

## Coming Attraction!

*A Springer Celebration! on April 25, 2007*



ROLL OUT THE RED CARPET, DON YOUR BEST duds, and pretend this is "Oscar night"!

Springer is excited to announce that Nick Clooney, journalist, author and former host of cable's *American Movie Classics*, will be the guest speaker during **A Springer Celebration!** on Wednesday, April 25, 2007 at the Newport Syndicate, Newport, Kentucky. The "movie-themed" event, scheduled from 6:00-10:00 pm, will

include cocktails & hors d'oeuvres, a silent auction, live auction, dinner and program.

*Learning changes lives. And so can you.*

As Springer's 2006-07 Annual Fund theme broadens the idea of change and encourages community participation, Clooney – brother of the late singer/actress Rosemary Clooney and father of television and movie star George Clooney – will also address the power of change, from his book *The Movies That Changed Us*.

Each year Springer hosts an event to increase awareness about Springer's mission and to raise funds for scholarships and center programs. Previous events have featured Coach Marvin Lewis, Henry Winkler, and a tribute to Matth. Toebben.

Co-chairs for the 2007 fundraiser are Tom and Cindy Youtsey, III and Jay and Amy Stoebr. Tom and Cindy will focus their talents on event sponsorships and

### How can you help?

*A Springer Celebration! is Springer's major annual fundraising event. You can help support this important evening by:*

- Donating auction items for our silent and live auctions.
- Securing a table sponsorship. (This could be your place of employment, your own business or other interested parties.)
- Advertising in the event program.

*Call the Springer Development Office at (513) 871-6080 x213 for more details.*

logistics while Jay and Amy will head up the auction committee. Tom and Cindy are alumni parents and Tom is a current Springer board member as well as being an alum himself. Jay and Amy are parents of a current Springer student.

Save the date for this wonderful evening of movies, food, and celebration with friends and supporters of Springer School and Center!

## Capital Campaign Comes to Life!

IN 2006, SPRINGER SCHOOL AND CENTER'S \$5,000,000 capital campaign, **Imagine the Possibilities**, made initial campus improvements a reality with the transformation of the lower level Music and Motor Rooms into bright, dynamic spaces. In addition, new exterior doors were installed throughout the building. This summer, the main building will undergo major renovation to include: the installation of an elevator; remodeling of the lobby, front office, gym, and cafeteria; and the addition of modular storage units for the classrooms that will be used to create learning spaces within the larger room. The renovation of the

cafeteria and gym will result in flexible, multi-purpose spaces better suited to meet school and center program needs. Stay tuned!

The two components of the capital campaign are: to preserve and improve the campus (\$1.2 mil) and increase the financial aid endowment (\$3.8 mil). To date, the campaign has received \$3.2 million towards those goals.

Campaign Chair and Springer board member, Kate Lawrence said, "We are very excited about the generous response from the community for this important work. The building improvements during this next summer will be a visible reminder of our pledge to grow the Springer infrastructure so that more students in need can be served. We are committed to securing the

*Springer students enjoying the newly renovated Music Room.*



remaining gifts for the campaign so that Springer can continue to change the lives of children with learning disabilities through the school and center programs. Our region is very lucky to have the resources that Springer provides to the many families affected by learning disabilities."

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## EXECUTIVE DIRECTOR'S COLUMN

SHELLY WEISBACHER, EXECUTIVE DIRECTOR

IN A FEW WEEKS, SPRINGER SCHOOL AND Center will welcome a visiting team of educators and administrators from the Independent Schools Association of the Central States (ISACS). The visiting team will be on-site for three days to evaluate our program. As a member of ISACS, we are required to participate in an extensive accreditation process. This process follows a seven-year cycle that includes in-depth surveying of parents, trustees, and staff; completion of a written self-study; an on-site evaluation; and periodic progress reports.

ISACS accreditation is important to Springer on several levels. It demonstrates to the community our adherence to the best practices of independent schools, and it is an approved measure by the Ohio Department of Education for maintaining our state charter. On a deeper level, it provides a structured, formal means for self-assessment that is critical to Springer's ongoing development and future planning.

This is the third time Springer has completed the ISACS accreditation cycle. As we approached the current self-study, we carefully considered the framework we would use to write our report. In addition to fulfilling the ISACS requirements, we wanted to incorporate all facets of the

school and center, and to engage staff members in thinking about Springer in a holistic manner.

What emerged is a self-study report based on our five core values: Student Growth and Development, Staff Expertise and Development, Partnership, Communication and Stability. These values are the cornerstone of our work, guide day-to-day and long-range planning and decisions, and incorporate all aspects of the organization. Using our values as the framework proved to be an ideal means to address that which the ISACS self-study requires and to accomplish our goals.

The self-study process allowed us to recognize and celebrate what we accomplish in our day-to-day work as well as in our work over time. In the seven years since we were last evaluated, many initiatives have been realized including: evolving our core curricula in significant ways; increasing the use of technology at all levels; expanding the center's presence in the region through on-site and community based programs; formation of the Diversity Circle, a committee of teachers and administrators; restructuring leadership teams; launching a capital campaign, and planning for a major facility renovation.

Furthermore, through the self-study process, we learned much about ourselves as we discussed and reflected on our challenges, and plans and priorities. For instance, we know that we want to continue to identify and evaluate new assessment tools that will help us be ever more diagnostic in our teaching; increase recognition of Springer as a regional resource; and establish stronger connections to alumni.

While the ISACS accreditation process is just one of the many tools we use at Springer to engage in ongoing evaluation and planning, it is unique among them because of the opportunity to receive input from peers working in similar settings. We know from past experience how valuable this can be and we look forward to the visiting team's thoughtful input and analysis, and the opportunities this will provide for us to continue to evolve as the regional resource for learning disabilities.

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Echoing that sentiment, Board President, Russ Wilson said, "The capital campaign will allow Springer to assist even more families by creating a special endowment that will substantially increase the amount of available scholarships. I feel privileged to help support this momentous campaign that will secure Springer's future as the leading resource for learning disabilities in the region."

Thanks to generous gifts and grants from Springer supporters, the "Possibilities" are becoming reality!



## TALKING WITH... Richard Lavoie

*Q. After working for many years with students, parents and educators affected by learning disabilities, what is the one thing you wish they all knew and understood about living with a learning disorder?*

RL: We need to understand that kids go to school for a living. That is their job and they do it six hours a day. If you run into a kid you haven't seen in a while, the first thing you ask is "how's school?" But if you run into his dad, you may not ask how work is going for two hours. For kids, school is their identity. When you ask kids with learning disabilities, "how's school?" the answer for them is usually "pretty bad." Parents need to understand that their kids carry over their traumatic school experiences outside of school. There is a social and emotional impact that the child is going to bring home. Having a learning disability is a 24-hour disability, not just a problem at school and it affects many aspects of life, language and learning.

*Q. On page 142 in your book, It's So Much Work to Be Your Friend – Helping the Child with Learning Disabilities Find Social Success, you mention that you have ADHD. What specific insight has this condition given you in your relations with parents and students affected by learning disabilities, many who also are dealing with ADD/ADHD?*

RL: What I bring to the table when I deal with children and families is a "been there, done that" experience. I remember the difficulties I had in school, the friends, teachers, and coaches who didn't understand and viewed me as unmotivated. A lot of my behavior as a kid was misinterpreted because back then no one knew about ADD. I am able to recognize the pain the disorder can bring but also try to emphasize the positive aspects of ADD. People with learning disabilities tend to be creative and hardworking, get the job done, and come up with greater ways to get it done.

*Q. Can you suggest five ways that an adult with a diagnosed learning disability can continue to improve his/her life circumstances?*

RL: Develop a support system. We all have support systems as adults, people we can call on when we need advice or assistance. Many times, the child with LD has a support system of one – mom. Those children need to find a support system they can access in adulthood, and figure out who the right people are to lend support or assistance.

Compartmentalization – recognize that the disability is a part of you, but don't let it define you. Most successful adults with learning disabilities don't label themselves as an LD insurance salesman or an LD teacher. While realizing and working with the fact that they have a learning disability and that it's a part of who they are, it's not the whole of who they are.

Develop emotional coping skills. Successful adults can recognize when they are getting depressed or anxious, and use the support systems they have in place to get themselves re-balanced.

Recognize that you are a specialist. As a child, we are expected to be generalists – knowing and learning about almost everything. Adulthood can be kinder to the person with learning disabilities, allowing for specialization of skills and interests focused on areas of strength and confidence.

Develop and practice social skills. Look for the hidden "social curriculum" that every business, organization, family, etc. has. Look at the behaviors around you



and recognize and mimic the culture surrounding you.

(Note from Rick: Drawing on more than 20 years of groundbreaking research tracing the lives of children and adults with LD, researchers at the Frostig Center in Pasadena, California have identified key factors that contribute to success. For more info, go to [www.ldsuccess.org](http://www.ldsuccess.org).)

*Q. You have shared many moving experiences, both personal and professional, with your audiences. You seem to really touch people in a way they least expect...sometimes stirring up feelings that have been buried for a while. Why do you think people react to you and the topic of learning disabilities the way they do?*

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On November 2 and 3, 2006, Springer School and Center proudly hosted Richard Lavoie for two seminars on learning disabilities. One session, **Roots and Wings – Parenting the Child with a Learning Disability**, focused on family and parenting issues and the other session, **It's So Much Work to Be Your Friend – Helping the Child with Learning Disabilities Find Social Success**, provided professional development for educators on the link between learning disabilities and social competence.





## FROM THE CENTER

### Center Provides Professional Development Program for Local Schools

**Springer offers new strategies for struggling learners.** Springer School and Center continues to broaden its reach into the community by offering tailored professional development to local schools and educators. During the last several months, the center provided training and consultation to the staff at seven schools, thanks to a generous grant from SC Ministry Foundation. The schools involved in the program were Seton High School, Resurrection, Holy Family, St. Vincent deSales, St. Lawrence, St. Teresa, and St. Williams. “This is a new day for Catholic Schools with the voucher system now in place. We are seeing a diverse group of students coming to us, who in the past would have stayed in the public system,” says Kathy Sparks, principal at Resurrection School. She went on to say that teachers want to serve this population in the best way they know how, but some students present academic profiles that are more challenging than the typical learner. Equipping staff with as many strategies as possible to meet these students’ needs is critical.

**Tailored instruction for individual schools.** In order to determine which of the professional development programs offered by Springer would best fit each school’s need, the participating schools were surveyed in the spring of 2006. Classes such as *ADHD And the Successful*

*Learner, Really Learning: Teaching the Way Children Learn Best*, and *Strategic Teaching for Optimal Learning* were among the most popular picks. After each school identified appropriate programs, Springer staff went to the schools to deliver a brief synopsis of the work that would be completed in the fall of the 2006-07 school year. Teachers and administrators had the information to read and think about over the summer months.

**On-site consultation and observation.** Many of the professional development days were presented in August, just prior to the start of the new school year. This provided the opportunity for staff to begin the school year, having experienced at least one of the two training days. Springer then returned to each school throughout the fall months to complete the second professional development day, and work with individual staff members or small groups of teachers to fulfill the consultation hours. The consultative piece proved to be of particular interest to several of the schools. Due to the complexity of some of the students, teachers and support staff used this model to team around those students who needed extensive supports in order to be academically successful. Springer staff went into the classroom to observe students, met with teachers and provided suggestions and strategies to augment instruction.

**Good news! Program evaluation and review.** Springer studied teacher evaluations from each program to look at overall effectiveness of the professional development. Several themes emerged from that study. Teachers and administrators felt that the information was relevant and extremely practical. They appreciated the hands-on strategies that were offered and found them to be ready for immediate use in the classroom. Teachers also were appreciative of the diagnostic tools and frameworks to use with students who were struggling with concepts. Administrators felt, that additionally, many of the strategies could be generalized to assist learning for all students.

**Empowering teachers who reach many students.** The SC Ministry Foundation grant offered Springer the opportunity to build strong community relationships and share techniques with nearly 150 teachers. The greater impact will be seen in the thousands of students who will pass through the doors of those classrooms throughout each teacher’s careers. Empowering teachers who in turn empower students to lead successful lives – this is what Springer School and Center seeks to accomplish.

Information about SC Ministry Foundation can be found at [www.scministryfdn.org](http://www.scministryfdn.org).

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RL: I’ve had unique opportunities to learn as a professional because I ran residential schools for 30 years. Seeing the “whole child” – from the moment they wake up, until they go to sleep – these experiences have given me a greater appreciation for the pervasive problems that children with learning disabilities are experiencing in the classroom and how complex the problem is. Some of my best teachers have been storytellers so I try to tell stories as a way of teaching – to parents and educators.

Sometimes these stories hit a familiar chord with many experiencing the pain and frustration of learning disabilities with their own children.

*Q. What do you feel has been your greatest success in the field of learning disabilities?*

RL: My greatest accomplishment has to be my thirty years spent in residential special education facilities, helping children with learning disabilities, and what I feel to be the product from my life’s work – my

book, *Its So Much Work to Be Your Friend – Helping the Child with Learning Disabilities Find Social Success*. The book could potentially affect many more people than I could ever hope to meet, impacting their families and the lives of their children.



## Introducing SPA Officers for 2006-07 School Year

The Springer Parent Association (SPA) is pleased to announce its officers for the 2006-07 school year:

President – Caroline Cox  
Vice President Fundraising Programs – Candace King  
Vice President School-Wide Programs – Brandi Voss  
Vice President Classroom Programs – Linda Spadaccini  
Treasurer – Lisa Gamblin  
Recording Secretary – Patty Lufkin

The Parent Association plays an integral role in the school community, supporting Springer’s philosophy and activities for the benefit of all students. SPA provides a communication forum that allows parents to share ideas with each other and with the school administration. Each year, SPA members support and sponsor programs that benefit students and staff. Some of these activities include the purchase of school equipment and supplies, Primary and Intermediate Family Picnics, Spirit Wear & gift wrap sales, the Secret Holi-

day Shop, the SCRIP program, Order Out Days, the Visiting Author program, the Room Parent program, Staff Appreciation Week, and the Bike/Hike & Family Picnic. Additionally, at the beginning of this school year, SPA presented each teacher with a \$100 gift certificate to benefit individual classroom programs! Many thanks to SPA for all the wonderful work they do!

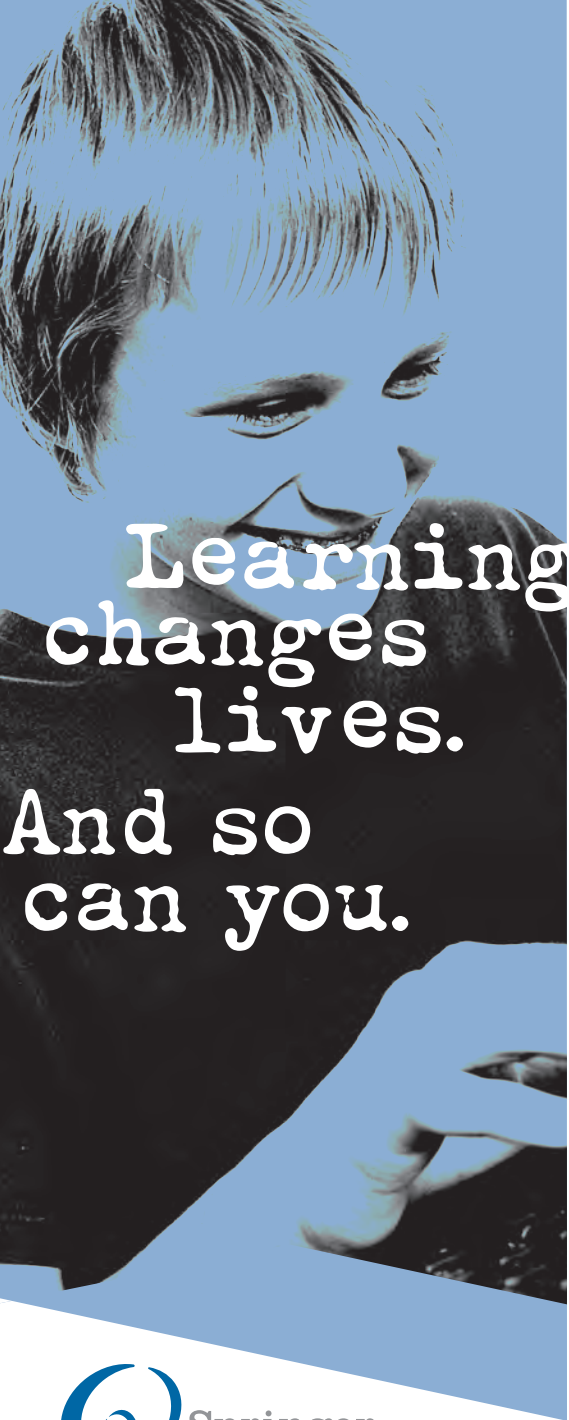
## Wishing You A Warm December Springer Students Launch Winter Clothing Drive

As temperatures dropped and the first snow fell, Springer students wanted to make a difference this holiday season. Student Council representatives and officers organized “Wishing You a Warm December,” a winter clothing drive to benefit local service organizations. The clothing drive lasted two weeks and was an overwhelm-

ing success! Students sorted and counted the many coats, hats, scarves, gloves, and socks – totaling more than 340 donated items! On Friday, December 15th, Student Council officers and advisors took the items to One Way Farm Children’s Home and Celebrate the Child, two local organizations dedicated to helping children in need.







Learning  
changes  
lives.  
And so  
can you.



ANNUAL FUND  
2006-2007

# ANNUAL FUND 2006-2007

## Off To A Record Start!

SPRINGER'S ANNUAL FUND CAMPAIGN IS well underway. Along with Annual Fund Co-Chairs and Springer Board Members, Nick Spadaccini and Arlene Roane, current and alumni parent volunteers include:

Cheryl Bakes	Marcia Beck
Ellen Zembrodt	Lisa Gamblin
Rick Godar	Carol Marsh
Ray Huelskamp	Gary Pranger
Mary Pranger	

Thanks to many generous supporters, we've already reached 90% of this year's Annual Fund goal of \$220,000! However, we still need your help!

### What you can do:


Give to the Annual Fund and become a

part of this important fundraising effort! Maximum participation will ensure that we reach our fundraising goal.

### Why your gift matters:

Many grant and sponsorship committees will look at Annual Fund participation when considering grant awards or donations. Every gift counts towards our goal!

Money raised through the Annual Fund is used for Springer's financial aid program and continued development of center programs for students, parents, and teachers. We thank all those who have already given to the Annual Fund, and our wonderful volunteers for their time in planning and executing the campaign!

 **Yes!** I want to change the lives of children with learning disabilities by giving a gift of \$ \_\_\_\_\_

### Payment Options (check one):

- ☐ Check payable to Springer School and Center  
☐ Transfer of appreciated stock (call (513) 871-6080 x213 for transfer instructions)  
☐ Credit Card Payment (Visa or MasterCard only – circle one)

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## ALUMNI CONNECTIONS

**Liz Scherzinger '04** participated in a mission-trip to Anapra, Mexico this summer with a youth-ministry group from All Saints Church. Along with two chaperones and six other students, Liz helped build a cinder-block house by hand for a mother and her two children. The trip gave the students a chance to get to know the people of the community and the family who would live in the new house they helped to build.

**Demarcus Banks '04** is currently enrolled at Purcell Marian High School and was recently accepted into the Project SCOPE program at the College of Mount St. Joseph. Project SCOPE (Summer Collegiate Orientation Program and Enrichment) brings together African American high school students from the Greater Cincinnati area to assist them in preparing for college. Students reside on campus for two weeks, attending classes and earning credit to apply toward a college degree. This program is a three-year commitment beginning in the student's sophomore year of high school. At the conclusion of the three-year program, students earn six transferable college credits to the college/university of their choice.

**Mitchell Jett '02** is working as a student manager at the Power In Transition (PIT) Coffee Shop at Dixie Heights High School. The PIT operates out of the teacher's lounge and sells tea, coffee, cappuccino, and hot chocolate to students and teachers before school. The shop was opened as a way to provide a service to the school community, as well as provide students the opportunity to learn life skills. Of his job, Michael says, "It's cool, because it's like having a regular job, but you're in school. It's just fun to be here." He is currently a junior at Dixie Heights.

**Andrew Reutcke '99** is currently studying to be a Graphic Artist at the College of Dupage in Glen Ellyn, Illinois, and will graduate in the summer of 2007 with a certificate in Digital Prepress Productions.

**Stephen Brandner '96**, graduated from The College of Mt. St. Joseph with a Bachelors Degree in Science and a concentration in Marketing.

**Kim Johannigman '98** (pictured) graduated from Mercyhurst College in Erie, Pennsylvania on May 20th, 2006, earning a Bachelor of Arts degree in Hotel Restaurant & Institutional Management. At Mercyhurst, Kim played varsity lacrosse for

four years, and studied abroad in Sydney, Australia. Following graduation, Kim relocated to Cincinnati and is currently working in the restaurant field.



## Alumni Website & Updates

CALLING ALL SPRINGER GRADS AND ALUMNI families! We'd love to hear from you – give us an update! Send your updates to: [alumni@springer-ld.org](mailto:alumni@springer-ld.org). Visit our alumni webpage at [www.springer-ld.org/alumni](http://www.springer-ld.org/alumni). Check out the Alumni Online Scrapbook and see what old friends and classmates are doing now!

## MEMORIAL & TRIBUTE GIFTS

Thank you to the following friends of Springer School and Center who made Memorial or Tribute gifts from July 2006 through December 2006.

### Memorials

*In memory of Mr. Kenneth Aplin*  
Dr. Carolyn McCabe  
Mr. and Mrs. Charles Meyer  
Dr. and Mrs. Anthony Barone

*In memory of Mrs. Patricia Bray*  
Ms. Elizabeth F. Wenker

*In memory of Ms. Linda Conners*  
Mr. and Mrs. Robert Conners

*In memory of Mr. Robert B. Duggan*  
Mr. and Mrs. Thomas Youtsey, III

*In memory of Mr. Leonard Gerber*  
Mr. and Mrs. Richard Abraham

*In memory of Mrs. Miriam Greenberg*  
Dr. Bruce H. Allen

*In memory of Ralph and Carol Haile*  
Mr. and Mrs. Robert Conners

*In memory of Mr. Ruby Jones*  
Mr. and Mrs. Robert R. Marsh

*In memory of Eunice Kemper*  
Mrs. Kris Courtney

*In memory of Ms. Julia Kinneary*  
Mr. and Mrs. Robert Conners

*In memory of Mrs. Meredith Leblond*  
Mr. and Mrs. Richard Abraham

*In memory of Mr. Lowell Mazer*  
Mrs. Shirley Allen

*In memory of Valerie-Miller Myers*  
Mr. and Mrs. Paul J. Kemper  
Mr. and Mrs. Fred J. Beery  
Mr. Dale C. Hayes  
Mr. Harold Hayes

*In memory of Mr. John Rupp*  
Ms. Elizabeth F. Wenker

*In memory of Mr. Jack Sobel*  
Mrs. Shirley Allen

*In memory of Mr. Jack Steuerwald*  
Ms. Elizabeth F. Wenker

### Tributes

*In honor of Mrs. AK Carey*  
Mr. and Mrs. Snowden Rowe

*In honor of Ms. Mary Frances Clauder*  
Mr. and Mrs. Michael A. Clauder

*In honor of Mr. and Mrs. Edward Katz*  
Mr. and Mrs. Robert R. Marsh

*In honor of Kate and Bobby Lawrence*  
Mr. and Mrs. Phillip C. Long

*In honor of Mr. Kevin P. Riley*  
Mr. and Mrs. Michael A. Clauder

*In honor of Saul Sheller's 90th birthday*  
Mrs. Shirley Allen

*In honor of Sam Wilson's graduation from high school*  
Mr. and Mrs. Ramon J. Hoffbauer  
Mrs. Kris Courtney  
Mr. and Mrs. Dennis Crumby

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## INSIDE

Talking With...  
Richard Lavoie

New SPA Officers

and more!



## UPCOMING PROGRAMS & EVENTS

### CENTER PROGRAMS

**February 22, 2007** – Really Learning!

Teaching So All Students Learn

**March 7, 2007** – Helping Your Child

Become a Strategic Learner

**March 20, 2007** – The ADHD Child in

Your Classroom

### SPRINGER ADMISSION OPEN HOUSES

**March 18, 2007**

**April 25, 2007**

### SPRINGER ACTIVITIES AND EVENTS

**March 29, 2007** – All School Quest

**April 22, 2007** – SPA Bike/Hike and

Family Picnic

**April 25, 2007** – A Springer Celebration!

## ADVENTURES IN SUMMER LEARNING!

*Coming June 18 – July 13*

HAVE FUN WITH LEARNING THIS SUMMER!

If your child has average or above average potential and is not making expected progress in school, Springer School and Center's four-week *Adventures in Summer Learning* morning program can help.

Geared for students entering grades 1-6, the program provides your child with strategic instruction in language arts, math, and group problem-solving. Space is limited. To receive an application, call (513) 871-9174.



## STAY CONNECTED!

*Do we have your e-mail address?*

SIGN UP TO RECEIVE SPRINGER'S NEW E-newsletter, featuring current & upcoming programs, learning disability resources, and much more. Send your email address to: [newsletter@springer-ld.org](mailto:newsletter@springer-ld.org), and you can receive this great resource, coming soon!