



# News & Views

of The Springer School

Spring 1995



## Executive Director's Message

Norita Aplin, Ed.D.

### IT'S TIME TO CELEBRATE PROGRESS

I found it to be really great news when Ohio Governor George Voinovich declared last October "Learning Disabilities Awareness Month." It could not have happened 20 years ago, or maybe even 10 years ago. But the awareness that learning disabilities (LD) exist in up to 10 percent of the population has prompted this declaration. And awareness is where solutions begin.

Recognition of a learning disability is gradual. What had seemed a normal child becomes an upset and frustrated learner. Today, the question is asked: Could it be a learning disability? The profession is now able to answer that question with a diagnosis which is comprehensive and specific. The very nature of the learning problem, if it exists, is identified. A learner's skills in the use of letter and numbers, in gaining meaning from print, in short and long term memory, in listening, oral self expression, in organizing information—these and many other skill areas are assessed. The diagnosis provides a starting point to change how instruction is being provided. When instruction is matched to needs, the learner gains confidence and begins to take risks. It is not a quick fix, but it is the way for the learner to experience success rather than failure.

The needs of two people with LD are seldom alike:

- LD is not cured; it will always be as much a part of a person as his signature, eye color, height, and arm length;
- A person with LD who is willing to work hard and invest the needed time can achieve his/her potential, in spite of the learning disability;
- There is no single course of action which is right for all learning disabilities.

In fact, possibly the best lesson we can learn about LD comes when we step away from the belief that there is only one way to address the problem. Providing a continuum of service models—tutoring, resource rooms, inclusion, special schools—which match the learner's needs would seem to be the most effective.

For those who have needed a special school model, such as The Springer School offers, the thrill of learning of their success in high school, vocational school, college, graduate school, professional school, or the excitement of opening their own business or advancing in jobs, affirms that a person with LD does not need to settle for coping. They can fulfill their destiny.

Let's celebrate the progress!

## EVERYONE IS A WINNER AT MAGNOLIA TIME

April 29, 1995



Springer is holding its annual Magnolia Time celebration on April 29. This year's theme is "Magnolia Time at the Derby." The evening will begin with a silent auction; a live auction, dinner and the drawing of the Grand Raffle winner of \$10,000 will follow. Magnolia Time is Springer's biggest special event of the year. Funds generated from Magnolia Time support the financial aid program at the school.

The entire Springer School organization is involved in this event. Trustees, administrators, faculty and friends come together to make it a success. Many parents volunteer many hours to pull it together. Leadership for this year's event is focused on three parents whose children are graduating from Springer this year. *Laurie Maguire* is co-chair in charge of all the arrangements that make the evening happen, i.e., invitations, catering etc. *Nancy Swartzel* is heading a large committee charged with gathering all the items/services needed for active bidding during the silent and oral auctions. *Dawna Mayerson* has formed a team of creative thinkers who will carry out the racing theme.

Two very important friends of Springer are *Jan Kiefhaber* and *Steve Early*. Jan, a graphic designer, donated the creation of the invitation and Steve, a professional auctioneer, is returning for the fourth time to orchestrate the oral auction.

*Linda and Don Biehl*, whose son Cory is a Primary student, are heading the Grand Raffle ticket sales campaign. *Tony Hobson* is serving as Trustee coordinator.

*Jan Hunke* is once again receiving reservations.

*Joyce Rich* will collect 100 items for the Instant Winner game where the buyer is guaranteed a "surprise" worth at least \$10.

*Debbie Hicks* is coordinating the room parents' efforts to create theme baskets for the silent auction.

Springer motor coordination teacher *Audrey Young* is organizing a team of almost 50 volunteers who will work during the event to assure everything runs smoothly.

Risk takers can gamble on the Grand Raffle prize of \$10,000 cash! Only 650 tickets will be sold and the winner will be drawn at the end of event with the seller of the ticket winning \$1,000. To purchase a ticket, simply complete the coupon on the back page of this newsletter or call the Development Office at 871-6080.



Magnolia Time co-chairs (left to right) Dawna Mayerson, Laurie Maguire, and Nancy Swartzel

## "ADVENTURES IN SUMMER LEARNING"

Springer will once again be offering a summer learning program for students in grades 1-6 who need special attention, especially in the language arts area. The half day program runs from July 5 to August 1.

"Adventures in Summer Learning is a program that gives students an opportunity for success," says Norita Aplin, Springer's Executive Director. The program is broken down into four curriculum areas with the strongest emphasis being on the language arts. The language arts program is a customized multi-sensory approach to reading and writing which provides skill development for comprehension, spelling and composition. The oral communication portion of the program is designed to improve expression of ideas, vocabulary, comprehension and listening strategies. Another section of the program includes individualized instruction in math or computers. A unique and exciting component of the program is "Challenge by Choice." This program emphasizes physical group activity and creative problem solving. In these activities students are responsible for their entire group's achievement. These activities produce a sense of community, and help students become more aware of their own resources.

The program will again be administered by *Julie Preziosi*, a professional educator and a parent of a Springer student. Nine specially trained teachers, some from the Springer staff, complete the program's educational team. The program is specifically designed for students with average or greater potential who have not made expected progress in school. The deadline for application is June 2, and space is limited.

For further information or to request an application, please call Springer at 871-6080.

## We Couldn't Do It Without You!

Parent volunteers continue to play very important roles in a variety of fund-raising activities.

*Cheri Linz is surrounded by a group of Upper School students who "crowned" her in appreciation of her work accounting for the funds they raised selling Valentines. The money will be used to offset the cost of their yearly overnight trip to Camp Kern.*



*Lucy Maish and Kathy Reindl sort the latest shipment of Spiritwear that the Springer Parent Association sells.*



*Vallie and Rodney Geier look over last minute details for this year's Book Fair, which benefits Springer's library program.*



*Barbara Brandner is the force behind the school's very successful sale of Kroger and Thriftway grocery coupons. Since October, the school has netted more than \$2,000.*

### CRITERIA FOR RECEIVING INVESTMENT IN EDUCATION POINTS

Product or service	Investment points
Open a new checking account (\$500 minimum)	300
Open a package checking account (\$500 minimum)	400 to 1,900
Open a new savings or Money Market Account (\$500 minimum)	200
Deposit \$1,000+ into existing savings or Money Market	20
Open a new certificate of deposit or add to an existing CD	
\$5,000 - \$9,999	100
\$10,000 - plus	200
Open a credit card account	100
Personal or auto loan of \$4,000 - plus	300
Personal line of credit of \$4,000 - plus	300
Home equity installment loan of \$4,000 - plus	500
Home equity line of credit of \$4,000 - plus	500

## SCHOOL BANKING ON INVESTMENT POINTS

Springer has been collecting School Investment Points from PNC Bank to get free educational equipment for our program. The Investment in Education program awards Magnavox audio/visual equipment, Apple computers, encyclopedias, solar-powered calculators, CD ROM equipment and some sports equipment. Through this unique nationwide program, PNC Bank has already awarded over \$1 million in classroom teaching tools to participating schools.

PNC Bank offers two ways for our school to acquire School Investment Points—the Bonus Certificate and regular banking transactions. Each person completing a Bonus Certificate will receive 100 School Investment Points, with no obligation or purchase required. School supporters may also earn points during the course of making qualifying transactions. (See chart.)

Points will be issued through June 1, 1995. Springer hopes that parents and the community will help support this program by donating their School Investment Points to us. All a customer has to do is ask for his or her points and the bank teller will give the person a coupon. Then, simply send the coupon to Springer. In some cases, bank branches have forwarded the coupons on to us.

For more information, please call the Development Office at 871-6080.

## Nobody Succeeds Like a Springer Grad!

*The following is an excerpt from an essay written by Springer grad Mimi Cooper as part of her college application process. She applied and was accepted at Wittenberg College, Butler University and Ohio Wesleyan College.*

**H**ow could I make a decision that could change almost everything about me? All kinds of questions were running through my mind. Would I get the help that I needed? Will I keep my old friends? Will I make new friends? But the most important question was: will I be happy? At this point I would have done anything to be happy again. It wasn't entirely my decision, but it had to be done.

Well, January was getting closer and I was getting ready for my first day at Springer School. I would be entering as a second semester seventh grader. I was scared and very nervous to take those first steps into a new atmosphere and unfamiliar surroundings. I knew to think positively because I would be getting the help that I so desperately needed.

I noticed that at Springer there was never any pressure to answer questions that were asked by the teachers. I remember that at my former school, I was always a nervous wreck about class participation, even if I did know the answer. I think that this attitude of mine was because of an experience I had in sixth grade. I recall I was in my History class and my teacher had just asked who were the Senators from Ohio. I raised my hand thinking, "Wow, I know this." As you can obviously assume, my answer was incorrect. The entire class burst out laughing. From that day forward, I promised myself never to participate in class again.

This type of situation would never take place at Springer. The students are taught very good values - and no one is ever allowed to make fun of another student for any reason.

During the winter break before my first day of school, I went through a lot of testing with the school's psychologist. Basically, they were testing my "Intelligence Quotient." To the outsiders, Springer was known as "the dumb person's school. What an insult! What others didn't know was that to get into Springer you have to have an average or better IQ.

As the next couple of months passed at Springer, my friends at my other school seemed to have disappeared. My first conclusion was that they were embarrassed to know me. Now I think I could have been the one "ditching" them. I just assumed that they didn't want to be with me. I began feeling sorry for myself. During this time I became even more depressed. I hid all my feelings and would not talk to anyone about anything.

My bad feelings built up so much inside that I decided, with reinforcement from my mother, that I should talk to someone. So, for about a half-an-hour once a week I spent my class time with Springer's school psychologist. We would talk about my problems with my family life, my relationships with friends, bad grades in class or anything at all that seemed to be bothering me at the time.

I soon realized that I had almost no self-esteem. I blamed myself for any arguments that would occur at home, asking, "why am I such a hindrance in their life?" I also had no confidence and put myself down in every area of my life. I even decided that I could not play soccer anymore even though I knew that I was a strong player.

I refused to let my parents help. I regret that now because I know how much they were hurting inside to help me. I always told myself that they weren't trying hard enough. However, they were the ones who gave me the opportunity and insisted that I go to Springer. They were the ones that pushed my to continue soccer just as I was giving up. As I look back, my parents did everything they could to help me.

My problems weren't solved overnight, but slowly I was happy with the way things were going. I was confident to talk about Springer, and the help I was receiving there.

My parents and the faculty at Springer had such an influence on me. I will always remember them. The faculty pushed me to do things I would never had thought of doing. They once asked me to write a paragraph about leadership, and soon after I was voted President of our entire school. I was so nervous at the thought of speaking in front of a group of people, but my principal at the time encouraged me not to give up, which is what I had been doing quite frequently.

Those two and one half years went by so quickly. I cried just as much when I graduated as I had upon entering.

The first few weeks back at my previous school were quite tough. I had to make a huge transition from a very caring, small private school to a much larger high school. For a while I felt that I had made a huge mistake going back to this school. All of those old memories returned. Then I noticed a difference in me, in my attitude, and in my ability to handle situations. I realized how Springer had taught me to feel good about myself; how they had taught me to handle my academic work; how they had made me feel so important; and how they had given me the confidence in myself to now deal with a large high school which really doesn't care much about their students.

I still keep in touch with the faculty and friends at Springer. I've gone back to speak to kids who are planning on graduating from Springer. I told them the best thing that I did was to get involved with my school - sports, any and all extra curricular activities. I told them never to fall behind and to ask for the help, and not to give up.

I'm now a senior, and looking forward to making another huge step towards college. I feel that I will be fine and that I've accomplished many things. I am now not afraid to ask for help anymore. I know that teachers are always willing to help if you simply let them know you are interested and you care.

Who knows, maybe someday I will return to Springer and help teach other children like myself. I do know that whatever I decide to do with my life, my successes will be largely in part to my two and one half years at Springer and now four years at college.

# FOLKLORE TOPIC OF ALL SCHOOL PROGRAM



Physical Ed teacher Mark Phelps and classroom assistant Nancy Koch enjoy the Virginia Reel.

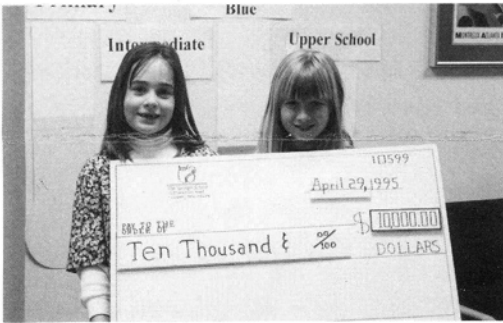
Each year, the faculty chooses a course of study that is integrated into the curriculum for a trimester, which culminates in an All School Program when the students demonstrate their newly acquired knowledge.

The Primary Department studied the folklore of Mexico; Intermediate, Sweden and France. The Upper School chose the United States with a segment on African American stories.

The program featured displays, foods, musical instruments, stories, songs and dances.



Musician Greg Jowaisas demonstrates the autoharp to a group of students during a special assembly.



Lee Laurence and Katie Knowles, both Primary Department pupils, hold a facsimile of the \$10,000 check that will be awarded at the end of Magnolia Time on April 29. Only 650 tickets will be sold. Proceeds will help fund financial aid grants.

## GRAND RAFFLE

YES, I want a chance to win \$10,000 and support The Springer School's program for learning disabled students.

Enclosed is my check for \$ \_\_\_\_\_ Please send me \_\_\_\_\_ tickets (\$50 each)

Name \_\_\_\_\_

Address \_\_\_\_\_

Send to: The Springer School Grand Raffle  
2121 Madison Road  
Cincinnati, Ohio 45208

# CONSIDER A BEQUEST TO THE SPRINGER SCHOOL

Your attorney can advise you as to how to do this, but you may find the following form a help.

"I give, devise, and bequeath to The Springer School, a charitable, nonprofit organization located in Cincinnati, Ohio, 45208, \_\_\_\_\_ dollars (\$ \_\_\_\_\_) or \_\_\_\_\_ % of my estate to be used by its Board of Trustees in carrying out its objective and purposes."

Who can say now how many young lives your generosity may help?

*The Springer School is chartered by the State of Ohio for grades 1-8. The school is accredited by the Independent Schools of the Central States (ISACS), and is a member of the Ohio Association of Independent Schools (OAIS). The Springer School admits students regardless of race, color, creed, sex or national origin.*

The Springer School  
2121 Madison Road  
Cincinnati, Ohio 45208

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