

ECHO HORIZON NAMED APPLE DISTINGUISHED SCHOOL



Echo Horizon School's technology program garners Apple award.



Ms. Wrenn: Director of Technology Elaine Wrenn working with EHS students

Echo Horizon School is pleased to announce that it has been named an Apple Distinguished School for its exemplary program leveraging cutting edge technologies and teaching practices in order to prepare students for success in the 21st century.

The Apple Distinguished School designation is reserved for schools that have demonstrated Apple's highest vision of a successful 21st century learning environment. Echo Horizon is one of 52 schools in the United States recognized as centers of educational excellence and leadership, consistently demonstrating "best practice" qualities of 21st century education utilizing Apple technology.

"We are truly honored to receive this distinction," stated Head of School Paula Dashiell. "We have focused on endowing our students with the skills necessary to face 21st century challenges. Being acknowledged by the Apple Distinguished School program for our success in this area is an affirmation of our goals."

The selection of Echo Horizon School as an Apple Distinguished School highlights its successes in enhancing and extending teaching

and learning with thoughtful and innovative implementations of technology. Under the leadership of Director of Technology Elaine Wrenn, teachers have embedded the use of technology throughout the curriculum. "Our students and teachers use technology in ways that promote creative thinking, thoughtful exploration and problem solving," says Ms Wrenn. "The tools we

provide allow them to connect to and collaborate with students and teachers in our school community as well as people and resources around the world." A long established 1:1 laptop program, access to a wide variety of hardware and software tools, and an emphasis on project based learning and collaboration make Echo Horizon a dynamic 21st century learning environment.

Since its founding in 1983, Echo Horizon has been committed to inclusive, creative and collaborative education practices with a values-based, integrated approach to learning.



Apple technology sparks creativity in EHS students

Principal Matters



Last summer I had the opportunity to hear Dr. Ned Hallowell, psychotherapist, educator and author of the classic *Driven to Distraction* and the popular *Crazy Busy* among other titles, address a

gathering of independent school heads. Dr. Hallowell's theme was refreshing; he spoke about the key elements required to engage students, to excite them about learning and to create what he called a cycle of excellence. I was inspired - and also affirmed - because the elements he identified are fundamental to an Echo Horizon School education.

Dr. Hallowell first emphasized the importance of creating connections. Children are open to direction and to learning when they feel safe. Having a connection with a community, or sometimes with just one teacher, can create that sense of safety. EHS teach-

ers have long fostered such connections by creating classroom communities knitted together by common standards and goals and nurtured by regular class meetings and opportunities to affirm one another.

Once a connection is firmly established the effective teacher will look for ways to insert a sense of play into the curriculum. Play is the work of children, and ensuring that much of the curriculum includes a playful aspect is a key method to ensure engagement. The project and challenge based learning opportunities that so many EHS teachers use, such as planning a garden, preparing a podcast, choreographing a dance or building a roller coaster, incorporate fun into learning.

But as Dr. Hallowell so succinctly pointed out, mastery of skills and establishing a broad knowledge base are fundamental to schools, and mastery requires practice. Practice can be tedious, but when it is preceded by lessons embedded within connection and play, the motivation to achieve mastery is high. Mastery is not only a key element for an engaged and successful learner,

but it is also a requirement for a genuine sense of competency.

Dr. Hallowell's final element in his cycle of excellence was more unexpected - a time to shine. He emphasized the importance of recognition for achievements, accomplishments and the development of expertise in ensuring a student's commitment to excellence. Being "a star" even for a short time, is powerful.

There is much national debate going on currently about the role of standards, testing and evaluation in student achievement. Those tools may be important, but as educators we must remain cautious in how we use them. At EHS we believe it is too easy to lose connection, play and recognition if the focus on practice and mastery becomes too dominant. When that happens we risk losing creativity and innovation - and the fun, the very elements that promote mastery and a love for learning that will stay with a student throughout his or her life.

Paula R. Dashiell - Head of School

Echo Center Teachers Speak at International Convention

This summer, Echo Center faculty members Shea Denham, Jessica Aguillon, Brandi Tamane, Dana Manieri and Naree Kim attended the Alexander Graham Bell 2010 Biennial Convention in Orlando. DHH teachers Shea Denham and



Jessica Aguillon presented a session entitled "*Technology to Promote Language and Aural Development*" that was very well received.

The AG Bell convention draws families and individuals with hearing loss, as well as educators and other hearing loss professionals from across the United States and countries around the world. This event brings together a diverse group of professionals for the purpose of education, research, and sharing ideas and new developments in the field.

Ms. Denham and Ms. Aguillon spoke to a full house of over 250 attendees who came to learn more about the role multi-media technology can play in increasing language development and aural rehabilitation skills for deaf and hard of hearing students. "Technology is a highly motivating educa-

tional tool," they stated, "and incorporating interactive lessons such as podcasting, digital book making, iChats, movies, bulletin boards, etc. have proven to be very successful in engaging our DHH students."

Speaking at the AG Bell convention further promoted the fine reputation Echo Center has achieved in the auditory/oral field and also provided exceptional learning opportunities for our DHH teachers. There are always new devices, techniques and/or approaches being developed that teachers can discover and apply to their specific needs.

Faculty development opportunities such as this keep EC/EHS educators fresh and engaged, and the end result is always positive for both teachers and students. Congratulations to the Echo Center team for their well-received presentation and for representing our school so well.

**We have Two Gifts
to Give our Children
One is Roots,
the Other, Wings.**

MISSION STATEMENT

The mission of Echo Horizon School is to educate hearing, deaf and hard of hearing children in an inclusive environment in which independence, self-reliance and mutual respect are valued and encouraged with a curriculum designed to be challenging and developmentally appropriate for each learner.

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There's Music in the Air (at Windward via EHS)

While EHS does not offer formal instruction on individual instruments or choral training, our music program is based on the widely used Orff-Schulwerk approach to musically educating children in a group setting. The elements of music (melody, rhythm, form, texture and harmony) are always at the forefront of carefully planned lessons.

In this approach, the student is not just a spectator listening or singing along but rather a participant, making the music and involved in the process of creative expression. According to EHS Arts Education Coordinator Cathleen Wolff, "We believe that when our students are actively engaged in creating and performing music, the concept becomes less abstract and opens the doors for further exploration."

Our alumni often build on the skills and knowledge gained through the EHS music program to become accomplished musicians. For example, last spring, the Windward Jazz Orchestra attended the Reno Jazz Festival and took second place. The Orchestra and its three Combo groups were awarded the highest marks possible by festival judges. Only one 9th grader was part of the jazz group – EHS' very own **Alex Doudoumopoulos (Class of 2007)**. But he was not the only representative from Echo Horizon School. Other members of the Jazz Orchestra included **Josh Stroud (Class of 2004)**, **Devin Jameson (Class of 2006)** and **Oliver Strouse (Class of 2006)**.

EHS alumni excel in vocal music at Windward as well, with **Sophie Strauss (Class of 2006)** active both in the live-streamed CoffeeHouse and the Madrigals vocal group. Of the ten students in this year's Madrigals, four are from EHS. Besides Sophie, they



Alex D. and his sax

include **Olivia Uhley (Class of 2007)**, **Jesse Watts-Russell (Class of 2005)** and **Jenna Wishman (Class of 2005)**.

Lach Reed, Windward's Director of Institutional Advancement, recently requested that we "keep sending all those talented EHS kids." His sentiments echo those heard from other schools about the accomplishments and aptitude our alumni bring with them when they matriculate.

November's Grandparents & Special Friends Day was fun for all!

Thanks and congratulations to parents Liz, Yvonne and Hilary and their army of volunteers for making this a truly special day.



The Class of 2000 Begins to Enter the "Real World"

Many EHS students who graduated as the Class of 2000 have finished college and are moving forward with their young lives. Here's a glimpse of what just a few are doing:

Melanie Langer graduated from Yale with a major in Psychology/Philosophy. She is now working on her Master's through Columbia University's French Cultural Studies in a Global Context program at Columbia's Reid Hall in Paris. **Alexander Kern** received his BFA from the Art Institute of California in Video Game Design with plans to launch his own company. **Christian Sandberg** received a BS in Business Management from the University of Denver and finished on the Dean's List his last quarter with a 4.0 GPA. After receiving a BA in English from UC Berkeley, **Hannah Ziskin** worked at the prestigious Chez Panisse as a pastry chef intern and plans on attending culinary school in Paris.

We applaud them and the rest of the Class of 2000 for their hard work, dedication and the diverse creativity shown in their career paths.

Going Gaga for Daycare

Gaga, Petunias, Dominoes. Seemingly unrelated words? “Not so!” say the EHS students who attend the dynamic after-school program known as Daycare. If you don’t know the connection, just ask any student who attends the Daycare program.

Established in 1983, Echo Horizon School’s Daycare is a sophisticated program that specifically caters to the needs of the variety of ages of the students who attend. Developed and directed by Tami Rubin, she and her five counselors offer a structured program of activities including sports, arts and crafts and homework time. Special activities are organized throughout the school year such as Halloween jack-o-lantern carving, pumpkin pie making at Thanksgiving, or the annual and always popular Daycare Talent Show at the end of the school year.

With students of all ages, Daycare offers a meaningful venue for promoting social interaction with every grade level. Furthering EHS’ Points of Pride (Respect, Fairness, Responsibility, Honesty, Citizenship, Caring), students develop important life skills to work, play and support one another. Daycare also provides an opportunity for upper grade students to begin to learn mentoring skills with their younger Daycare counterparts.

“When students check in to Daycare,” states Miss Rubin, “we want them to feel at home. We strive to make it a safe, friendly experience.” Drop by and you immediately sense the relaxed, playful and caring atmosphere the Daycare Team has developed. Both regular attendees and drop-ins spend quality time with friends and hands-on interactive time with counselors. Daycare is another of the quality EHS programs that support our academic offerings and provide a well-rounded experience for our students.



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