



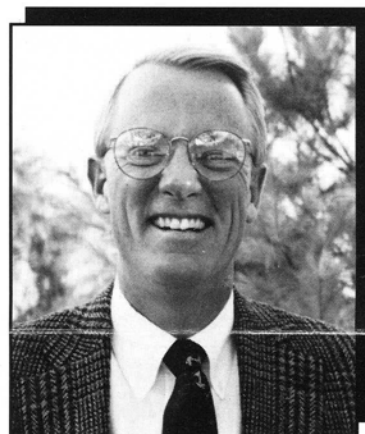
ANNUAL FUND DRIVE SEEKS FINANCIAL AID

Trustee and alumni parent, Rick Blum is once again heading Springer's Annual Fund Drive with a goal of raising \$175,000. The funds will be awarded as partial financial aid grants to students for whom the program's tuition would be a significant burden. This year, more than \$290,000 has been allocated. The Annual Fund Drive is the largest single source of support for the school's financial aid program. More than a quarter of the students enrolled receive assistance ranging from 10% up to 90% of the current year's tuition. An important feature of this program is that the parents agree to pay back 12% of the amount received within three years of the student's graduation from Springer. The thinking behind this policy is that the amount awarded is seen more as a loan rather than an outright gift, and it becomes another way of "giving back" so that future students can have the same chance to benefit from the program as their child. Collection rate is nearly 100%!

Assisting Mr. Blum in Drive leadership positions are fellow trustee *Peter D. Gomsak, Jr.* who is chairing the Pacesetter's Campaign aimed at securing memberships in the newly established gift club, the **Reuben Springer Society**; *H.C. Buck Niehoff*, Present Parent Campaign; *Linda and Bruce Hoffman*, Alumni Parent Campaign; *Dr. Robert Krone*, Physician Campaign; and *Richard P. Meder*, Graduate Campaign.

In addition, more than 40 volunteers, those who have a direct

connection to Springer as well as those friends from the community who recognize the value that Springer brings to our area as a unique resource, will spend long hours of letter writing and telephone follow-up to bring the gifts in for the Drive. Our heartfelt appreciation goes to these friends, and a very special thanks goes to a caring and very generous community for its support of the Springer program. It's this generous sharing that makes Cincinnati such a great place to live and work and go to school!



Annual Fund Drive Chairman Richard Blum is confident that his team of more than 40 volunteers will bring home a winner: \$175,000 for financial aid.

For more information about how to support the Annual Fund Drive or any other aspect of the school, please call the Development Office, 871-6080 ext.214.

Self-Celebration!

Norita Aplin, Ed.D.
Executive Director

Self-celebration remains a challenge throughout our lives. Taking the time to reflect on our successes, and feel good about them is one of the joys of living. However, there is discomfort in reflecting on experiences that were less than our

dreams and standards. This challenge is greatest for children because they are learning about themselves as well as the world. Often, they receive mixed messages about this world. This challenge is compounded for any child with a disability because they also have to understand the meaning of the disability as it relates to their dreams and the expectations others have for them.

I watch the children at Springer tentatively begin to explore what their learning challenges really mean in terms of their futures. It is a miracle to see them realize they have unbelievable abilities once they learn and develop the necessary work ethic.

This fall, the thoughts of two Springer graduates and one set of parents were published in "Their World", the publication of the National Center for Learning disabilities. I want to share some of these thoughts with you, as they so exquisitely capture the miracle of self-celebration.

Matt: "At Springer School I felt like I belonged because children there had the same problems I had, so there was nothing to hide from."

Mimi: "Before Springer I was a nervous wreck in classes. I promised myself to never participate in classes.... I realized that I had no positive self-esteem and I blamed myself for everything that happened in every area of my life. At Springer the faculty pushed me to do things I would never have thought of doing. Once, they asked me to write a paragraph about leadership, and soon after I was voted President of the Student Council....The first few weeks back at my old school were tough....All of those old memories returned. Then I noticed a difference in my attitude and in my ability to handle situations....They had taught me how to feel good about myself....how to do academic work....they had made me feel so important, and had given me confidence in myself."

Clair & James: "Son, we have told you in jest that your gifted area is going to be hard work. As you grow into a young man we wish you the best. You have many more years of growing up to do. Your burdens will always be a little heavier than your friends' burdens, but living with a disadvantage is not always bad. Sometimes this makes you a better person....you choose your goals more carefully....you are more caring toward other people. It is our wish today to celebrate with you the success you have found at The Springer School. We hope that you can ask for the help you need so that you can continue to make school progress....We are so proud of you....We love our little son."

Miracles in progress!



Meet Springer's New Staff!!

We are pleased to introduce our new Staff Members for the 1996-97 school year:

Gina Blume – Gina comes to Springer as a language therapist after working for ten years as a Co-Director and speech pathologist for SpeechPath, a speech and language center for pediatric clients. She is married with two daughters and her family enjoys hiking, biking and festivals. Gina also likes to train her dog to show.

Jeanette Bowman – Jeanette joins Springer as an Oral Communications Teacher for the primary and intermediate levels after working at Children's Hospital Medical Center. She is married and has a daughter, Abby. Jeanette enjoys spending time outdoors, reading, doing crafts and spending time with her family.

Becky Breyer – Becky comes to Springer as an intermediate level teacher after teaching learning disabled children in Kentucky for three years. She is currently working on her Masters of Education at the University of Georgetown. Becky is married with a daughter and enjoys camping with her family.

Stacy Chmura – Stacy is Springer's new Development Assistant. She graduated from Xavier University in 1995 with a degree in English. Stacy likes to read, mountain bike, camp and hike.

Kristen Herrel – Kristen comes to Springer as a teacher in the intermediate level after tutoring at Northeastern High School in Springfield. She attended Wittenberg University and enjoys sports and meeting people.



L to R: Tom Spotts, Eileen Schroeder, Carmen Wagner, Becky Breyer, Jeanette Bowman. Not Pictured: Gina Blume Stacy Chmura, Kristen Herrel, Katrina McFarlane, Julie Pratt

Katrina McFarlane – Katrina joins Springer as an Instructional Assistant. In October she will be certified as a learning disabilities teacher. After three more courses at Xavier University, Katrina will receive her Masters of Education. She is married and has a five month old son, Elias.

Julie Pratt – Julie joins Springer as an Instructional Assistant. She is married and has four children, including two Springer students (past and present). Julie is currently working on her Ohio Teaching Certificate at Xavier University.

Eileen Schroeder – Eileen comes to Springer as an intermediate level teacher. She has been teaching and tutoring in Cincinnati since 1988.

Eileen is married with three children and enjoys camping, boating, gardening and cross stitch.

Tom Spotts – Tom joins Springer as the Upper School math teacher after working in the Hamilton and Mariemont City Schools. He is single and lives with his dog, Murphy. His passions lie in gardening and Indiana University sports. Tom is looking forward to growing in the supportive LD environment at Springer.

Carmen Wagner – Carmen comes to Springer as a teacher at the intermediate level. She has experience teaching and tutoring in schools throughout Cincinnati. Carmen is engaged to be married in August of 1997. She enjoys running and swimming and wants to "thank everyone for welcoming me into the Springer community!"

SPRINGER PARENT ASSOCIATION LOOKS AHEAD

The Springer Parent Association (SPA) has been busy. In an effort to become more efficient and increase involvement with the school, SPA has become an incorporated organization with written bylaws, a functioning board of six people, and about 30 chair positions for different activities and programs.

SPA's biggest efforts are in fundraising for the school. The funds raised by SPA aid the athletic programs and sponsor enrichment programs and social events. Some of the activities and programs include: The Bike Hike and Family Picnic, room parents, the Visiting Author Program, and the Used Book Exchange.

Enthusiasm and energy are a large part of the new way SPA is being run. "We've had a big response to initial volunteer sheets. We're five weeks into the year and everything is covered. People really want to be involved," said SPA president Shelagh Watson. Mrs. Watson also said that a benefit of running SPA in the new way is that instead of giving the school an unrestricted gift, they can pinpoint where the funds are needed. Teachers and staff can identify specific programs and items they need to enrich the learning environment for the students, and SPA can help with those.

Communications with SPA and the school is important and constant. After each meeting Mrs. Watson meets with Springer

Executive Director Norita Aplin so they can keep everyone up to date on what's happening. Teachers and administrators are also welcome to attend meetings.

Every parent of a Springer student is encouraged to join SPA. There is a five dollar membership fee for each household. Members vote at meetings and are able to help in the decision making process.

Mrs. Watson said SPA's new structure is working well. Everyone is energized and it looks like more will be done for the good of Springer.



SPA president Shelagh Watson presents a gift certificate to Springer librarian Robbie Dimling. The Library is one of the programs the parent group is able to support this year with the profits from their fund raising efforts.

BUILDING A STUDENT'S EDUCATION

Gail Conti, M.Ed., *Education Director*

Building a student's program at Springer is a dynamic process. Since we use a diagnostic-prescriptive approach to instruction, decisions are constantly being made regarding what the child's academic, motor and social functioning are telling us about his/her needs. Based on these needs, instruction is continually being adapted.

There are certain building blocks that are put in place each year for a child. The first one is communication. We value the information accumulated by the instructors who have most recently worked with that child. Therefore, we have built into our program time and a process to permit this communication. Each May, the instructors and therapists working with a child evaluate their academic, linguistic, social/emotional, and motor functioning. After extensive review by program administrators and instructional staff, students are placed into homeroom groupings. Age, gender, and academic and social functioning guide these placement decisions.

As the year ends, planning for the next year begins. For returning students who will remain in the same department, the sending and receiving homeroom teachers discuss them at staff meetings. If a student is moving to a new department, cross-department meetings are arranged to acquaint receiving staff with the child.

The permanent and working files of students are also important building blocks. These are reviewed by the receiving instructors. They contain information from the multi-factored evaluation of the child when she/he entered Springer, standardized tests, detailed information on the child's skills in reading, math and written expression, priority

goals/evaluations for all aspects of the child's program and samples of the child's work.

Student orientation in August provides an additional building block. Student Orientation is an opportunity for the receiving homeroom teacher to become acquainted with his/her students and to also continue the diagnostic-prescriptive process. During the month of September, students begin their instructional programs while the oral communication and motor therapists as well as the psychology staff observe/assess the students and begin to determine the therapeutic intervention that will best meet the child's needs during the current year. At the Interdisciplinary Team Day in Late September, all of the staff members working with a child meet to sculpt his/her individualized program. The staff then meets with parents early in October to incorporate parental thinking into the program design for the child.

Following these meetings, the homeroom teachers, oral communication and motor therapists articulate the goals for each child in the Priority Goal's documents. Language, motor, and psychotherapeutic services begin at this time. Depending on the needs of the child, these services are administered in a variety of models: one on one, small groups, and/or within the classroom.

During the course of the school year, there is ongoing dialogue among team members at weekly department meetings, monthly academic core team meetings, social/emotional core team meetings, and parent conferences. Diagnostic-prescriptive instruction continues every moment of every day in all aspects of the child's school life.



Mrs. Janet Voinovich, wife of Ohio governor George Voinovich visited Springer on October 8th while in town for a campaign luncheon. She stopped in to read from "The Giving Tree" to Mrs. Kramer's class. Mrs. Voinovich is a strong supporter of children's literacy. Here, Mrs. Voinovich greets a Springer student while Executive Director Norita Aplin looks on.

DEFINING LEARNING DISABILITIES

Historically, there have been different definitions of learning disabilities used at the national, state and local levels, and by agencies serving individuals with learning disabilities. Some of the differences are directly related to funding issues, while others are related to varied understandings of what constitutes a learning disability.

As research in learning disabilities progresses, it continues to shape our knowledge of this condition, and allows us to refine our definitions. To this end, The Springer School recently modified its definition of a learning disability to reflect current research and practice.

"A learning disability describes a condition which interferes with the ability to acquire, process, store, or produce information. It creates a significant discrepancy between an individual's intellectual potential and success with any of the following: listening, speaking, reading, writing, reasoning, and mathematics. Throughout the individual's life, the condition may also affect emotional well being, interpersonal relationships, daily living activities, and vocational performance. Learning disabilities cannot be attributed to other difficulties such as physical disabilities, mental retardation, emotional or behavioral disorders or environmental factors."



Springer Students Take Top Honors at Art Show

Several Springer School students were honored for their artistic efforts at The Hyde Park Art Show this year. The show, which displays art from area schools as well as from adults, was held in Hyde Park Square on October 5. This year, over 100 students in grades 1-12 participated in 3-D and Drawing categories.

Primary Department students Mikki Martin and Matthew Verkamp were awarded Honorable Mentions for their work in the Drawing Category. Upper School student Tori Duckworth won First Place for her entry in the 3-D Category. Other Springer students with pieces in the Show were: Ben Kessen, Jonathan Hicks, Peter Niehoff, Latinya Sweetland, Amanda Kuhr, Caroline Feldhaus, and Brandon Shephard, whose entry in the 3-D category was chosen to be on the cover of next year's Art Show program.

Congratulations to all the Springer students who entered their artwork!! We're proud of your efforts and achievements.



Some of the winners of the Hyde Park Art Show proudly pose with their entries

Springer Welcomes New Board of Trustees Members

The Springer School is proud to welcome the following new trustees:

Peter M. Bloch – Peter has been involved with a variety of organizations throughout Cincinnati, including the United Way, Free Store/Food Bank and Jewish Vocational Service. He is a resident of Mt. Lookout and is currently working for The Dzyne Group Ltd. Peter became acquainted with Springer through former Board Member Steve Allen. He will be working on the Development Committee and the Committee on Trustees.

Robert Gazaway – Bob comes to Springer with a strong belief in every child's ability to learn. He is a resident of Hyde Park and is a retired educator from the Cincinnati Public Schools. He has also been involved in organizations such as the Ensemble Theatre and Clean Cincinnati. Bob will be working on the Finance and Education committees.

Linda Noble – Linda is the Vice President of Human Resources for Comair, Inc. She lives in Wyoming and has participated as a board member of the Kentucky State Chamber of Commerce. She was also a founding member of the Children's Investment Club. Linda will be working on the Personnel and Strategic Planning committees.

Holly Doan Spraul – Holly became interested in Springer through knowing a former student. She lives in Western Hills and is a partner in the law firm Spraul, Veith & Doan. She has been involved with many different organizations in Cincinnati, including the Opera Guild, Volunteer Lawyers for the Poor Foundation and the Hamilton County Hospital Commission. Holly will be working on the Personnel and Education committees.



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