

# HILLSIDER

For The Hillside School Alumni, Parents and Friends

MAGAZINE





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Vol. 2 Issue 1

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**COVER PHOTO:** Sixth grade students Alex Lacey and Grace Horn

# From the Head of School



*“A school that does not embrace the future may not be a school of the future.”*

— Pat Bassett

Students at The Hillside School continually motivate and inspire me each day to learn and grow, especially when it comes to the latest technologies. A blog allows me to exchange messages with heads of small schools in the Delaware Valley and all across the world. Through forums, webinars, blogs, websearches, Facebook and Twitter we expand our small school to a world-wide community.

We’ve come a long way since 1989 when The Hillside School prepared for technology with newly restricted endowment funds. At that time our focus was on our new “state of the art” technology lab, computers, word processors, and software. We embraced assistive technology in the 90’s. Hillside was ahead of the curve when Samuel Urffer presented learning differences from a student’s perspective to the Pennsylvania Association of Independent Schools in 2002. In the following pages you will read about where Samuel is now and how current technologies support our students’ learning experiences.

Preparing students to be global learners begins with a sound research-based foundation that sets The Hillside School apart from other elementary schools. We know that the most powerful way to teach is neither face-to-face, nor online, but a combination of face-to-face-to-paper plus technology. We are using that method to learn what works best for our students. Individualized learning means linking reading, writing, and math to 21st century skills by embedding technology into instruction input, processing and student output. Our teachers use technology to present lessons through virtual streaming, Keynote, and power point presentations. Students and teachers access information through web searches, webquest, wikipedia, and specific educational sites. Students produce and share their work through multimedia presentations. Our fifth graders compared their written summaries of James and the Giant Peach to those of fifth graders all over the United States. The competitive edge in our small classroom was ramped up to a national level.

We continue to focus on and upgrade the skills that our students must have to be successful in the 21st century. Technology is one of the tools that helps us provide meaningful learning. With a recent grant we received iPods for a classroom of students. A new grant will make training and technology available for a teacher who will pilot a program using iPads in the classroom.

Katarina Boser, Ph.D., president of Individual Differences in Learning, supports the following “new skills” for the 21st century, identified by David Warlick (<http://davidwarlick.com/2cents>): **critical thinking, collaboration, creativity, and communication.** Maximizing the potential of our students demands that we focus on enhancing a successful learning experience to prepare them for a life-time of learning.

*“The experience defines the tools, not the other way around.”*

– David Warlick

A handwritten signature in blue ink that reads "Sue M. Straeter". The signature is fluid and cursive.

Sue M. Straeter  
Head of School

# New Board Members



*From left David Myers, Fred Duckloe, Karen Samuels (Board Secretary), Gretchen Krasley and Peggy Nallo (Chair, Board of Trustees)*

**David H. Myers** has been a member of the Perella Department of Finance at Lehigh University since 2000. Professor Myers received his Ph.D. in Finance and Business Economics from University of Washington in 2001, M.B.A. in Finance and International Business from New York University in 1987 and B.A. in Government from Wesleyan University in 1982. He currently teaches undergraduate and graduate courses in investments. Dr. Myers also served as the Director of Lehigh University's Financial Services Laboratory in its first five years.

Prior to teaching at Lehigh University, Dr. Myers worked in the investment industry for over ten years. He has consulted on performance measurement to Japan-based investment management firms as the Chief Representative of Intersec Research Corporation in Tokyo, a Senior Research Analyst for Frank Russell Company and Daiwa Securities.

**Gretchen H. Krasley** graduated from Muhlenberg College in 1968 with a Bachelor of Arts degree in Psychology. Mrs. Krasley went on to Lehigh University to earn an M.Ed. in Elementary Education in 1969, and her Reading Specialist Certificate in 1971.

Mrs. Krasley taught in several school districts since 1968. Starting as a fifth grade teacher in the New Hope-Solebury School District, Mrs. Krasley worked in public school districts and at Lehigh University for seven years. Mrs. Krasley then moved on to work with the East Penn School district for thirty-one years, being an inspirational educator.

In addition to classroom teaching, Mrs. Krasley took on other responsibilities as the summer program director for The Hillside School, co-director of the Bookworms Unlimited Reading Program at Penn State, and educational consultant for area school districts.

Since her retirement in 2006, Mrs. Krasley has been an active volunteer at The Hillside School.

**Frederick B. Duckloe** graduated from Stroudsburg High School in 1968. Mr. Duckloe received his bachelor's degree in Business Administration from Franklin and Marshall College in 1972, and completed the Owner/ President/ Manager Program at Harvard Business School in 1991.

Mr. Duckloe is the Owner/ President of the family owned fine furniture company Frederick Duckloe & Bros., Inc. Mr. Duckloe was an active board member of the First Valley Bank for three years and moved on to be the Chairman for the Pocono Committee for two years.

In Mr. Duckloe's free time, he collects vintage racing cars and farm tractors, builds planes and has his aviation license. Mr. Duckloe is married to Joan Duckloe, and has two children. Greg, who attended Hillside, is currently attending Franklin and Marshall and his daughter Allison is currently attending Babson College in Massachusetts.

# From the Editor



Dear Friends of Hillside,

For almost three decades The Hillside School has proven its success in educating children with learning differences. Whether you drove a distance or live less than a mile away, you recognize that The Hillside School is truly unique as the only co-educational, K-6 school in our area to provide an individualized curriculum and learning strategies for life.

Our students and families are what keep us strong and relevant. By sharing your personal Hillside experience with others you are not only supporting our mission but also reaching out to those who could benefit from a Hillside education. I encourage you to share your Hillside story, because you are our best marketers.

Thank you for the positive responses about our new annual publication, *Hillsider Magazine*. This publication is a new way for us to fulfill our mission to provide you with educational information, news and happenings at The Hillside School. For up-to-date information throughout the year you can visit our website at [www.hillsideschool.org](http://www.hillsideschool.org)

Your stories inspire others so please share your news with us. If you have started a new school, a new job, received honor roll marks or achieved a personal accomplishment, we want to know! You can contact us via e-mail at [alumni@hillsideschool.org](mailto:alumni@hillsideschool.org) or call our office at 610-967-2252.

Thank you for being a member of our Hillside Community.

A handwritten signature in blue ink that reads "Stacy Gallagher".

Stacy Gallagher,  
*Director of Development and Communications*

Check it out...throughout the magazine you will see a two-dimensional code known as a QR Code. These codes are readable by dedicated QR barcode readers and camera phones. How it works: Make sure your phone can scan a QR code with its camera, either with an application that you download or via software that's already installed on your phone. To find out what application to use for your phone, we recommend doing a Google search for the model of your phone along with "QR reader."

When you see a QR code in the *Hillsider*, use your phone's application to scan it.

**Ready to try it? You can try scanning this code from your phone right now.**



# Assistive Technology for Students with Learning Disabilities



## **Assistive Technology at The Hillside School**

"I use the Neo for homework because I can type faster than I can write. It's easier to use than a computer because it has a smaller screen and this helps me to focus."

Explains sixth grade student Tyler. The Neo is a portable word processor that simplifies writing tasks. Kenner shares, "The Neo helps me because there is not a lot of background noise and color, it is a blank screen and keyboard." "A student can take the Neo home, use it to complete homework, and then download his work on a classroom computer for printing," adds Mrs. Holby, fifth grade teacher.

## **Just what is assistive technology anyway?**

Assistive Technology for children with learning disabilities is defined as any device, piece of equipment or system that helps bypass, work around or compensate for an

individual's specific learning weaknesses. Assistive technology does not cure or eliminate learning difficulties, but it can help children reach their full potential because it allows them to capitalize on their strengths and bypass their difficulties in reading, writing, spelling, math, organization or memory. For example, Meg, who struggles with reading decoding and fluency due to dyslexia, has strong listening and comprehension skills. She benefits from listening to audio books or electronic books, and the use of screen reading software to bypass her reading and spelling weaknesses and use her high cognitive ability. It is important to note that while assistive technology compensates for Meg's weaknesses, she should also receive remedial instruction with the use of technology aimed at alleviating deficits. For example, Meg also benefits from using software designed to improve her poor phonics skills (Key Skills, Lexia). Assistive

technology is meant to “assist” and not replace well-designed, explicit, researched based instruction. It also does not compensate for ineffective teaching.

Keep in mind – the use of assistive technology is unique for each child. Not all technologies work the same way for each student. Because of individual strengths and weaknesses, students may use the same technologies in different ways. Hillside matches the assistive technology to the child.

Just what are the benefits for students using assistive technology?

There are many benefits of using assistive technology for students with learning disabilities. They include the following:

- Increase students’ self-reliance and sense of empowerment
- Help students experience success working independently
- Help students reduce enormous stress that is frequently experienced
- Motivate students to set high goals for themselves and to persevere
- Improve the speed and accuracy of work
- Help students “fit in’ with classroom learning and routines

Jason, a fifth grade student with difficulties in decoding words, spelling, and handwriting, uses Co:Writer, a word prediction program. Co:Writer software predicts words as a student types. It suggests up to 5 words the student may want, reads them to him, and places the chosen word into the text to alleviate difficulties with spelling and decoding.

An additional feature, topic word banks, is very helpful for students because it allows them to draw words from many subject areas. This software can also be used as a screen reader including reading text on the Internet. According to Jason, “When I am typing it thinks about the word I am thinking of. It makes me a stronger writer, not fast, but stronger.”

Hannah, a former Hillside student who transitioned back to public school, used the Kurzweil Reader to help overcome her decoding weakness. This specialized software scans text into the computer and then reads each word as it’s highlighted, allowing her to listen to text fluently and concentrate on the vocabulary and meaning of the passage. She’s also able to highlight important information and take notes on Kurzweil, enabling her to read to learn.

When a student begins writing a story or a report, and has difficulty getting his ideas from “his head onto the paper,” Inspiration Software is an excellent choice. This tool allows the student to brainstorm his thoughts quickly and manipulate his ideas into webs, diagrams, and outlines. It helps the student to organize and prioritize information. Tyler appreciates Inspiration because it helps organize the



6th grade student Kenner Weaver using the Neo

information when writing a report. “It’s easier with the Inspiration web to know what comes first and last,” reports Tyler. Alex uses Inspiration in a different way. “I use an Inspiration template to help me with vocabulary and how to use words in a sentence. I type the antonyms and synonyms of the word and its derivation. I write one sentence from the Word Guide, which is like a dictionary, and make up two sentences. I spell fine and Inspiration helps me with what words mean.”

It’s a bright future for children with learning disabilities. With the use of assistive technology students are able to produce a final product that is reflective of their true potential and showcases their strengths. Being able to work independently is not only empowering it builds hope and self-confidence. The “sky’s the limit” when transitioning to high school, college, graduate school, and a successful career!

**Assistive technology devices can be complex (high-tech) or simple (low-tech).**

**High-Tech Examples:**

Audio Books/RFBD  
Franklin Speller  
Neo  
Kurzweil Screen Reader  
Co:Writer Word Prediction  
Lexia  
Inspiration/Kidspiration

**Low-Tech Examples:**

Pencil Grip  
Calculator  
Post It Notes  
Colored Overlays  
Graph Paper  
Number Line  
Calendar/Checklists

# Faculty News

## Demystification: The Journey Toward Self-Advocacy

*"Smart children with learning differences develop awareness at an early age...that school tasks that seem to come easily to their classmates present on going and everyday challenges for them. Often these children develop a variety of coping skills/behaviors to mask their perceived weaknesses. These behaviors, born from the need for self-protection and survival in the classroom, frequently become barriers to maximizing the true potential of the student with specific learning disabilities. A research based developmentally appropriate program enables students to identify and understand their learning profiles of strengths and needs. Demystification defines the process through which children develop the awareness and understanding of their own learning profiles. This understanding sets the foundation for the vocabulary of self-advocacy. The ability to utilize learning strategies empowers children in academic and social/emotional spheres. Academic accommodations and interventions will be more readily advocated for and utilized by students who understand the basis for their use."*

- Donna Henry and Barbara Connolly

Donna Henry, Assistant Head of School and Barbara Connolly, Hillside Guidance Counselor were chosen to present *Demystification: The Journey Toward Self-Advocacy* at the National Conference titled "Diamonds in the Rough: Smart Kids who Learn Differently." The conference, held at the University of Maryland at Shady Grove in Rockville, attracted participants from all over the United States. Intended for "educators, parents, students, and all who appreciate the unique strengths and needs of bright kids who learn differently," the three-day conference offered a choice of over 100 sessions addressing the identification, support, and education of the exceptional child. Two of the featured speakers included Richard LaVoie, renowned educator and author, and Jonathon Mooney, dyslexic writer and activist whose most recent book *The Short Bus* describes Mooney's journey of discovery with learning disabled youth.

Mrs. Henry's and Mrs. Connolly's PowerPoint presentation described demystification, or taking the "mystery away," in detail. This process is used at The Hillside School to assist students in understanding their own learning. The goals of demystification are:

- To change the students' perceptions of themselves from one of failure to one more positive and balanced



- To make sure the students understand their learning styles, strengths and weaknesses so they can make intelligent choices about their future
- To restore hope, motivation and empowerment
- To learn and utilize strategies
- To develop a vocabulary for self-advocacy so students become their own advocate

The educational program, characteristics, and the components that support the demystification process were outlined in detail throughout the presentation. Students at The Hillside School, beginning in kindergarten, begin this process through affective education and a school-wide emphasis on the development of character traits that encourage positive social, emotional

and intellectual development. Students study how the brain works. Learning that all brains are different...no one brain is perfect. Both research and the experience of Hillside School educators support the importance of this process in encouraging independence, providing a meaningful sense of control, maximizing potential for academic and personal success, and enhancing ability to communicate and self-advocate. The demystification process is also integral to students' positive transitions to their next educational placements.

Donna and Barb presented again at the Pennsylvania Council for Exceptional Children's (PACEC) 51st Annual Conference: "A Positive Tomorrow, Best Practices Today." This conference was held in November at State College, PA.

# In The News

## A Piece of History at The Hillside School

On November 12, 2010, The Hillside School held a dedication ceremony for The Freedom Shrine Documents that will be permanently displayed at the school. Members of the Exchange Club of Western Lehigh and PPL Corporation donated the documents to the school in an effort to remind students and citizens of the history of our nation's freedom.

The Freedom Shrine is a collection of photographic reproductions of original documents from American History. The display includes such documents as the Bill of Rights, the Mayflower Compact, the Declaration of Independence and the U.S. Constitution.

Attending the dedication were members of the Exchange Club, Congressman Charlie Dent, State Representative Doug Reichley and members of The Hillside School community. Each speaker emphasized the importance of educating our youth and the significant impact of our nation's history on how we are governed today.

Two very special speakers surprised the audience and reminded us all to value our country and freedom!

Abraham Lincoln and George Washington made a visit to The Hillside School.



*Abraham Lincoln and George Washington pose with a group of students*



*The Freedom Shrine documents displayed at The Hillside School*



*Dr. Straeter and State Representative Doug Reichley*



Bob Goehler, a new member of our Hillside School marketing and finance committees, nominated Hillside to his Exchange Club Board to receive the Freedom Shrine because he quickly discovered how rich the school environment was for effective learning. He felt that making students aware of these famous documents would be a wonderful learning opportunity about the freedoms we experience in the USA but sometimes may take for granted.

*Bob Goehler (second from left, poses with members of the Exchange Club of Western Lehigh)*

# Hillside Highlights



Halloween at Hillside is always a "treat"



In celebration of our Hollywood Theme, students act out *Where the Wild Things Are*



Carol Landis, current grandmother of Reed and past parent, brought her dog Ollie in to visit our classes. Ollie, a labradoodle, is a Certified Reading therapy dog.



Sixth grade students celebrated the completion of their unit on Ancient Greece by dressing up in the clothing of the times. Students also enjoyed traditional Greek food and competed in the Greek Olympics!





Hat's Off to our Creative Students – Hat Day 2011



Students show off their representation of 100 on the 100th day of school



Jump for Heart - students raise funds for the American Heart Association



A visit from the Air Products Hydrogen Car



The book fairy, our own Mrs. Cohen, delivered books to all the teachers from their wish list thanks to the success of the Scholastic Book Fair



Hillside Walk of Fame, students who are recognized as "paying it forward"



Students work together to create a pyramid during a lesson in speed stacking skills

# Samuel Urffer Reaches Great Heights

Like a lot of young children, Samuel Urffer couldn't sit still in school. He'd fidget, rarely focus, and struggle through his lessons — particularly in math.

Eventually, he'd be diagnosed with severe Dyslexia, Attention Deficit Hyperactivity Disorder and Dysgraphia. But at the time, he was a first grader and it was the 80s, when a learning disability was more likely to be labeled a behavioral issue or intellectual impairment.

"We knew something wasn't quite right," Lisa Urffer said of her son. "He was a smart kid, but he just wasn't getting it. We requested testing and talked to everyone we thought could help. One administrator even told us to let it go, saying Samuel wanted to be a farmer like his dad, so he wouldn't need extra skills. But we weren't about to limit his options to the family trade based on kindergarten comments. We wanted him to be able to attain any dream."

The Urffers knew Samuel was being swept away by a public system that was still learning about the tools and treatment he desperately needed to progress academically. But they didn't know where else to turn. It wasn't until a teacher made a passing comment to Lisa that their course of action became clear. The teacher urged them to do whatever they could to help Samuel, find him a place that could help, no matter the sacrifices. "That very day we went looking for Hillside; and once we found it, we never looked back."

**"The solution for me is to give back to Hillside so Hillside can continue to help other children like myself."**



Samuel says he doesn't remember a whole lot about the early days at his school in Macungie. "Other than I was happy there and my classes were really small, so I got a lot of attention." But, the strategies he continued to receive through the sixth grade obviously had a profound impact on his life. So much so that the 25-year old recently presented the school with a monetary gift stating "Over the past few

years I have been trying to figure out how best to help the school that helped me so much. The solution for me is to give back to Hillside so

Hillside can continue to help other children like myself."

"Once my issues were identified, my teachers taught me how to mitigate each problem and make the situation work for me — instead of backing out," Samuel said during a recent visit to the school. "They were constantly saying you can do it — you just have to take the steps to figure things out."

In addition to special instruction, Samuel was introduced to various forms of assistive technology, and provided very practical methods for managing his challenges.

"I began to record lectures and listen back while doing another task," said Samuel. "I'd play the recording while

ripping a car engine apart or fixing a calculator. It helped me focus."

He also learned to manage his inability to write legibly (a byproduct of Dysgraphia) through the use of a computer. When taking a test that required hand-written answers, for example, he'd simply arrange to type on a computer – often in a separate room. "Sometimes the instructor was reluctant, but Hillside taught me how to educate the educator and advocate for the tools I needed to succeed."

"That is so important when you get to college," Samuel continued. When I was in grade or high school, my parents were there to advocate for me. But when I enrolled at SUNY, I quickly realized the professors weren't stopping by to hear my requests. It was my job to identify what I needed and make sure I got it."

Samuel also realized that he had to educate students in his study groups. "I needed special tools to read. I needed special tools to write. I used spell check, but I needed someone to check that I used words in context."



Samuel with one of his brothers Eli, who currently attends Hillside.



People were usually really helpful once they understood my challenges."

"Samuel's issues with context were particularly hard," said Lisa. "He can type a word and spell check it, but it's often the wrong usage. In the sixth grade he wrote an entire paper about the French-American Whore. Fortunately, everyone involved understood the mistake."

Over the years, Samuel overcame one issue after the next. "So much of what he's accomplished was motivated by people who didn't understand his disabilities and felt he should just settle," said his mom. "Someone even told him he'd never finish high school."

But Samuel did finish high school – in the top 15% of his class, with plenty of "firsts" to his credit. "Samuel was the first student with a learning disability to be issued a laptop for test-taking purposes," said Lisa. "He was the first to take an AP class, and finally, was asked to be the speaker at his high school graduation." Incidentally, the very administrator who told him he didn't need additional skills shook his hand at the ceremony, telling Samuel that he'd learned a lot from him.



*Hillside alum, Samuel Urffer is a graduate of the State University of New York, College of Environmental Science and Forestry and is employed seasonally by the Parks Department in Wild Land Fire Suppression. In addition to working toward his goal to work in Fire and Fuels Management, Samuel is an avid runner who routinely places in half and full marathons.*

His perseverance and can-do attitude paved the way for many students with learning disabilities – including three of his four brothers who also attended Hillside. "Each has their own unique issues to deal with," said Lisa. "But they've all worked hard to overcome the obstacles with Hillside's help, and they're doing great!"

"In fact, my fifth son, who is a PhD candidate told me, 'I would have done so much better if I'd gone to Hillside, too. I was the only one who didn't get to go!' Their commitment and care goes well beyond the classroom. They've done so much for our family."

# Hillside Events

The Hillside School Golf Classic was held on Wednesday, October 13, 2010, at Saucon Valley Golf Club. Thanks to our sponsors and participants the outing raised over \$15,000 for the Hillside School Scholarship Fund. Chairman, Scott Jones, rallied to make this one of the best golf outings to-date and we thank him for his tireless efforts.

The 2011 Golf Classic will once again be held at Saucon Valley Golf Club on Tuesday, October 4th. This year golfers will have the unique opportunity to play the Old Course, which has been host to several PGA Championships. If you are interested in learning more about this event please contact the Development Office at 610-967-2252.



## JOIN THE HILLSIDE SCHOOL AT THE IRON PIGS vs. PAWTUCKET RED SOX (Boston Red Sox affiliated)

**Friday, April 29, 2011 • 7:05pm**

Ticket costs is \$9.00 (\$7.00 admission price and \$2.00 credit for any food and beverage in the park) Fireworks after the game!!

For more information on purchasing tickets please contact Stacy Gallagher at [sgallagher@hillsideschool.org](mailto:sgallagher@hillsideschool.org)

**SPECIAL PERSON'S DAY** welcomed more than 300 guests to The Hillside School to spend time with their student in the classroom and enjoy a wonderful reception with food prepared by current parent Toni Bodony and her committee. Guests also heard inspiring Hillside experiences from Paul Nonemaker, Hillside alumnus and Tori Aitchison past parent of David and current parent of Matthew.



Thank you to everyone involved in making this event a success!



# SAVE THE DATE

Saturday, April 2, 2011

Join friends and families of The Hillside School for our 28th annual scholarship Dinner Dance & Auction

**“Lights... Camera... Action!”**

# Alumni Notes

**Lindsay Maxwell** is working full time as a counselor at Children's Friend & Family Services in Salem, MA.

**Hannah Granito**

was Blue Mountain Middle School's Student of the Month in December.



**Paul Nonemaker** graduated from Temple University in May 2010, and will be starting graduate school this spring to pursue a master's degree in counseling.

**Alexander Dyer** is a sophomore at Hampden-Sydney College in Virginia. This past summer he took a course in the State of Washington to be trained as a Remote Wilderness EMT and climbed the Grand Teton Mountain in Jackson, Wyoming.

**Donald Wieand III** will be graduating this May from the University of Rochester with a major in History and minor in Music. He spent last spring in London taking classes and doing an internship.

**David** and **Matthew Derkins** attend Bethlehem Catholic. In addition to receiving academic honors, both are playing basketball, volleyball and baseball.



**Sam Uliana** (pictured on left) is attending The Gow School in North Wales, NY. Sam was recently recognized to compete at the Western

District Level in the 4H Public Presentation Program. His excellent presentation and quality of his talk caught the judge's attention.

**George Lousos** is attending graduate school at East Stroudsburg.

**David J. Thompson** is employed at Westinghouse as a Mechanical Engineer in the nuclear power plant division. David was also recently married to Stephanie, whom he met at Penn State as an undergraduate.

**Emily Cole** attends Parkland Middle School where she has earned high honors the last 6 marking periods. She also plays soccer and enjoys horseback riding.

**Sarah Lytle** is a sophomore at George Washington University studying psychology, sociology and political science. She tells us she loves living in Washington, D.C.



**Sara Stinner** is in 8th grade at Orefield Middle School receiving high honors every marketing period since she began in 6th grade. Sara is enjoying competing with her horse, Horizontal Hold, placing 11th in the nation.



**Scott Greenberg** is in his third year at the Philadelphia College of Osteopathic Medicine.



**Beau Tang** received a full merit based scholarship to participate in an Outward Bound Program this past summer. The program is called GOAL (Go Out and Lead).

**Helana Tang** is doing very well academically at the Southern Lehigh Intermediate School. She was also selected to play for The Black Magic, a premier U12 soccer team,

**Geoffrey Baser** received the President's Award for Academic achievement at Buchanan Elementary School at the end of the 5th grade. He is now in the 6th grade at Nitschmann Middle School and performing just as well!

**William Murphy** and his wife Reid are proud parents of a daughter Bennett Elizabeth born on June 6, 2010. They currently live in Greenville, SC.

**Olivia (Liv) Christman** is in 8th grade at Nazareth Middle School where she has been recognized on the honor roll each semester. Her mother tells us that her self-esteem has been renewed because of Hillside! Liv also plays soccer for Lehigh Valley United.

**Rylee Longenbach's** parents wrote to tell us that Rylee is on the high honor roll at Parkland.

**Kyle Miller** recently graduated from the Eastman School of Music and has begun graduate studies at The Juilliard School.

**Kodi Ann LaBrake** is in her 2nd year at Landmark College receiving all A's and B's. She is a Resident Assistant and would like to be a Special Education teacher after graduation.

**Dylan Robbins** received straight A's at Kernsville Elementary last year!

**Tyler Miklos** is attending PA College of Technology and doing very well. Over the last 3 summers Tyler has worked for Student Conservation Association.

**Ryan Urbani** works for Sauer Danfoss Corporation and greatly benefited from learning how to learn at Hillside.

**Ryan Mikulsky** graduated from Millersville University this December with a degree in Technology Education and is also a registered EMT.

**Stephen Crowles** is graduating from Kutztown University in this coming May.

**Christopher Mullane** is attending Salisbury High School and receiving high honor roll accolades.

**Dana Kuritzky** is attending Lehigh Carbon Community College and working for Sodexo.

**Beau Whitman** is attending Germantown Academy and writes to tell us that he has the best memories of the wonderful teachers and friends he had at Hillside. "Everyone worked to open up a whole new world for me."

**Megan O'Brien** received a BA in Sociology from Wilkes University and then graduated with her Master's Degree in International and Community Development in Social Work from Monmouth University. She is currently the Director of Development for the PACE program at Lutheran Social Ministries of New Jersey.

**Chris Rutledge** is a junior at Emmaus High School and doing well. He plays travel soccer and enjoys snowboarding at Bear Creek where he also works. In addition to school and sports, Chris also is a referee for LMYA soccer.



**Sam Iobst** is attending LMMS in the East Penn School District and is on the honor roll.

**Joshua Toth** works for RMJM/Hillier Architecture.

**Brittany Scully** graduated from Penn State University in May with a Bachelor's of Science in Engineering. She is employed by Michael Baker Jr., Inc.

**Zachary Nielson** graduated from Emmaus High School with a 3.36 GPA last May. He is now a student at The Welding Institute of Technology where he will continue the welding training he received at Vo-Tech and earn a master welder degree.

**Christina Rossi** is a Middle Level Education Major at the University of Scranton. She has made the Dean's List every semester and is now in the Honor's program.

**Aaron Master** is working in the Sales Department of MCS Industries and traveling quite a bit. He also continues to pursue his music and performs locally.

**Amber Ragerckas** is in 9th grade at Lehigh Valley Performing Arts School. In her last year at Springhouse Middle School she received the Principal's Award for Academic Excellence.

**Amanda Wapner** graduated this past December from Lehigh Carbon Community College with a degree in Early Childhood Education.

**Ann Savage** received her MS in Social Work from Marywood University. Ann is married to David Perschl and works as a case worker for Lehigh County Children and Youth.



**Libby Guldin** graduated from Albright College in 2009, with a BA in Elementary Education and History. She



stayed an extra year and in 2010, earned her MS in Special Education and dual certifications in both Elementary and Special Education. Libby is currently working in Parkland SD as a Teacher Assistant in Kindergarten and hopes to pursue a Special Ed teaching position within the next year.

**Michael and Christine Pandel** at their graduation from high school, June 2010. Both Michael and Christine are currently freshmen at Kutztown University.



**Allie O'Connor** is making honor roll at Eyer Middle School!

# Alumni Quotes

## What Alumni are Saying About Their Experience at Hillside...

*Hillside instilled in me the tools I would need academically to flourish during my educational years. I have also been able to utilize these tools and strategies in my professional career to become a successful business woman.*

~Megan O'Brien

*I have only the best memories of wonderful teachers and friends. Everyone worked to open up a whole new world for me.*

~Beau Whitman

*It was a great experience which allowed me to succeed at high school and college.*

~Ryan Mikulsky

*Great impact on my life and inspired me to become a Special Education teacher.*

~Kodi LaBrake

*The Hillside School has changed my life tremendously. Never did I see myself as a college graduate and finding myself pursuing a master's degree. I cannot thank Hillside enough for the life changing experience. I am forever thankful to have had an opportunity to be part of a school that showed that I can be successful no matter what difficulties I may face.*

~George Lousos

*My Hillside experience helped me understand and learn more about math. I also made great friends!*

~Jakob Andreacio

*I made many friends at Hillside, I remember the attentive nature of the teachers and the rest of the staff. Hillside was a safe and friendly environment where you could begin to shape who you were as a student and person.*

~Joshua Toth

*Without Hillside I feel I would have not accomplished my academic career. Hillside taught me academic skills to overcome my learning disabilities. I learned my disability wasn't a hindrance but rather a challenge which gave me ambition to graduate in an Engineering major because math was a challenge. I am now hired by an*

### Hello to all Teachers and Faculty at Hillside School!

I have stumbled upon your Facebook page. I believe my last year was 1994/95. Time has gone by so fast. Well in a nutshell I graduated from high school in '99, two years after Corde Punkanits (he was in Mrs. Snyder's class when I believe Mrs. Wynocker was my teacher).

I worked over the summers at the Liberty Bell giving tours to thousands of people who came through. It was then that I realized that the National Park Service was something I wanted to pursue. I went to Shippensburg University and got a bachelor's degree in History with a Speech/Communications Minor and started my Park Service career at Martin Van Buren's home in New York. I have since worked at several National Park Sites from Vermont to Texas then back to Philadelphia. Then my wife and I moved down to Texas in 2008 and have lived there ever since. I am currently working at Lyndon B. Johnson National Historical Park, giving tours of the LBJ Ranch, interpreting President Johnson's time in politics as well as his home in the Hill Country of Texas.

I must credit the Teachers and the Faculty at Hillside School for everything I know, because of the time and patience that you showed me while I was attending there as a student. I want to encourage you folks to continue the fantastic job I know you are doing with all who grace the doors of your facility each and everyday. If any of you who remember me from those times would like to keep in contact with me, please feel free to email me at any time. Thank you again!

Sincerely,

*Alexander Shame*

*engineering firm and embrace the challenges.*

~Brittany Scully

*I came to Hillside as a shy, nervous kindergartener who didn't think much of herself. By the time I left, I was happy, confident and academically successful. Hillside made me who I am today. There's no way I'd be doing as well as I am in college and in life without the skills I developed at Hillside. Thank you.*

~Christina Rossi

*I attended Hillside for two years, 1997-99, during my 5th and 6th grade years.*

*I enjoyed every minute of school! I met so many great people, most importantly Mrs. Spradlin and Mrs. Holby, who taught me the tools and strategies I needed to succeed in my everyday and professional life while still making learning engaging and fun. Mrs. Spradlin and Mrs. Holby are two of my most memorable teachers in my academic career. They were always giving me encouragement and taught me to be more confident in myself inside and outside of school. I hope I can be half the teacher to my students as they were to me.*

~Libby Guldin

### ALUMNI ROLL CALL!

The Hillside School thinks that our alumni are the greatest! We want you to keep in touch with us by snail mail, e-mail, and cyberspace. [Here's how...](#)



Become a **Fan on Facebook** by searching The Hillside School Lehigh Valley



Follow Hillside on **Twitter** search Hillside LV



**E-mail** us your updated information to [alumni@hillsideschool.org](mailto:alumni@hillsideschool.org)

If you have any questions please contact us at **610-967-2252**.



## THE HILLSIDE SCHOOL ANNUAL FUND



A growing and vibrant Hillside School Annual Fund benefits students immediately and allows us to offer personalized instruction with exemplary teachers and staff. Our emphasis on multi-sensory strategies for academic growth and social and character building experiences is what makes us the best in what we do.

By investing in a Hillside education you are directly impacting children's learning experiences and providing the resources for them to achieve in an environment that focuses on their learning potential. Each year parents, alumni parents, grandparents, alumni and friends like yourself demonstrate a belief in our mission by making a gift to The Hillside School Annual Fund.

We know that power lies in the principle that there is strength in numbers — every gift makes a difference no matter the amount. On behalf of the deserving students, teachers and staff at Hillside we ask that when you look at your philanthropic priorities you will choose Hillside!

You can make your gift on-line by going to [www.hillsideschool.org](http://www.hillsideschool.org) and click Donate on the home page.



# CHOOSE HILLSIDE!

# The Hillside School Summer Experience

Summer is a great time for students to grow at The Hillside School. Take advantage of the Hillside Summer Programs to help further strengthen a child's academic skills.



## Summer Academy

**July 11 to July 22**

9:00 am – 3:30 pm

Summer Academy helps your child learn the most effective strategies for reading, writing, math, and problem solving. Related arts and recreational activities round out the day. Offered to students entering grades 1-6.

## Study Skills

**July 11 to July 22**

9:00 am – 12:00 noon

Study Skills boosts academic strategies, improves reading comprehension, strengthens test taking and study skills. Offered to students entering grades 6-8.



## NEW Summer Skills

**Review**

**July 25 to August 19**

Morning Sessions

Summer Skills Review focuses on reviewing and maintaining educational skills students have learned during the school year. Offered to students finishing grades K – 6.



2697 Brookside Road  
Macungie, PA 18062

