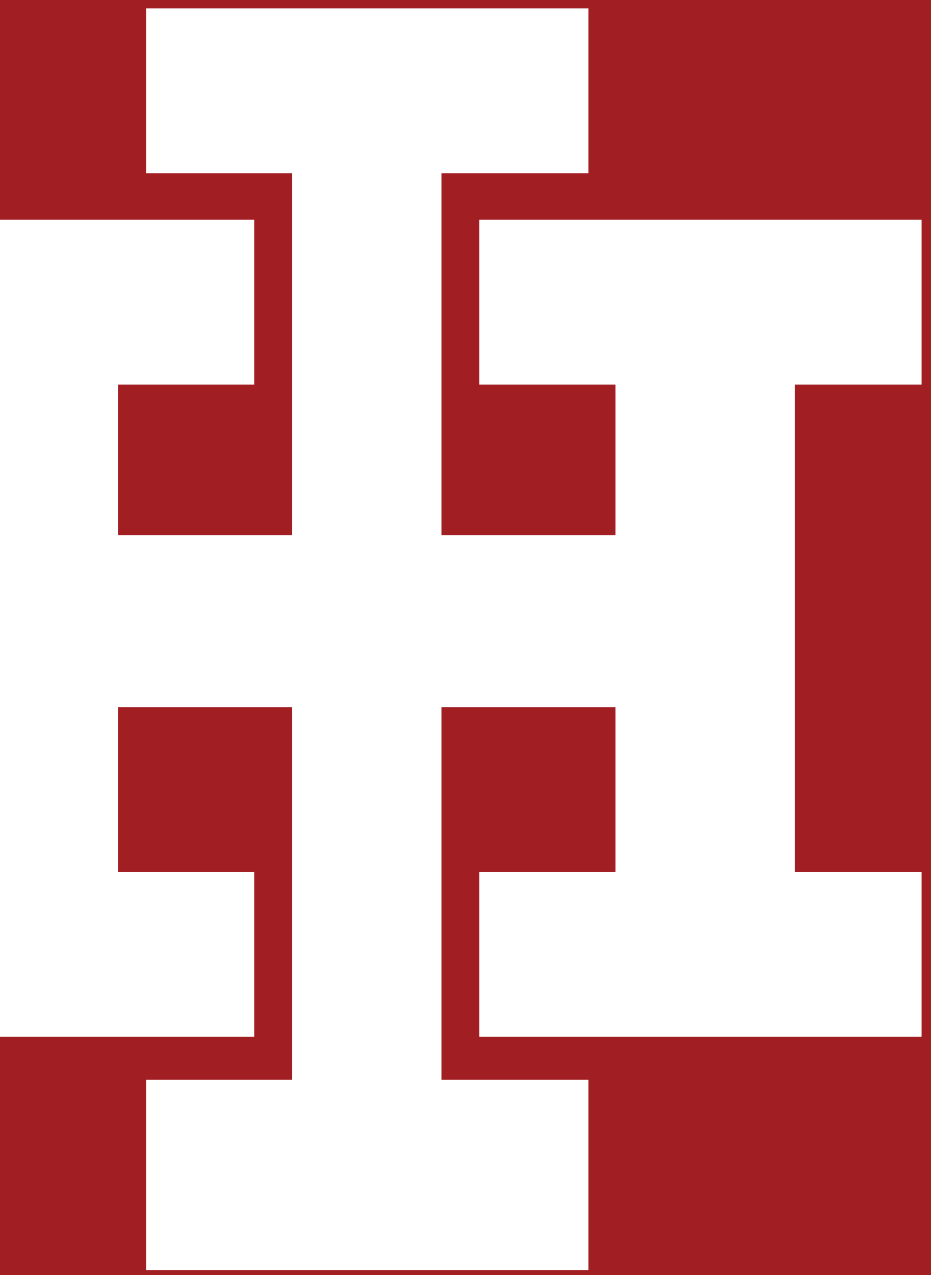


CONSERVATORY | FOR THE ARTS

FALL 2025





Artwork by Jenisha Rana (Class of 2026),
Photography Artwork
by Alex Acheson (Class
of 2026) featured in
IHHS Spring Artshow
2024-2025

LEAD NOW,
CREATE ALWAYS



Amy Clark with Luis Vega-Torres (Class of 2023) and Conrad Bennett (Class of 2023) during choral performance tour of Europe.

THE CONSERVATORY FOR THE ARTS

AMY CLARK,
DISTRICT ARTS &
ACTIVITIES DIRECTOR

At Indian Hill, the arts are not an extracurricular—they are central to our identity.

From a kindergartener’s first paintbrush stroke to a senior’s final performance, the IH Arts Conservatory offers transformational experiences in visual art, music, theatre, dance, and digital arts and media—helping students better understand both the world around them and their place within it. Accessible and aspirational at all levels of study, students may begin with general music or introductory art and grow into accomplished musicians, filmmakers, dancers, animators, or actors.

Renovated classrooms, spaces for piano and dance labs, and tech-enabled classrooms have expanded what’s possible. Middle school students now explore digital media using industry-standard tools, while high school students collaborate across disciplines—merging sound design, lighting, and set construction for productions that rival professional performances. These experiences build not just technical ability, but also teamwork, time management, and confidence—skills that carry over into all areas of life.

Arts education prepares students not just for careers in the arts—but for life. Theatre productions teach accountability and collaboration, while the patience required to finish a ceramic sculpture fosters resilience. Music theory can become the foundation for sound design in film or video games, while the discipline of daily practice transfers seamlessly into fields like engineering or medicine.

For some, artistic passion leads to careers in music, theatre, education, or journalism. Others apply their creativity in unexpected ways—as designers for Fortune 500 companies, photographers for national publications, or digital artists crafting immersive AR experiences.

Our media arts program exemplifies the arts’ reach. Students document athletic events and stage performances with precision and creativity, capturing both the artistry of movement and the emotion of performance. They show that art isn’t limited to galleries or stages—it’s in every frame, every stride, every spotlight.

We are proud of the diversity of our programs and the powerful stories our students tell—on stage, behind the camera, through music, and in every creative space. The arts open doors, and we are here to help every student walk through.

Dedicated to the success of our Braves,



LEADING THROUGH LANGUAGE: A DIALOGUE WITH IH ALUM & SENIOR EDITOR AT *THE ATLANTIC*

SAAHIL DESAI

INDIAN HILL SCHOOL DISTRICT (IHSD): CAN YOU REMEMBER AN EARLY ASSIGNMENT, PAPER, OR PROJECT THAT MADE YOU THINK, THIS IS WHAT I WANT TO DO?

SAAHIL DESAI, SENIOR EDITOR AT *THE ATLANTIC* (SD):

Until Doc Wat’s class, most of the books I read for school were novels. One of the first books he assigned us, however, was nonfiction: *In Cold Blood*, by Truman Capote. It’s a real story about the gruesome murder of a family in Kansas, and the two men who killed them. I had never read anything like it: Journalism as gripping as a great novel. At that point, I knew that I didn’t just want to write dispassionately about the news, but rather to approach journalism with an eye for storytelling and narration. Funnily enough, last year I found my tattered copy of *In Cold Blood*—with passages still underlined from high school. It was just as good as when I first read it.

IHSD: WERE THERE ANY EXTRACURRICULARS—LIKE SCHOOL PUBLICATIONS, CLUBS, OR CREATIVE WRITING—THAT HELPED SHAPE YOUR SKILLS OR CONFIDENCE AS A STORYTELLER?

SD: I joined *Chieftain* as a freshman for no better reason than the fact that my older sister had done it before me. I still distinctly remember the first *Chieftain* story I ever wrote—an op-ed about why Indian Hill should offer Mandarin classes. I have zero memory of what I exactly wrote (and I am sure I’d cringe if I read it today). But *Chieftain* was my foray into journalism, and one that let me try my hand at writing about lots of different topics: Indian Hill goings-on, sports, current events. I began learning bits and pieces of the craft, especially the art of getting people to talk to you. In ways I recognize and ways I don’t, I’m sure writing for *Chieftain* during all four years of high school helped me land a job at my college newspaper—which, in turn, helped me lead to my career in journalism.

IHSD: HOW DID YOUR TIME AT INDIAN HILL PREPARE YOU FOR COLLEGE-LEVEL WRITING AND COMMUNICATION?

ALUMNI
SPOTLIGHT

SD: After Indian Hill, I went to Pomona College—a small school near L.A. Leaving home for the first time in my life was a big adjustment, let alone doing so by moving across the country. At Pomona, I was one of only two students in my class from Ohio ... and the other was my identical twin, who also went to IH. That being said, I felt really well-prepared for all my college courses. My freshman year, I remember showing up to a political science class and being shocked that I'd have to write a paper every single week. In college, I had to do far more reading and writing than ever before. But my teachers at Indian Hill gave me the tools to tackle the work.

IHSD: WHERE DID YOU ATTEND COLLEGE, AND HOW DID YOUR COLLEGE EXPERIENCES REFINE OR REDIRECT YOUR INTEREST IN JOURNALISM?

SD: College is when journalism really clicked for me. As a freshman, I landed a job at the school paper. Over the next four years, I covered everything from varsity water-polo matches to a speech by Nancy Pelosi. Slowly, I began to more seriously consider the possibility of trying to turn journalism into a career. I realized that I especially loved stories that involved a lot of research and reporting. As a junior, I spent several months investigating an unsolved bombing that had taken place on campus in the 1960s. I talked to former students and professors who remembered the incident, pored over old newspaper clippings, and fumbled my way through legal documents. I loved every second of it. As a senior, a friend and I started a podcast about the history of Pomona, where we'd report out stories on various quirks and curiosities about our college. By that point, it became very clear to me that I wanted to make a career out of journalism.

IHSD: WERE THERE INTERNSHIPS, STUDENT PUBLICATIONS, OR EXPERIENCES DURING COLLEGE THAT HELPED YOU BREAK INTO THE FIELD?

SD: Journalism, more so than other fields, is all about getting a foot in the door. For me, internships helped give me an in. After my junior year of college, I interned at *The Washington Monthly*, a small policy magazine that I'd long admired. The magazine had a very small staff, so I was handed far more responsibilities than I expected. My main duty was to fact-check all the stories that went into the magazine, which was helpful for me in more ways than one. I'd have to listen to interviews that reporters did with sources to verify stories—which also served as a crash course in how to best ask people questions to get the most useful information. (Pro tip: Always end an interview by asking if there's anything you missed. That's often where the best answers come from.) After college, I interned at NPR. I worked on *Morning Edition*—a show I'd been listening to basically ever since I can remember—which meant my workday started at 5:45 am. (Thankfully I am a morning person.) After the internship ended, I went back to Cincinnati without any firm sense of what to do next. In a few months, I lucked out: *Washington Monthly* needed a new journalist on staff, and I got the job.

IHSD: HOW DID YOU FIRST GET CONNECTED WITH THE ATLANTIC, AND WHAT HAS YOUR JOURNEY THERE LOOKED LIKE SO FAR?

SD: In the summer of 2018, I applied to a temp job at *The Atlantic* on a whim. An editor was going on parental leave, and so *The Atlantic* was looking for someone to fill in for a few months.

I never seriously thought I'd get the job, let alone that I'd leave the stability of a full-time job for a short-term gig. But when I somehow landed the role, it just felt like too good of an opportunity to pass up. Taking the job was the best decision I ever made. Somehow, I was able to turn the temporary job into a permanent one—and in my seven years here, I've worked my way up to become a senior editor managing a team of writers who cover topics ranging from online extremism to food. It's been a wild ride. I've gotten to interview CEOs and members of Congress, and have gotten the chance to talk about my work on national TV shows.

IHSD: WHAT ADVICE WOULD YOU GIVE A CURRENT IH STUDENT WHO'S THINKING ABOUT A CAREER IN JOURNALISM OR WRITING?

SD: Read voraciously—especially the kinds of writers who you want to emulate, and the publications you want to work for. Just absorbing as much journalism as you reasonably can will go a long way in helping you develop your own style and voice. If I was in high school right now, it would be so hard to resist the appeal of ChatGPT. Writing is hard, even excruciating; typing in a few sentences to a chatbot is not. But I don't think it's in the self-interest of any aspiring journalist to outsource the work of writing to AI—and not just because the writing is often bad. The thinking that goes into a story doesn't all happen before you start writing. The act of writing itself clarifies your argument and what you're trying to say.

2024
Blue Chip
Community Media
Awards

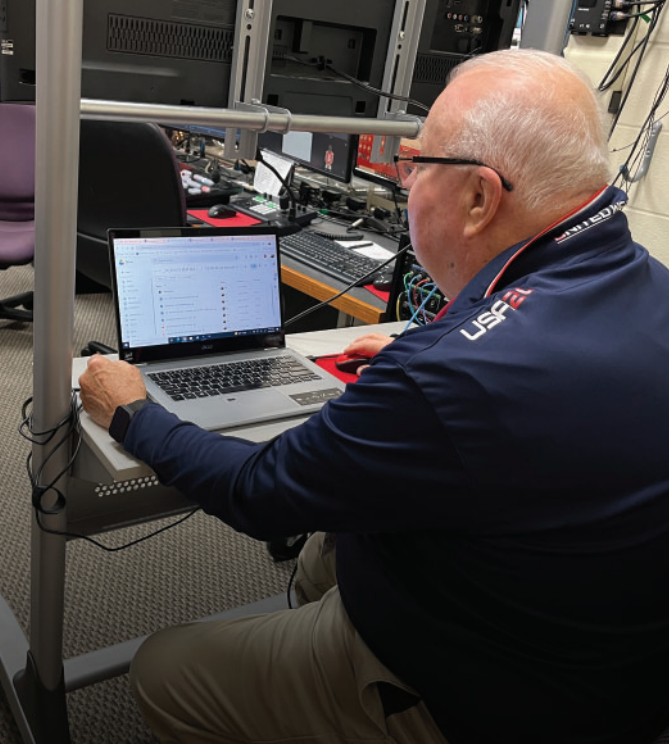


Presented by
optifiber
fiber connection

WHEN THE STORY OF DIGITAL MEDIA AT INDIAN HILL IS TOLD, IT BEGINS WITH A SINGLE 8MM CAMCORDER, AN 8MM TAPE-TO-TAPE EDITOR, AND A VISIONARY EDUCATOR NAMED DENNY DUPPS. IN 1994, HE LAUNCHED THE FIRST VIDEO TECHNOLOGY CLASS WITH JUST SEVEN STUDENTS AND A BELIEF THAT THE INTERSECTION OF STORYTELLING AND TECHNOLOGY COULD EMPOWER STUDENT VOICES IN POWERFUL NEW WAYS.

VISION, VOICE, | AND VHS

CELEBRATING
THE LEGACY
OF DENNY DUPPS
AND THE FUTURE
OF DIGITAL
MEDIA AT
INDIAN HILL



Mr. Denny Dupps in the IHTN recording studio

That belief would grow into a pioneering program that placed Indian Hill at the forefront of media education—not just in our region, but across the state. Over the next three decades, Dupps would build a legacy as a trailblazer, mentor, and architect of one of the most respected student-run media programs in Ohio.

FROM CAMCORDERS TO CONTENT CREATORS

In those early years, Dupps did it all—writing grants, building connections, and developing curriculum that evolved alongside the industry. With a grant from ICRC and Time Warner in 1995, the program acquired its first professional camcorder, microphone, tripod, and lighting kit. That same year, students began recording football and basketball games for public access television.

In 1996, Dupps launched the Technology Club with three committees: video, computers, and robotics. By 1997, the video committee had evolved into IHTN: Indian Hill Television Network, complete with its own student-designed logo and a mission to cover school events with professional polish and pride.

In 1999, students engineered the first IHTN production truck, transforming a retired Busken Bakery van into a mobile studio. With funding from Boosters, athletics, and the school budget, the truck allowed students to produce sports and musical recordings on-site—a move that put Indian Hill ahead of its time in student-led broadcasting.

AN AWARD-WINNING PROGRAM, A LASTING IMPACT

Under Dupps' leadership, Indian Hill earned its first Blue Chip Media Award in 1997. Since then, the program has earned more than 150 Blue Chip awards, honoring excellence in sports coverage, musicals, assemblies, graduation ceremonies, and more.

Dupps also built a culture of technical excellence and storytelling mastery. From the *Indian Hill News Brief* and *IHHS Sports Talk* show to *Braves Beat*—which launched in 2006 and



Dupps with student Jakob Roehrig (Class of 2023)



Mr. Dupps with students and staff at the Blue Chip Awards 2022

PASSING THE TORCH: BRANDON NELSON AND THE NEXT CHAPTER

In 2023, Dupps announced plans to retire from teaching at the end of the 2024–25 school year. In recognition of the program’s significance, the district created a new full-time position serving both the middle and high schools. Brandon Nelson, an educator with a strong background in production and a passion for student-driven storytelling, was selected to carry the torch.

Mentored by Dupps throughout the 2024–25 school year, Nelson now steps into the lead role, ready to write the program’s next chapter. Dupps will remain closely connected behind the scenes, continuing to support Nelson, advise students, and ensure a smooth transition.

evolved into a full class by 2010—students learned to write, shoot, edit, and produce broadcast-quality content. In 2010, our program was introduced to high definition with our first Sony HD Camcorder donated by Mr. Steve Ginn, an IH parent. Mr. Ginn continued to support our IHTN program and donated two more HD camcorders for our remote production facilities to bring our sports broadcast quality to rival ESPN. In 2012 Mr. Ginn in collaboration with Mr. Dupps engineered, funded, and implemented the conversion of the IHTN studio from SD to HD over the summer and the *Braves Beat News Studio* was producing the highest quality

programs that continue today. His vision turned media students into producers, directors, editors, and team leaders.

When the pandemic hit in 2020, the IHTN program expanded to meet demand with robust streaming services that continue today. And in 2024–25, Indian Hill launched a new Digital Media Production class in collaboration with Athletic Coordinator Julius King. With 45 students across three sections in its first year, the course builds on the strong foundation Dupps established, preparing students to meet the growing demand for media in sports, arts, and beyond.



Denny Dupps and Brandon Nelson



STUDENT VOICES: A LEGACY OF INSPIRATION

Perhaps the most powerful testament to Denny Dupps' legacy comes from the students whose lives he changed. Today, they lead in newsrooms, sports networks, and creative industries across the country—but they never forget where it all began.

“ « ———

“Moving to Cincinnati from South America as a junior was challenging... but choosing my high school was not. When I toured Indian Hill and saw the Braves Beat studio, it was a no-brainer. That year, I decided what to study and what career to pursue. Mr. Dupps' teaching and passion opened doors for me and showed me that this was what I was meant to do.”

PAOLA SURO, CLASS OF 2012, NEWS ANCHOR, WFLA IN TAMPA, FLORIDA



“ ≧ ———

“IHTN was the first time I ever used video editing software. I immediately fell in love and knew I wanted to work in video production. That early experience gave me a jump-start—and led me to my dream job.”

BRIAN RAHE, CLASS OF 1999, GRAPHICS PRODUCER, MONDAY NIGHT FOOTBALL



“ « —

“IHTN taught me how to lead, collaborate, and explore independently. It launched me into college and my career, and gave me the freedom to grow, make mistakes, and find my voice.”

**LARRY SHIELDS, CLASS OF 2002,
SENIOR LEAD PROGRAM MANAGER,
E.W. SCRIPPS COMPANY**

“ —

“The incredible hands-on experiences I had at Indian Hill laid the foundation for lifelong skills I rely on daily. I’m deeply grateful for the opportunities in high school that shaped my professional future.”

**ANTHONY DEMARCO, CLASS OF 1998,
ESPN DIRECTOR, SEC ON ABC COLLEGE
FOOTBALL**

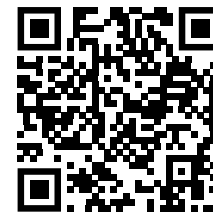
These voices reflect what so many others feel: gratitude, admiration, and respect for an educator who saw potential in every student and gave them the tools to turn ideas into impact.

THANK YOU, MR. DUPPS

Denny Dupps’ legacy lives not just in a timeline or a trophy case, but in the careers launched, the confidence built, and the stories told. Indian Hill’s digital media program is what it is today because of his vision, his determination, and his relentless belief in what students could do when given the space to lead.

Thank you, Mr. Dupps, for over 50 years of inspiration. The program you built will continue to grow, evolve, and thrive—because you taught us all how to see the world through a creative lens and tell its story with heart.

SCAN BELOW TO WATCH
THE STUDENT AMBASSADOR
NEWSCAST CELEBRATING
DENNY DUPPS:





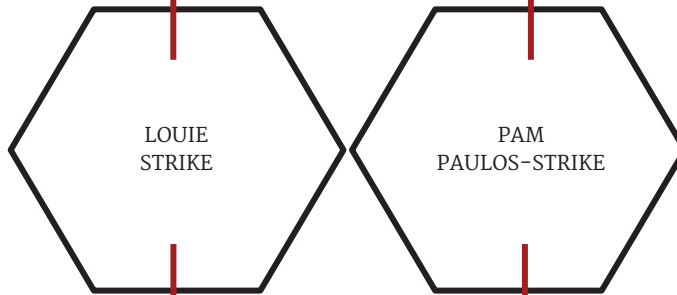
FAMILY'S LEGACY | THE STRIKE

A FIVE-DECADE
JOURNEY THROUGH THE
ARTS AT INDIAN HILL

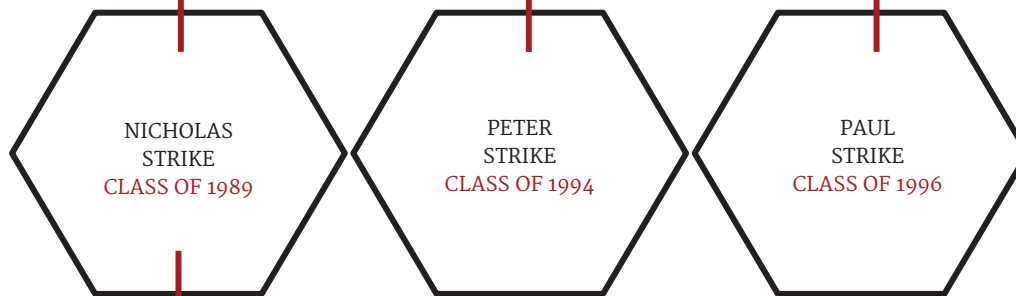
Left to right: Nicholas, Paul, and Peter Strike

STRIKE IHSD ARTISTS FAMILY TREE

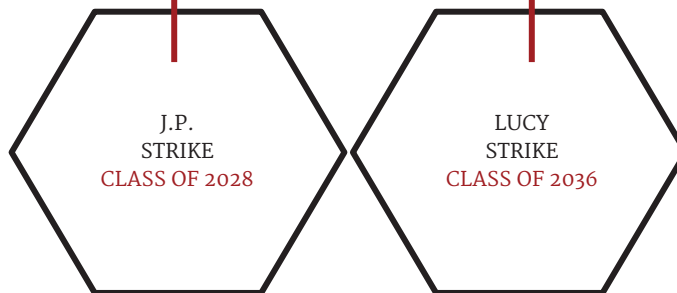
PARENTS:



THEIR CHILDREN:



GRANDCHILDREN: PETER & HOLLY'S CHILDREN



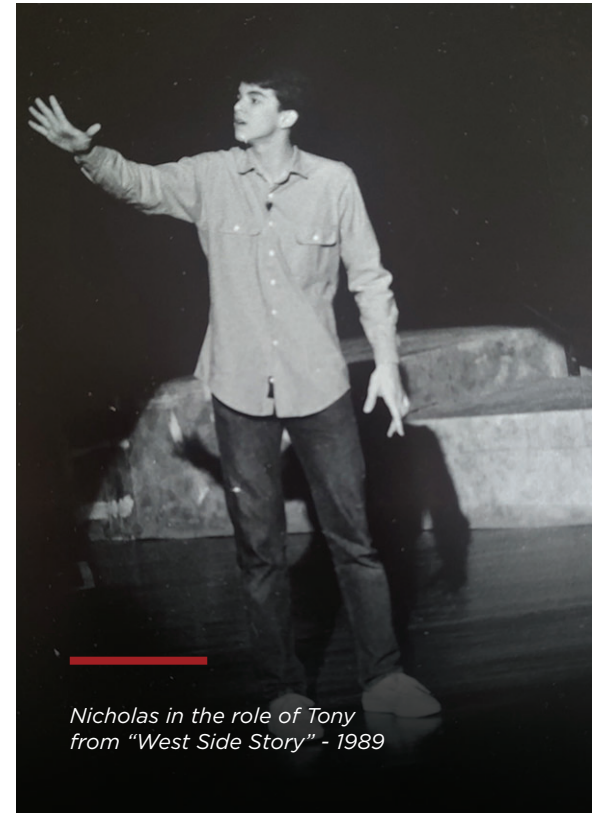


Left to right: Paul, Peter, and Nicholas Strike 1994

The Strike family’s journey with the arts at Indian Hill began serendipitously in the mid-1980s, when Hank Henley—then the Indian Hill High School music teacher—moved into their neighborhood. As friendships blossomed between the Henley and Strike children, a mentorship also emerged. Mr. Henley saw potential in Nicholas Strike, who was then an elite racquetball athlete, and encouraged him to audition for Premieres, Indian Hill’s dance and choral group. With their father, Louie Strike, often accompanying them on piano as they rehearsed audition songs, the Strike children were ushered into the world of vocal arts, launching what would become a multigenerational connection to the IH arts program.

Nicholas’s acceptance into Premieres marked the start of a tradition. The Strike siblings—Nicholas (Class of 1989), Peter (Class of 1994), and Paul (Class of 1996)—all became deeply involved in the arts. As middle schoolers, Peter and Paul looked up to the upperclassmen who performed on the IH stage, including memorable talents such as the late John Darre, Rob Warfel (now a current IH Board Member), and eventually their own brother, Nicholas, who starred as Tony in *West Side Story*. These performances served not only as inspiration but as early affirmations of what was possible through the arts.

Mr. Henley extended his teaching beyond school, offering tap dance classes to students from 6th grade through senior year. Peter Strike joined these classes, initially as a curious newcomer. The decision proved vital when, as a freshman in 1990, he took the stage as Andy the Dance Captain in *42nd Street*, followed by the role of Cosmo Brown in *Singin’ in the Rain* his junior year—



Nicholas in the role of Tony from “West Side Story” - 1989



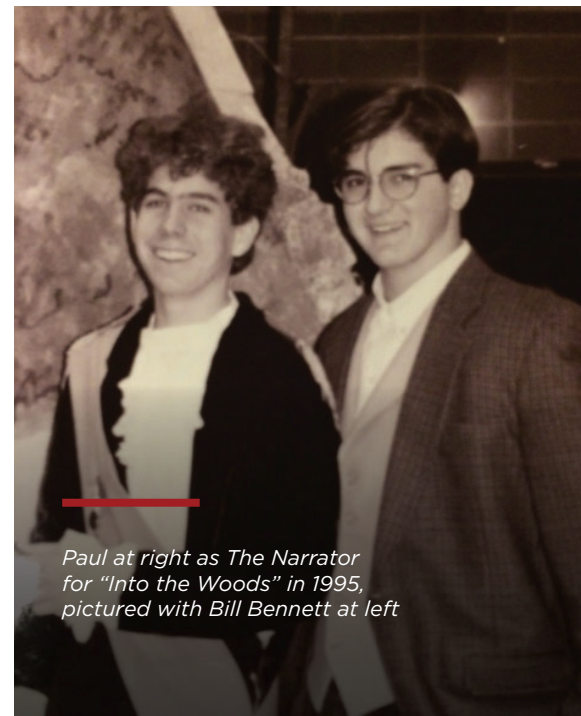
Peter - a Freshman singing the Skimbleshanks solo from "Cats" in Premieres 1990

complete with challenging choreography lifted straight from the film. His senior year culminated with a lead role in *Me and My Girl*, dancing alongside classmate Missy Tullis. Meanwhile, Paul Strike would later shine in productions such as *The Mystery of Edwin Drood* (1995) and *Crazy For You* (1996).

But the Strike family's connection didn't end there. A younger generation of cousins—children of Tony and Katie Strike—followed in their footsteps. Anthony, Sloane, Sam, Henry, Maggie, and Hugh Strike all participated in the arts programs during the 2000s and 2010s. Today, the legacy continues with Peter's son, JP Strike, set to perform in 2025 as a sophomore. This remarkable journey now spans five decades of Strike family involvement in the Indian Hill arts community.

Beyond performance, the IH stage served as a crucible for personal growth. For the Strikes, it was a place to develop communication skills, conquer public speaking fears, and embrace values like teamwork, perseverance, and empathy. Over time, they came to understand what their beloved teacher, Mr. Henley, had been doing all along—using the arts to help students become not just better performers, but better people. In his classroom and on stage, the arts became a vessel for understanding, compassion, and human connection.

Two performances remain particularly etched in the family's memory. One was by Annie Sweeney, a quiet freshman in Premieres, who brought Fantine's "I Dreamed a Dream" from *Les Misérables* to life with such emotional clarity and vocal excellence that the IH audience was left breathless. Another came when a young Peter Strike, still in middle school, witnessed Mexico Hayden's soul-stirring performance of "Free At Last" from *Big River*. The experience of watching Hayden—a commanding presence and IH senior—deliver the emotional gravity of a runaway slave's longing for freedom was transformative. It was a moment that opened minds and hearts, one that lingered for decades and perfectly captured the power of the arts to deepen human understanding.



Paul at right as The Narrator for "Into the Woods" in 1995, pictured with Bill Bennett at left

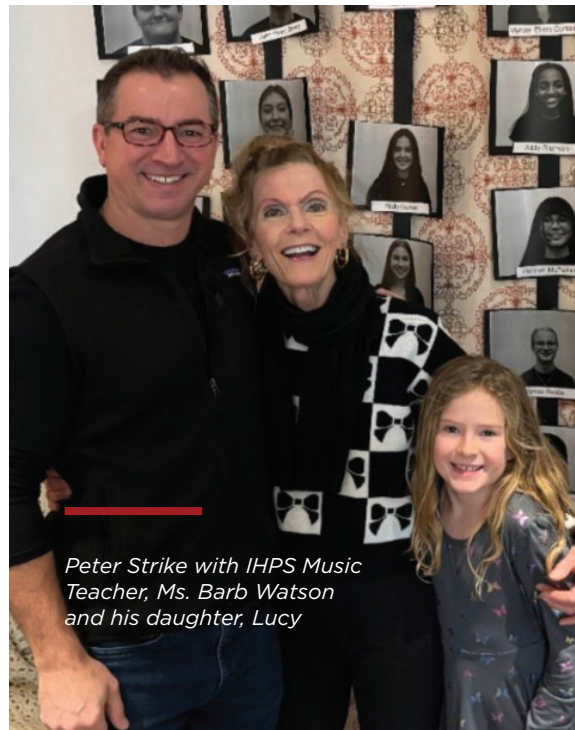


JP Strike as adult Simba in the IHMS production of "The Lion King," pictured with his Sister Lucy and parents Peter and Holly Strike

Today, the Strike family remains firmly rooted in the values cultivated on the IH stage. Nicholas Strike runs a successful personal training business in Cincinnati and contributes actively to mental health advocacy. Peter, formerly in embroidery, is now a stay-at-home dad with his wife, Dr. Holly Strike, a neonatologist, and their two children, JP (class of 2028) and Lucy (class of 2036). Paul Strike earned a master's in finance from the University of Chicago, married fellow IH alumna Liz Vadas (a veteran of IH musicals herself), and lives in Chicago with their children, Georgia and Llewyn, both budding artists. Their mother, Pam Paulos-Strike, once the musical's honorary house mom, continues to support the family while running her own health and fitness business.

The Indian Hill arts tradition remains a cornerstone in the Strike family's story—a force that shaped who they are and how they live. It is a living legacy, passed down like a torch from Mr. Henley to his students, from one generation to the next. As they now watch their children take the stage, the Strikes reflect with gratitude on a program that shaped their lives and continues to enrich the community.

For them, the message of the arts is clear: one of unity, compassion, and the enduring power of shared stories to connect hearts and minds. They invite others to step back into the auditorium and experience firsthand what the arts at Indian Hill have in store for the next generation.



Peter Strike with IHPS Music Teacher, Ms. Barb Watson and his daughter, Lucy

DATE	TIME	DESCRIPTION	LOCATION
Aug. 5	7:00 pm	BMB Preview Night	Tomahawk Stadium
Oct. 16, 17, 18 Oct. 21 Oct. 28 Oct. 30	7:00 pm 7:00 pm 7:00 pm 7:00 pm	HS Fall Show Performances 6-12 Choral Concert MS/HS Fall Band Concert 6-12 Orchestra Spooktacular	The Sue The Sue The Sue The Sue
Nov. 8 Nov. 14, 15	TBD 7:00 pm	Marching Band MidStates MS Fall Show Performances	Simon Kenton HS. The Sue
Dec. 5-12 Dec. 10 Dec. 11	6:00 pm 7:00 pm 6:00 pm	HS Winter Art Show (Dec. 5th Opening Night) MS Chamber Music Fest ES Choir Concert	IHMS IHES
Jan. 24 Jan. 24 Jan. 27	5:30pm 6:30pm 7:00 pm	IH Arts Conservatory Hall of Fame Reception Cabaret! 6-8 Choral Concert	
Feb. 9-11 Feb. 19, 20, 21 Feb. 20 Feb. 27	6:00 pm 7:00 pm 2:00 pm 4:30-7:00 pm	2nd grade Musical Performances HS Winter Musical Performances HS Winter Musical Performance MS Art Show	IHPS The Sue The Sue Blue Ash Recreation Center
Mar. 1 Mar. 7 Mar 20-21 Mar 23-25 Mar. 26-April 3	2:00 pm Morning 7:00 pm 6:00 pm	Spotlight Talent Show Instrumental Music Donut Day MS Spring Musical 1st grade Musical performances HS Band & Orchestra European Trip	The Sue IHMS Cafe The Sue IHPS
April 10 April 16, 17, 17 April 21 April 22-26 April April 30 Apr. 30	6:00-8:00 pm 7:00 pm 6:00 pm 5:50-7:00 pm 6:00 pm 7:00 pm	MS Solo and Ensemble Festival HS Spring Musical ES Spring Choral Concert 9-12 Choir Trip MS Art Show at Greenacres HS Spring Art Show (Opening Night) HS Choir Concert	The Sue IHES The Sue
May 1-8 May 5 May 4-6 May 7 May 12 May 14 May 15	7:00 pm 6:00 pm 6:00 pm 7:00 pm 6:00 pm 5:00-7:00 pm	HS Spring Art Show on Display HS Band and Orchestra Concert Kindergarten Musical performances ES Choir Concert 5th Grade Band and Orchestra IHMS Music Showcase SHINE	The Sue IHPS IHES The Sue The Sue IHES

PERFORMING AND VISUAL ARTS | **2025-2026 CALENDAR OF EVENTS**



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“I am absolutely delighted to embrace the role of theatre director for our dedicated high school students within this dynamic and arts-driven community,” said Searle. “It is an incredible opportunity to cultivate creativity, foster collaboration, and engage in the transformative journey of storytelling through the performing arts. Together, we will explore new horizons and bring our collective visions to life on stage!”

**STACY SEARLE, THEATRE
PROGRAM DIRECTOR**

We are thrilled to welcome two outstanding educators to the Indian Hill Theatre program! Stacy Searle joins us as our new Theatre Program Director, bringing a wealth of experience and creativity as she leads the program district-wide, directs all three high school productions, and supports middle school performances as assistant director. Joining her is Amanda Marash-Brinkman, our new Indian Hill Middle School Theatre Director, who will direct the two middle school shows and serve as assistant director for the high school productions. We welcome this talented duo and can’t wait to see the stage come to life under their leadership.

Stacy Searle is thrilled to be coming home to Cincinnati after working as a professional theatre artist and pedagogue for the past 25 years. She is honored to have been invited to serve Indian Hill and its amazing students as the new Theatre Program Director for the 2025-2026 school year. She looks forward to challenging and engaging as many students as possible in the coming year, regardless of their previous experience in the theatre.

Searle received a BFA in Acting/Directing from Northern Kentucky University and an MFA in Acting Pedagogy from the University of Alabama. She worked as a professional actor and director throughout the Southeast and New York City for 10 ten years before continuing her work in the Chicagoland area. She has directed award-winning theatre for social change troupes, served as a guest artist in residence at several universities and opera companies and directed and written work for touring children’s theatre companies.

**TWO NEW EDUCATORS
JOIN THE INDIAN HILL
THEATRE PROGRAM**



“

“As I look ahead to the year, I’m energized by the creativity, collaboration, and growth that theatre and the arts inspire in all of us. I’m stepping into a space filled with possibility, where stories come to life and students discover their own voices. I can’t wait to build something magical together. Here’s to a year of imagination, expression, and connection— I can’t wait to get started!”

**AMANDA MARASCH-BRINKMAN,
MS THEATRE DIRECTOR**

A pedagogue at heart, Searle accepted the position of Associate Professor and Chair of Theatre and Musical Theatre at Aurora University in the Chicagoland area. There she created professional opportunities for her students at the Jeff Award winning Paramount Theatre, Steel Beam Theatre, and Northlight Theatre, as well as directing for their mainstage season and improving and modernizing the theatre curriculum. She has continuously offered master classes throughout the country in Laban Movement Analysis, Commedia dell Arte, Lecoq and the Art of Physical Comedy, Audition Techniques and Acting the Song. She has also continued her training with Paul Sills (Viola Spolin game technique), New York City Movement Theatre and the Laban Institute.

More than anything, Searle has enjoyed coming home to Cincinnati the past three summers to direct for Cincinnati Landmark Productions at the beautiful Incline Theatre. Her 2024 production of *Peter and the Starcatcher* won several Broadway World Awards including best play and best direction of a play. She has found Cincinnati’s respect and support of the arts and theatre to be second to none and is excited to be a part of this vibrant community once again.

Amanda Marasch-Brinkman is a Cincinnati native who returned home after over a decade working in New York City’s stage, television, and film industries. She holds a BFA in Musical Theatre from East Carolina University and is passionate about nurturing confidence, collaboration, and creativity in young artists.

Marasch-Brinkman has taught and directed students from preschool through adulthood, with experience in acting, musical theatre,

movement, dance, and vocal coaching. Her teaching credits include CCM Prep, Kennedy Arts Center, CAPA, Wordplay Cincinnati, and numerous CPS schools including the School for Creative and Performing Arts, Mt. Washington, John P. Parker, Kilgore, Woodford, and Bond Hill, among others. She also offers private coaching in acting, voice, dance, and audition preparation.

Her recent directing and choreography credits include *Hadestown: Teen Edition* (winner of three Cappie Awards), *Shrek Jr.*, *Madagascar Jr.*, *Nemo Jr.*, *Addams Family Jr.*, *Matilda Jr.*, *Beauty and the Beast Jr.*, *Wizard of Oz Jr.*, *Class Pets*, *A Gentleman’s Guide to Love and Murder*, *Precipice* (a new Musical by Matthew Nassida), *All Together Now*, *Fibber Magee’s Radio Show*, and *Falsettos*.

On screen, Marasch-Brinkman’s TV credits include *Orange is the New Black*, *Girls*, *Seven Seconds*, and *The Dr. Oz Show*. She spent three years as a stand-in for actors such as Aidy Bryant, Natasha Lyonne, and Kate Mulgrew. Favorite stage roles include *Ragtime* (Evelyn Nesbit), *The Prom* (Mrs. Greene), *The Last Five Years* (Cathy), *Beautiful: The Carole King Musical* (Cynthia Weil), and *Matilda* (Mrs. Wormwood). She is currently pursuing certification in intimacy coordination and serves as an intimacy coordinator at The Falcon Theatre and other local companies.

Marasch-Brinkman is committed to creating inclusive, supportive spaces where students can grow as both performers and people. Amanda brings a deep love of the arts and a collaborative spirit to every classroom. She is excited to begin the school year!



THIS SCHOOL YEAR, THE INDIAN HILL ARTS CONSERVATORY CELEBRATES THE CONTINUED GROWTH OF A POWERFUL NEW ADDITION TO OUR PROGRAMMING—DANCE EDUCATION. WITH CLASSES NOW BEING OFFERED ACROSS MULTIPLE LEVELS AND BUILDINGS, AND WITH DYNAMIC EDUCATOR AMY HILER LEADING THE WAY, DANCE IS HELPING OUR STUDENTS LEARN, GROW, AND EXPRESS THEMSELVES IN BOLD AND BEAUTIFUL WAYS.

**MOVING MINDS, |
MOVING HEARTS, |
DANCE
TAKES THE
SPOTLIGHT**



*Mrs. Amy Hiler working
with IHHS Premieres*

We believe that dance is more than movement—it's a language. A way of thinking, connecting, and leading. And now, thanks to the vision of our district and the passion of our community, Indian Hill students have more opportunities than ever to experience that language for themselves.

At the high school, Mrs. Hiler will teach two sections of dance this year. These classes provide students with a solid foundation in dance technique while exploring a wide range of genres—including ballet, jazz, hip hop, and contemporary. For beginners and seasoned performers alike, these classes offer students a place to build strength, flexibility, coordination, and artistry. But more than that, they create space for confidence, collaboration, and creativity to flourish.

Mrs. Hiler's instruction doesn't stop with scheduled classes. During the FLEX period, she will offer rotating dance workshops that expose students to even more styles, traditions, and movement practices. Whether students are curious about Latin dance, musical theatre choreography, or modern improvisation, FLEX gives them a chance to step into the rhythm and try something new—no prior experience required.

And the joy of dance is reaching students in grades 3–5 through GoTime at the Elementary School, where Mrs. Hiler brings age-appropriate movement experiences that help build motor skills, focus, spatial awareness, and body confidence—all while having a blast. From playful sequences to rhythm games, dance is already becoming a meaningful and energizing part of the school day for our elementary learners.

The benefits of dance education extend well beyond the studio. Research shows that dance improves brain function, memory, and emotional regulation. It teaches perseverance, precision, and expression. It sharpens the mind while strengthening the body—and it nurtures the whole child.

At Indian Hill, we are proud to see dance becoming a vital part of our arts ecosystem. It is helping students unlock new dimensions of learning, discover new passions, and find new ways to lead with creativity. And we're just getting started.

As we look ahead, we're excited to expand access to dance programming across the district—giving more students the chance to learn through movement, connect through collaboration, and express through performance.

Under Mrs. Hiler's leadership, the program is taking root with purpose, joy, and excellence. Her expertise and heart are helping to shape a culture where all students feel empowered to move, to grow, and to shine.

This is more than a class. It's a celebration of motion, identity, and community. And we can't wait to see where it takes us next.

January 2026, the Indian Hill School District will launch a bold new tradition that honors our past while inspiring our future: the inaugural Indian Hill Arts Hall of Fame. This biennial celebration will debut on January 24, 2026, in conjunction with the beloved Cabaret event—uniting two of our district’s most dazzling celebrations of creativity and performance under one unforgettable evening.

The Indian Hill Arts Hall of Fame will shine a spotlight on exceptional alumni, educators, and community members who have made meaningful and lasting contributions to the arts. Nominees are selected not only for their individual accomplishments, but also for their embodiment of the creative spirit and excellence that defines Indian Hill.

THREE DISTINCT HONORS WILL BE PRESENTED:

THE RISING STAR AWARD

Celebrates an Indian Hill graduate of the past 10 years who has demonstrated exceptional promise in the early stages of a career in the arts.

THE DISTINGUISHED ART ALUMNI AWARD

Recognizes an alumnus who graduated within the past 20 years and has established a significant presence in the world of the arts through leadership, innovation, or achievement.

THE LEGACY ART AWARD

Honors an alumnus, educator, or community member whose lifetime contributions have significantly enriched the arts and inspired others.

These honorees will be the first inducted into the newly established Hall of Fame, which will convene every two years as a lasting tribute to those who exemplify the power of creativity,

discipline, and vision. The honorees will be celebrated in an awards ceremony prior to Cabaret and recognized publicly on stage at the start of Act II of Cabaret.

THE ARTS, BROADLY DEFINED

At Indian Hill, we believe that “the arts” encompass far more than visual or performing expression. From broadcast journalism to architecture, interior design to directing, and graphic design to creative writing, we honor the full spectrum of artistic disciplines that shape our culture and connect our humanity. Whether on a stage, behind a camera, or drafting plans for a skyline, artists tell stories that enrich our world—and we are proud to celebrate those stories.

A CELEBRATION WITH PURPOSE

The launch of the Arts Hall of Fame is more than an award ceremony—it is a statement of what we value. In recognizing the transformative power of the arts, we reaffirm our commitment to nurturing creativity in every student and across every discipline. This new tradition connects generations of Braves and builds a legacy of excellence that reaches far beyond the classroom.

As we prepare to celebrate this inaugural class of inductees, we do so with pride, gratitude, and a forward-looking spirit. The Arts Hall of Fame will inspire students, elevate alumni, and strengthen the bond between our schools and our community.

Nominations are now open through October 1, 2025, and can be submitted through our digital nomination form, available on the Indian Hill Arts Conservatory website. Join us as we honor the artists who make Indian Hill—and the world—a more beautiful, meaningful place.

SCAN BELOW FOR
OUR DIGITAL
NOMINATION
FORM



HONORING CREATIVITY, CULTIVATING LEGACY, |

**INDIAN HILL
INAUGURAL ARTS
HALL OF FAME**



When Kevin Boden stepped into his role as one of our Indian Hill 5-12 Orchestra Directors last fall, he brought more than a baton to the podium—he brought a wealth of professional experience, an unwavering passion for music education, and a vision for empowering young musicians to lead with their own voices.

LEAD NOW, | PLAY ALWAYS

**KEVIN BODEN
BRINGS
WORLD-CLASS
EXPERIENCE TO
INDIAN HILL
ORCHESTRAS**



*Mr. Kevin Boden
working with 5th
graders on their violins*

Boden joined a program already rich with tradition and excellence under the direction of longtime orchestra educator Trista Emmons, who had led the program solo for the past decade. For the first time in over ten years, Indian Hill's string students were learning from not one, but two dedicated directors—a change that has been a true game-changer for the program.

Together, Emmons and Boden have brought new energy, balance, and depth to the student experience. (Fun fact: Kevin and Trista have also been happily married for 20 years!) Their combined efforts allow for more individualized instruction, stronger ensemble development, and greater focus on both foundational skills and advanced artistry. The result is a program where every student, from fifth grade beginner to high school symphonic player, is seen, challenged, and supported.

Boden's musical journey began when he himself started playing in a public school orchestra in fourth grade. By age 12, he was spending his summers immersed in elite programs like Rocky Ridge, Meadowmount, Encore, National Repertory Orchestra, and Kent Blossom. He participated in All-State and All-Northwest orchestras and pursued his Bachelor's and Master's degrees in Viola Performance at the Cleveland Institute of Music (CIM), where his passion for teaching took root through mentorship roles with the CIM Preparatory Orchestras.

Professionally, Boden has performed on major stages, including a tour in Japan with the Cincinnati Symphony Orchestra under renowned conductor Paavo Järvi—an experience that shaped his artistic approach. "He never conducted a piece the same way twice," Boden recalls. "It kept us alert and responsive, and

pushed us to deliver something truly alive." The intensity of those performances, and the focus on expressive nuance, continues to inform Boden's teaching style.

Equally important to him is his eight-year work with the Cincinnati String Project, a quartet he co-founded with a mission to provide free private lessons and chamber music coachings in underserved schools. From Woodford Paideia to Norwood High School, the quartet blended performance with service—leading sectionals, mentoring young musicians, and coaching chamber ensembles after school. "Teaching chamber music was magical," he says. "Students began to understand how each voice mattered to the whole."

That philosophy is now woven into his teaching at Indian Hill. In his first year, Boden prioritized chamber music and musical independence, encouraging students to find their voice while working as an ensemble. He reflects with pride on the "lightbulb" moments he witnessed: when students moved from simply playing notes to confidently expressing themselves.

With Emmons and Boden now sharing the work of guiding students, the orchestra program has reached new heights. The collaboration has deepened the instructional experience, broadened performance opportunities, and created a culture where artistry and leadership thrive side by side.

Indian Hill is proud to have Kevin Boden join a legacy of excellence in orchestral education. With a foundation in world-class performance and a heart for purposeful teaching, he—alongside Trista Emmons—is helping students not just play music, but lead through it.



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