

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# The First Task **ASK!** Is to

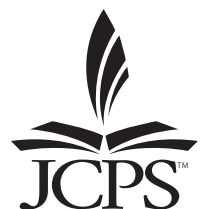
## SCHOOL-BASED DECISION MAKING (SBDM) COUNCIL—INFORMED DECISION MAKING

Ask Yourself	Ask Your Principal/Chairperson
Do I have access to the information necessary to make informed decisions <b>prior</b> to the council meetings?	Can you email me a copy of the meeting agenda, minutes to be approved, and any documents that we will be discussing/approving at our next meeting prior to that meeting?
Do I have current copies of the council bylaws and policies?	Are the bylaws and policies updated? If not, what is the plan to update the bylaws and policies to ensure that they promote student achievement?
How will I communicate council information to my role group?	How is the information contained in these policies communicated to stakeholders?
Do I have access to the most recent state test data?	How and when will the state test data be presented to the council?
Does the council discuss/analyze ongoing accountability data (beyond the state test data) to inform its decisions?	What accountability data will be regularly presented to the council?
Do I know how to access our current Comprehensive School Improvement Plan (CSIP)?	How will the council monitor the implementation of the CSIP?
How can I access our current budget?	How often will the council receive budgetary updates? How will these funds be monitored to ensure that they have the highest impact on student achievement?
Am I aware of the current process for the development of the CSIP and school budget?	Are there any improvements that need to be made to the current process to ensure that the council makes the most informed decisions possible?

*“The school council shall have the responsibility to set school policy consistent with district board policy which shall provide an environment to enhance the students’ achievement and help the school meet the goals established by KRS 158.645 and 158.6451.” —KRS 160.345*

### CONTACT

Dr. Shawna L. Stenton  
Office of School-Based Decision Making (SBDM)  
VanHoose Education Center  
**485-3056**  
[shawna.stenton@jefferson.kyschools.us](mailto:shawna.stenton@jefferson.kyschools.us)



[www.jefferson.kyschools.us](http://www.jefferson.kyschools.us)

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# The First Task **ASK!**

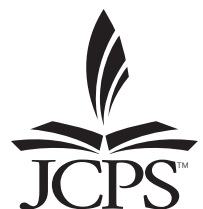
Is to

<b>RESTORATIVE PRACTICES</b>	
<b>Ask Yourself</b>	<b>Ask Your School</b>
Am I familiar with the restorative practices policy in the Jefferson County Public Schools (JCPS) <i>Student Support and Behavior Intervention Handbook</i> ?	What are restorative practices?
Do I know if restorative practices are used at my child's school?	What restorative practices are specifically used at this school?
Am I aware of the behaviors in which restorative practices are an appropriate response?	Will restorative practices be used to restore relationships even if suspension is used?
Do I teach my child that there is an obligation to repair relationships damaged by behavior and discipline issues?	Are all teachers trained to appropriately use restorative practices in the classroom?
At home, how can I reinforce the use of restorative language and behavior?	How can you help my child find better ways to resolve conflict?
Do I believe restorative practices are a sufficient response to conflicts in schools?	How effective are restorative practices in resolving school-based conflict?

*"Restoration is not about leniency. It's about repairing harm, accountability, and altering behavior." —Dr. Cherie Dawson-Edwards*

## CONTACT

Dr. Katy Zeitz  
 Assistant Superintendent for Academic Achievement Area 5  
 VanHoose Education Center  
**485-6266**  
[katy.zeitz@jefferson.kyschools.us](mailto:katy.zeitz@jefferson.kyschools.us)





# The First Task **ASK!**

*For Staff* Is to

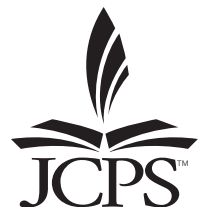
MOBILE ASSESSMENTS	
Ask the Student	Ask Yourself
Do you want to harm yourself or others?	Is the student an immediate danger to himself/her-self or others?
Do you have a plan to harm yourself or others?	Does the school articulate that he or she has a plan?
Do you have access to a weapon(s)?	Does the student have access to weapons or drugs (legal or illegal)?
Do you have a trusted adult that you feel comfortable talking to?	Have you seen a significant change in the student's behavior?
	Has there been a significant change in the student's home life?
	Does the student have a support system?

.....

## CONTACT

Michelle Sircy  
Lead Counselor  
**485-6781**  
[michelle.sircy@jefferson.kyschools.us](mailto:michelle.sircy@jefferson.kyschools.us)

Joe Bargione  
Lead Psychologist  
**485-6052**  
[joe.bargione@jefferson.kyschools.us](mailto:joe.bargione@jefferson.kyschools.us)





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