

# Magnolia Time to Roast Local Celebrity



Spring 2000

## News and Views

The Springer School

**Magnolia Time**, Springer's annual dinner and auction will be held on Tuesday, May 9th. The main attraction of this year's event will be a celebrity roast of Enquirer columnist **Laura Pulfer**.



Laura Pulfer poses with Executive Director Shelly Weisbacher and Co-General Chairs Joyce and Paul Wenker

*Roger Ach, Cammy Dierking, Jim Knippenberg, Ed Rigaud, Jim Tarbell, and Kathy Wade* have signed on as "Roasters" and *Michael Flannery* will preside over the festivities as emcee. In addition, *Mayor Charlie Luken* will declare "Laura Pulfer Day" in Cincinnati!

The fun begins at 5:30 with a cocktail hour and Silent Auction bidding. Committee members have collected some great items for the Auction, including a private box at a Reds game, dinner with Laura Pulfer in her home, and a trip to New York City as a front-row guest for a taping of the television show *Emeril Live!* As an added bonus, Laura Pulfer will be signing copies of her book, *I Beg to Differ*.

A sit-down dinner by Elegant Fare

### Annual Fund Update

The Annual Fund Drive, kicked off this past Fall, has been raising dollars for financial aid at The Springer School and for programs at Springer Center for Learning Disabilities. So far, over \$160,000 has been raised! This year's Drive has been fantastic, but your help is still needed in order to reach our goal. Thank you to all who have participated in the Annual Fund Drive. Your contributions make Springer the outstanding community resource it is today!

Please see the enclosed insert for a listing of contributors to Springer's Annual Fund Drive.

will precede the Roast and the evening will wrap up around 9 p.m. with the Grand Raffle drawing for \$10,000. There's a ticket on the back cover of *News & Views* you can cut out and send in.

Proceeds from the Laura Pulfer Roast will benefit The Springer School's Financial Aid Program and Springer Center for Learning Disabilities. Tickets for the Roast are \$100 per person.

Committee members have been hard at work to ensure the evening is exciting for all. Committee members include: Paul and Joyce Wenker-General Chairs, Nathan Bachrach, Tami Blowers, Pam Gardner, Peter D. Gomsak, Jr., Donna Hartman, and Tom and Carol McTernan.

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**Executive  
Director's  
Column**

**Shelly  
Weisbacher**

The Springer School is a member of the Independent Schools Association of the Central States

(ISACS). Membership requires us to participate in an extensive accreditation process. This process follows a seven year cycle that includes in depth surveying of parents, alumni families, Trustees and staff; completion of a written self-study; an on-site evaluation; and periodic progress reports.

This winter, a nine member team of educators and administrators from LD day and boarding schools, and traditional schools spent three days at Springer completing the on-site evaluation. Prior to their visit, team members read our self-study report. The self-study included thirty reports that addressed five broad areas: Purpose, Goals, and Philosophy; School Community; Personnel; Program; and Governance and Administration.

The ISACS visiting team observed all aspects of the program and interviewed staff, parents, students, and trustees. Throughout the on-site evaluation, the school was monitored for its adherence to two fundamental standards: 1) Full and accurate disclosure of our mission, philosophy, program, qualification of our professional staff, procedures, and services, and 2) Congruence between the school's stated mission and our actual program and services.

During the weeks immediately preceding and following the on-site visit, I was asked a number of

times, "Why is accreditation important to Springer?" At one level accreditation demonstrates to the community our adherence to the best practices of independent schools as defined by ISACS, the accrediting association. On a deeper level, it provides a structured, formal means of evaluating all aspects of Springer. Accreditation used in this manner becomes a tool for self assessment and future planning. Furthermore, the accreditation process allows us to recognize and celebrate all that we have accomplished. In our day to day work, we seldom stop to take the broad view of ourselves. While we wrote the self-study and prepared for the on-site visit, we had the opportunity to focus not only on areas we wish to improve, but also on our strengths.

The visiting team's written evaluation of Springer will include commendations and recommendations for each area in the self-study. When completed, their report will be submitted to the ISACS Evaluation Review Committee (ERC). The ERC grants accreditation to a school following its review of the visiting team's report. Later this spring we will receive the team's full report.

From the ISACS team's exit report, we know that the things we most value were readily apparent to our visitors. The exit report emphasized the warm, nurturing, child-centered environment evidenced throughout Springer, and commended our staff and Board for their contributions and commitment to Springer. Their recommendations focused on strategic planning initiatives, which supports the current work of the Board. The Trustees are presently studying many aspects of the organization in preparation for developing a new strategic plan. The ISACS self-study report, prepared by staff, current parents, alumni, and Trustees, has served as an important source of information for the Board. As the Board proceeds with this work, staff, parents, and alumni families will be invited to participate in the strategic planning process.

Evaluation and future planning are cornerstones of a strong organization. This has been an exciting and important period of self-study, reflection and evaluation for Springer. Now as we begin mapping out our strategic plan, we know we are building on a solid foundation of service to individuals with learning disabilities.



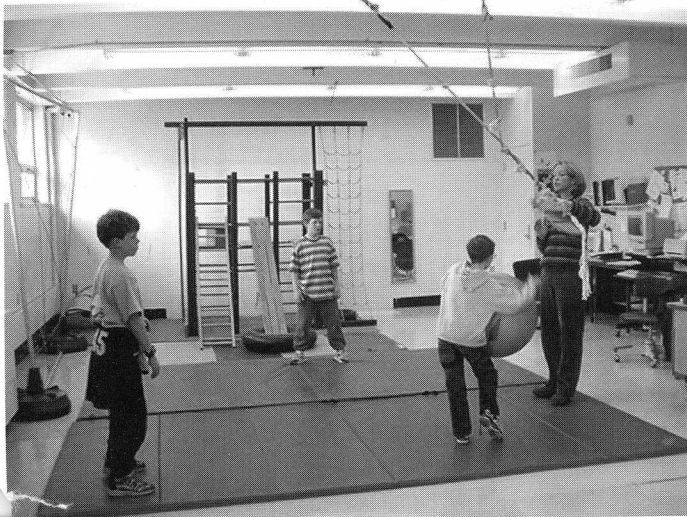
*Springer staff members, Trustees, and members of the ISACS Visiting Team enjoy a reception in Springer's cafeteria.*

# Take a Closer Look ....at Motor Services

A new feature in *News & Views*, "Take a Closer Look..." will explore the different programs that make the Springer School and Springer Center for Learning Disabilities a valuable resource to the Greater Cincinnati community.

Our first featured program is Motor Services. This program is staffed by Dafna Bahir and Amy Ford. Motor Services addresses specific problems students might have with fine and/or gross motor skills or with organization and visual motor skills. Fine motor skills

encompass handwriting; fine motor coordination, such as tying shoes; and pre-writing skills. Gross motor skills can include running, skipping, balancing, and other developmentally appropriate motor skills. Motor Therapists work with each child to address his/her specific areas of difficulty. For example, a child with fine visual motor issues might create designs on a peg board. This helps the child develop his/her visual planning, grip, and dexterity. A child with gross motor difficulties would work on hand/eye coordination by throwing and catching different-sized balls.



*Motor Therapist Amy Ford works with Billy Petty, Bill Mofield, and Elliott Harkness on a motor skills exercise.*

The decision to enroll a student in Motor Services is a collaborative effort. First, Motor Therapists review all new student files at the beginning of each school year. Then, all Springer students' motor skills are evaluated during Physical Education and academic classes. Lastly, this information is shared with other Team members to establish students' Priority Goals.

For many students, improving motor skills contributes to his/her self-esteem, better organization, management of materials, and improved work habits. As a result of these interventions, students will be better equipped for participation in physical activities and academic settings.

For more information regarding Springer's Motor Services Program, please call 871-6080, exts. 329/290.

## Intramural Sports at Springer

As part of a well-rounded curriculum, Springer offers many opportunities for students to participate in intramural sports. Activities are planned for every age group and the response has been enthusiastic. Some of the intramural sports offered at Springer are activity gym, basketball, bowling, skiing and Newcombe, a game similar to volleyball.

Recently, Springer students had the chance to face off against staff members and parents in a friendly game of Newcombe.

Physical Education teacher Mark Phelps served as referee as the student team beat their parents by two points!



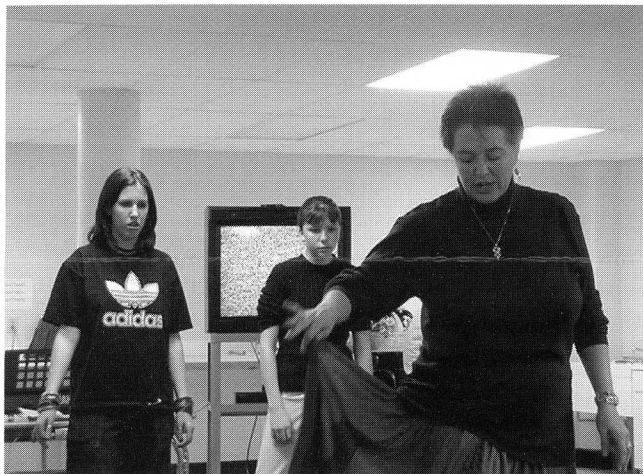
**SPRINGER'S STUDENT  
NEWCOMBE TEAM**



# All School Quest is "Fine"

This year's All School Quest was a "Fine Arts Sampler" which gave Springer students the opportunity to learn about and experience the Arts on a first-hand basis. Students in all Departments studied some area of the Fine Arts. For example, Primary students learned about the theater and presented two short plays. The Intermediate Departments focused on literature, such as poetry and fables, and also explored folk dancing.

In conjunction with the All School Quest, the Musi-



Musician in Residence Kay Raplenovich teaches Upper School students Libby Bentz and Caroline Feldhaus the "gypsy dance."

cian in Residence provided additional exposure to the arts through opera. Kay Raplenovich, a Touring Artist and an Artist in Education with the Ohio Arts Council was chosen as our Musician in Residence. Her work with Springer's students was funded through the Norita Aplin Musician in Residence Fund.

Beginning March 6th, Ms. Raplenovich spent two weeks at Springer introducing Intermediate and Upper School students to the elements of opera. Auditions were held for any students interested in performing a portion of the opera "Carmen." Students performed as gypsies, soldiers, townspeople, and toreadors, while Ms. Raplenovich sang the "Carmen" arias. The performance was held on March 22nd. Ms. Raplenovich also worked with the Primary Departments on selected mornings.

Many students were apprehensive about opera initially, but soon found it enjoyable. As Intermediate student LaMara Higgins said, "At first, I was scared because I didn't think I could sing like that, but now I think opera is fun."

Ms. Raplenovich is a classical singer from Ashland, Ohio who has sung with national and international opera companies. She has been an artist in residence for over 100 schools.

## Graduate Spotlight

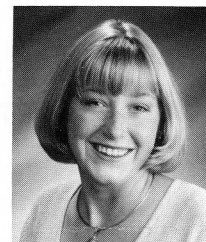
We were delighted to welcome back the following Springer grads who shared their experiences at What After Springer? on February 3rd.: **Andrew Babey, Emily Eldridge, Sara Grueninger, Maggie Hampton, Michael McKenna, Angie Metz, Michael Murdock, Michael Niehaus, Erin Partin, and Sam Wilson.**

This annual program speaks to students preparing to transition to a new school, their parents, and any Springer parent or student who wants to know more about Springer's placement process. Participants also learn how to ease this transition by discussing support options and considerations for summer education. The Springer graduates shared their experiences of attending a new school, and ways they have helped their current teachers and classmates better understand learning disabilities. For example, Sarah Grueninger's Math teacher learned how a "Math Strategy" booklet can help Sarah achieve in this area of difficulty. Mike McKenna is teaching other students with learning disabilities some of the ways he manages his learning issues.

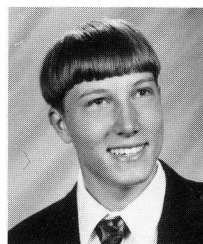
The graduates offered pointers on ways to make new friends and overcome fears about attending a new school. They also shared their challenges and gave participants an honest account of their transitions. While many graduates acknowledged some difficulty in starting at a new school, they all felt "well-prepared," thanks to strategies they learned at Springer.

*Here's an update on some other recent Springer Graduates....*

**Stephanie Gfroerer** is a 1995 Springer graduate and a 1999 graduate of McNicholas High School. She currently attends the College of Mt. St. Joseph where she is majoring in Gerontology. She is also a Student Government Representative.



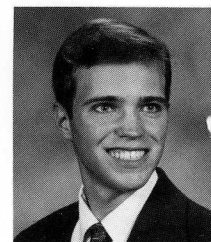
Stephanie Gfroerer



Adam Koch

**Adam Koch** is a 1999 Roger Bacon High School graduate. He is majoring in Landscape Horticulture at Cincinnati State Technical and Community College. He recently received a scholarship for community service. Adam graduated from Springer in 1995.

**Chip Pratt** graduated from Springer in 1996, and is a Senior this year at Purcell Marian High School. He will attend Cincinnati State Technical and Community College, majoring in Fire Science. Chip recently achieved Eagle Scout, and is an assistant Chief in the Anderson Township Fire Department's Explorer Unit.



Chip Pratt

# Springer Center for Learning Disabilities

## **SPRING PROGRAMS**

### ***Review of Learning Disabilities***

Provides information about learning disabilities. Participants view a video, participate in discussion, and receive a list of LD resources in the Greater Cincinnati area.

### ***Helping Children with Learning Disabilities***

This program for teachers provides information about learning disabilities and explores the complex problems children with learning disabilities bring to the regular classroom. Teachers will observe Springer classrooms and examine learning strategies and accommodations.

### ***Help your Child Study***

Parents will learn new ideas for creating an improved learning environment at home. Organization, planning, consistency, memory, and evaluation will all be addressed in this two-hour program.

### ***Mothers' Talk About Learning Disabilities***

Hear Springer's panel of mothers share their feelings and experiences. Springer psychologist Dr. Mark Helmick will moderate this evening.

### ***Math Strategies for Kids***

This five-week course for students in grades 3-6 (ages 9-13) will help remove math anxiety and add some fun to math challenges.

### ***Social Skills for Children with Learning Disabilities***

Parents will receive information about the various social problems that can arise for children with learning disabilities. This two-part program will facilitate discussion and address ways to improve social interactions.

### ***Understanding your Attention Deficit***

Seventh, eighth, and ninth grade students will learn about, understand, and develop strategies to cope with the challenges ADD can bring. Parents will be invited to attend a designated class.

## **ADVENTURES in SUMMER LEARNING**

Again this Summer, Springer Center for Learning Disabilities will be offering its popular Adventures in Summer Learning program for students entering grades 2 - 7. The program runs from July 5 - August 2, from 8:00 a.m. to noon.

Students work in small groups with trained L.D. instructors in the areas of Language Arts, Math, and Computer Skills. Each class offers students a hands-on, individualized approach that helps students prepare for the upcoming year, or reinforce previously learned skills. Student to teacher ratio for these classes average 6:1.

Another activity students participate in is Challenge by Choice. This group approach to physical activity promotes problem solving and cooperation. As part of Challenge by Choice, students get to use Springer's popular climbing wall.

Adventures for Summer Learning requires the submission of an application and tuition fees.

***If you would like more information regarding any of these programs, or an application for Adventures in Summer Learning, please contact Springer Center for Learning Disabilities at 871-9174.***

## Springer Gets a New Playground

Springer has a new playground this year, thanks to the Springer Parents' Association (SPA). Dollars raised through the Bike Hike, poinsettia sale, and other activities, as well as donations have allowed Springer to replace

some of its older playground equipment. Additional costs were contained through the generous help of parents and staff, who volunteered their time to help put the finishing touches on the new playground. Thanks go out to Vince Michels and Randy and Gail Phelps for the use of the Bobcats. Thanks also to Bruce Moore, Linda and Bill Lovett, Kim Haaff, Jerry Kerr, Vince Michels, and Randy and Gail Phelps for their help installing the mulch.

Renovations to the playground include: chin-up bars, four new swings, parallel bars, a zigzag balance beam, a track glider, and other equipment Springer's students are sure to find appealing. Springer parents and SPA Officers Kathy Dober, Kim Haaff, and Linda Lovett worked closely with Executive Director Shelly Weisbacher and Motor Teacher Amy Ford to plan a playground that is safe, fun, and beneficial to Springer's students. Much of the new equipment will encourage motor skills like balancing and upper body movement. As Mrs. Lovett says, "Everybody will enjoy using something on the new playground."



**THE SPRINGER  
SCHOOL**

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## Grand Raffle Ticket

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**The Springer School  
and  
Springer Center for Learning Disabilities**

*Grand Raffle*  
**\$10,000 Grand Prize**

\$1,000 Seller Prize

**1 for \$50**

ONLY 500 TICKETS SOLD!

**DRAWING:** May 9, 2000

\*\*\*PROCEEDS BENEFIT SPRINGER'S PROGRAMS\*\*\*

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Please make checks payable to The Springer School. **Mail to:** Grand Raffle, The Springer School, 2121 Madison Road, Cincinnati, OH 45208 (513) 871-6080 ext. 232

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## Outstanding Achiever Award

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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 by Friday, April 14th. Nominees should be high school-age or older.



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