

The Faces of Overbrook

Overbrook School
for the Blind

Annual Report
2012-2013



Vision Statement

The vision of Overbrook School for the Blind is to be a dynamic and responsive educational organization, providing leadership as a local, national, and international resource, inspiring individuals with visual impairments and other challenges to achieve their highest potential.

Mission Statement

The mission of Overbrook School for the Blind is to develop and deliver education that enhances the options available for persons with visual impairments and other challenges so that they have the greatest opportunity to experience active and fulfilling lives.

Table of Contents

Message.....	1
The Faces of Overbrook.....	2
Highlights.....	8
Financial Report	12
Volunteers.....	13
Rotunda Circle.....	14
Donors.....	16
Gift Giving	24





Message from the President and the Executive Director

Overbrook School for the Blind is a community, a family really, focused on the needs and abilities of the students and families we serve—students who are visually impaired, blind, deafblind, and visually impaired (or blind) with additional challenges.

Our alumni go to college, assume all the duties of gainful employment, live independently, reside in group homes, live with parents, attend day programs, and seek further life skills instruction after graduation. Some “give back” to the school and society through their life’s work and many support their alma mater by spreading the good news about OSB and all that happens here; and those who can, contribute monetarily.

As students, they are a diverse group and as alumni they disperse in multiple directions as you can see from the Faces of Overbrook narrative (see page 2).

Students range in age from birth to 21. Depending upon individual abilities and challenges, as well as age, they might be in Early Intervention’s EIO (Early Intervention Outreach) or Early Childhood, Elementary School, Middle School, High School, or School to Work. They have the opportunity to learn braille, and we provide the means to access the Internet and to master various computer programs. Our students are athletes (swimmers, wrestlers, cheerleaders, runners, and goalball players). They are musical performers and visual artists. Those who qualify might reside on campus for a time in the White Hall transitional apartments as additional preparation for life after graduation. They benefit from both the standardized core curriculum and such specialized services as physical, occupational, and speech therapy. The nine expanded core curriculum areas for people who are visually impaired provide additional essential training that includes working on O&M (orientation and mobility) and independent living skills.

The cover of this year’s Annual Report further suggests the complex mix of strengths and personalities that helps to make OSB what it is. The many smiling faces represent all areas of the school in a fashion both democratic and collegial. So a Board member might be featured near a housekeeper, who, in turn, is near two paraeducators. Certified TVIs (Teachers of the Visually Impaired) are positioned near administrators, therapists, and secretaries, or maybe Bob, the campus cat, or Zeb, a staff member’s guide dog. No one is identified by name or department.

Most of the people on the cover are full time Overbrook employees and some are contract employees who come to us through an agency. Each matters equally to the students and to the life of the school. We are all one, even in our differences. We are all a part of the OSB family and, as such, work together as colleagues toward the goal of preparing our students to achieve their highest potential. We do this by developing and delivering the specialized education they need in a safe and caring environment that tells them how important and valuable they are.

The recently completed Middle States Accreditation process (see page 8) resoundingly affirmed the school’s exceptional education. In 2014 Overbrook is undertaking an exciting strategic planning initiative that will build on our strengths and explore new possibilities. However, the supporting, loving family that is Overbrook, where the welfare of our students always comes first, will remain the core of the Overbrook School for the Blind.

WARWICK S. WHEELER
President of the Board of Managers

GERALD KITZHOFFER, *Executive Director*

The Faces of Overbrook — An Introduction

It takes a caring and committed community to educate children.

That's why the story of this year's annual report starts on the cover with pictures of representative OSB staff members—to share with you the breath of employees, contract workers, and advisors who make student success possible through commitment to the work we do and the students we serve.

The Board of Managers is represented, as are school administrators, education and clerical support staffs, as well as workers who make up security, maintenance, housekeeping, food service, network services, sports and leisure activities, therapy and orientation and mobility (O&M), residential accommodations, and independent living. All are important and necessary to the life of our school and to the health of the OSB family.

And here, in this narrative, the story continues with profiles of an older student; a mother and her young son, who is a current OSB student; two alumni; and an alumna. They represent the present, past, and future in their joy, strivings, and successes.

A Contemporary Student

Ayanna Dickerson graduated in June 2013, so we can say she is an alumna, class of 2013; but she is also a current student. Here's how it works.

An accomplished young woman, not yet 21 years of age when she graduated, Ayanna elected to remain at Overbrook for one more academic year. So, until June 2014, she will continue to improve her travel skills with the help of OSB orientation and mobility specialists to maximize her ability to lead an independent life. In addition, she continues to expand her personal independence while living in a White Hall transition apartment, where she is responsible for taking care of herself and performing the everyday chores that are associated with adulthood.

She says of her White Hall living experience (this is her second year in a transition apartment), "They believe in me here, and that means everything. It gives me the confidence to do things that I might not have been willing to try; and I've learned that if something doesn't work out as planned, that too is a learning experience, another independent step."

But that's not all. Ayanna is also improving her math and public speaking skills at Overbrook while studying at Delaware County Community College.

A mark of her independence as well as determination to succeed is getting up at 5:00 a.m. to ensure arriving on time for her 9:35 a.m. college class. "I love the early morning," she says, "it is so serene."

Ayanna began her academic career here. After completing Early Childhood, she went to the Overbrook Education Center (OEC) of the School District of Philadelphia and eventually to St. Lucy's Day School, which holds fond memories for her. From the ninth grade up to now, she's been at OSB, where, she says, "I've been learning all the things I wouldn't have gotten in a mainstream school."

Among those things is proficiency with the Braille Note, which enables her to write notes in braille and read braille from a refreshable display. She also feels that Overbrook has given her the opportunity to be part of a community of contemporaries who have similar life issues and support each other.

She describes herself as "emotionally driven," someone who wants to help others as a way of "giving back." Toward that end, she looks forward to earning an Associate's degree in Social Work and then moving on to Temple for her Bachelor's and Master's degrees.





The essence of who Ayanna is at this point in her life and who she wants to be can be summed up in the following excerpt from her Senior Essay that she delivered at the June 2013 Commencement:

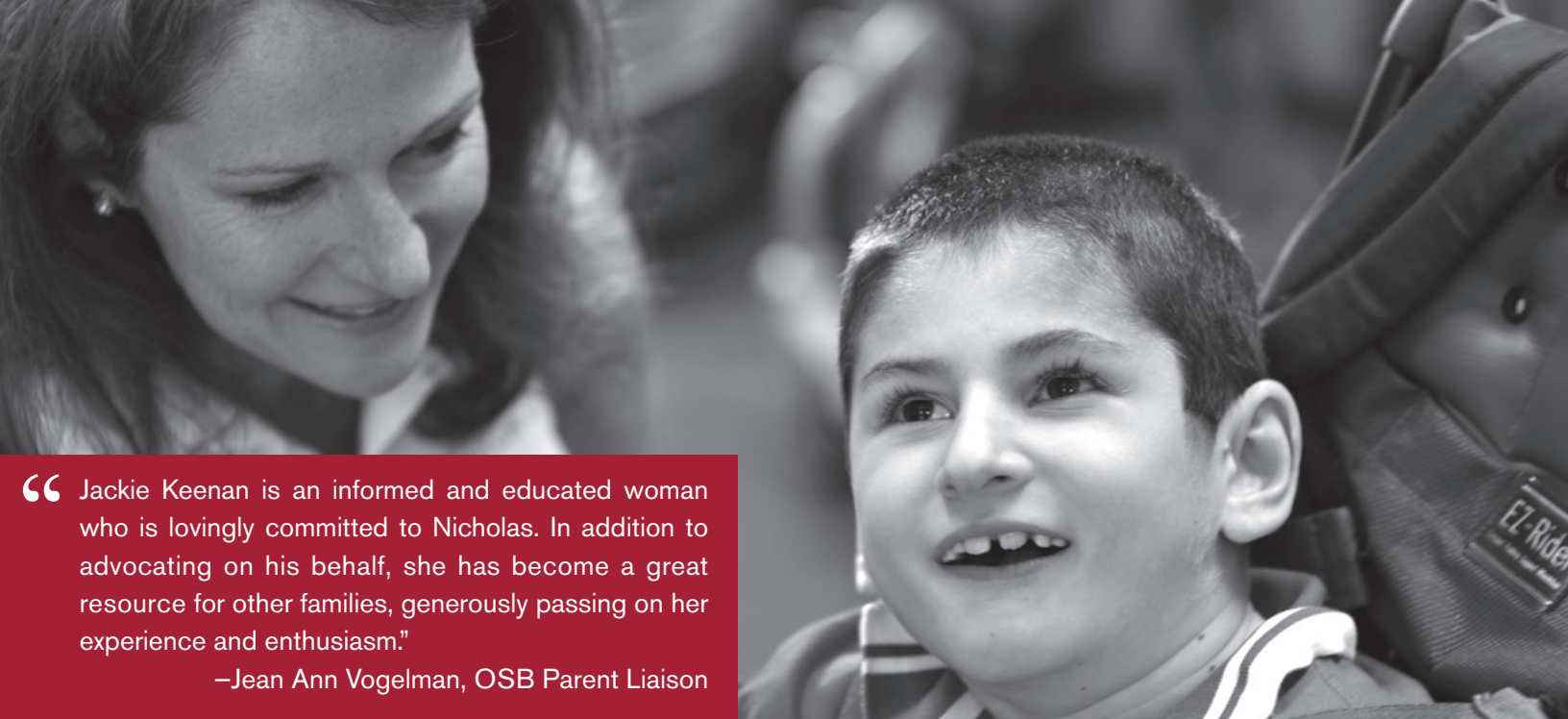


... Those who deny the idea of impossibility succeed in living a fulfilled life ...

Born with Leber's Congenital Amaurosis, I was predestined to face challenges. Impossible was a word that always accompanied my name. So every chance I got, I performed the impossible ...

At this turning point in our lives, we are encouraged to reach for the impossible and strive to be great. Today's graduates, from the time they began to walk, had to climb an uphill battle. Facing their fears, proving their strength, and always having to attempt to see a brighter future through blind eyes. The British historian G. M. Trevelyan once said, "Never tell a young person that anything cannot be done. God may have been waiting centuries for someone ignorant enough of the impossible to do that very thing."

We are young and opportunities are limitless. Do not let impossibility be the reason that we do not succeed. In my young life I have come to know so many inspirational figures who have done the impossible, and if they have nothing else in common, they succeeded in setting aside their fears and reaching for their goals.



“ Jackie Keenan is an informed and educated woman who is lovingly committed to Nicholas. In addition to advocating on his behalf, she has become a great resource for other families, generously passing on her experience and enthusiasm.”

—Jean Ann Vogelman, OSB Parent Liaison

Mother and Child

Imagine for a moment that you’ve never heard of Overbrook School for the Blind; and the reality might be that even if you know our name and reputation, you’ve not been to our 26-acre campus, nor seen the loving energy that infuses the interactions among students, families, and staff.

The first time you see Jackie Keenan and her son Nicholas Esposito together, whether in his classroom, a hallway, or in one of our cloister gardens, almost certainly you would think that this is an extraordinary woman and a very happy boy who together have a special relationship. And you would be right. If, however, you took this perception a step further—thinking that Jackie and Nicholas, separately or together—were unique within our school you would be going a step beyond and missing the mark—except in the sense that each of us is different in some way from everyone else.

Rather than unique at Overbrook, rather than being one of a kind, they are part of the fabric, part of the mosaic, that is our school—a school that combines an intense sense of community, a staunch dedication to maximizing everyone’s potential—including students, family, and staff—and continuous commitment to educational excellence and personal joy.

Nicholas, who is seven years of age as of December 2013, is blind and non-verbal with multiple challenges. Jackie is a successful professional in finance. Energetic and committed to her son’s happiness and well being,

she remembers the beginning, when she thought to herself about herself, “Are you crazy? I can’t do this. I can’t do for Nick, I can’t get for Nick all that he needs. But then,” she adds, “you do it, and you realize what an amazing gift your child is and how he changes who you are.”

When she first came to Overbrook, through an EIO (Early Intervention Outreach) Summer Workshop she understood that she and Nick were not alone, and then a few months later touring the campus and visiting classes in session, she saw teachers, students, para-educators, and therapists engaged with each other.

Now, she says of Nick and Overbrook, as he has transitioned from Early Childhood to Elementary, “This is the school that’s right for him. Nick thrives here, and it’s so great to see him accomplish things.

“These are the years when anything and everything is worth a try,” she adds. “There are signing and other emerging abilities that will help him to be all that he can be, to have the fullest life available to him.”

Looking at the photo of mother and child completes this brief profile of who they are. Separately, Jackie is a competent and energetic professional woman, who is comfortable in her own skin, and in the picture with Nicholas we see familial pleasure and understanding, the bonding of mother and child. There is wondrous and synergetic love that permeates their lives and defines the guiding spirit and everyday reality of our OSB family.

A Man Happy in His Work



While still an OSB student, Isaiah Coleman, class of 2011, worked in the Maintenance Department, through the Work Experience Program as part of the process of transitioning to life beyond High School. Now, as an alumnus, he is a valued full time employee in Housekeeping.

Paul Carson, a valued full time OSB employee in his own right, helped Isaiah learn many aspects of the work, including the inherent dignity in a job well done and the pleasure of supporting a school that is dedicated to serving the needs of a diverse student body.

About Paul, whom he calls Mr. Paul “out of respect,” Isaiah says, “Since working with him and knowing him and how he does things and how we both feel about the school, I wanted to work here.”

At 21 years of age, Isaiah is a young man of many parts: a peaceful and popular member of his home community; loving son and brother; smiling OSB presence and diligent worker who prides himself on keeping the campus clean and, whenever possible, sparkling.

He is also a music lover who took to rap when he was eight years old and began writing his own lyrics when he was 16, something he continues to do. Among

his many rap numbers is a school song, which he created for sporting events and was encouraged to write by Roseanne McLaughlin, OSB Health Services Coordinator. It is, as Isaiah says, “for my people who are visually impaired.”

Always smiling, Isaiah describes himself as someone who loves to laugh. “I can’t help it,” he says, “it’s who I am and life is good.”

Regrets? Just a few that speak to maturity, self-awareness, and a positive view of the future.

“Coming to Overbrook in 2006,” Isaiah says, “was the beginning of lots of good things in my life. I didn’t know that in the beginning, just thought school wasn’t for me and I’d move on as soon as I could. Then I got to know the teachers, looked around and saw a great environment. Nobody picked on me and we were all visually impaired.

“Before,” he continues, “I didn’t like reading, but at Overbrook I learned to read for myself and out loud for others. That was really big for me. The sports made me work harder and think smarter. They gave me confidence.”

So, what are the regrets?

“I love music and I didn’t join the Choir and Bell Choir until my last year, and I wish that I had come to Overbrook sooner. I’m here now, though, really here, to stay. Overbrook is still the best place for me, and I plan on retiring from here.”

He thinks about all of that for a moment, and with a smile adds, “That’s a long way off and that’s good too. Like Miss D. [Damaris Shiavi, Aquatic Center Coordinator] says, ‘It’s all good.’”

Excerpted Rap Lyrics:

Who are we? / Who are we? / We the Huskies
from OSB / Students in here still learning ABCs /
While some moving on trying to get a degree /
You got to be three / If you want to go here /
Most of us blind and some can’t hear, but we
don’t really care / Who are we? /
Who are we? / We the Huskies from OSB

A Life of Caring and Sharing



How intrigued I was that first day of class; I entered kindergarten at four years old. ‘Welcome, Class,’ Miss Keyser, our teacher, called out. We’re going to learn some nice new things . . .’ Feeling my way as I sat down, I was surprised, for all of a sudden, I felt a rough spot on my desk. ‘What could this be,’ I thought in amazement. Strange dots were under my fingers. ‘This is braille,’ Miss Keyser explained, as we settled in our bright, new room. She had taped the braille alphabet, along with our names, right to the top of our desks. All our subjects were presented in braille. I quickly learned how to read. Studying was a pleasure; since I did well in school, learning was a gratifying outlet. Besides, with an alphabet all my own, a whole new world opened up! No longer was I trapped in a lonely prison; frustrated, left out, bored. I, too, could play, create, and dream like everyone else. Oh, what a blessing . . .

from a memoir-in-progress by Lindy Morelli,
OSB Class of 1982

With a Bachelor’s degree in Theology, a Master’s in Counseling, and various post graduate trainings, Lindy Morelli is the founder of Lighthouse in Scranton, Inc. More popularly known as Lighthouse Healing, it is a non-profit organization dedicated to offering “comfort, guidance, and healing support to those who are in spiritual and/or emotional need.”

Although too modest to say this about herself, Lindy is the driving and guiding force of the organization. She is a religious person, who under the local Roman Catholic Bishop, has lived in private vows—in the Carmelite tradition—of chastity, poverty, and obedience.

When she visited the Overbrook campus not too long ago, her capacity for joy and her razor sharp memory seemed boundless. Walking down a hallway that has been vastly changed over the years to meet the changing needs and numbers of students, she knew where everything had been and recognized by touch what remained the same.

At once ethereal and pragmatic, Lindy is an intensely spiritual person who is engaged day-by-day trying to make the world a better place and engaged person-by-person helping others to find and make peace with their true selves.

As a residential student at Overbrook, Lindy became a scholar, swimmer, and part of the Bell Choir. With that grounding on top of her natural talents she grew into being her own person with a strong belief system and powerful ethical values. She is focused, accomplished, committed to her work. In love with life and at peace with herself and the world around her, Lindy is engaging, intellectually stimulating, and fun to be around.

One of many OSB success stories!



Trish Bonner, Administrative Assistant,
with Richard Fidler (center) and Kenneth Fidler.

Success and Fulfillment

When he was a student, there were no Braille Note devices or speech recognition software or smart phones and computer tablets, but somewhere along the line Richard Fidler (OSB class of 1959) became computer literate. When he mentions this, it is as a mere footnote to an extraordinary career and a happy life. Success came to him early. It was neither a gift, nor an accident, but came about from determination, working hard, a fine family, and good schools.

Overbrook School for the Blind was the first of these good schools and he excelled here. Starting as a dorm student, then a commuter student, and eventually a dorm student again, Richard enjoyed the academic work and knew by sixth grade that he would become a math teacher.

At Overbrook, he developed an appreciation for classical music, became a cheerleader for the wrestling team, and remained undaunted by blindness; if anything, it would seem that the challenges he faced made him increasingly strong and resilient.

Among those challenges was the day he fell off a train platform, narrowly escaped landing on the third rail, and—as the song goes—picked himself up, dusted himself off, and started all over again. Mostly, the starting over part for Richard meant that his parents let him revert from a commuter student to a dorm student, which was a mixed blessing for him. The Fidler family of five children and their parents was close knit, so being away from home was not easy, but it certainly proved a wonderful and fulfilling investment in his professional future with additional time for lots of hard work and fun on the Overbrook campus. Today—in retirement—Richard and his brother Kenneth live in

separate apartments across the hall from each other and, when together, appear practically inseparable.

Upon graduation from Overbrook, Richard applied and was admitted to Bucknell over the uncertainty of one of the college Deans, who later hired Richard to tutor his son in mathematics.

Nothing came easy, however. The technology, as noted above, was not there yet. Braille was available, and Richard is an accomplished braille reader, but the waiting time for braille textbooks was significant. It didn't take him long to realize that he would need "readers," sighted people who read to him from the printed texts. From then to now, he continues to speak about them with emotional and intellectual gratitude and they, in turn, have told him how much they've learned by knowing him.

With a family whose warmth and love in reality and memory have followed him throughout life, Richard paints himself a lucky and grateful man. One can also quickly add a happy man and loving brother.

His public life, which includes being the first full time matriculated blind student at Bucknell, where he earned both AB and MA degrees, through student teaching, teaching in public school, and a 31-year career teaching math at Germantown Academy, has been an adventure that required him to "prove myself over and over," but prove himself he did. Now, in retirement, he continues "to give back" as a braille proofreader when the opportunity presents itself.

The appropriate pride, with which he and his brother view the entirety of Richard's life so far, is obvious and more than well deserved.

Highlights

Academics, life skills, good citizenship, character building, capacity for joy, and living up to individual potential are some of the primary things that our school is about. Each year students receive a variety of well earned awards from Overbrook for improvement, for overall excellence, and for excelling in one or more particular endeavors. In addition, generous individual supporters and supporting organizations honor graduates with special recognition at commencement, and other organizations recognize their overall achievements prior to graduation.

What you are about to read is in addition to all of the above. It is a sketch of four events that between July 1, 2012, and June 30, 2013, went beyond the regular academic calendar and, in some instances, exceeded expectations.

Middle States Accreditation

All the early indications were positive, but the letter we received this December telling us what we anticipated—full accreditation by Middle States Association of Colleges and Schools, Commissions on Elementary and Secondary Schools—was still a joy to behold.

After two years of self-study through which we utilized surveys, data gathering and future planning to evaluate ourselves, we welcomed the Middle States Accreditation Visiting Team in May 2013. Fully qualified as educators themselves and prepared by their careful reading of our self-study, the team toured the campus, observed classes, reviewed records, and interviewed individuals of their choosing.

For us, it was a lot of work and all worth doing. We are reconfirmed in our belief in the importance and quality of the work we do and we remain committed to continually improving on behalf of the students as well as growing and changing according to changing student needs.



EAAB Wrestling Championship

The Eastern Athletic Association for the Blind (EAAB) first place wrestling team championship returned to Overbrook for the first time in 50 years. It was a glorious win for OSB athletes and a source of pride for everyone involved—OSB families and students; friends and staff (especially coaches); our cheerleaders and their coaches, who were a big part of the victory and captured 2nd place; and even opposing athletes and their coaches who applauded our success.

Joseph J. Kerr, OSB principal for 27 years (he accepted the position in 1947), was the founder of EAAB.



Transition Vocational Initiative (TVI)

The TVI program focuses on preparing students to live an independent life. It includes career preparation, work exploration, independent living skills, communication skills, assistive technology, and independent travel skills.

Twelve students—nine from OSB and three from other schools—attended the two-week 2012 summer program based on our campus and extending to various work sites and recreational locations in the Philadelphia area. Each student's interests were evaluated and matched with job sites that could help the student to explore areas of particular interest.

Former OSB students—including a member of our education staff, a manager of a McDonald's restaurant, and the co-owner of an AT&T store—spoke to the TVI group about their personal journeys to success; and Andrea Watson, a clinical psychologist who is blind, spoke about the need for self-esteem and the importance of self-advocacy.

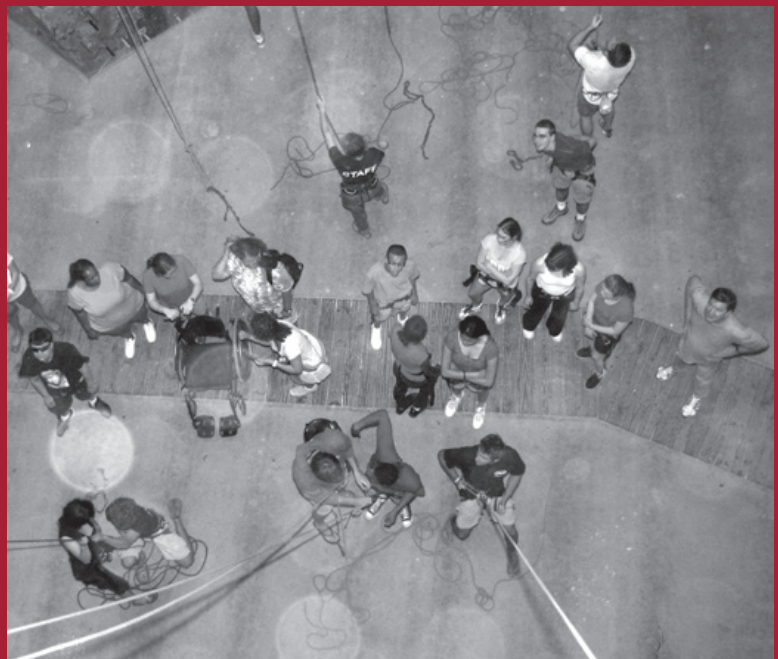
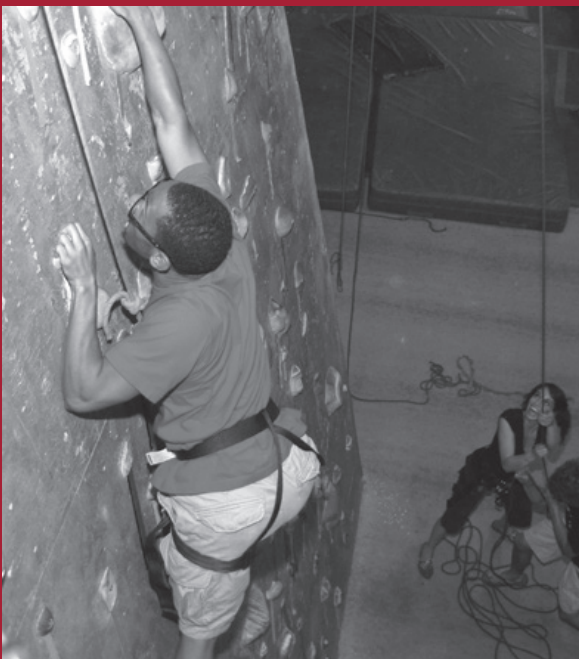
A separate evening centered on practice interviews conducted by experienced interviewers from the community.

The many off campus job related visits included a hardware store; an upscale, health conscious food market; a physical rehabilitation center; and computer coding company. Through the visits students were introduced to a wide variety of enterprises and what it might take to work in each environment.

The importance of assistive technology, always an issue for people who are blind and a cornerstone of an OSB education, was emphasized by a visit to a nearby Apple store where students participated in accessibility training.

Visiting off campus locations helped to enhance orientation and mobility skills. So, whether students were learning about the intricacies of a particular job or technology device or going to a skating rink, or rock climbing gym, or mall, they were, to coin a phrase, multi-learning.

The program is funded by Pennsylvania Bureau of Blindness and Visual Services, under its Director, David De Notaris.



Views of indoor rock climbing from below and above.

Preservation and Restoration

Overbrook School for the Blind was awarded the 2013 Preservation Achievement Award by the Preservation Alliance for Greater Philadelphia in recognition of our Rotunda Roof and Cupola Restoration Project, which included the removal, restoration, and return of the 15-foot tall and five-foot wide copper cupola.

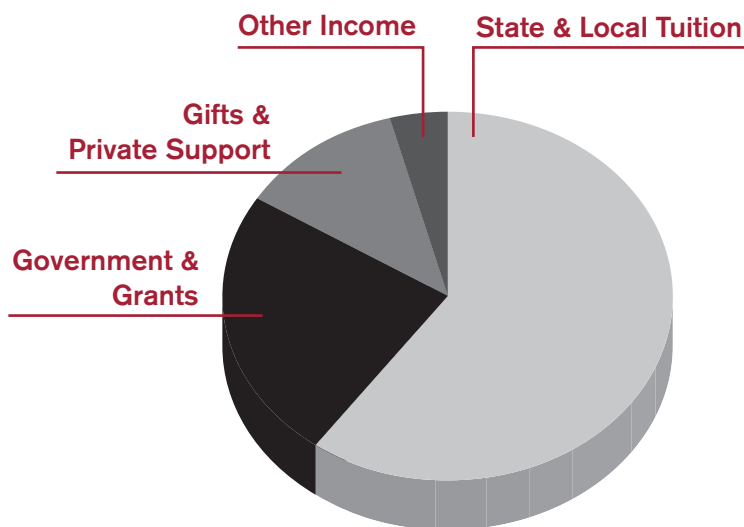
For students the project was a learning experience and an adventure. Many of them had the opportunity to see the restored cupola hoisted 100 feet as it was set atop the main building, which dates from the turn of the 20th century. A section that was not salvagable is currently housed in the OSB archive.

The discovery of a time capsule inside the cupola was a pleasant added surprise. It contains information about the original creation and installation as well as the names and time cards of the mechanics that worked on it. In addition to retaining the documents, we placed contemporary names and pictures in a new time capsule inside the restored cupola.

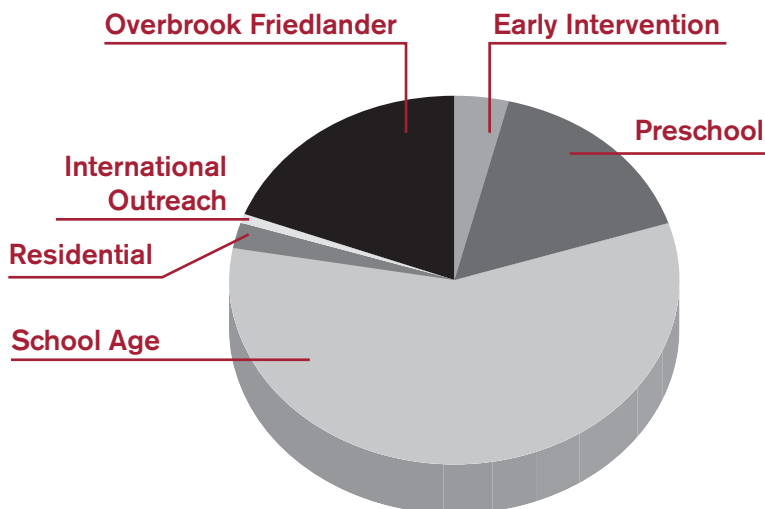


Financial Review

OPERATING REVENUES 2012-13		
State & Local Tuition	\$15,389,500	60%
Government & Grants	\$6,147,600	24%
Gifts & Private Support	\$3,207,300	12%
Other Income	\$1,082,100	4%
Total	\$25,826,500	100%



OPERATING EXPENSES 2012-13		
Early Intervention	\$1,123,700	4%
Preschool	\$4,119,200	16%
School Age	\$14,975,000	58%
Residential	\$444,600	2%
International Outreach	\$306,000	1%
Overbrook Friedlander	\$4,858,000	19%
Total	\$25,826,500	100%



These charts were prepared from audited financial statements and include Overbrook Friedlander Programs, a separate corporation.



Volunteers by Event

Fun Day

Marshay Adams
 Judy Bell
 Aimee Blevin
 John Bott
 Teri Brown
 Kenya Corroll
 Michelle DelRossi
 Matt Farnsworth
 Nicole Frances
 Rosie Gorman
 Jessica Hill
 Jonathan Horn
 Madeline Karp
 Jenna Kessler
 Krystal Kropp
 Deb McAnney
 Jessica McCord
 Tom Marino
 Krista Pflieger
 Nicole Raineri
 Gehrig Schreiber
 Jacquy Seefield
 Claudia Setubal
 Melissa Stamp
 Joe Stracci
 McKenzie Street
 Lauren Thornton
 Wendy Tolomeo
 Leslie Walker

Annual Report and Development Mailings

Shirley Brotman
 Lorraine Busch
 Peggy Garrett
 John Luttenberger
 Bill Powell
 Bonnie Powell
 Jackie Schmidt

Hands on Gardeners of Associated Services for the Blind and Visually Impaired

Evelyn Aguire
 Lorraine Busch
 Loretta Crim
 Lavera Diggins
 Peggy Garrett
 Bruce Linsky
 Arnold Mack
 Marjory Russo
 Fran and Lyle Sine

Pancake Breakfast

Bob Ashbridge
 Jack Binstead
 Joseph Binstead
 Jackie Bonner
 Trish Bonner
 Bill Bockus
 Boy Scout Troop 33
 Dennis Brookshire
 Maryann Buelow
 Maria Buonadonna
 Christina Collins
 Kayla Collins
 Loretta de la Torre
 Santiago de la Torre
 Jennifer Del Femine
 Olga DiGiovanni
 Keith Fenner II
 Maryann Flack
 Paula Gallant
 Rob Gallant
 Evelyn Harper
 Ken Harper
 Naomi Harris
 Floyd Hatten
 Carol Havens-Dobbs
 Bella Holgado
 Rosauro Holgado
 Sonia Jackson
 China Jacobs
 Diondra Jacobs
 Liz Jacobs
 Andrea Johnson
 Cejuana Johnson
 Denise Keen
 Gerald Kitzhoffer

Cecilia Lazo
 Flora Lee
 Ike Lee
 Andrew Mangabat
 Lucy Mangabat
 Tone Mangabat
 Tony Mangabat, Sr.
 Helene Marano
 Phyllis Marino
 Pat Matticola
 Cameron Mayzck
 Caniesha Mayzck
 Randolph Mayzck, Jr.
 Reinaldo Mayzck
 Antoinette Morales
 Rod-Rod Ordonez
 Tina Pilkaskas
 Elaine Reginelli
 Jack Reuben
 Henry Scott
 Bernie Smith
 Donald Smith
 Robert Smith
 Maria Southard
 Bob Spencer
 Sarah Spencer
 Fred Stewart
 Patrick Strain
 Esborn Sweeting
 John Thomas
 Helene Van Bernum
 Joe Van Bernum
 Colleen Viser
 Jean O'Brien Viser
 Barbara Washington



Rotunda Circle

The donors listed below have supported Overbrook School for the Blind with ten or more separate gifts throughout the years. The consistent support of these donors has been vital to the school.

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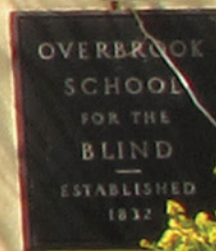
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