

SPRING 2026

News & VIEWS

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Growing Confident Writers at Springer

Writing is essential to everyday communication, yet it is also one of the most cognitively demanding tasks students face. For students with challenges such as dyslexia, ADHD and executive functioning, the demands can make writing feel overwhelming. That is why helping students grow into successful writers is a priority at Springer in Lower School, Middle School and High School.

Reading and LD Specialist Cari Kelly explains, "Writing places a significant burden on working memory due to the substantial cognitive load involved. Planning and prioritizing are executive functions that play into writing as well. In fact, the complex task of writing involves many processes, including:

- Generating and organizing ideas
- Applying letter-sound correspondences
- Spelling words accurately
- Constructing and expanding sentences of increasing complexity.
- Applying appropriate grammar skills
- Maintaining coherence across written content

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Letter from our President

Many students who have come to Springer have struggled in other schools before finding us. Good meaning people may have surrounded them in other schools, but the system was not designed for them. Determined parents, grandparents, guardians, family and friends often help so that the student, and family, can find the support they need. I call it their village – the layers of people around a student who are trying to help. Once families find Springer, a new village emerges.

The Springer system is specifically built to support children who struggle with dyslexia, ADHD and executive functioning skills. This new village puts each child – and their village – at ease. You can feel it from our classrooms to our car line, and you can feel it every day. This new village does not take the place of their personal village – far from it. It does put everyone else in that child's village at ease. For every child we help, we are also helping an entire village of people behind that child because we are all striving for one goal: To help that one child find success.

In the pages of this version of News & Views you can read about some of the important elements to the Springer system that sets us apart from other schools and providers in the best of ways. While it would be nearly impossible to share each of the elements to the Springer system one thing is true: It is our people who refine our system that leads to each child's success.

Springer Lower School and Middle School has been educating students for over 50 years. Springer Learning Center has offered programming to parents and professionals since 1997. In the past few years Springer High School and Springer Diagnostic Center have opened new pathways of support for those seeking the right village. Individually, each of these structures are supporting families who need us every day; collectively, there is no more impactful place that you could want to be a part of.

To the thousands of parents and students, alumni and alumni families, donors, Board members, caregivers, community members and champions of Springer – thank you. You keeping Springer at the forefront of your minds is making an impact on students and families who need us every single day. With your help we are fulfilling a mission of empowering students with learning disabilities to lead successful lives, and we could not do it without you!

Brett T. Marcoux
President



Faculty & Staff Anniversaries

Springer benefits from having a knowledgeable and dedicated faculty and staff, reinforcing our core value of stability. Each Spring, significant milestones are celebrated, and May 2025 brought a number of commendable benchmarks!

Lower School Assistant **Kathleen Miklius** retired after 13 years at Springer in a variety of roles including Jon Peterson Scholarship assistant, instructional assistant and finally as a Lower School Assistant, where she was valued as a colleague and leader. One of her colleagues, Lisa Baragatze, shed some light on the nature of Kathleen's work, stating, "Kathleen is a behind-the-scenes hero! She is willing to step in wherever she needs to be in order to ensure the students are getting what they need."

LD and Reading Specialist **Cari Kelly** was recognized for her twenty years at Springer, during which she has served as a teacher and as a reading specialist. Most recently, Cari has dedicated herself to helping Springer implement the Wilson Reading System, earning advanced credentials as a trainer, coaching teachers in the wider community and teaching students in small groups and 1-1. Diane Houghton, Senior Director of Academics & Learning, sums up her approach: "Cari's passion for each student's learning journey is evident in her work. She utilizes her deep understanding of learning disabilities, combined with her expertise in reading instruction, to develop an impactful, student-centered approach that benefits all students at Springer."

Kim Lankford was also celebrated for twenty years during which she has held roles as lead teacher and instructional assistant. Throughout Kim's career she has become known as a mentor and leader among her peers



> Above (left to right, top to bottom): Kathleen Miklius, Kelly Gallant, Jill Wiegung, Rachel Goheen, Stephanie Smith, Kim Lankford, Christy Schweppe, Barb Marsh, Molly Shumate, Cathy Kron.

and embodies Springer's approach. Carol Shumrick, Lower School Director, points out one way Kim has helped to build school culture: "Building a strong classroom community is a hallmark of Kim's. Discussions and interactions are always respectful and it is apparent that students feel seen, heard and valued under her care."

At fifteen years, **Jill Wiegung** has helped fulfill the Springer mission assisting in the Learning Center, in the development office and in classrooms as an instructional assistant. Her most recent years have been spent guiding families through the enrollment journey as Admissions Director. Carmen Mendoza, Director of Enrollment and Growth has worked closely with Jill

Honoring Norita Aplin's Legacy at Springer

In September 2025, the Springer community lost a treasured friend with the passing of Dr. Norita Aplin. As Springer's former Executive Director, Norita's legacy can be seen in the enduring impact of her leadership.



When Norita stepped into her role in 1984, she came with clear goals: to grow enrollment, strengthen connections with other independent schools, raise staff salaries, and build systems that would preserve the quality and integrity of Springer's mission. Through her steady leadership and belief in the school's purpose, those goals became reality. Enrollment nearly doubled during her tenure, allowing more students to benefit from Springer's specialized and supportive learning environment.

Norita also understood the importance of being part of a broader professional community. Under her leadership, Springer joined the Ohio Association of Independent Schools and earned accreditation through the Independent Schools Association of the Central States. These milestones strengthened Springer's reputation and ensured that its programs met the highest standards. At the same time, Norita made it a priority to attract and retain outstanding educators who shared her commitment to children. In her retirement, Norita and her husband Stan continued to be strong supporters of Springer, visiting frequently to enjoy musical performances and to stay involved.

One of the most meaningful ways her legacy lives on is through the Norita Aplin Musician-in-Residence Fund. Created in her honor, this program reflects her love of music and her belief in the arts as a powerful force in learning. Through this fund, Springer students continue to work with professional musicians, exploring performance, composition, and creative expression in ways that enrich their lives.



> Above: Norita with Springer Students during her 14-year tenure, 1984-1997.

Norita Aplin's influence will always be part of Springer's story. We are grateful for the foundation she built and the future she made possible. Springer is stronger because she was part of it.

Faculty & Staff Anniversaries, continued

for many years, and shares, "Jill is driven and passionate about our mission; throughout her interactions with staff, families and students she is kind and empathetic, and always looking out for our new families. She is always "rooting" for our students and enjoys watching them grow in our program."

With ten years of dedication, Development Associate **Molly Shumate** has also served Springer in multiple capacities, first as Receptionist and then as Assistant in the Development and Advancement Teams. She is known for her ability to "think of everything" and does so with a caring heart and love of children! Vice President of Institutional Advancement Kirstin Eismen says, "Molly always goes above and beyond to make sure our organization operates with excellence."

Five-year anniversaries formed the biggest group with six celebrating the milestone. **Chance Alumbaugh** has been part of the Peterson Team, partnering with families as they seek and maintain crucial scholarship funding from the state. **Cathy Kron** has been an Instructional Assistant in the Lower School and Middle School as well as getting involved in extracurriculars. **Kelly Gallant, Rachel Goheen, Stephanie Smith** and **Sam Tolbert**, teachers in the Lower School and Middle School, embrace the core value of staff expertise and development and we're proud they continue to expand their knowledge for the benefit of Springer's students!

A new distinction was made this year to recognize educators who had conducted 100 or more tutoring sessions via Springer Diagnostic Center. Four professionals who eared the commendation were **Caroline Dearie, Barb Marsh, Rachel Eccles** and **Christy Schwegge**.

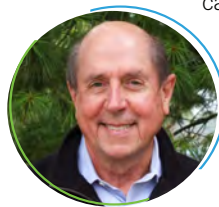
Welcome Back, Springer Voices

We're excited to welcome three new members to Springer's Board of Trustees! Two are dedicated alumni parents and one an alumna whose personal journey has come full circle. Together, they bring leadership experience, strong ties to Springer, and a shared commitment to giving back to the Springer community.

Matt Gockerman is an alumni parent and past Board President who had previously served nine years on the Board. During that time he co-chaired the 2021 capital campaign, *Advancing Success*, which raised more than 19 million dollars for the North Wing addition, financial aid and Center expansion.

Tom Leugers, an alumni parent and past Board President, will join the board again after 18 years of previous service. on the Resource Committee and as co-chair for *Advancing Success*.

Vallie Tapke ('95) attended Springer in first and second grades. She ultimately graduated Magna Cum Laude from Georgetown University and earned a Master's Degree in social work from the University of Chicago.



Growing Confident Writers *(Continued from cover)*

Springer teaches each of these skills explicitly. That means writing skills are taught in a detailed way, modeled by the teacher and practiced repeatedly by the student. Additional repetition happens in math, science, arts and elective classes. In nearly every academic class, students reinforce writing skills with tasks like explaining their thinking, justifying reasoning, summarizing information and reflecting on their learning.

Through repetition, students begin to internalize the processes and eventually complete them independently. The gradual release of responsibility from teacher to student (often using the *I Do, We Do, You Do* method developed by Sarah Ward, MS, CCC-SLP) is crucial for success. While not all students are on the same timeline for independence, it is through this release of responsibility that students become empowered to direct their own learning.

Students apply learned skills and make improvements each year as they move toward independence. Middle School teachers like Ms. Amos help students build independence with many of the tools they're learning. She explains, "We focus on being able to use graphic organizers independently, follow the writing process steps independently, and knowing how to check and revise our writing." Amos believes writing

skills are important in all classes because "they allow students to express their thoughts in an organized and clear way."

At Springer High School, students are putting their skills to work at more advanced levels, including writing personal essays that can be used for college applications. High School students taking College Credit Plus classes can take advantage of support from their high school teachers while tackling challenging college-level content and begin putting writing skills to use at collegiate levels. When students leave Springer they continue building upon their abilities.

Faculty participate in professional learning to improve their teaching skills in writing as well. One of these sessions was a training led by Tanny McGregor, internationally known educator and author, who spoke about sketchnoting, a strategy that combines drawing and writing to process thinking.

Seeing the growth of our young writers makes us proud! Math & Technology Coordinator Mrs. Wise notices dramatic improvements over time: "It is amazing to see students struggle to put thoughts down into words when they first arrive, and then to hear their amazingly polished and confident commencement speeches."



> Students use tools like graphic organizers to structure their writing. Sketchnotes, stop-n-jots and speech-to-text technology are other tools often used to build writing skills. Rehearsal, or talking about what you're going to write about, is another supportive strategy.

Fun with Purpose

More than half of Springer Lower School & Middle School students have participated in after school activities. Throughout the year they have twenty choices among academic, creative and physical opportunities like Choir, Dance, Test-Taking Strategies, Kickball, Film, Taekwondo, Creative Writing and more.

Student Life Coordinator Nic Smith oversees the programming. She explains that fun is just one reason the opportunities are so valuable: "After-school activities play a vital role in supporting students with ADHD, executive dysfunction, and learning differences by providing a structured, supportive environment beyond the classroom. These programs reinforce key executive-function skills such as organization, time management, and self-regulation,



while offering hands-on, interest-based learning that builds confidence and engagement. They also promote social-emotional growth by fostering peer connections, strengthening communication skills, and cultivating a sense of belonging."

The most popular sessions have been Dodgeball, Ceramics, LEGO and Soccer (pictured left). Quality programming is achieved with the help of Springer faculty and staff and through partnerships with organizations like Cincinnati Taekwondo

Center, Queen City Clay, Pones Dance Studio and Queen City Classic Chess in Schools.

> **Above:** Soccer is one of the many popular after-school activities.

Learning With Dyslexia

This fall, alumnus Thomas Blessing ('16) reached out to Springer to share an academic paper he wrote during his final year at the University of Cincinnati. His story was so heartfelt and well written that we asked him if we could share it with you. Here's his story.

"It's right here, sweetie" said my kindergarten teacher, as she crept closer and closer to my face, slamming her finger down on the textbook pointing at the spot that the class was at while reading out loud. This is the first memory I have of my literacy journey. As all the other students were reading out loud as soon as it got to their turn, I never would. Whenever it got to me, I was always the one getting yelled at because I would refuse to read out loud to the class. I'm sure most of the other students and the teacher thought it was because I didn't want to, but in fact it was because every time I started to look at the words on the page, they would all start flying around. It was as if I was at home playing with magnetic letters on the refrigerator and constantly moving them. It wasn't until about a year later that I learned I had something called dyslexia. As a first grader learning that you have something that is a bigger word than anything you've ever seen, it doesn't make a whole lot of sense.



Thomas as a Springer student

Knowing that the teachers at my school were not equipped to handle this, I had to change schools. This is scary to a second grader. Would I make friends? Would they teach me to read? Would I finally love to read as much as my friends? Only time would tell.

When it comes to people that are monumental in the journey of a person's literacy story it always must start somewhere. The place that started for me was in a grade school parking lot. My mom came in for a student teacher conference, and as she was walking to her car, a man came running up to her and said, "excuse me, do you have a second?" My mom was crying. She had tears rushing down her face because she had just sat through a meeting where nothing positive was said about her son. It had only been the first semester, and she was already being told her son would have to repeat the first grade. The man came up to her and said, "I will never admit that I said this, because if I do, I will lose my job, but your son

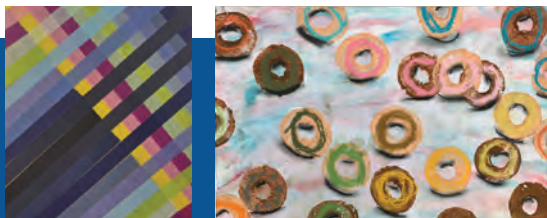
will not learn here." The man told her about a school that changes children's lives that was right here in Cincinnati. The name of the school was Springer School and Center. He explained that if my mom ever wanted me to succeed in life then she would have to pull me from the school that I was at. Now, in hindsight, this doesn't seem like a big deal, to changing schools in first grade. It's not like her son had a bunch of friends. He was just that weird kid who would sit in the corner and just pray that he would not be called on or that his turn would never come up to read. **Continues on page 8.**

Thinking on Paper

One interesting way to take notes uses drawing and writing together. It's a technique called sketchnoting. Guest educator and expert sketchnoter Tanny McGregor visited campus this winter and taught the technique to Springer Lower School & Middle School students. For those in grades one through three, she presented a lesson about doormice, a small nocturnal animal, while guiding students in the making of sketchnotes. Some of their notes included a drawing of the mouse in its habitat or pictures of the fruit it eats along with important words. A few students shared their thoughts on the technique: Gianna, a second-grader, wasn't sure at first if she liked it, but then said, "I started to like it because you can add some color to your writing." Bryce, a first-grader, seemed to feel it was a particularly good strategy for him. He says, "I like it because I write books a lot." After making their sketchnotes, students wrote more traditionally, using words and sentences. The sketchnoting had helped them process the lesson so they were well prepared to write. Sketchnoting is a strategy that many students use at Springer and one that can be used independently in the higher grades.



> Kennedy and Marcus, pictured here, learn sketchnoting with Tanny McGregor.



> Top Left to Bottom Right: Artwork by Sadie M., Eloise H., Beatrice B., and Isla M.

STUDENTS AWARDED FOR EXCEPTIONAL ART

Two Springer students have been named winners in the annual Journal of Learning Disabilities art contest. Beatrice B. and Isla M. will each have artwork on the cover one of the bimonthly issues of the Journal of Learning Disabilities in 2026. Their entries were selected from a national field of over 90 applicants. Each student's art is one of only six pieces to be featured this year.

Two students earned awards in the Hyde Park Art Show Student Division in October. Eloise H. won third place for her mixed media artwork titled "Donuts!" and fifth grader Sadie M. won second place for her Maya Hayuk-inspired piece created with Washi Tape.

High School Growth Continues

Springer High School is in its third year, with 40 students enrolled in grades 9, 10 and 11. Students enroll after attending Springer Middle School and other local private or public schools across 33 different zip codes in Ohio and Northern Kentucky.

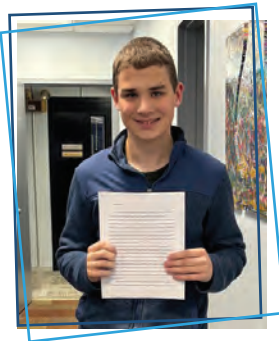
As our high school grows, students are playing an active role in shaping a school they can be proud of. During their time here, students grow academically and socially, becoming independent and equipped for bright futures in higher academics and in life after school.

Springer is proud to be serving students at the high school level and grateful for the partnership of the students and families helping to make the best possible environment for the Springer experience to happen.



College-Level Learning

During the first semester, many students earned college credit for their Ancient World History class taught by Mr. Barker. That's because they took the course as part of Cincinnati State's College Credit Plus program, through which students earn dual credit for classes, while experiencing the rigor and depth of college classes. Students ended the class with a five-page term paper which compares ancient civilizations from across the globe. Their writing was the result of an entire semester of work and firsthand research conducted on artifacts from the Cincinnati Art Museum's collection. Mr. Barker explains, "They are leaving this class knowing that they can handle exactly the kind of work that a university class will throw at them."



The second semester CCP class is Sociology, an online class where students have the benefit of in person support from peers and instructor Mr. Barker, who serves as proctor. He says, "In the CCP program, students are building confidence for college already having some credits in hand!"

Carter, an 11th grade student, wrote an article for the high school newsletter about the CCP program, and learned why Mr. Barker is perfect for the program. He writes, "Mr. Barker really enjoys teaching the CCP class because he likes that he gets to teach a college class again. Before he taught high school he was a college teacher."

> Top: Forty students are enrolled at Springer High School this year. Above: Lincoln with his completed college-level research paper.

Seen and Supported

Just like in Springer Lower School & Middle School, staff at Springer High School aim to provide the right guidance for students to thrive. During the tough teen years, it helps to have a trusted adult when a little extra support is needed. At Springer High School, that person is often Student Life Coordinator and Licensed Social Worker Shavonte Darden. Mrs. Darden is available to provide short-term counseling and crisis support for students. Her office is situated in a busy hallway where students often stop in and say hello or sit in a comfy chair and chat a few minutes. It can be very casual, but her support is intentional. Mrs. Darden explains, "I take time to listen, follow through, and show students that they matter. Trust grows when students know they can be themselves and be met with respect and understanding."



> Shavonte Darden provides a safe space for students to focus on mental health.

See what happened when a high school classroom was transformed into a workshop for a week!



SCAN HERE!



Students are in the driver's seat when it comes to participating in individual and group sessions that address communication, managing anxiety and healthy friendships. Mrs. Darden says, "Teen years are tough, and our goal isn't to fix students but to support them as they grow. We focus on helping students build confidence, self-awareness, and skills they'll carry with them beyond high school."

Parents also know they can rely on Mrs. Darden, who is available to help them find outside resources and coordinate with other healthcare providers, bridging communication so that students receive coordinated care throughout their time at Springer.

Students Find Their Place in Sports, Arts, and Activities

In the 2025-26 academic year, Springer High School has seen strong growth in sports and activities. In fact, an astounding 86% of High School students have taken part in an extracurricular activity this year. From the basketball court to the theater stage, students have demonstrated exceptional dedication, resulting in strong participation and success across multiple disciplines.

The basketball program experienced a transformative season competing in the Winter League. Over the course of 14 challenging games, the team made significant improvement in both technical skill and mental fortitude. During the season, players developed individually and as a cohesive unit. The Winter League gave students invaluable competitive experience that will serve as a foundation for future success.

Cheer was another offering that brought together students trying a new sport for the first time, like 10th grader Leslie. She says, "I enjoy it a lot, especially just being with the people." At the start of the season, the group spent time with cheerleaders from Mount St. Joseph University for guidance and have since cheered at Springer High School home basketball games.



> Above: Bowling Club meets every week to learn rules and techniques, and to practice.



> Theater Club rehearses for their production of "The Mad Tea Party".

Meanwhile, the newly formed Bowling Club exceeded all expectations with its enthusiastic reception. Six students have committed to regular practice and competition, establishing a strong base for what may become a varsity team by next year. "I love bowling," 10th grade student Jamie shares, "It's a learning experience." When asked about continuing next year, players expressed enthusiasm, like Jamie who agrees, "Yeah!" he will be involved again.



Beyond traditional athletics, Springer High School's activity programs have flourished with equal vigor. This year marked the debut of our first-ever eSports program, tapping into the competitive gaming scene and attracting students who might not otherwise participate in extracurriculars. Simultaneously, the Robotics team has maintained robust membership numbers, as it did last year.

Perhaps most impressive, the theater production has achieved record-breaking participation, with nearly half of the student body involved in this year's performance. This extraordinary level of engagement highlights the vital role that performing arts play in school culture, fostering creativity, collaboration and confidence among the students. Jordyn, a ninth-grader who has acted in the past, is playing White Rabbit in the high school production of "The Mad Tea Party". Jordyn says that to her, "Just being with my friends...and practicing a lot" is the best part of Theater Club. The hardest part? "Memorizing our lines!"

Springer High School is proving to be a vibrant, inclusive community where every student can find their niche. As one parent put it: "I am especially impressed by how staff go beyond academics to support social growth and extracurricular experiences, ensuring my child feels successful and valued in all areas of school life."



> Top Right: Jamie participates in Theater Club and in the Bowling Club. Above: The Basketball team played fourteen games this season, including against neighboring team Summit Country Day.

Want a glimpse into daily life at Springer High School?

Follow @SpringerHS on Facebook and Instagram!



Adventures in **SUMMER** Learning



JUNE-JULY • 2026

Build your child's camp experience!

Summer Learning That Moves Students Forward

Adventures in Summer Learning has become a trusted destination for students from schools across the region who need targeted support to strengthen skills. For students who attend Springer's day school, summer programming provides important structure and helps prevent the "summer slide." For students who do not receive specialized instruction in their home district, access to evidence-based interventions tailored to their learning needs can be transformative.

In addition to academic instruction, students can build study skills and social skills. Many children in grades 1–5 also choose to extend their experience by enrolling in week-long mini-camps that blend learning and fun, with themes such as theater, sports, cooking, space exploration and more.

Last summer, with the addition of high school offerings, enrollment exceeded 100 students, with the highest participation among elementary-aged learners.

As part of the Springer Diagnostic Center, Adventures in Summer Learning's Morning Expeditions program for students in grades 1-5 provides families with valuable insight into their child's learning profile. Parents receive assessment data, including screening for dyslexia, along with the opportunity for a parent-teacher conference to discuss results. You can learn more about

this summer's camp at Springer-LD.org/Summer, or by scanning this QR code.

SCAN HERE TO REGISTER!



> **Top:** High School student Brycen volunteers with one of the afternoon sports sessions. **Above:** Students work in a small group on reading and writing skills.

Learning With Dyslexia, Continued from page 5.

The downside was that the school that would help me was more than triple the tuition of my current school. My parents didn't have a lot, but they decided to go and tour the school.

My mom tells me that from the second she drove into the parking lot she knew I had to be sent there. From seeing the kids on the playground, to classes being taught outside, the tour was just icing on the cake. In her eyes, it was the place for me.

Walking down that cobble stone path, breathing in that rose petal sent, I started my first day at the new school. I remember walking in, feeling

nervous, scared, and worried, that I was just going to be another stupid kid in the class. What I didn't know was that every kid that went to that school was just like me. There were 12 kids in each classroom and two teachers. I had gotten to that school when I started the second grade, and the change was visible almost instantly. Within three weeks of being at that school and having teachers that not only cared, but also wanted the success of their students, I was reading novels.

SCAN HERE TO FINISH THE STORY!



Dyslexia Screeners Help Families Act Early

This fall, Springer Diagnostic Center psychologists partnered with three local schools—Cardinal Pacelli School, St. Cecilia School and St. Mary School—to provide early dyslexia screening for students. Through the initiative, more than 200 children received an individual, one-on-one early literacy screener designed to identify early risk factors associated with dyslexia.

The screening assessed foundational literacy skills closely linked to dyslexia, including phonological awareness, letter name knowledge, letter sound knowledge and early word reading. While a screening alone is not sufficient to diagnose dyslexia, it is a valuable tool for identifying children who may be at risk and who could benefit from closer monitoring or early intervention. Early identification is critical. Research consistently shows that addressing reading difficulties early can significantly reduce long-term academic challenges and improve student outcomes.

Following the screenings, families received letters summarizing their child's individual performance and level of risk for dyslexia. Families also

had the opportunity to meet directly with a Springer psychologist to review results, ask questions and discuss next steps. These conversations helped parents better understand their child's reading development and empowered them to take informed action.

Springer Diagnostic Center remains committed to early identification, family education, and collaborative partnerships with schools because early support can make a lasting difference.

If you would like to learn more about Springer Diagnostic Center, you can visit us online at Springer-LD.org/diagnostics or scan the QR code here.



SCAN HERE TO LEARN MORE!

Parenting Toolkit Series Connects, Empowers Families

In September, Springer Learning Center launched the Parenting Toolkit, a complimentary educational workshop series designed to equip families with practical strategies for supporting children with learning and attention challenges. Made possible through a generous grant from the Josephine Schell Russell Charitable Trust, the series has been well attended, with approximately 50 parents and caregivers attending each session.

The Parenting Toolkit was created to offer research-based guidance on topics that directly impact daily life at home and school. Four separate sessions have explored areas such as anxiety, academics, dyslexia, and ADHD, led by credentialed experts from across the region including the University of Cincinnati, Cincinnati Children's and private practices. Each session combines professional expertise with actionable strategies for families to begin using right away.

Throughout the series, families have shared that they value both the practical tools and the opportunity to ask questions, engage in discussion, and connect with other parents who share similar experiences. One parent explained, "Seeing other parents recognize similar symptoms in their child makes me feel less isolated." Many participants report leaving sessions with greater confidence in how to support their child's growth.

The final session will be held April 13 and will be led by Adult Executive Function/ADHD Coach Barbara Hunter, owner of Integrated Learning Designs. Her program focuses on strategies to support executive function. Building the Bridge Between Knowing and Doing: Strategies to Get the Job Done will help parents of children and young people uncover the reasons behind challenges with activation, organization, and follow-through that stem from executive function difficulties. Participants will explore the science of the "knowing-doing gap" and leave with practical, proven strate-



> "Keeping it Level: Balancing Anxiety and Academics" led by Erin Fiorito, LPC, MST, and Molly Ireton, LISW-S. The workshop was one of four in the Parenting Toolkit Series.

gies to help their children take action, stay on track, and experience success in getting things done.

Springer is deeply grateful to the Josephine Schell Russell Charitable Trust for their support in making this impactful series possible. Do you receive invitations to Learning Center Workshops? Contact center@springer-ld.org to be added to the email list for future programs. To register for the final installment of the Parenting Toolkit, scan the QR code here,



SCAN HERE TO REGISTER!

Thank You for Your Leadership

Ending their time on our board are three leaders who made wide-ranging impacts during many years of service to Springer.

Penny Dinsmore, Anna Hogan and John Schiff III all exit after having made invaluable contributions over many years of service.



Penny Dinsmore, an alumni parent, joined the board in 2019. Knowing firsthand of the power Springer has on a family, she gave generosity of her time, resources and connections. Honoring her service at Springer's Annual Dinner, Board of Trustees Vice President Mike Wright shared this heartfelt statement: "Your heart of gold brings a value to our board and school that could never be measured."

Anna Hogan joined the board in 2016 and lent her expertise in the areas of digital and social media marketing.

She was also a key contributor to Springer's 2023 rebranding. While Anna didn't have a personal history with Springer, her passion for the val-

ue of a Springer education is evident in the lengths to which she contributed to Springer's growth as an organization. Mike Wright offered this compliment to describe Anna's impact: "Your passion for the importance of education and



the way you offer deliberate leadership, and creative, high level input, has forever changed the way Springer markets and tells its story."



John Schiff III is an alumni parent who has been a friend and leader to Springer for many years, including chairing the Annual Fund Drive for six years. Vice President of Institutional Advancement Kirstin Eismin shares, "John has meant so much to Springer throughout the years. He has made a lasting impact and we continue to build on the work he has done."

Memorials & Tributes

(AS OF 2/17/2026)

In Memory of Dr. Norita Aplin

Christina Aplin
Marla and Tony Barone
Kathy and Jeffrey Besecker
Randy and Peter Bloch
William Bogdan
Gwen and Patrick Cooney
Karen Y. Cromley
Lominda and Michael Desmier
Courtney Doyle Chambers and Matthew Chambers
Kirstin Eismin-Henry and Ian Henry
Christine and Mark Elders
Barbara Ford
Rachel and Bernard Foster
Barbara K. Frank
Stephanie and Douglas Gerrety
Martha and Mark Helmick
Laurie and Tom Herman
Jamie and Jim Hopkins
Angela, Lisa and Mark Joseph
Melanie Kaiser
Sandy Kohn
Mary Lou and Bill Linley
Sandy Magnuson
Julie and Brett Marcoux
Kathy and Bruce Maxwell
Carmen and Steve Mendoza
Margaret Mullen Baldwin and Keith Baldwin
Patricia and Luca Paschina

Laura Pirich
Darby Ragle
Stan Ragle
Jeanne Rolfes
Molly and Todd Shumate
Carol and Terry Shumrick
Shelly and Ken Weisbacher
Jill Wieging

In Honor Norita Aplin and Stan Ragle

Lominda and Michael Desmier

In Memory of Ruth Berg

Barbi and Greg Sherman

In Honor of Amy Diamond In Honor of The Birth of Granddaughter Lily Harper

Barbi and Greg Sherman

In Memory of Matthew R. Erdman

Robin Canowitz
Judy Erdman
Richard Erdman
Jackie Ford
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Barbi and Greg Sherman

ALUMNI CONNECTIONS



ZOE CHACON '24 has taken advanced coursework including AP U.S. History and Honors English. Zoe credits Springer with helping her learn how to advocate for herself, a skill she continues to use as she continues to move forward in her education.

ESME CHACON '23 Esme is taking honors and AP classes in high school and is earning A's and B's. She is involved in theater and recently played the lead role as Mercutio in Romeo and Juliet. She has excelled in swimming and has broken several of her personal records. As she looks forward to college she is considering Princeton University and a future career in medicine or law and thinks about pursuing missionary work. She credits Springer for strengthening her reading skills and self-advocacy.



NOAH FLEISCHMANN '22 maintains friendships with his Springer peers while also making new connections as a student at McNicholas High School. Noah's favorite class is Culinary Chemistry, where he enjoys both cooking and tasting new dishes. He is also a member of the cross-country team. After high school, Noah hopes to pursue a career in the film industry, following in his dad's footsteps.

HUGH DEERING '20 graduated from Moeller High School and now attends the University of Kentucky, majoring in ICT, with plans to pursue a master's in Artificial Intelligence. At UK, Hugh maintains strong grades, is involved in both an academic and social fraternity



and recently participated in a charity boxing event. He also enjoys golf, recently tying a game with his dad!



CONNER DUTE '18 graduated from Professional Military Education in the top ten of his class, earning a place on the Commandant's List. He earned promotion to Sergeant in the U.S. Army Reserves as a 68W Combat Medic and ranked first on the Order of Merit List for promotion to E-6 Staff Sergeant. Having also completed Hazmat Technician school, Conner is now a full-time Fire-fighter-Paramedic with Anderson Township Fire Department.

NICK COMARATA '17 graduated from Elder High School and later studied Automotive Technology at Sinclair Community College to pursue his passion for cars. Today, Nick works as a mechanic and groundskeeper at both Pebble Creek and Sugar Ridge. In his free time, he enjoys being outdoors, especially playing golf and riding quads and four-wheelers. Nick's hands-on skills and love for the outdoors have fueled his path forward.



WILL DUKE '15 attended University of Cincinnati and Hobart Welding School in Troy, Ohio. Will began his career at Johnson Nash and now works as a welder for O'Rourke Wrecking. Outside of work, he loves to travel and explore new places.



JACK GARVIN '15 has run in more than 100 5Ks and even competed in a powerlifting competition! He's passionate about drones (he has two!), model trains, and Legos. Jack enjoys staying connected with his Springer community and continues to thrive.

RYAN GODAR '07 After commencing from Springer, Ryan Godar attended Purcell Marian. He loves to travel and recently got married. Ryan works in customer service at Kings Toyota and enjoys life with his wife and their cute dog!



JONATHAN RYALL '05 graduated from Indian Hill High School and attended Eastern KY University for Business Management. He became a personal trainer, where he met his wife, who also trained for a time. Jonathan now owns a gym in Hyde Park at the Rookwood Exchange. As a corrective exercise specialist, he wakes up early to get to work by 5 AM. He enjoys cold plunges and sauna sessions for their benefits like dopamine, metabolism, and clarity. With 10 years of experience, Jonathan continues to inspire others!

CAITLIN ZIRKELBACH '05 earned her massage certification from Gateway in 2023 and has been working at All Star Chiropractic for over a year. She specializes in deep tissue, prenatal, and relaxation massage. Outside of work, Caitlin enjoys pottery classes and hanging out with friends!



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