

THE YEAR OF DYSLEXIA

JOSH CLARK, HEAD OF SCHOOL

I grew up with my father's harrowing stories of walking ten miles to school in the rain, snow, sleet, hail, and heat. While I never understood how one small area could contain so many weather patterns, I knew better than to ask. When not traversing back and forth, my father spent his school years working at McDonald's and still credits himself as inventing the Egg McMuffin. As a child, when I complained about too much homework or my boring teachers, he was quick to remind me that at least I did not have to sprint past old Mrs. Wilson's rabid and unchained dog, the smell of french fries wafting behind him.

Like all myths, these stories were no doubt kernels of truth wrapped in exaggeration and meant to teach me a lesson. As a parent, I find myself tempted by the same distorted sense of school-age nostalgia. I did not walk ten miles, but if I forgot my lunch, I just chewed rocks because there was no calling home. If I did not know the answer, I had to rely on my 1987 Encyclopedia Britannica's definition of the truth. And as I often remind my son when he complains about having to practice his Learned Words, "Well in my day, dyslexia was not even an option!"

I imagine many of us share similar experiences. You were either struggling so much that you were put in a special education program that vastly undervalued your potential, or you were told to just work harder. Even after graduating from high school and studying education at Indiana University for four years, it was not until I began teaching and noticed exceptionally bright students who had an unexpected difficulty learning to read, write, and spell that I even began to learn about dyslexia.

While the term dyslexia was first used in 1887, and Anna Gillingham began using Dr. Samuel Orton's research to work with children in the early 1930's, as far as I can tell, dyslexia did not exist in 1980's Collierville, Tennessee.

David Schenck had been revolutionizing education for over 20 years at that point, and even then, I believe he knew he was building a vehicle for systematic change and not just a safe harbor for a few. As The Schenck School approaches its 60th anniversary, I think David would laugh at our surprise that we also are entering the year of dyslexia.



On May 2, I joined current and former Schenck School families and students as we watched Governor Brian Kemp sign Georgia's first dyslexia legislation. While only a beginning, this law symbolizes an important recognition that we can and must do more for the tens of thousands of dyslexic learners in our state.

Beyond Georgia, dyslexia and The Schenck School are even on the international stage. Through our partnership with Made By Dyslexia and Microsoft, in just over three months, more than 65,000 educators have learned about dyslexia from Richard Branson, Keira Knightley, and Schenck School teachers. The recent Made By Dyslexia Showcase hosted by the School has 16,000 Facebook views to date. While it is no doubt a good time to be dyslexic, there is still tremendous progress to be made. The vast majority of young people with dyslexia continue to go undiagnosed. In the media and even within schools of higher education, the science of dyslexia is ignored, and damaging misconceptions are spread.

We cannot become complacent with our success, and instead we must wave David's banner high and proudly. As more resources and information about dyslexia become available, it is our job to educate the masses.

My hope is that one day all of our children will lament to our grandchildren, "You know, in my day, schools did not just screen everyone for dyslexia and then give them the appropriate support! No, in my day, you had to work for it!"

THE SCHENCK SCHOOL AND THE DYSLEXIA RESOURCE INVITED TO PRESENT AT A PRESTIGIOUS NATIONAL CONFERENCE

JOSIE CALAMARI, M.ED., DIRECTOR OF TEACHER TRAINING, FELLOW/ACADEMY OF ORTON-GILLINGHAM PRACTITIONERS AND EDUCATORS

In April, educators from The Schenck School and the Dyslexia Resource traveled to White Plains, New York, for the Annual Conference for the Academy of Orton-Gillingham Practitioners and Educators, the preeminent industry conference open to parents, educators, and anyone interested in learning and understanding more about dyslexia and the Orton-Gillingham Approach. The Academy was established to better serve individuals with dyslexia, fellow professionals, and public interests. As a certifying body, they uphold the standards set forth by Dr. Orton and Ms. Gillingham themselves.

While representatives from The Schenck School routinely present at this conference, this year the School and the Dyslexia Resource sent seven educators, one of the largest representations from any accredited organization. We presented breakout sessions covering five different topics including phonemic awareness, vocabulary, comprehension, and work the Dyslexia Resource is providing at Thomasville Heights Elementary School through Purpose Built Schools Atlanta. An example of one of the breakout sessions, I presented “Syl-LAB-le em-PHAS-is Seven Rules for Accenting English Language.”

In this session, it was important to highlight that automaticity with syllable division must include the explicit instruction of accenting patterns. Without explicit accenting pattern instruction, a child may be able to break words into syllables easily but completely mispronounce the word. This can be an intimidating topic, as many attendees felt it was only for the “big kids” of upper elementary and middle school. Yet, at the conclusion of this session, attendees left the session comfortable with their understanding of the seven rules that govern where and why certain syllables in the English language are accented. Additionally, attendees left the session with practical tools and strategies to teach students of all ages.

The Schenck School and the Dyslexia Resource are grateful for the opportunity to present at this annual national conference. The conference is not only an opportunity to share our knowledge gained from 60 years of experience, but it is also a fabulous and worthwhile opportunity to collaborate with fellow educators and learn additional hands-on, practical skills to help reach struggling readers immediately.



Josie Calamari, M.Ed., Director of Teacher Training, Fellow/Academy of Orton-Gillingham Practitioners and Educators

The Schenck School Partners with Florida Center for Reading Research:

BOOK ENDS TO THE ACADEMIC YEAR

DR. KIM DAY, DIRECTOR OF RESEARCH & DEVELOPMENT

Last September, Dr. Don Compton, Director of the Florida Center for Reading Research (FCRR), visited The Schenck School and gave a community presentation entitled *Competing Perspectives on Dyslexia: Science, the Media, the Individual*. Dr. Compton also visited a Purpose Built School and spent time with our faculty and staff. Since Dr. Compton's visit last fall, The Schenck School has had opportunities to work with FCRR throughout the school year, culminating in our participation in a national study being conducted by researchers at FCRR.

In November, fourth grade teacher Jacqueline Whited visited Florida State University. While there, Dr. Compton arranged for her to take a tour of FCRR and to meet with some of the researchers at the Center. In recalling her visit, Jacqueline stated, "As I met with each researcher, they told me about their unique projects. Dr. Sonia Cabell talked about how acquiring language skills through the social sciences helps children with reading comprehension skills, such as making inferences. Dr. Laura Steacy emphasized how tackling multisyllabic words can enhance students' comprehension skills, and Dr. Nicole Patton-Terry talked about how trauma affects a student's ability to learn to read. I walked away with new ideas to bring back to my classroom."

In January, we again connected with FCRR when Dr. Hugh Catts came to our campus as part of a professional learning day focused on reading comprehension. Dr. Catts is Professor and Director of the School of Communication Science & Disorders at FSU and an affiliated faculty member of FCRR. He shared findings from the Language and Reading Research Consortium (LARCC), a national research team he helped lead that addressed questions related to reading comprehension, including ways to improve comprehension instruction across the grades. Faculty and staff discovered additional ways to support and improve their implementation of the Schenck School Reading Model and in turn, enhance students' reading comprehension.

In early May, as we began to wrap up our school year, a team of researchers from FCRR came to The Schenck School for an entire week as sixteen teachers and over fifty of our students participated in the Variable Vowel Collaborative (VVC) study. The team of researchers, led by Drs. Laura Steacy and Don Compton, was impressed by the warm welcome and Schenck School hospitality of our students, teachers, and staff. The findings from this study will be used to inform word reading instruction for teachers in both public and private schools. The Schenck School will be recognized in FCRR publications for our contribution to the VVC study.

To learn more about the VVC project, visit fcrr.org/projects_vvc.



Fourth grade teacher Jacqueline Whited with Don Compton, PhD, from Florida Center for Reading Research



Student with Dr. Laura Steacy, PhD, from Florida Center for Reading Research

Early Screening For Reading Differences Has Tremendous Benefits

WHY THE PASSAGE OF BILL 43 IS IMPORTANT

MARGARET SASSER, FIRST GRADE TEACHER

Schenck School students have unbelievable gifts and talents. Finding those does not take much looking. There are challenges, too. Everyone has his or her own difficulties, and that becomes readily apparent. Early on, when we attempt Kindergarten journal writing, two children sit with one teacher and write about what they did over the summer. Often the writing consists of beginning sounds for each word and a picture to go along with this. Though seemingly straightforward, teachers quickly experience how agonizing it actually is. One confident, bright, articulate child dove under the desk and pulled her hair over her face in a very hairy shield. Another child dutifully stayed in his seat and feigned deafness. Generally, children don't react so strongly to something they don't have negative experience with, especially since a teacher was there to help. It was evident these children in our Kindergarten class had become miserable writing and reading the year before. The most troubling aspect was that these kinds of reactions were coming from five and six-year-olds. The wonder of reading, writing, and learning had been denied to them before they had a proper introduction.

Our students walk into Kindergarten thinking reading is magic that they somehow missed but all their friends got. Dyslexia is neurobiological; no one wakes up one day dyslexic. It is hard-wired in your brain. There is no doubt that students who need our help are out there. In fact they come in a tidal wave in second and third grades. **The resounding question is why don't we get them earlier?** First, as in so many fields, scholarly research takes an eternity to trickle down to the classroom; second, (generally) teachers and parents do not like to predict problems on the horizon for students; and third, there is not cultural precedent for screening potential reading difficulties. A repeated discussion we have in the early grades is why are we not identifying reading difficulties in Pre-Kindergarten and Kindergarten, when there are clear indicators of such difficulty? Some of the best funding nationally is for identification of and intervention for speech, language, and occupational therapy from birth to Kindergarten but not for reading.

The wonderful thing is that we are witnessing change in this arena. Passage and subsequent implementation of Bill 48 are the realizations of long known scholarly research. The great hope is that we will have incoming students whose learning styles have been recognizes and who have been taught using methods suited to how they learn, rather than those who know only frustration with reading and writing. Bill 48 represents a cultural shift toward recognizing traits and tendencies and proactively addressing them.

After doing many preschool presentations on early intervention, talking incessantly about neurobiological characteristics of dyslexia,

and reviewing early reading screeners, we are on the cusp of change. **It is strikingly like the beauty in teaching children who are dyslexic. They teach us to show up and keep trying.** It is possible that we teach something not once, twice, or three times but so many times and so many ways that it feels as if we have taught it a hundred times. When we least expect it, there is an almost magic click and glimmer of understanding. **Here's hoping Bill 48 is a magical click** that enables finding and educating students likely to struggle to read and write before they experience that unnecessary struggle.



Margaret Sasser is an Atlanta native. She graduated from The Westminster Schools and Vanderbilt University. Margaret is in her sixth year of teaching at The Schenck School, where she currently teaches first grade after spending many years teaching Kindergarten. She has particular academic interests in early intervention and identification of reading difficulties. In that vein, she visits Atlanta-area preschools to support teachers, performs preschool screening, and tutors four-year-olds.

VALUE OF RECESS

JESSICA MAY, OTR/L, OCCUPATIONAL THERAPIST



The opportunity for supervised yet unstructured recess is paramount for a child's development. Research consistently supports the notion that unstructured play time interspersed throughout a child's school day provides cognitive, social/emotional, and physical benefits. In order to achieve maximal cognitive processing during focused instruction, students need to have interruptions from the classroom that are true breaks. They need to have the opportunity to diminish stress and move, socialize, and imagine. Simply shifting from one cognitive task to a different one does not allow their brains to recover from the demands placed on them. Dyslexic students in particular are working even harder during their school day to achieve academic success, so the need for a respite is especially crucial.

Equally as important as reinvigorating their cognitive functions, students benefit greatly from the opportunity to improve social functioning with unstructured play time. These social skills include negotiation, cooperation, sharing, problem-solving, and coping, as well as perseverance and self-control. Physically speaking, there are obvious benefits to exercise and motor activity. The American Academy of Pediatrics recommends 60 minutes per day of moderate to vigorous activity, so clearly having the opportunity to run and play games during recess helps to achieve this daily recommendation. But beyond this, recess provides the unique opportunity for open-ended, imaginative, creative play that organized sports and physical education do not. Physical education is absolutely essential in its own right, but its value should not be confounded with that of daily recess. That opportunity for creative play is infinitely valuable for a child's sensory-motor development. They need to have the space to ideate, plan, create, and execute novel movements on their own time, in their own way. For all of these reasons and more, recess is an indispensable and irreplaceable part of a student's school day.

Jessica earned a bachelor of arts at Duke University and a masters of science at Tufts University. She has worked as an occupational therapist with children and young adults for six years. She has been at The Schenck School for two years and "loves working with such unique and amazing individuals."



AUCTION & GALA 2019

This year's 15th Annual Schenck School Auction & Gala was an event to be remembered among parents, friends, faculty, and staff whose incredible generosity raised over \$230,000 for the School. Held on February 23 at Summerour Studio, more than 300 guests enjoyed dinner, drinks, and live music while they bid on an impressive variety of silent auction items, tested their luck with the 52 Card Raffle, and enjoyed a spirited live auction. The evening's great success is due to a fantastic group of dedicated volunteers, led by Co-chairs Jane Nagle and Stephanie Toolan. We can't thank you enough!



VOLUNTEER APPRECIATION LUNCHEON

Parents and staff contribute time and talents to many aspects of our community. The School had a chance to say “thank you” in May.



Volunteers (L - R) Tiffany Mewbourne, Emily Milsaps, Jackie Bhamornsiri, and Stacy Davidson



Parents Association Co-presidents Melinda and Todd Servick



Alumni parent Nikki Domenichetti received the Best Friend Award.

This award recognizes volunteer work by someone who has gone above and beyond in support of The Schenck School.



SHINE faculty and staff volunteers (L-R) Kerri Saulnier, Mary Margaret Shulte, Jessica Cerverizzo, Dennise Hewlett, not pictured Roberta Miller and Foster Soules

SHINE, Schenck Helping Individuals In Need Excel, developed by Kerri Saulnier in 2009, provides one-on-one tutoring at no charge to metro-area students ages five to 15 with documented reading difficulties and demonstrated financial need. This year, SHINE volunteers donated over 92 hours of tutoring representing \$8000 in services.

TRUSTEE **Spotlight**



LIZ SHULTS

WHAT IS YOUR RELATIONSHIP TO THE SCHENCK SCHOOL?

Alumni parent and current board member

ON WHICH COMMITTEES DO YOU SERVE?

Finance and Development

WHAT IS YOUR FAVORITE BOOK?

The Nightingale by Kristin Hannah

WHAT WAS YOUR FIRST PET'S NAME?

Steve is our current little white fluffy dog, and he is the love of my life!

WHERE WERE YOU BORN?

God's Country – Omaha, Nebraska – Go Huskers!

WHAT ARE YOUR FAVORITE HOBBIES?

Tennis, boating, shopping and travel

WHAT IS YOUR FAVORITE SPORTS TEAM?

The Nebraska Cornhuskers are the finest team in all of the land!

WHAT IS YOUR PROUDEST ACCOMPLISHMENT?

Starting my own business as an interior designer – I love the creativity involved and working with clients to achieve their vision of “the perfect home.”

WHAT MADE YOU WANT TO BE A SCHENCK SCHOOL TRUSTEE?

The Schenck School changed our son Robert's life. If I can be a part of helping at least one other family to have the same experience that we did, that is to have succeeded.

WHAT ABOUT THE SCHENCK SCHOOL DO YOU ADMIRE MOST?

I love the purpose driven culture that permeates the entire building and faculty. It is a place where everyone knows that the work is being done changes lives forever.

TRUSTEE **Spotlight**



Lily Stowell and Cal Stowell

CAL STOWELL

WHAT IS YOUR RELATIONSHIP TO THE SCHENCK SCHOOL?

Alumni parent and current trustee

ON WHICH COMMITTEES DO YOU SERVE?

Strategic Planning and Benefit Committees

WHAT IS YOUR FAVORITE BOOK?

Franklin and Winston by Jon Meacham

WHAT WAS YOUR FIRST PET'S NAME?

Frosty...a cat

WHERE WERE YOU BORN?

Milwaukee, Wisconsin

WHAT ARE YOUR FAVORITE HOBBIES?

Sports, golf, gardening, boating

WHAT IS YOUR FAVORITE SPORTS TEAM?

Atlanta Braves and Green Bay Packers ... I'm a Packer shareholder!

WHAT IS YOUR PROUDEST ACCOMPLISHMENT?

My family!

WHAT MADE YOU WANT TO BE A SCHENCK SCHOOL TRUSTEE?

The amazing transformation that my daughter Lily went through just in a matter of weeks at the School made me realize what a difference our teachers and staff make in the lives of so many children. I wanted to help in any way I could to support the School and its mission to teach our children and make such a difference in their lives.

WHAT ABOUT THE SCHENCK SCHOOL DO YOU ADMIRE MOST?

I admire the incredible dedication of the faculty and staff day in and day out to care so much about teaching our children to cope with their dyslexia and achieve academic success. Additionally, the confidence that our children gain by spending time at the School is special!

THE PHOENIX FAMILY TREE

ALUMNI WHO ARE RELATED TO CURRENT STUDENTS

Dyslexia not only affects one in five people, but it is also hereditary. For this edition of The Story, we asked our alumni what advice they share with their sons, daughters, nieces, and nephews who are now Schenck School students.



Britt (Cathell) Poer ('94) and her daughter Macaulay, a first grader at The Schenck School

BRITT (CATHELL) POER ('94)

“Being dyslexic does not measure your intelligence, nor is it a disability. Look at it as your greatest strength, and success will come. Be proud of the way you learn, and seek to motivate and encourage others who may not share that feeling.”



Lindsey (Rogers) Schoultz ('95) and her son Jackson, a Kindergartener at The Schenck School

LINDSEY (ROGERS) SHOULTZ ('95)

“Work hard and believe in yourself, and you will be able to accomplish your goals! Parents and teachers can help by reminding the kids of the things they do well and supporting those things.”



Alana (Kasten) Sonenshine ('90) and her son Reese, a second grader at The Schenck School

ALANA (KASTEN) SONENSHINE ('90)

“Time at The Schenck School is a special gift. You are learning what works for you and how to succeed. Always ask for what you need and advocate for yourself. Your imagination, hard work, and dedication to what you are passionate about will pay off. I can't wait to see how you choose to change this world for the better!”



Miller (Moates) Wilson ('95) and her daughter Emery, a Kindergartener at The Schenck School

MILLER (MOATES) WILSON ('95)

“Don't let the fact that you are dyslexic hold you back from anything! School can be so hard, and grades are just letters; if you try your hardest you will succeed beyond any boundaries set for you.”



Charles Wooley ('89) and his son Ryder, a second grader at The Schenck School

CHARLES WOOLEY ('89)

“It's hard to see, but being dyslexic is special. It means that you are a different thinker with the ability to turn your specialty into something that sets you apart as an adult.

During my school years, learning to use the resources at my disposal was critical in my academic success. Until I graduated from Georgia Tech, I took advantage of extended time on tests, third party notes from class, and extra one-on-one time with a professor when requested. Learning to use these resources properly helped me to excel in high school and college. Schenck gives us, as students and alumni, the confidence to use what we have at our disposal in order to help us excel or survive in school until we can hit the real world and really leave our mark!”

ALUMNI PARTY

The rain stopped, the clouds parted, and the sun came out for one of the largest alumni parties in recent memory. Over 150 young alumni and parents visited campus on Friday, April 26. Some of the highlights of the party included visits from Farmer Sue and her barnyard friends, perusing the old yearbooks, hanging out with Mr. Steve in the art room, playing a pick-up game of soccer on the green, and of course, visiting with old friends and favorite teachers. Needless to say, there were a lot of hugs, laughs, and memories shared. Thank you to everyone who took the time to stop by to see us. We love hearing all about your many adventures and successes since leaving The Schenck School! We can't wait to see you again next year.



Thaxton Gallagher ('16), Tatem Glenn ('16) and Lindsay Bomar ('14)



Griffen Perry ('13) and Dolph Orthwein ('15)



Fritz Sumter ('13) and Hanna Thomas ('15)



Olivia Rotolo ('15) and Josh Armour ('15)



Katherine Pierce ('15), Cate Rooks ('15) and Joanna Graham ('15)

alumni highlights

1990's



Michael Brewster ('95) and his family enjoy a day out at the pumpkin patch.

DAVID MORSE ('91) graduated from Pace Academy in 1999 and from Dartmouth College in 2004. He and his wife, Christine, and their two sons live in San Francisco, California, where David works for a start-up company.

NEAL QUIRK, JR. ('99) is a 2019 graduate of The Goizueta Business School at Emory University.

2000's



ALLISON (VINSON) DEFREES ('01) is happy to announce the arrival of Jacqueline Ray DeFrees born April 8, 2019, and reports everyone is doing well.

DOROTHY FUQUA ('08) finished her first year at the Stern School of Business at New York University. She is a 2018 graduate of Ben Franklin Academy, where she was recognized as a Ben Franklin Scholar and awarded the Presidential Academic Award. She also received an Excellence in advanced placement literature and Excellence in advanced placement microeconomics.



NATE GUYTON ('09) and art teacher Steve Shaw enjoy a reunion on campus. Nate is pursuing a master's degree as a fifth year senior at Texas Christian University, where he plays football. Nate's position is offensive lineman.

JOHN HELYAR ('00) is Artistic Director with the Verbier Music Festival in Verbier, Switzerland.

MATT LEMER ('05) graduated from the University of Georgia (UGA) with a 3.5 GPA and maintained his Zell Miller Scholarship for the four years at UGA. After his undergraduate degree, Matt earned his master's in accounting at UGA and passed all four sections of the CPA exam. He is employed by KPMG as a tax accountant. His father writes, "Sending Matt to Schenck was the best thing my wife and I could have done for him. Without Schenck's training and help, I do not believe Matt would be where he is today ... you can mark Matt in the category of another Schenck School success story."



GRACE LEWIS ('06) graduated with a bachelors of fine arts in art education from Belmont University. While waiting to start her master's degree, Grace is working as a floral designer in Nashville, Tennessee.

She says she loves her job and Nashville. Outside of work and school, Grace is passionate about caring for all different types of animals. She is in the process of earning a rehabilitator's license for small mammals and reptiles. Grace credits Farmer Sue and art teacher Steve Shaw for her passions for art and caring for animals. She writes, "I think about Farmer Sue and Mr. Steve all the time. They were a big part of my choice to pursue a career as an art teacher."

KATE ('07) AND RACHEL ('08) MORRISROE are both in college. Kate is majoring in finance at University of Alabama, while Rachel is working on a MBA in accounting at the University of Georgia.

WILLIAM MORSE ('00) is a 2010 graduate of Pace Academy and a 2014 graduate of Clemson University. William lives in Baltimore, Maryland, and is a trade compliance specialist for Under Armour.

GEORGE PERKINS ('08) completed his first year at the University of South Carolina. He is a Holy Innocents' Episcopal School graduate.

STUART ('09) AND WELDON ('09) PORCHER are 2019 graduates of Clemson University. They both work for Home Depot.

JOE QUIRK ('03) works in sales for FullStory, a technology firm located in Atlanta, Georgia.



AUDREY SHORT ('07) graduated with a dual major in biochemistry and physics from Miami University in Oxford, Ohio, in May 2019. She graduated with the following distinctions: Summa Cum Laude, Phi

Beta Kappa (an honor society), Pi Sigma Pi (physics honor society), Beckman Scholar, Goldwater Scholar, graduate with distinction from the Honors Program, and graduate with honors in physics and chemistry for her involvement in research. Audrey begins the Doctoral Program at University of California, Berkeley, in August 2019, where she plans to earn her PhD in biophysics and conduct research in the areas of photosynthesis and quantum biology.

2010's

LANEY BERTHOLF ('14) completed her freshman year at Holy Innocents' Episcopal School (HIES), where she swam on the varsity swim team and was the only freshman on the team HIES took to the State Swim Meet. In addition to swimming, Laney is on the junior varsity lacrosse team.



JACKSON BURNETT ('13) graduated from Saint Francis High School in May 2019. He was honored with the Perseverance Award, which is given to the student who exhibits resolution,

determination, stamina, endurance and who is tenacious, steadfast, and determined to reach their goals, and are rewarded with success. Jackson will attend Georgia Southern University's College of Engineering with intent to major in computer science with concentration in cyber security.



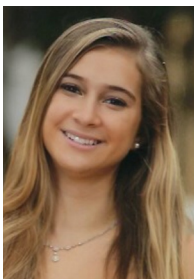
Thaxton Gallagher ('16) and Eddie Laba ('15) The two Schenck School alums are freshman at St. Pius High School where they play football.



JOHN GRANER ('14) finished middle school at Paideia School, where he played soccer and tennis. He also performed in the school's musical production of Mary Poppins. He says his favorite memory of The

Schenck School is when he wrote his first paper. "At the time, I was really proud of it. It was one of the first things I ever wrote."

JONATHAN HAAS ('10) graduated from The Walker School and attends the University of West Georgia.



JENNIFER HEIMAN ('11) completed her freshman year at Tulane University, where she is majoring in finance and marketing. Jennifer writes, "My experience at The Schenck School truly changed my life. I learned the most

valuable lessons in life and how to cope with my dyslexia. At Tulane, I am excelling in academics,

and I still use many of the study techniques I learned at Schenck. The teachers at Schenck really did help change my life, and I cannot thank them enough as I could not have done it without them."

ELI HIRSH ('16) is in eighth grade at Renfro Middle School, where he is doing well academically. In addition, he plays JV Lacrosse for the team at Decatur High School. Eli was accepted into the Leadership Academy at Camp High Harbor, where he will spend his summer.

KATHRYN LEE ('14) traveled to Fiji with dear friend and fellow Schenck School alumna Maggie Penman ('14) where they received their certification for scuba diving and went on an adventure with Moondance Camp.



Schenck Alumni reunite at Candytopia. From left to right: Brayden Graham ('18), Lily Whitworth ('17), Hamilton Meadows ('16)

HAMILTON MEADOWS ('16) is a DJ spinning vinyl and electronic music. He particularly likes music from the 80's and 90's and enjoys playing popular hits as well. He has done a few local shows and has been asked to DJ an event in Miami. Hamilton credits his love of playing the drums for helping make him a better DJ. Hamilton and fellow Schenck School alum Brayden Graham ('18), who plays the bass, have talked about starting their own band. Hamilton is also taking acting classes at Alliance Theatre and is looking forward to auditioning for some of the many productions in Atlanta. Away from music and theatre, Hamilton is thriving academically at The Galloway School. His favorite class is science. He thinks someday he might like to study medicine.



Thomas Owen pays a visit to art teacher Mr. Steve

THOMAS OWEN ('11) recently completed his first year at Jacksonville University, where he plays basketball for the Division 1 men's basketball team the Jacksonville Dolphins. He says he loves playing basketball and hopes to one day become a

basketball coach. Thomas is a 2018 graduate of Saint Francis High School.

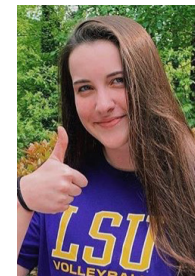
WILLIAM PRESSLY ('15) will attend Mount Vernon Presbyterian School for seventh grade in the Fall of 2019. William's mother writes, "William is very much into golf, basketball, and his friends. He loves social studies and math." She adds, "Our years at Schenck were so memorable."

LAUREN RYSDON ('12) graduated from Chattahoochee High School in May 2019 and is committed to playing lacrosse in the fall for Furman University.



CAROLINE SIRK ('11) is a rising senior at The Galloway School. During her junior year, Caroline was honored with five awards: the Linda Camp Award given to the junior or senior who exhibits creativity and

fearlessness, the Junior English Book Award, the Mind, Body, Spirit Award, the Scholar Athlete Award, and the Excellence in Citizenship Award, which is given to the student who embraces diversity, insists upon common decency, and fosters human dignity. The award winner is an engaged citizen who is respectful of their relationship with others, is collaborative, and is engaged in and responsible to the community. To be eligible for this award, recipients must be nominated by and voted for by their peers. In addition, Caroline is captain on the varsity basketball and varsity soccer teams and is the founder of the School's Kindness Club. This summer, Caroline is a lifeguard, a swim team coach and a swim instructor at The Gainsborough Club in Chamblee, Georgia.



MADELINE TELFORD ('12) has verbally committed to play volleyball for Louisiana State University in the fall of 2020. Madeline currently plays volleyball for A5 Volleyball Club, which is premier junior

volleyball club in the southeast, and Varsity Volleyball for The Galloway School. Madeline is a rising senior at The Galloway School.

COLLEGE... NOW WHAT?

BY CAROLYN (SEARS) ARNOLD ('83) SENIOR COORDINATOR, DISABILITY SERVICES AT THE UNIVERSITY OF GEORGIA

One of the most-asked questions by prospective students (and parents) is, "Now what?" I wish I could provide an in-depth answer to that question, but I can't. To quote one of my favorite college professors" Here is my 25 cents worth ..."

You are your only advocate in college.

Your rights as a student change when you enter college. It is now your responsibility to advocate for disability support services and for appropriate academic accommodations. Colleges are not responsible for identifying your disability, and they are not required to communicate with the faculty and staff or your family on your behalf. Instead, you have to be your own advocate. This includes notifying the college about your disability and advocating for your accommodations.

This is a big change from high school when schools were responsible for recognizing whether or not students were having academic difficulties that may be related to a disability. It was then up to your school to provide the needed accommodations (change to the environment, i.e., a private room for testing, a notetaker) and/or modifications (a change to the content of the curriculum or to what the student is supposed to learn).

Accommodations in college are difficult.

In high school, academic accommodations and modifications are implemented to help students overcome the difficulties associated with their disability. Colleges do not modify instruction, but they are required to provide reasonable accommodations in accordance with the law for students who disclose their disabilities. A reasonable accommodation can be defined as an accommodation that does not compromise the essential requirements of the course nor weaken the academic standards/integrity of a course, but rather provides a level playing field. Some examples of reasonable accommodations are providing notetakers, extended time for testing, and testing in a low distraction or private environment,

The registration process can vary from college to college, so it is a good idea to research the disability services office before you apply to the school. You can do this by looking at their website, calling and asking questions, and/or scheduling an in-person appointment when you visit the campus. It is important that you register with



Carolyn Arnold, Senior Coordinator, Disability Services at University of Georgia

the disability services office before you start your first semester. At some colleges, you take placement tests during your orientation, and you are able to utilize your approved accommodations.

Additional testing may be needed.

Colleges have different documentation guidelines. Therefore, you will need to provide documentation that meets the guidelines of that college. The documentation should provide enough information for the college to decide what is an appropriate academic accommodation. If your documentation does not meet the school's requirements, and a new evaluation is needed, it is your responsibility to pay for the evaluation. An IEP or 504 plan is generally not sufficient documentation because of the differences between high school and college. However, it may help to identify services that have been effective for you.

Upon submitting the necessary paperwork to the disability services office, you will meet with someone (usually referred to as a specialist or coordinator) to discuss how your disability impacts your academics (also referred to as functional limitations). Academic accommodations are individualized and may vary from course to course. Examples of academic accommodation are notetakers,

use of a smart pen, extended time for testing, testing in a low distraction environment, and priority registration. The purpose of the academic accommodations is to level the playing field and to provide equal educational access in accordance with the law. The accommodations should not alter the essential requirements of the course.

You got this – You’re a Schenck School Alumnus.

The transition from high school to college is a stressful time for students, but your experience at The Schenck School and the support you have received thus far will help make the transition easier. To this day, I tell stories about my time at Schenck — my first grade teacher, Gail Swift taking the extra time to comfort me when separating from my parents was difficult, Mr. Schenck, coming into the classrooms to interact with the students (who knew then how great that was!), and how Schenck’s teachers helped students develop confidence in their abilities to be successful students.

With college on the horizon, think back on your experiences at The Schenck School. Take what you learned, and apply it to college. It will serve you well. If attending UGA is a plan for you (or your child), I invite you to contact me if I can be of assistance.

Carolyn (Sears) Arnold ('83) joined the Disability Resource Center staff as a Coordinator in 2000 and was promoted to a Senior Coordinator in 2013. Carolyn specializes in working with students diagnosed with ADHD, LD, psychological disabilities, and Autism Spectrum Disorder. Before joining the DRC, Carolyn earned bachelor's and master's degrees in social work from UGA. She is also a licensed Master Social Worker.

This is the final installment of a three-part series of articles written by guest speakers from the 2018 Social & Share alumni event, Getting Ready for College: Academic, Social and Emotional Preparation. Part one, “College, Dyslexia, and Emotional Health 101” by Dr. Megan McSwain Mann ('91) was published in The Story, Spring 2018. Part two, “Putting the Puzzle Together. The Groundwork for Finding the Right College for Your Child” by alumna parent Lida Griest, Lida Griest Educational Counseling, was published in The Story, Winter 2018.

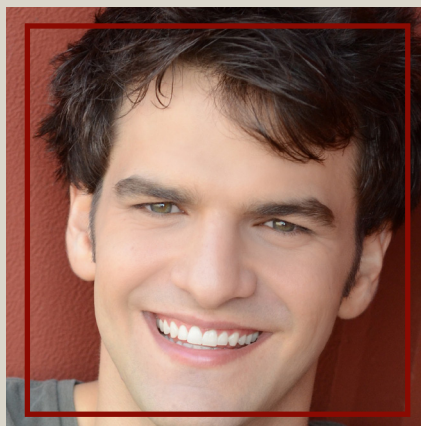
ALUMNI SOCIAL & SHARE

an event for alumni in middle or high school and all alumni parents

BEING A DYSLEXIC LEARNER IS HARD. THE STRUGGLE IS REAL



MARION VENTULETT
*Alumni Parent ('10)
Cortex Hair Studio, Owner*



JOSH HARRIS ('96)
*Stand Up and Musical Comedian,
Stand Up Comedy Teacher*



ALLAN KYBURZ ('92)
*Senior Sales Manager, PeriGen Perinatal
Decision Support Systems*

Alumni packed The Schenck School Fuqua Family Dining Hall to hear alumni guest speakers Allan Kyburz, Josh Harris, and Marion Ventulett share their personal stories of growing up in school as a dyslexic learner. Despite their academic struggles, each of them went on to thrive and find professional success outside of school. Thank you to all who participated in this annual event.

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