Dear Friends:

We are pleased to present Overbrook School for the Blind’s Annual Report. Year after year, Overbrook School for the Blind has celebrated major achievements of the students and families we serve, as well as our organization overall. Fiscal year 2018-2019 was no exception.

This year marked Overbrook School for the Blind’s 187th year of service for children with visual impairments and their families. We celebrated the opening of the new M. Christine Murphy Horticulture Education Center, launched an expanded and re-designed website, set in motion a student-run enterprise, and marked the 10th anniversary of the Kappan Aquatic Center, which continues to be state-of-the-art to this day.

As we look back on the 2018-2019 school year, it is clear that in partnership with you, our supporters, we have experienced growth and progress on our campus and in our classrooms. Your support has allowed us to extend our reach in promoting student well-being and engagement with learning to more schools and families in our region.

On behalf of those we serve, thank you for your commitment to helping transform the lives of students with vision loss.

Sincerely,

Todd Reeves
Executive Director and CEO

Marjorie G. Stein
President of the Board of Trustees

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We are always eager to demonstrate the difference Overbrook School for the Blind is making in the lives of our students.

This annual report provides an opportunity to share how in collaboration with you—our families, donors, and partners—we are promoting a broad definition of success and implementing strategies so that all of our students with visual impairments and other challenges are engaged, learning and growing. By all measures, 2018-2019 was an exceptional year. We set the stage and built the infrastructure to create spaces for our students that accommodate the widest possible range of needs.

We invested in our program services and responded to the growing need for hands-on experiences and job opportunities for our students. We continued to be inspired by the remarkable talent of our staff, the incredible generosity of our donors and volunteers, and the exceptional strength and vitality of our students and families.

We are excited by what's to come.

By the time you finish this Annual Report—we trust you will feel the same.
WE LAUNCHED the school year with a new website. With enhanced accessibility, the redesigned and expanded website features simplified navigation, a web accessibility toolbar, a responsive layout for all platforms, video and social media streams, and more information and resources on our programs.

IN OCTOBER, we bestowed the inaugural Caulfield Medal of Distinction at the Fifth Annual Overbrook Experience. Created in honor of the legacy and pioneering spirit of alumna Genevieve Caulfield, the Medal of Distinction is awarded to individuals or organizations responsible for exceptional deeds that improve society, especially the lives of those living with disabilities. This year’s recipients were Katherine A. High, M.D. and Jeffrey D. Marrazzo, the co-founders of Spark Therapeutics.

IN JANUARY, with lead support from the Fox Family Foundation, we launched the newest OSB student-run enterprise, a commercial-grade 3D print shop to produce standard ADA compliant braille signs. We hired a Braille Signage Specialist to manage the process of producing braille signs for our campus and external partners.
IN MAY, we celebrated the grand opening of the M. Christine Murphy Horticulture Education Center, a LEED-Gold certified and planned Net Zero Energy greenhouse that is now an accessible, sustainable headquarters for the OSB Farm to Table and Horticulture Therapy Programs.

IN JUNE, we marked the 10th anniversary of the Kappen Aquatic Center with ten days of activities, including the inspirational 10-mile swim by Executive Director and CEO Todd Reeves to raise funds for bleachers for the center. With students on the pool deck cheering him on, Mr. Reeves was joined in the water by four students who conquered their own unique challenges to achieve amazing feats during the swim team season.
When Stephanie arrived at OSB in 2013, she was quiet and shy and seemed to lack confidence, frequently following the lead of her classmates.

“Stephanie wanted to be independent but needed instruction and many opportunities to practice her skills to gain the confidence that she needed,” says School to Work Coordinator Susan Vaughan. “We supported her individual IEP goals and transition plans by focusing on her orientation and mobility skills, and she learned how to travel more independently with a white cane.”

“When I first started with Orientation and Mobility classes at Overbrook, we walked around campus only, but I practiced every single day,” says Stephanie. “I would tell my teacher that I wanted to practice harder and harder so that I had all the things I needed to eventually go back and forth to school by myself.”

Stephanie was so motivated to increase her independence that while practicing and traveling on campus, she requested a blindfold.

“As a way to test her orientation and to experience travel with no sight, we practiced on campus with a blindfold,” says Orientation and Mobility Specialist Christine Wozniak. “Though Stephanie relies on her vision to travel in the day, she knows that she cannot rely on her vision at night.”

During mobility instruction, Stephanie learned how to travel routes around OSB
and then to more distant neighborhoods, including her own. Each trip included crossing all types of terrains in city conditions and lessons on how to schedule pick-up and drop-off with CCT (Customized Community Transportation), and how to take public transportation.

“I never thought I would be able to travel on a bus by myself,” says Stephanie.

Using her white cane, Google Maps, and various applications on her cell phone to support her travel skills, all of which she accessed with increasing ease with successive trips, Stephanie has gained independence in planning and traveling new routes utilizing public transportation.

“Ultimately, transition is a mindset that students must adopt into everyday life to create a plan for their future,” says Vaughan. “A well-designed plan should map out each of the steps needed to take that student from school to independent life.”

Recently, Stephanie began working as a teaching assistant at a preschool three times a week. In addition to assisting teachers, she helps with preparing snacks, supervising play, and has even become the classroom Spanish enrichment teacher.

“Over the time that Stephanie has worked in our Orange Class, she has become increasingly independent as a teaching team member,” says Kate Nelson, Education Director of Overbrook Preschool and Kindergarten. “She has learned the routines of the classroom quickly and can anticipate ways of supporting the teachers as the day unfolds. She is intuitive and has good instincts about how to approach these children, always in a kind and calming way. We have watched her develop strong, trusting relationships with our students and her interactions with them have made valuable contributions to their success.”

Stephanie takes public transportation to get to her new job, from her home in North Philadelphia to the preschool, located in West Philadelphia.
Aeryn was using pictures and symbols paired with sign language to communicate with staff when she entered the Middle School program. Born deafblind due to a unique chromosomal deletion, Aeryn is also non-verbal.

“When Aeryn’s teachers and intervener used pictures to communicate with her, it seemed like she understood us, but we always paired sign language with it,” says Lauri Leonard, Coordinator of the Middle School program. “When we showed her pictures without signing, she looked confused and would seemingly become frustrated. There were outbursts and refusals, and her behavior became unpredictable.”

After meeting with her support team, a decision was made to move Aeryn’s communications plan back to using objects while an assessment for Cortical Visual Impairment (CVI), a visual impairment that is caused by the brain, was
conducted. The return to familiar objects also helped to calm Aeryn’s behaviors and created a structured and consistent daily routine.

“At times, it felt like we were backtracking or starting over,” says Vicky Stough, Aeryn’s teacher. “But we know the complexity of CVI and that learning is gradual. She needed to be ready, cognitively and with her vision, to advance her communication skills.”

Specifically designed interventions based on Aeryn’s CVI range score were put into place to help her improve her functional vision. Since students with CVI often have difficulty with visual complexity and need to keep the environment simple, Aeryn’s team used a solid black cloth behind a single colored toy to reduce visual clutter. She responded to objects that were metallic, which creates an impression of movement that students with CVI can recognize. “Aeryn would react functionally when it came to her favorite activity—going on the swings on the playground,” says Stough. “We used a small piece of chain link to represent the swing, and within days, Aeryn knew to head towards the door for a trip to the playground.”

Today, as Aeryn’s progress quickly unfolds, Stough is pairing objects with communication devices that are backlit—such as an iPad—to strengthen Aeryn’s skills in preparation for the next big step: using symbols and photos—which are much more portable—to communicate.

“Aeryn’s biggest need is for a formal method of communication,” says Carolyn, Aeryn’s mother. “She is profoundly deaf and had hearing aids and a cochlear implant, neither worked. Sign language has been helpful, but she really needs to have a communication device, which Overbrook is currently working toward.”

Aeryn has achieved so many of her IEP goals that her team convened a meeting to reevaluate and revise it way ahead of the expected schedule. “Aeryn has an amazing Intervener, Melissa Grob, who is with her all day at school helping to bridge the gap between Aeryn and the outside world,” says Carolyn. “Aeryn does very well with the routine of school, but she has benefited mostly by having the incredible teachers, interveners, and classroom aides who have worked so hard to help Aeryn advance.”

“I’m proud of how Aeryn’s educational team responded to her needs,” says Leonard. “It took guts to put on the brakes, admit that we moved her ahead too quickly, and then embed new strategies daily to help her succeed and thrive. It was the right thing to do. Aeryn is making real progress, and it’s great to see her personality come out. Last week, I gave her a little tickle on her shoulder, and she burst out laughing. She has a great sense of humor!”
When three-year-old Yael arrived in the Early Childhood program, he didn't smile or frown, and he wouldn't interact with his teachers or other students.

But Yael wasn't unhappy, shy or cautious. It was actually his diagnosis, Moebius Syndrome, a condition characterized by underdevelopment or paralysis of the facial nerves that control eye movement and facial expressions. Born prematurely, Yael lacked the facial muscles for speech, chewing or swallowing. At three, he was in a wheelchair and was non-verbal.

Yael's lack of facial expression and inability to smile initially caused his teaching team to misinterpret what he was thinking or feeling or intended.

“At first, it appeared that Yael didn’t trust us,” says Cheryl O’Donnell, Yael’s teacher. “We patiently encouraged him and utilized positive behavior narration every day. Our classroom used marbles in a jar when students were ‘caught being good’ or if they were observed working on one of their IEP [Individualized Education Plan] goals. Yael responded immediately to our token system and began showing he could do many unexpected tasks such as receptively identifying all of the letters in the alphabet, and understanding and interacting in English, his second language at school.”

With support from his physical, occupational, and speech therapy teams, Yael gradually improved his gross motor skills and coordination to reach many of his IEP communication goals.

“Yael managed to communicate with eye rolls which was amazing, not only because he could, but because he had three levels to match how bothered he was by a request or comment,” says O’Donnell.

Eventually, Yael was transferred to a mobile prone stander which allowed him to explore his environment while being upright.
“From there, Yael worked on cruising at a support surface and moving between two surfaces,” says Lori Sheppard, Yael’s Physical Therapist. “He was given a manual wheelchair to begin to explore and soon learned how to transition in and out of the wheelchair with little assistance. Then, in order to transition him to using a posterior walker, we practiced walking with his hands on the knees of the therapist while she sat on a rolling stool in front of him and moved short distances.”

Yael continued to build his endurance for longer distances. “Yael needed time to get to know each therapist and teacher working with him, but once he trusted them, he was willing to try the next step or new things,” says Sheppard.

By the time Yael completed the Early Childhood program, he was able to use a walker to travel to special classrooms in his building and to the playground. And at the Early Childhood graduation ceremony, Yael used a walker to cross the stage and receive his certificate of completion with his mother beside him.
2018-2019 By the Numbers

191 STUDENTS

- 21% Blind
- 79% Visually Impaired
- 15% Deafblind

- 49% Male
- 51% Female
- 29% Wheelchair
- 76% Occupational Therapy

- 68% Speech
- 58% Physical Therapy
- 49% Orientation & Mobility
- 7% Assisted Walking

SCHOOL DISTRICTS SERVED

- Berks
  - Twin Valley
- Bucks
  - Bensalem Township
  - Bristol Township
  - Centennial
  - Neshaminy
  - Pennridge
  - Pennsbury
- Chester
  - Avon Grove
  - Great Valley
  - West Chester Area
- Delaware
  - Chester-Upland
  - Chichester
  - Haverford Township
  - Penn-Delco
  - Radnor Township
  - Rose Tree Media
  - Springfield
  - Upper Darby
  - Wallingford-Swarthmore
- Lehigh
  - East Penn
- Montgomery
  - Abington
  - Colonial
  - Hatboro-Horsham
  - Norristown Area
  - North Penn
  - Perkiomen Valley
  - Pottstown
  - Souderton Area
  - Springfield Township
  - Spring-Ford Area
  - Upper Dublin
  - Upper Merion Area
- Philadelphia School District
- Camden
  - Camden City
- Gloucester
  - Deptford Township
- Salem
  - Penns Grove-Carneys Point

The curricula focus is based on a student’s needs and determined by each child’s multi-disciplinary IEP (Individual Educational Plan) team.
INTERNATIONAL PROGRAM
Thanks to philanthropic leadership provided by the Nippon Foundation, the Overbrook-Nippon Network on Educational Technology (ON-NET) made access technology more widely available to people who are blind in Southeast Asia in both education and employment. With partners in the region, ON-NET has:

- Developed the low-cost and open-source software, Braille Music and Tactile Graphics Editor, which is now available in Vietnam
- Provided talking digital accessible books for students and computer programming training for teachers in Indonesia
- Assisted with localized Sao Mai Typing Tutor software into Burmese in Myanmar
- Provided training on the use of Burmese Text to Speech using the Myanmar font Sao Mai Typing Tutor in Myanmar
- Created Burmese Text to Speech software for the android platform in Vietnam and Myanmar
- Developing Text to Speech software in the Mongolian language for Windows OS
- Publishing a book with the International Council for Education of People with Visual Impairment (ICEVI) on our work experiences in Southeast Asia entitled, *Capacity Building on Math Teaching for Blind Students*, which will make its print and electronic debut during the 2020 World Blind Union-ICEVI Joint World Conference in Madrid, Spain

SCHOOL-AGE ITINERANT PROGRAM
OSB’s itinerant Teachers of the Visually Impaired travel to charter schools, private schools, and school districts throughout the region, providing special materials and consultation with school personnel. In each instance, OSB’s expertise is shared so that the schools and districts serviced can adapt their own general education curriculum to meet the needs of students who are blind or visually impaired.

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<th>Birth to Three Years</th>
<th>6-21 Years</th>
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<td>Three to Five Years</td>
<td>66 Students</td>
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<td>99 Students</td>
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<tr>
<td>45 Male</td>
<td>34 Male</td>
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<tr>
<td>54 Female</td>
<td>32 Female</td>
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**Early Intervention Program**
OSB Teachers of the Visually Impaired provide specialized services to children who are visually impaired ages birth to five and their families.

*Birth to Three Years*: Early Intervention services are typically provided in the home with parents.

*Three to Five Years*: Community-based services are provided in preschool or daycare settings.

*Three to Five Years* OSB Campus-based services are also provided.

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<th>Counties Served:</th>
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<td>Philadelphia</td>
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**School Age Itinerant Program**

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<td>Springfield</td>
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<td>Montgomery</td>
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Music and art have always played an essential role at OSB.

• In addition to Overbrook’s Got Talent (the annual student and staff talent show), and the winter and spring music concerts (featuring the junior choir, mixed ensemble, Voices of Overbrook, and bell choir), the music department partnered with:

  • The Philadelphia Orchestra, on an interactive and accessible musical experience as part of the Orchestra’s “We’re HEAR Week”

  • The Philadelphia Youth Orchestra, on an interactive concert featuring a mother and daughter string duet

  • LiveConnections 10th Anniversary Concert, “A Song Everyone Can Sing!” featuring VOCES8

  • Musicopia’s Artist in Residency Program featuring bucket drumming, Alex and the Kaleidoscope, and an introduction to opera workshop

  • Main Line Art Center, partnering with teaching artist Jessica Curtaz on clay and ceramics sculptures and functional objects

Students over 13 years old may participate in extracurricular sports. Our athletic program is part of the EAAB league (Eastern Athletic Association for the Blind) which competes against peer schools. Five competitive sports—Swimming, Wrestling, Cheerleading, Goalball, and Track and Field—are offered, and all of these sports are coached and supervised by certified Teachers of Students with Visual Impairments (TVIs).

Thanks to our friends at the US Blind Hockey Association, students from the Middle, High School and School to Work Programs skated with the Philadelphia Flyers. Students were paired with Philadelphia Flyers players at the Flyers Skate Zone to learn how to play blind hockey. With an adapted steel puck that makes noise when it rattles across the ice, students listened for the puck, and passed, shot and scored.

The Kappen Aquatic Center—the first LEED Platinum-certified natatorium in the country—boasts an activity pool, and a 25-yard competition pool equipped with lane ropes, ramp access, stair access and, if required, pool lift access. Frequently the site of swim meets with our sister schools within the EAAB, the Kappen Aquatic Center was also the site of Executive Director and CEO Todd Reeves’ inspirational 10-mile swim to mark the 10th anniversary of the center and to raise funds to add bleachers on the pool deck.
Thank you for your generosity and commitment to our students. As a donor, you are an essential part of our mission to enhance the lives of students with blindness, visual impairments, and other challenges. We have compiled a full list of donors who made a gift from July 2018 through June 2019. We have made every effort to ensure accuracy. Please accept our apologies for any incorrect listing or omission, and let us know about the error by calling the Development Department.
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Philadelphia
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Aston Township Lions Club
Audubon-Oaks Lions Club
Bensalem Lions Club
Horsham Lions Club
Langhorne Lions Club
Lindley-Olney Lions Club
Lions Club International
District 14-A
Marple-Newtown Lions Club
Media Lions Club
Montco Lions Club
Newtown Lions Club
Northampton Township
Lions Club
Northeast Philadelphia
Lions Club
Orelion Lions Club
Philadelphia Filipino-American
Lions Club
Philadelphia Korean Lions Club
Philadelphia Law Enforcement
Lions Club
Pottstown-Stowe Lions Club
Quakertown Lions Club
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Lions Club
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- High School Program
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Mr. & Mrs. Frank DeAngelis

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Overbrook School for the Blind
— Alumni Association

In Memory of Marilyn Lutter
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— Alumni Association

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Aurora Russek Living Trust

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Overbrook School for the Blind is a private, non-profit educational organization that qualifies for tax-exempt contributions. There are many ways for individuals, organizations and corporations to support the school and its programs, including:

- A gift of cash made either directly or designated to the school through other agencies, such as the United Way or the Combined Federal Campaign. Overbrook’s number with the United Way of Southeastern Pennsylvania is 00816
- A gift of cash, if made by an individual, may also qualify for a matching gift from the donor’s employer
- A gift in memory of a relative or a friend
- In-kind gifts of services, goods, equipment, or property
- A gift of appreciated securities or real estate, outright or deferred
- A gift of a life insurance policy, designating the school as the beneficiary
- A charitable gift annuity, which in addition to helping the school, provides the donor or a designee with a regular stream of income
- A gift by will. Those who wish to make a personal bequest to the school may use the following language: “I hereby give, devise, and bequeath to Overbrook School for the Blind, a corporation duly organized and existing under the laws of the Commonwealth of Pennsylvania, the sum of ___ dollars ($__). I direct that this sum be applied to the general uses and purposes of the corporation under the direction of its Board of Trustees.”

For additional information about methods of giving and other ways of supporting the school, please visit the support section of www.obs.org or contact:

Development Office, Overbrook School for the Blind, 6333 Malvern Avenue, Philadelphia, PA 19151
Tel: 215.877.0313, ext. 264 Fax: 215.689.0401
E-mail: development@obs.org

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### 2018 – 2019 FINANCIAL REVIEW

#### OPERATING REVENUES

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>State &amp; Local Tuition</td>
<td>$18,930,900</td>
</tr>
<tr>
<td>Government &amp; Grants</td>
<td>1,806,900</td>
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<tr>
<td>Gifts and Private Support</td>
<td>5,067,400</td>
</tr>
<tr>
<td>Other Income</td>
<td>328,400</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$ 26,133,600</strong></td>
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</tbody>
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#### OPERATING EXPENSES

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Age</td>
<td>$18,696,400</td>
</tr>
<tr>
<td>Preschool</td>
<td>5,380,100</td>
</tr>
<tr>
<td>Early Intervention</td>
<td>1,507,500</td>
</tr>
<tr>
<td>International Outreach</td>
<td>349,600</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>200,000</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$26,133,600</strong></td>
</tr>
</tbody>
</table>

### GIFTS TO THE SCHOOL

Overbrook School for the Blind is a private, non-profit educational organization that qualifies for tax-exempt contributions. There are many ways for individuals, organizations and corporations to support the school and its programs, including:

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- A gift of appreciated securities or real estate, outright or deferred
- A gift of a life insurance policy, designating the school as the beneficiary
- A charitable gift annuity, which in addition to helping the school, provides the donor or a designee with a regular stream of income
- A gift by will. Those who wish to make a personal bequest to the school may use the following language: “I hereby give, devise, and bequeath to Overbrook School for the Blind, a corporation duly organized and existing under the laws of the Commonwealth of Pennsylvania, the sum of ___ dollars ($__). I direct that this sum be applied to the general uses and purposes of the corporation under the direction of its Board of Trustees.”

For additional information about methods of giving and other ways of supporting the school, please visit the support section of www.obs.org or contact:

Development Office, Overbrook School for the Blind, 6333 Malvern Avenue, Philadelphia, PA 19151
Tel: 215.877.0313, ext. 264 Fax: 215.689.0401
E-mail: development@obs.org
The Mission Of Overbrook School For The Blind
is to develop and deliver education that enhances the options available for persons with visual impairments, including those with additional challenges, so that they have the greatest opportunity to experience active and fulfilling lives.

The Vision Of Overbrook School For The Blind
is to inspire individuals with visual impairment, including those with additional challenges, to achieve their highest potential; to share our culture that embraces their abilities; to be a dynamic and leading educational organization; and to use our expertise to positively influence our students, families, partners and peers, regionally, nationally and internationally.