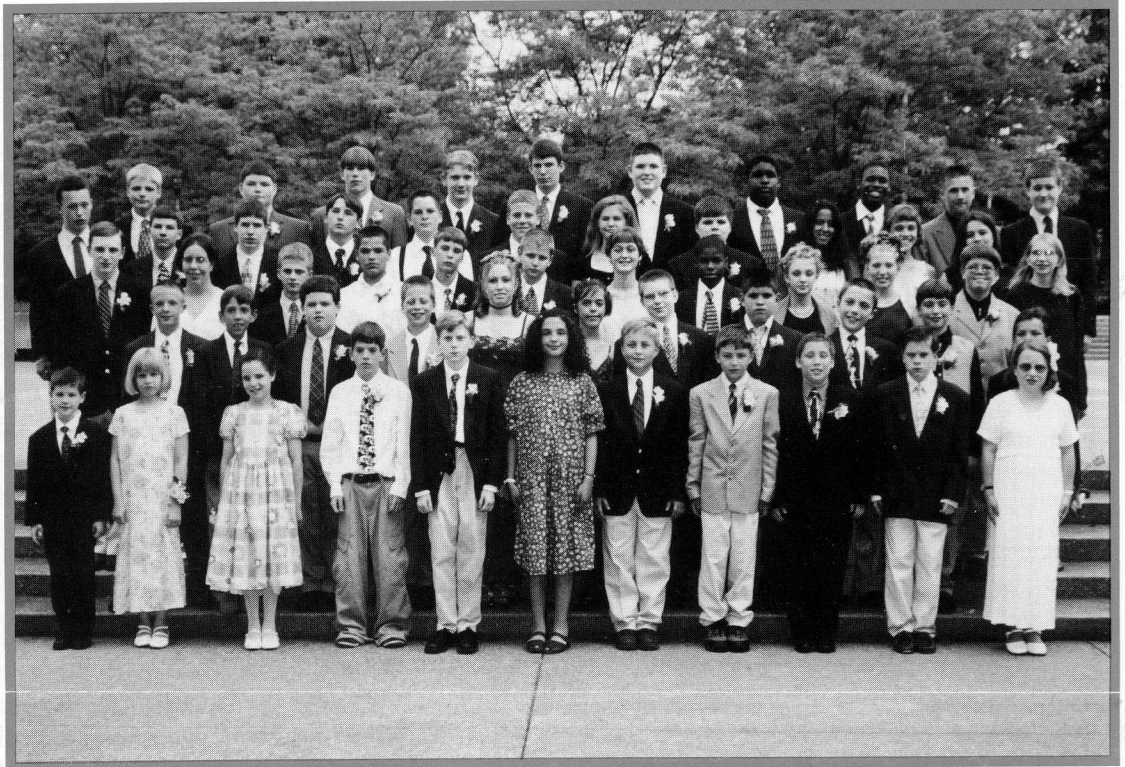


Summer 1999

# The Springer School News and Views

## Springer Class of 1999



Ryan Nicholas Anders  
 Andrew Joseph Auer  
 Andrew Giglia Babey  
 Lauren Barone  
 Adam Scott Bellos  
 Timothy Charles Bigner  
 Lauren Brinkman  
 Michael Buchanan  
 Sean A. Caldon  
 Aimee Marie Carero  
 Christine Nicole Carero  
 John Conway  
 Brian R. Costello  
 Megan Lura Dulli  
 Emily Ruttle Eldridge  
 Brad Farris  
 Aaron Vessman Feld  
 Matthew Kenneth Freeborn  
 Matthew Kent Froese  
 Sara Lynn Grueninger  
 Douglas Haglage

Maggie May Hampton  
 Stephen Thomas Harten  
 Andrew Michael Hicks  
 James Gerald Igoe  
 Badger Baldwin Johnson  
 C. Christopher Kessen II  
 Jacob Marcus Kreines  
 Paul Andrew Krone  
 Drew Reeves Lane  
 Jennifer Morgan Lazarow  
 Dannielle L. McCoy  
 Angela C. Metz  
 Abdul Mohammed  
 James Kevin Morgan  
 Michael Edward Murdock  
 David W.J. Newman  
 Michael Niehaus  
 Eric Uche Onye  
 Erin Elizabeth Partin  
 Kelly Marie Pfaltzgraff  
 Matt Prather

Cecilia Ann Pratt  
 Nicholas Patrick Pries  
 Andrew Reutcke  
 Rachel Jessica Samuels  
 John Robert Schar  
 Kevin Scheper  
 John Scripps  
 Sean Michael Settle  
 Timothy John Shumrick  
 Cody Steele  
 Ian Michael Sutherland  
 Latinya Ann Sweetland  
 Matthew Kenneth Tatham  
 Lateef R. Taylor  
 Ted Vastine  
 Matthew Thomas Verkamp  
 Bradley Ann Wertepny  
 Mark Wetterer  
 Samuel James Wilson



# Executive Director's Column

**Shelly Weisbacher**

In the final weeks of school, I met individually with each graduating student. We chatted about summer plans and the school they would attend next fall. Then I asked the same four questions of each child: What will you always remember about Springer? What are some things that helped you the most? What are things you really liked? and What would you recommend we change or add?

While the responses naturally varied, there were core elements that ran through almost all the answers. Friends and teachers ranked number one for memories. One boy said, "The teachers helped me reach my goals to succeed and learn more about my learning disability." Another child responded, "It's a good school. The teachers try to get at the best ways to teach you and they really cared and paid a lot of attention to me." On the subject of friends, a frequent response was how easy it had been to make friends at Springer. "My friends here were different. They stood by me, didn't judge me, and weren't as cliquey," reported an Upper School student.

When our discussion turned to what had been helpful, many students described specific reading or math strategies or learning to be better organized. They focused on the ways their teachers presented information and the benefit of having a teacher and an assistant to help them. Many also spoke of their work with the language, motor or psychotherapists. Beyond academic instruction, one student said, "When a conflict happened, the teachers helped me with solving the problem."

Order Out Day, the climbing wall, field trips, the All School Outing, gym and recess predictably topped the list of things students most liked. But here again, there were many responses that spoke to the core of what we try to accomplish. One student commented that having the school organized by departments made it easier to get to know your way around. Another said, "Challenge by Choice is awesome - we learned teamwork that can only be learned by experience."

Student recommendations ranged from particular books for the library and new playground equipment to longer lunch and recess periods. One boy suggested we begin an athlete-in-residence program like our artist and musician programs. Some students wanted more homework, a new dress code or more sports and field trips. Others had specific ideas about instructional programs that should be expanded or disbanded. An Upper School boy remarked, "I don't want you to change the character of the school. Everyone is so nice. It was like home here."

There were many more comments and ideas than space in this column would allow. All the student responses have been collated and will be shared with the staff. These are the lessons from the children, and we are wiser and richer for listening.

# Board President Retires

After ten years of service to The Springer School, Trustee Anthony W. Hobson retired his gavel at the Annual Dinner and Meeting on May 11th.

Mr. Hobson joined the Board in 1990 and quickly established himself as a leader. He was President from 1997 to 1999 and Vice President from 1995 to 1997. He chaired the Annual Fund Drive this year and from 1991 to 1993, as well as the Finance Committee in 1994, and the Financial Aid Committee in 1991. Mr. Hobson was on the Search Committee for the Executive Director two years ago, and on the Board's Ad Hoc Committee, which was responsible for proposing air conditioning the school, renovating the library, and providing funds for staff development. He was also an integral part in the founding of the Springer Center for Learning Disabilities.

Mr. Hobson's decade-long commitment to Springer has helped us fulfill our mission of providing the best possible education for children with learning disabilities.

Also retiring from the Board this year are past President Jerry Randolph and Peter Bloch. During his nine years on the Board, Mr. Randolph served as President and Vice President, chaired the Annual Fund Drive and the Search Committee, and served on numerous committees. Peter Bloch's service to the school involved work on the Development Committee and cultivation of new Trustees to the Board.

Richard J. Blum, a Springer alumni parent and a Trustee since 1993, is succeeding Mr. Hobson. Other Board Officers include:

*Paul F. Wenker*, Vice President

*Stephen T. MacConnell*, Treasurer

*Sarah O. Steinman, Ph.D.*, Secretary

Springer welcomes the following new Trustees:

*Richard Kimbler*

*Kate Lawrence*

*Thomas G. DeWitt, M.D.*

Please see the Fall issue of *News & Views* for profiles of Springer's new Trustees.



*Anthony W. Hobson*

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# Springer Center for Learning Disabilities

Springer has become a leader in the education of students with learning disabilities and developed a wealth of expertise in this area. Recognizing the value of this knowledge, the Springer Center was established in 1998. Springer Center provides a means to share the school's expertise and resources with parents, teachers, other professionals, and interested individuals throughout the Greater Cincinnati region.

There are many individuals affected by learning disabilities who never have the opportunity for the kind of specialized education provided at Springer. According to Dr. Larry Silver, Director of the National Institute of Dyslexia, learning difficulties are experienced by 10-20% of children in the academic population. Many parents and teachers are unaware of how to identify and work with a child's learning disability. Thus, learning disabilities frequently go undetected, which hinders academic progress and can cause damage to a child's self-esteem.

The mission of the Springer Center is to educate the community by providing parents and professionals with information about the identification and effective treatment of learning disabilities. This past year, the Center offered several programs geared toward teachers, parents, and students alike. One day-long program, "Teacher Education Day," provided teachers with a model of instruction for children with learning disabilities (see box below). The free "Overview of Learning Disabilities" provided information about learning disabilities for parents who wondered if their child might have one. There were also sessions targeted to parents of children with language-based disabilities, as well as a study strategies course for students.

In addition, the Springer Center conducted presentations at schools and other local organizations in the Cincinnati community. Center Director, Sandra Kohn explains that, "We are reaching out by going to schools. We'd like to be able to go to more...to inform more teachers and parents about learning disabilities and how to deal with them."

At the end of its first year of programming, the Springer Center is energized by its successes and eager to build on them in the year to come. By reaching out to the Cincinnati community and sharing the school's expertise, Springer

*We gratefully  
acknowledge these  
foundations for their  
generous support of the  
Center in its start-up  
phase:*

**Charles H. Dater  
Foundation**

**The Thomas J. Emory  
Memorial**

**The Greater Cincinnati  
Foundation**

**Levin Family Foundation**

**The Louise Taft Semple  
Foundation**

continues to fulfill its role as a leader in the education of students with learning disabilities.

For more information about Springer Center, please call Sandra Kohn at 871-9174.

## TEACHER EDUCATION DAYS

This winter, over twenty teachers and staff from public and private schools visited the Springer Center to learn about learning disabilities.

Teacher Education Day was a day-long program that included discussion about the complex issues children with learning disabilities bring to the school setting and ideas for helping those children. Participants received information about LD resources and a bibliography of books and materials about learning disabilities.

Observing the Springer classrooms was a part of this learning experience. These educators enthusiastically shared their admiration of the Springer staff. They overwhelmingly responded in their evaluations that observing the Springer classrooms was the highlight of the day.

From the moment the observers stepped into the school, they noticed Springer's concern for the whole child. From the art projects hanging in the hall to the social skills bulletin boards, it was clear that Springer addresses more than academic needs. The Springer staff's respectful manner and response to the children was also acknowledged. For example, one participant said, "The staff here is so attentive and respectful of the children. I feel like I've been doing it wrong all these years." Another teacher commented, "I was so impressed that I was placed in a classroom with the same aged kids that I teach. The teacher took the time to share her lesson plan and materials with me. I walked away that day with new ideas I could take back and use."

This fall, there are additional programs being offered for teachers, parents, and students who are effected by learning disabilities. For more information, please call Sandra Kohn at 871-9174.

# "Everybody Counts" Program Brings Awareness and Understanding to Local Students

Springer students again this year played an important role as ambassadors in the "Everybody Counts Program." The program, developed over 11 years ago, helps educate students about a variety of disabilities, such as visual and orthopedic impairments, hearing impairments, and learning disabilities. The goal of Everybody Counts is to create acceptance and understanding of different disabilities.

As part of the program, students listen to a speaker describe how she/he deals with her/his disability. Students also participate in activities that simulate the disability and give them a first-hand idea of what the speaker's life is like. Movies, books, and audio tapes are also used to further the students' understanding.

Each grade level is presented with a different disability, and the activities and materials are age appropriate. Learning disabilities are the topic for students at the fifth grade level.

Twelve Springer students traveled to local schools as part of the Everybody Counts Program. They visited classrooms and talked about their learning disabilities, how they deal with them, and how others perceive them. Many students at other schools are grateful for what they have learned from Springer students. For example, one Terrace Park student wrote, "I never realized it could possibly be so hard to read....thank you for helping us to learn more about dyslexia."

Springer students also found the program to be valuable.

When asked about her experience as an Everybody Counts ambassador, Upper School student Brittany Edwards replied, "It was fun. I learned how to speak in front of people, and I really felt the other kids were interested in what we had to teach them about learning disabilities."

## 1998-99 EVERYBODY COUNTS AMBASSADORS

Andrew Babey  
Brittany Edwards  
Emily Eldridge  
Leia Greathouse  
Maggie Hampton  
Badger Johnson  
Chris Kessen  
Megan Lowe  
Nate Munafo  
Michael Murdock  
Eric Onye  
Ted Vastine

# Student Council Helps Community



1998-99 Student Council

The Springer School's Student Council recently wrapped up another highly successful year. Some activities of the past school year included: The canned food drive that collected over 1600 cans for the Freestore/Foodbank; a bake sale that raised over \$150 for The Red Cross tornado relief fund; and finally, Spirit Week that encourages students and staff alike to show their spirit and support of Springer.

This year's Officers were:

*President*, Emily Eldridge  
*Vice President*, Eric Onye  
*Secretary*, Jamie Welch  
*Treasurer*, Matt Tatham

Carmen Mendoza and Tom Spotts serve as advisors for Student Council.



# Track Team Soars!

The Springer School track team continued its winning tradition with another great season! Forty-two students participated in track this year, representing every Department.



1998-99 Springer School Track Team

In addition, Upper School student Brittany Edwards won first place in the city for the 400m run and sixth place in both the 200m run and the long jump; Angie Metz, another Upper School student, placed fourth in the 400m run.

Not only is the track team successful on the field, it is successful in teaching students about teamwork, commitment, and pride. Every Springer student is encouraged to join the track

team, not only for the competition, but also for a different kind of learning experience. Many students who participate find new areas of competence that help build self-confidence.

Springer is proud of its track team, and all its sports teams. A sports awards banquet was held on May 19th to honor all students who participated in school sports. Over a hundred Springer students were involved in one or more of these sports: skiing, track, bowling, and basketball.



## Summer Staff Development

School may be over, and the students have all gone home for the summer, but the staff at Springer keeps on learning! Teachers from every department are busy with summer courses and workshops that will improve their skills and keep them on the cutting edge of their profession.

One of the workshops many Springer teachers are attending is called *Schools Attuned*. The *Schools Attuned* program is directed by All Kinds of Minds, a nonprofit institute founded by L.D. scholar Dr. Mel Levine. It is dedicated to offering methods for understanding differences in learning. In this two-year program, participants are trained to use eight neurodevelopmental constructs to evaluate the learning strengths and weaknesses of children and to develop intervention strategies that speak to their academic and social needs.

This program was selected because the model used in the training both complements and enhances the diagnostic/prescriptive work currently done at Springer. True to our mission, we will utilize our new learning to serve children with learning disabilities. This workshop provides the opportunity for Springer team members to dialogue with staff from a variety of Ohio schools. Gail Conti, Education Director, sees the *Schools Attuned* program benefiting Springer Students in two ways. "While at Springer, through the efforts of their instructors using this new model, students come to an informed understanding of their learning issues and how to address them. Additionally, it is a future goal that our outreach program, the Springer Center for Learning Disabilities,

become a regional training site for the *Schools Attuned* program. Training local mainstream teachers in the neurodevelopmental model will better equip them to meet the special needs of Springer graduates and other students."

*Fran Cohen, Jeanine Flores, Cari Kallaher, Margery Kramer, Mark Phelps, Karen Short, and Tom Spotts* are attending their first year of *Schools Attuned*, while *Terri Adams, Gail Conti, Amy Ford, Sandy Kohn, Carmen Mendoza, and Christi Utz* are attending Year Two.

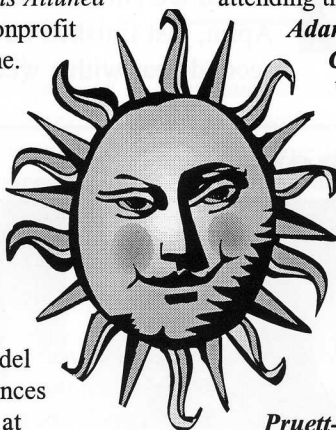
*Shelly Weisbacher* is attending the Summer Course in Neurodevelopmental Variation, another program sponsored by The All Kinds of Minds Institute.

In addition to *Schools Attuned*, *Christi Utz* is visiting regular and special education classrooms in Queensland, Australia.

*Jeanine Flores, Cari Kallaher, Carrie Pruett-Brown, Tom Spotts, and Anne Vuotto* are attending Marilyn Burns' Math Solutions Workshop.

*Carrie Pruett-Brown* is also attending Project Read 1999, one of the programs we use to teach decoding skills. As Curriculum Director, she will be offering training in Project Read to new staff.

Music teacher *Judy McMahon* is attending a hand bell workshop at Xavier University, and Technology Coordinator *Kathy Besecker* is attending a Web page seminar.



# Springer Students Explore The Arts

Each year, Springer students have the opportunity to explore the arts through two programs: the Artist in Residence and the Musician in Residence.

## ARTIST IN RESIDENCE

The Artist in Residence program was begun in memory of Maureen Wenker, wife of current Trustee Paul Wenker and the mother of three former Springer students: Joseph, Michael, and Peggy. Maureen was an active volunteer at Springer and a volunteer at the Contemporary Arts Center.

This year's artist was Mr.

Tom Bacher. Mr. Bacher specializes in the use of fluorescent paints. For two weeks, Mr. Bacher worked with nineteen Upper School students, creating glow in the dark paintings and t-shirts.

Each student developed a concept, prepared preliminary sketches, and finally, put their idea on canvas. The finishing touch to every piece was the use of fluorescent paint. Students then displayed their pieces for the school in a glow in the dark gallery setting.

## MUSICIAN IN RESIDENCE

The Norita Aplin Musician in Residence Program, named in honor of former Springer Executive Director Norita Aplin, just finished its second year with a week-



Springer Upper School student Caroline Feldhaus watches Tom Bacher add glow in the dark paint to a piece during his two-week tenure as the 1999 Artist in Residence.

long visit from Holly Pratt, a classically trained harpist. Springer students from all departments participated in hands-on activities which allowed them to each play their own harp. Students learned basic harp techniques as well as concepts and terminology relating to all types of music.

Ms. Pratt's week at Springer concluded with performances for the entire school by Intermediate students and Ms. Pratt's trio, *Lyrica*.



Two Primary students practice their harp skills during the Musician In Residence Program.

## Graduates Receive Honors

Three graduates were honored at Springer's graduation ceremonies on June 9th with the Education Director's Award and the Bolan Scholarship.

The Education Director's Award was presented to Emily Eldridge, an Upper School student and Michael Niehaus, an Intermediate student. The Bolan Scholarship winner was Upper School student Maggie Hampton.



Bolan Scholarship Winner  
Maggie Hampton



Education Director's Award  
Winner Emily Eldridge



Education Director's Award  
Winner Michael Niehaus

Both awards are staff nominated and honor students who have an understanding of their learning disabilities, a desire to strengthen weaknesses, maintain positive attitudes, exhibit leadership, and apply strategies in everyday learning. The Bolan Scholarship was established in memory of Mr. Peter Bolan in 1988. Mr. Bolan was the father of a Springer graduate and a great supporter of the school. A committee that includes Mrs. Momi Bolan selects the recipient. This scholarship provides funds to offset future educational costs.

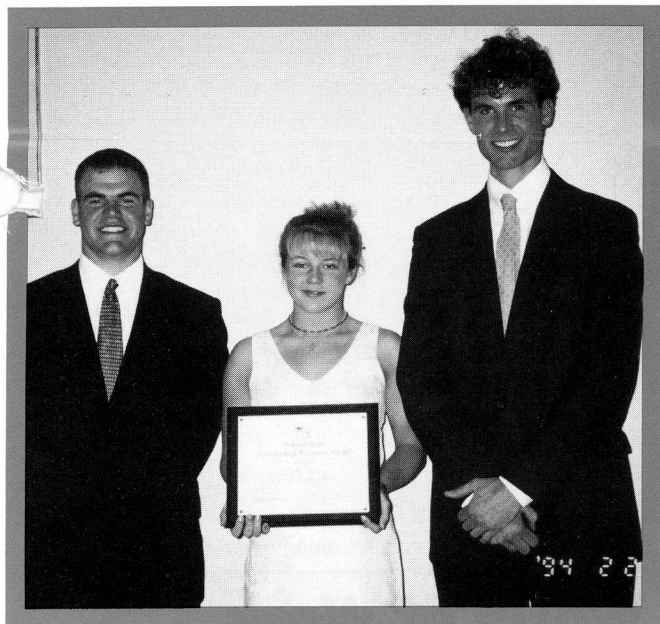


# Outstanding Achievers Honored

Springer is proud to recognize its 1999 Outstanding Achiever Award recipients **Kristen France, John Frank, and Michael Slack**. Each of these individuals have demonstrated excellence in academics, athletics, or service to their communities.

**KRISTEN FRANCE** is a 1996 graduate of Springer. After leaving the Upper School, she enrolled at St. Ursula Academy where she just completed her Junior year. Kristen has excelled academically, athletically and in leadership to her school. An Honor Roll student, her peers and teachers recognized her leadership skills by asking her to serve as a peer counselor and mentor. She will be a Kairos leader during her Senior year. Kristen is also a competitive swimmer, helping St. Ursula reach the State Championships. As a Sophomore, she was named an All-American Swimmer by the National Interscholastic Swim Coaches Association. During the summer of her Freshman year, Kristen volunteered as a day camp counselor at the Beech Acres Ujima program for children with behavioral challenges, and plans to return this summer. Kristen plans to attend college and pursue her dream of teaching biology and coaching swimming.

**JOHN FRANK** attended Springer from 1982-1985. In 1994, John graduated from North Shore Country Day School in Chicago among the top students in his class. He served as Senior Class President, business manager of the yearbook, as a representative to the Hugh O'Brien Leadership Conference, and won an essay contest which awarded him a trip to Washington D.C. John was accepted early decision at Yale University, where he is a Senior completing a liberal arts course of study including philosophy, poetry, physics, and engineering. While at Yale, he served as the head of the Yale University Solar Car Club. His team's rookie entry competed in a 1,200 mile race, winning ninth place out of 40 cars. Next year, John will enter the engineering Ph.D. program at MIT.



1999 Springer Outstanding Achievers

L. to R.: Michael Slack, Kristen France, and John Frank

**MICHAEL SLACK** graduated from Springer in 1993. Michael is currently a Junior at Kings Local High School, where he is enrolled in the college prep program and on the Honor Roll. Michael has demonstrated his leadership through sports and community service. Michael plays varsity soccer and received the Red, White, and Blue Award in 1997 and 1998. This award honors the player who puts the team before himself, and Michael is one of very few students to receive this honor two years in a row. Furthermore, Michael was selected to play soccer in the Coca-Cola Classic tournament in Holland this July. Michael has earned over 100 hours of community service through his work with Amore Ministries building homes in Juarez, Mexico. Upon graduation from high school, Michael plans to attend college at the Agricultural Institute at Ohio State in Wooster. His goal is to own his own golf course.

## CONGRATULATIONS!!!

If you would like to nominate a Springer graduate (or yourself!) for the 2000 Springer Outstanding Achiever Award, please call the Development Office at 513/871-6080 ext. 232. A nomination ballot will be mailed to you. Nominees should be high school-age or older.



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## Staff Members Honored for Service

Springer staff members were honored for years of service at the school's Annual Dinner and Meeting held on May 11. Jerry Kerr, Margery Kramer, Erica Plunk, and Anne Vuotto were all recognized for ten years of service. Terri Moorhead was honored for 15 years of service.

CONGRATULATIONS!!

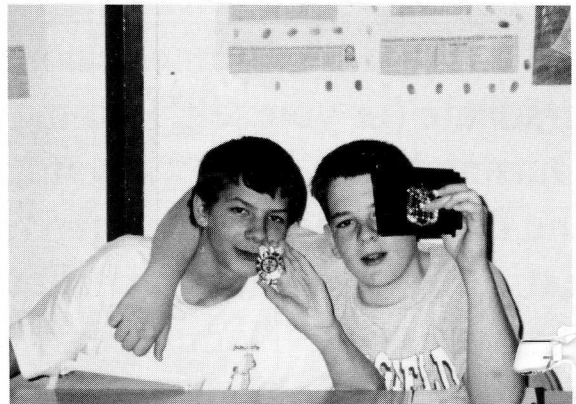


L to R.: Jerry Kerr, Margery Kramer, and Anne Vuotto

## All School Quest and The World of Work

The Springer School held its annual All School Quest on March 24th. The All School Quest allows students and staff to share and explore common themes with the extended Springer community. This year's theme, "The World of Work," focused on the career choices students have, and how they could prepare for those careers today. Students researched their chosen careers

and then created presentations that outlined job descriptions, educational requirements, daily schedules, and "tools of the trade." Many Springer parents shared descriptions of their careers with students, and other professionals, such as a law enforcement officer and an interior designer visited Springer to tell students about their jobs.



Upper School students display their World of Work projects.