

60 YEARS

JOSH CLARK, HEAD OF SCHOOL

The Hula-Hoop was only a year old when David Schenck descended the steps of St. Anne's Church and met his fate. Nervous and unsure, he might have been running later than expected after filling his gas tank on the way for \$.25 a gallon. I imagine he drove in silence the last quarter mile as the radio reports about a Cuban revolutionary named Castro and legislators considering the new Hawaii Admissions Act were irritating distractions. Perhaps he calmed his nerves by thinking about the odd new television program, *The Twilight Zone*, he and Dee had watched the night before. As he parked the car and made his way inside, he probably thought little of the worn concrete steps framed by cobwebbed corners and filled with the echoes of his shoes. Fifteen orange crates for desks were filled by only seven students. His journey that morning must have felt much more like an uncertain start than the coronation time has rendered it. As David himself said, "It was an insane idea."

Beginnings can be hard. But beginnings are the business of The Schenck School.

Every year approximately 100 students walk down the The Schenck School's steps for the first time feeling a lot like David on that day. For most students and families, it is an unplanned beginning. The vast majority of our students already had a first day at a new school, and for some of our toughest and most resilient ones, The Schenck School can feel more like a detour than a start. While we are all raised within a school mythology that tells us if we are polite, kind, and work hard, we will be rewarded, many of our students know at an early age that this notion is "an insane idea."

Understandably, many of our students start here believing their story has already been written. They are not good at school, and it is their fate to suffer through. On a fall



morning 60 years ago in the borrowed space of a church basement, David Schenck debunked that myth. He did not have the luxury of a beautiful campus, an army of well-trained teachers, or a larger community that understood and respected his work. David did not need it. As one former trustee described it, "David never had to be anybody other than who he was, somebody who speaks on behalf of the children."

Twenty years ago, at the School's 40 year mark, David was asked about the School's beginnings. His response reflects the sense of urgency and belief in a child's potential that continues today.

"I had no idea what was involved. All those hundreds of little details a sensible person would solve never entered my thoughts. You just say, 'Let's do it; let's do it.'"

IF YOU'VE SEEN ONE DYSLLEXIC, YOU'VE SEEN ONE DYSLLEXIC

PEGGY HENDRIX, DIRECTOR OF ADMISSIONS

"I'm sure my other children aren't dyslexic. None of them has the same symptoms my dyslexic child had."

The problem with this statement is that it is unlikely to be true. Dyslexia is neurobiological in origin and is highly hereditary. Research has shown that there is familial clustering with dyslexia. Children with a dyslexic parent have a 40-60% chance of being dyslexic. This risk increases when there are other dyslexics in the family. In fact, according to the Journal of Medical Genetics, there is an estimated three-to-ten-fold increase in the relative risk for a sibling.

So, long story short, if you or one of your children is dyslexic, it is highly likely that at least one of your other children is as well. But it can be confusing to figure this out. . . no two dyslexics are exactly alike. Most have difficulty spelling, but not all do. Most, but not all, have trouble decoding. Some have an attention deficit disorder, some have receptive or expressive language disorders, some have difficulty with math, some have poor fine or gross motor issues, while others are star athletes with perfect handwriting.

So how do you determine whether you have other dyslexic children in your home? If any of your other children present with red flags for dyslexia, it is important to have them tested. Examples of red flags for preschool children include inability to produce rhymes, divide words into syllables, discriminate between rhyming words, and delete root/syllables/phonemes (for example, "Say 'cowboy.' Now say it again but don't say 'boy'"). Children at age six should be able to write words, write sentences, blend sounds together, decode nonsense words, segment words into syllables, and identify letters and their sounds. Children in grades two through five should be able to spell well, have good handwriting, enjoy reading, recall

sight words quickly without much repetition, comprehend reading material on or above grade level, and read accurately.

Remembering that early intervention is best, observe your other children. Watch for these signs and talk with their teachers to see if they have noted that your child struggles with any of these reading skills. Early intervention is best, so don't delay. As you can see, signs of dyslexia occur in very young children. The longer a child goes undiagnosed and unremediated, the weaker his or her self esteem becomes. Children do not grow out of dyslexia, and they are very rarely only "late bloomers." Have your child tested, and give them the remediation they need in order to become a successful learner.



Technology at The Schenck School

HOLLI BICE, CURRICULUM & INSTRUCTION TECHNOLOGY COORDINATOR



This is an exciting time to be a student. Technology is changing the landscape of education by providing new experiences, increasing student engagement, and extending learning. Technology tools now allow students

wider audiences to share their work, opportunities for collaboration, and personalized learning, all while teaching them 21st-century skills that will help them become global citizens.

Making Learning Visible

One way we are using technology here at The Schenck School is to make student learning visible. Students in first through fourth grades use Seesaw to share what they are learning in class. Seesaw allows students to create posts by writing, typing, drawing, taking pictures, shooting videos, and recording their voices to share in their learning journals. It's a great avenue to showcase what students are learning and see their growth over time. Parents can access students' learning journals through the Seesaw for Parents app.

Fifth and sixth grade students are creating their own websites in Google Sites to share their learning. Students work with their teachers to decide which projects they will post on their websites. Students have organized their websites around the four C's of 21st-century learning: collaboration, communication, critical thinking, and creativity. Sharing their work on a website allows students an opportunity to present to a wider audience and reflect on their learning process.

Connecting at Home

Students use technology throughout the school day to enhance instruction, and there are several tools that can be accessed from home to support learning. IXL is a math

app and website that offers practice of math skills at all levels. The School's IXL portal can be accessed at ixl.com/signin/schenck. Students in third through sixth grades learn keyboarding skills using the program Typing Club. Access the School's portal at this web address: schenck.typingclub.com. Finally, students can listen to audiobooks and read ebooks through the apps Overdrive (soraapp.com) and Learning Ally (learningally.org). Student login information for all of these accounts can be obtained from your child's teachers.

Beyond The Schenck School

Students save electronic files throughout their time at the School in their own Google Drive accounts. When they outplace, students are able to transfer the work they have created to a personal Google account. In your final May conference, parents will receive information about the transfer process, so you can save your child's electronic work.

After students leave the School, they will continue to have access to Learning Ally through their Schenck School accounts. As long as the School continues to have an institutional membership for Learning Ally, alumni will be able to access their accounts. This is a tremendous benefit, since Learning Ally provides human-read audio versions of textbooks that students may use in middle school and high school. Student login information can be obtained from your child's teachers. For students who have outplaced, contact our media specialist, Kerri Saulnier, to obtain account information.



I am ~~not~~ a Math Person!

WE ALL CAN DO MATH!

JANA THOMAS, CURRICULUM & INSTRUCTION COORDINATOR



Math at The Schenck School is enhanced by the Orton-Gillingham Approach that is imperative for students with dyslexia. Teachers not only use CRA (concrete, representation, abstract) to strengthen mathematical understanding but also provide explicit instruction of concepts, vocabulary, language usage, and strategies that are critical for our students. Breaking the whole into parts, using context to create meaning, putting students at the center

of the math, and using gross motor activities with visuals and language to help with multi-step processes are all instrumental, as well. Students with dyslexia need to know the “why” behind procedures to make sense of the math. Using manipulatives and visual representations helps students display and analyze their mathematical thinking, while also decreasing the load on their working memory. Most importantly, as with reading, our students need time in math; time to think, process, make connections, comprehend, and show what they can do.

What if a student has difficulty recalling math facts?

Research has found that math facts are held in the working memory area of the brain but rooted in language and retrieval. This explains why many students struggle with fluency of math facts. Further, “simple arithmetic requires phonological processing and phonological memory,” both of which contribute to difficulty with retrieval (Geary 1995). How can we help build fluency?

- Using visuals and concrete examples to conceptual understanding
- Make connections and build on prior knowledge
- Use patterns (e.g. dots on a die) to create a visual image in our mind’s eye
- Decomposing and composing number, “playing” with number
- Use logic and reasoning to derive facts
- Overlearning

When we consider the underlying skills (visual memory, auditory memory, sequencing, visio-motor coordination, just to name a few) needed for automated understanding of numbers, these concrete, multi-sensory experiences with numbers are imperative.

Difficulty in recalling math facts or the need for more thinking time in no way predicts or determines a student’s mathematical potential. Students may have a solid understanding of basic computation but may struggle with the application in a word problem. Conversely, students who display strong reasoning and logic may struggle to recall math facts or steps in a multi-step procedure due to language retrieval difficulties. For many students, feeling the pressure of recalling math facts within a time constraint creates anxiety about math, as well as the fixed mindset of “not being good at math.” Our Social Emotional Learning Environment helps students combat this negative thinking and recognize their mathematics potential.

What is the role of language in math?

Vocabulary is essential for students’ understanding, especially for those with language-based learning difficulties. Some studies show students struggle with math vocabulary as early as first grade and begin to doubt their abilities. Consider just a few of the 12 categories of math vocabulary that can pose challenges:

- Words that sound similar: half, have, whole, hole, rows, rose
- Words found in math as well as everyday language: volume, difference, even, variable, plot, range, prime
- Words with multiple meanings, specifically in math: square, second, round
- Terms only found in math: quadrilateral, quotient
- Multiple names for the same concept: one-fourth and one quarter
- More general terms that are found in word problems: at least, often

The language in our number system is tricky, as well. We don’t say “two” in the names of numbers 20-29, but we say “seven” in the names of numbers 70-79. There is no pattern when we say the numbers 11-19 aloud. Symbols also must be defined. For example:

- + means “and”
- x means “groups of”
- = means “is the same as”



How can we challenge students who feel confident and are consistently successful in math?

As there is no one standard math curriculum designed for students with dyslexia, we are constantly prescriptive and diagnostic, supplementing with activities that reach all learners. Students who understand a rote procedure also need to understand the underlying concept, so they know when and why that procedure is used and can apply it in various situations. These in-depth encounters with math are essential for all students. A reliance on rules can be limiting, as some “rules” traditionally learned in early elementary math classes expire. For example, 0 is not the lowest number due to negatives, and multiplying or adding only means the number gets bigger until students begin working with fractions. When students have conceptual understanding, there is less reliance on rules and more flexible thinking.

We also provide open-ended math problems so students are increasingly challenged. These are known as “high-ceiling” activities, as teachers can adjust and/or individualize parameters to challenge all students and create opportunities for collaboration. “High-ceiling” activities may be open-ended or have several solutions. Students also have many encounters with algebra as they begin to understand the impact of variables. We begin this journey even with young students in the form of missing addend problems or equations with the equals sign in the middle ($5+3=6+2$). The previously mentioned activities that also encourage language usage are among the tasks used to challenge our students’ mathematical thinking.

Number Talks are daily activities that give students the opportunity to use precise mathematical language and vocabulary, reason, make connections, and develop conceptual understanding. Other activities, such as “Which One Doesn’t Belong,” “Would You Rather,” and “Choral Counts” are other favorites that provide opportunities for usage of mathematical language.

Will my child need extra time for math?

Yes! Advocating for extra time is imperative due to the potential impact of dyslexia and/or executive functioning skills and due to the rapid pace of a standard curriculum. Students need more time to process, think, organize, retrieve, and comprehend, especially as math increases in difficulty. In solving word problems, not only do students need to comprehend the information, they also must determine where to start, implement a strategy, and, most importantly, make sense of the math. As Sally Shaywitz states in *Overcoming Dyslexia* (2005), “Dyslexia robs a person of time, accommodations return it.”

How can I bring more math experiences into the home?

The vast majority of games provide fun experiences with math. Some of our favorites are Chutes and Ladders, Set, Double Shutter, Mancala, and Prime Climb. Yahtzee, Tenzi, and card games are useful, as they help students develop the mental images of number and quantity. Strategy games are fantastic, as they require logic and reasoning.

Identifying both growing and repeating patterns is also a great way to talk about math. Whether we are identifying patterns in the structure of buildings around the city, seeing patterns in nature, or finding patterns in our daily activities, students need to see math in the world around us.

BedtimeMath.org is a great website and a favorite of many of our students! Just as students need to read every night, BedtimeMath encourages families to talk about math each night. It reaches a variety of ages and uses enticing topics to promote engagement and excitement about math in the world. There are also books from Bedtime Math that our students love! Any opportunities to connect literacy and math are a bonus!



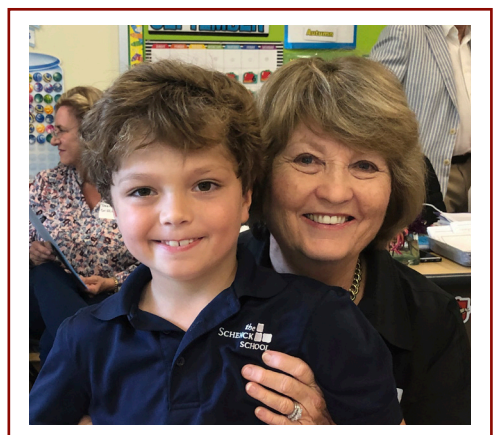
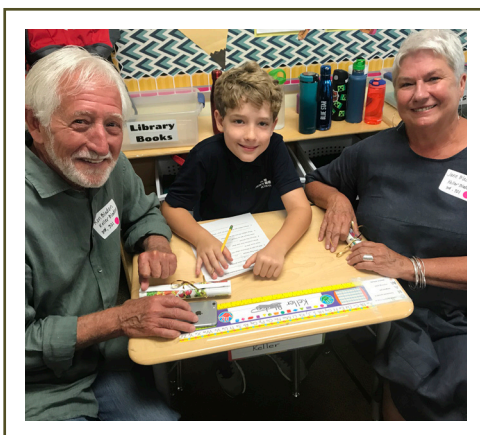
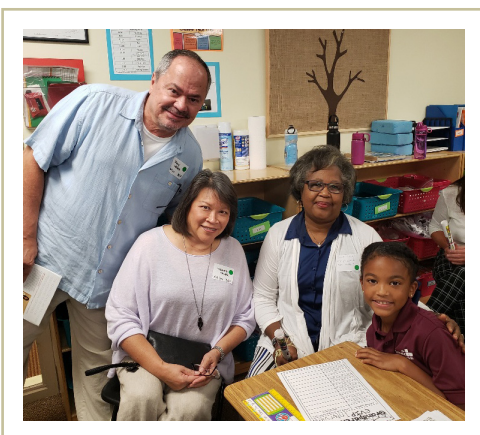
IDA-GADYSLEXIA DASH

The forecast of 100% chance of rain did not deter the Schenck School team of over 450 students, alumni, faculty, staff, and friends of the School. We are proud of our students who represented the School and thankful to our families for their support of all dyslexic learners.



Grandparents & SPECIAL FRIENDS' DAY

One of the most treasured Schenck School traditions is our annual Grandparents and Special Friends' Day. The high point of the day is time our students share with grandparents and friends in their classrooms.



Founder's Day 2019

On Friday, October 25, the entire School came together to celebrate "60 Years of Peace, Love & Learning." For the celebration, students grooved-out to 60's themed music while rotating through five activity stations, each with a hip 60's inspired vibe. Games included Twister, Hula Hoop, and the Limbo. Another station had students navigating the popular Mouse Trap game as an obstacle course, followed by time to create far-out sand art and apply peace-sign tattoos. Students enjoyed Ice Pops and candy, including Pixie Sticks, Smarties, and Tootsie Rolls! One sixth grader was overheard saying "This day is far-out man!"



TRUSTEE **Spotlight**



JIM CHAPMAN

WHAT IS YOUR RELATIONSHIP TO THE SCHENCK SCHOOL?

Former parent and current board member, father Jim Sr. designed the current School building.

ON WHICH COMMITTEES DO YOU SERVE?

Finance, Neighbor Relations Ad Hoc, Schenck Long Range Planning

WHAT IS YOUR FAVORITE BOOK?

The Great Gatsby

WHAT WAS YOUR FIRST PET'S NAME?

Poker was a dalmation dog

WHERE WERE YOU BORN?

St. Joseph's Hospital in downtown Atlanta

WHAT ARE YOUR FAVORITE HOBBIES?

Work and spending time with my family

WHAT IS YOUR FAVORITE SPORTS TEAM?

UGA Bulldogs

WHAT IS YOUR PROUDEST ACCOMPLISHMENT?

Starting my own business

WHAT MADE YOU WANT TO BE A SCHENCK SCHOOL TRUSTEE?

I love the School and what it did for my son. I am here to offer any service and resources I can to the School in appreciation for the help they gave my son.

WHAT ABOUT THE SCHENCK SCHOOL DO YOU ADMIRE MOST?

Their selfless attention to their students' current and future success.

alumni highlights

1980's



Charles Woolley ('89) and his son, **Ryder**, third grade.

CHARLES WOOLLEY ('89) is happy to have his son, Ryder, in third grade at The Schenck School. Charles says, "I'm happy to be back at the School. It reminded me how much I loved the place." His favorite memories from when he was a Schenck School student are Pero's Pizza Wednesdays, playing kickball on the "old" field, and of course, hiking and camping with Mr. Schenck. After leaving The Schenck School, Charles attended Woodward Academy and Georgia Institute of Technology. He currently is president of Coldroom Systems, James E.

Choate & Assoc., and Woolley and Co. based in Norcross, Georgia. He and his wife, Tish, have three children and live in Atlanta.

2000's

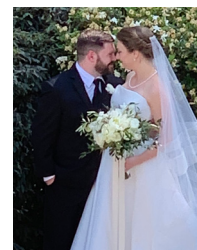
AMELIA BAUMANN ('00) graduated from Johnson Ferry Christian Academy in May 2019. In high school, Amelia played volleyball and took art classes. She attends the University of Georgia, where she is majoring in graphic design and advertising. Amelia says her favorite memory from The Schenck School was in second grade when she and her classmates were allowed to wear their pajamas to school where they watched the movie *The Polar Express* and drank hot chocolate. She says, "That was a great day!"



GABRIELLE ELVE ('09) is a first-year student at the University of the South, where she plays soccer for the Sewanee Tigers. Gabrielle

is a 2019 graduate of The Lovett School, where she held several leadership positions, including FCA Leadership Team and Bible Study Leader, and was also on the Scholar's List and a member of the School's Honor Council. Outside the classroom, Gabrielle was a four-year varsity soccer player which included a 2016 State Championship title. She was also named to the all-state soccer team for two consecutive years while in high school.

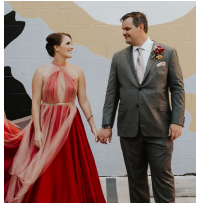
MARSHALL LYNCH ('09) First grade teacher Jill Marshall and her husband met Marshall Lynch and his family in the Cody, Wyoming, airport. For his Eagle School project, Marshall installed the alphabet garden in the Schenck School courtyard and created a display explaining the plants. He is a junior at Berry College.



COURTNEY "COCO" (STREET) HEDRICK ('01)

married Boston Hedrick on June 1, 2019, at The Estate in Atlanta, Georgia. Courtney is a 2015 graduate of Texas

Christian University and is a sales operations analyst at Trend Micro, a cyber security firm. She and Boston live in Dallas, Texas.

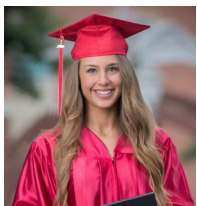


RYAN GEPP ('04) met his future wife, Caryn, at Oglethorpe University, where Caryn was Ryan's assigned note-taker for economics. Ryan shared their story, "Often

enough, to her frustration, I would beat her by a few points on our exams. It took us longer than our family and friends to realize we have more than a healthy love for banter and competition connecting us. We did know that we would always support one another with a loyalty that turned out to be a great foundation for love. After several unconventional years filled with adventures and plenty of growing pains, we were married in August 2019."

2010's

DREW BRYMAN ('12) was on the wrestling team at Walton Comprehensive High School, where he graduated in May 2018. Drew is a freshman at Troy University in Troy, Alabama, and received the Troy University Opportunity Scholarship.



JENNA CODNER ('11) is a 2019 graduate of Woodward Academy. At Woodward, she was a member of the National Honor Society, World Language Honor Society,

Woodward Serves Club, Woodward Spirit Club, and Woodward Art Club. Jenna was selected by

her coaches as the winner of the Georgia Positive Athlete Award, and Woodward faculty selected Jenna for both the spirit and leadership awards. Outside of the classroom, Jenna was a member of the varsity soccer team through eleventh grade and is an avid artist. Her artwork was exhibited in the Binders Art Show and Georgia Ceramics Symposium during her junior and senior years at Woodward. Over the course of Jenna's high school career, Jenna studied in France for two weeks and attended the Oxbow School in Napa, California, as a five-month boarding student studying studio arts and honors academics. Jenna currently attends Auburn University's Honor College, where she is majoring in communications and journalism with a minor in business. Jenna writes, "I am super excited about my next chapter at Auburn University's Honors College. I am so grateful for how well The Schenck School prepared me for my endeavors."

NATHAN DELANGE ('17) is in the seventh grade at Intown Community School. Outside of school, Nathan is in Boys Scouts of America Troop 77 and is active in theatre at Orbitz Arts Academy. Nathan says he loves reading for fun. His favorite memory from his time at The Schenck School is his last day of school during the Soaring On Ceremony, when he got to walk across the stage. Nathan says "The Schenck School gave me the confidence to say 'I am dyslexic.'"

JACK ELLENBURG



('19) a sixth grader at Lovett School, was honored as a "Giver We Love" in the October 2018 edition of Buckhaven Lifestyle Magazine for his work to raise awareness and help homeless children in Atlanta. In 2015, while a student at The Schenck

School, Jack founded his non-profit JaxSox.com, whose mission is to provide clean, new socks to children who receive support from Atlanta-area shelters. To date, Jack has donated over 2,000 pairs of socks to Atlanta shelters. His mother writes, "The leadership skills and confidence Jack gained from being at The Schenck School allowed him to recognize others in need and be the one to help lift them up. Jack will forever be grateful for the opportunity he has been given to read, rise, and fly!"



JEREMY GALLUP

('10) graduated from Saint Francis High School in May 2019. He plans to major in psychology at Kennesaw State University.



KAKI HAILEY ('11)

('11) is a 2019 graduate of Holy Innocents' Episcopal School, where she ran for four years on the school's cross country team and in her senior year, was the team's

captain and social chair. In addition, Kaki was the president of the school's winter running club. Outside of school, Kaki attended the YMCA Advanced Leadership Academy from eighth through twelfth grade.



EVAN HUNTER JR.

('13) is a freshman at Auburn University. He graduated in May 2019 from Holy Innocents' Episcopal School, where he received the Chaplain's Award.

GENUINE LOVE OF READING

A NOTE FROM LIVY CHAMBER'S ('16) MOTHER, WIBBY CHAMBERS

Livy is a different child since coming to The Schenck School. Most importantly, she's happy, confident, outgoing, funny, and loves school! Livy attends The Heritage School in Newnan, Georgia, and makes straight A's. Last year, she was one of two students to receive an award for A's all year long. Livy LOVES to read. Who knew that a dyslexic child could find a genuine love of reading? Before The Schenck School, Livy could not identify one letter in her own name!

To this day, Livy relies on the tools and the work ethic she learned at The Schenck School. Her teacher last year described her as the hardest working student she'd ever had in 25 years of teaching. Before coming to The Schenck School, Livy was completely withdrawn and insecure. She felt she couldn't do anything right. Two years at the School truly turned her life around in ways none of us could imagine. She feels capable of anything. She knows she'll have to work harder than most but she has the tools and the desire. The Schenck School truly is a one of a kind educational experience and is a gift to any child and parent who has the chance to be a part!





MARY CAROL HUNTZ ('12) is a 2019 graduate of Woodward Academy, where she was an academic merit scholar noted for her score on the ACT. Mary Carol is attending the University of Mississippi.



WILL JACKSON ('13) is a freshman at Coastal Carolina University. He graduated from North Atlanta High School in May 2019, where he won a Gold

Key in the Regional Scholastic Art & Writing Competition. Subsequently he won a Silver Key in the National Scholastic Art & Writing Competition.



CASEY LEVY ('12) graduated from Clearwater Central Catholic High School in Clearwater, Florida, where he was a standout varsity football player.

Casey was featured in a Tampa Bay Times sports article where his coach Chris Harvey was quoted, "Casey is one of the hardest-working kids on the team. He never missed a workout and is one of the strongest players we have." Casey averaged 49.7 rushing yards per game for a total of 993 rushing yards over his high school career that resulted in 155 carries and 15 rushing touchdowns. In addition to football, Casey wrestled for two years and played baseball for one year. He was also an Ambassador for Give the Kids World Village. In the fall, Casey will don a red and black helmet when he suits up to play for Catholic University of America.

KATHARINE PIERCE ('15) is a sophomore at The Atlanta Girls School, where she plays varsity soccer and has been on the Dean's List.



RICKEY RANDALL III ('10) is a 2019 graduate of Life High School in Waxahachie, Texas. He is studying engineering with an emphasis on architectural engineering at Morehouse College.

CHARLIE ROWE ('11) was a four year varsity runner for St. Pius X Catholic High School's cross country team which included a State Championship year. He graduated from St. Pius in May 2019. He is a Hope Scholarship recipient and is attending Georgia College.



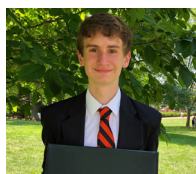
LAUREN RYSDON ('12) graduated from Chattahoochee High School in May 2019. While there, Allison maintained a place on the Honor Roll every semester,

was a member of the National Honor Society and the Spanish National Honor Society, and was a three-year academic scholar. She was also named a Furman Scholar. Lauren attends Furman University.



WILSON SMITH ('10) graduated from Virginia Episcopal School in Lynchburg, Virginia, in May 2019. During high school,

he earned his Eagle Scout rank from the Boy Scouts of America, and he served on the Honor Committee and as a Residential Assistant. He was a Senior Counselor for the student body and the recipient of the Coaches Award for Soccer. Wilson attends the College of William and Mary.



LOGAN STARR ('13) graduated in May 2019 from Woodberry Forest School, where he was the captain of the school's varsity indoor

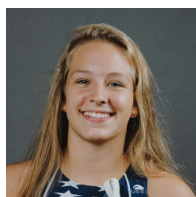
rock climbing team, and an active member of the mountain biking team and the investment club. He is studying electrical engineering at Auburn University.



ANDREW TAYLOR ('12) graduated from Zion Christian Academy in Columbia, Tennessee, where he was a member of the

Tennessee Chapter of the American Legion Boys State at Tennessee Tech University, participated in the Maury Academy for Students in Health program, was the treasurer for his senior class, and was the treasurer for the International Thespian Society. In addition, John was a member of the National English Honor Society and the National Science Honor Society, as well as a member of the Beta Club. He is a freshman at the University of Tennessee.

ANNA TAYLOR ('11) graduated from Chattahoochee High School in May 2019 and is committed to playing lacrosse in the fall for Furman University.



CLARE WHEELER ('13) graduated from The Atlanta Girls' School in May 2019. She is attending Virginia Military Institute, where she plays Division 1 water polo.



GRACE DANGAR ('17) is in eighth grade at Lovett School, where she loves to volunteer. Recently her class went on a field trip to help on a nonprofit farm. She plays lacrosse and has made a lot of friends. Grace says, "The Schenck School really prepared me for Lovett School."



KENDALL CAMP ('17) is in eighth grade at Peachtree Charter Middle School in DeKalb County and in the STEM program. When Kendall was in sixth grade, she was awarded the Science

Achievement award and a member of the National Junior Beta Club. She was on the Honor Roll for both sixth and seventh grades. Kendall plays soccer for Peachtree Charter School and the Concorde U15 Southeastern Club Champions League. She assists with first grade Sunday School. Kendall won the Best Manners award at the Dogwood Cotillion.



COLE CAMP ('18) as a fifth grader at Austin Elementary was on the Honor Roll, received the music award, and had perfect attendance. This year, he is a sixth grader at Peachtree Charter

Middle School and received the Pride of Peachtree award. Cole won the Peachtree Derby for Cub Scouts the last two years, and plays basketball for All Saints Catholic Church and soccer for Concorde Club Soccer U13. He enjoys playing Fortnite and having Nerf Gun wars in the neighborhood with his friends.

ALEXA TALMADGE ('15) is an eighth grader at Renfro Middle School. She plays Dungeons & Dragons and paints at Color Wheel. She's proud to share that she is a "bit of a bookworm and has read all the Percy Jackson and Heroes of Olympus series." Her favorite memory of The Schenck School is her fourth grade famous person biography project when she researched and dressed up (in a tuxedo) as school founder David Schenck. She even brought in David Schenck's favorite dessert - a chocolate cake!

OLIVIA ROTOLO ('15) is a sophomore at Lakeside High School. She is on the varsity swim team and last year went to the Georgia High School State Championship. Olivia also swims year-round at Dynamo Swim Club. One of Olivia's Schenck School memories is playing Jeopardy with a classmate, getting excited about the answer, and banging noses with her friend. She still has a little bump on her nose!



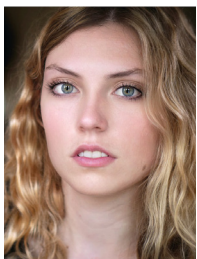
LAWSON ALLEN BYERS ('17) is in eighth grade at Mount Vernon Presbyterian School and plays lacrosse. His happiest memory of The Schenck School is “all of fifth grade.”

LEAH MAY KOGON ('17) is in eighth grade at Saint Francis School, where she enjoys dancing. Last year, Leah May danced a solo in a competition. Her most memorable Schenck School moment is reading the book PAX and the end of fifth grade.



Beatrice Jones (left) with other Warren T. Jackson “Risk Taker” recipients

BEATRICE JONES ('19) is a fifth grader at Warren T. Jackson Elementary School where her teacher and classmates selected her to receive the Risk Taker award, one of the International Baccalaureate traits recognized by Jackson Elementary.



MIA MASON ('11) is a senior at SCAD Savannah and has been selected for the coveted SCAD SHOWCASE 2019. She is one of only 12 actors and only one of five undergraduate students who were chosen from the highly competitive group. The

auditions were filmed and took place in front of the Entertainment Arts professors and The Directors of Entertainment Arts. The winning group was chosen by the professors and directors as well as a panel of other esteemed professionals. She will tour with the group in Los Angeles, Atlanta and New York City where she will showcase SCAD’s talent and perform in front of an invitation-only group of casting agents, actors, writers, and directors. Mia has been a part of many productions while attending SCAD and has been on the Dean’s List consistently since her freshman year. Mia is majoring in performing arts, with a minor in production design.



COBI BERESIN ('19) pictured here with his reading buddy, is a fifth grader at Davis Academy. He loves reading so much that he chooses to read books with this buddy instead of going to P.E.



CARLTON DIEDRICH ('18) is an eighth grader at Woodward Academy. As a seventh grader, Carlton was awarded the English department award for literature and made the Silver Eagle list (for maintaining a 3.2 - 3.79 GPA).



MILLS BOURNE ('19) a sixth grader at The Galloway School, stopped by The Schenck School on one of her free days to have lunch with

her friend Georgia. Mills says her best memory of The Schenck School is “all the teachers are friends.”



ALEXA TALMADGE ('15) shares “Recently while on vacation in Greece, I was pulled aside by airport security, apparently my books were too thick for the x-ray machine! I am an avid reader and especially enjoy reading about Greek mythology. This would not be possible if it were not for the wonderful and challenging experience I had at The Schenck School for second and third grade. I’m in eighth grade now at Renfroe Middle School, and I’ve moved on to both Spanish and French classes. My favorite pass times are roller-blading, singing in my school’s chorus, and participating in an after school Dungeons & Dragons club. This picture is of me on one of the most significant islands of antiquity, Delos near Mykonos, Greece, known as the birthplace of Apollo and Artemis.”



LYLE GRAVES ('19) is in fifth grade at The Paideia School and is on her third The Land of Stories book by Chris Colfer (400 pages per book). One Saturday, Lyle and her mother, Jen, were walking around Decatur and learned Chris Colfer was having a book signing at The Little Book of Stories but the tickets were sold out. Ten minutes later, Jen ran into a college friend with an extra ticket, so Lyle got to get her book signed! Her mom says, “Lyle is working hard at Paideia in all of her courses and reading BIG TIME!”



The Schenck School changed me

MELANY MENAY ('18)

When I first figured out I was leaving my school to go to The Schenck School, I was mad and sad. I was going into fourth grade, and I didn’t want to leave my school. I cried when I thought about leaving, making new friends, meeting new teachers, and a different campus. I was NOT ready to leave.

Summer came to an end, and it was time to go back to school - but not back to my school, to a school where no one knew who I was and where I came from. I walked in on my first day at The Schenck School, and it felt right. I was greeted by teachers with the biggest smiles who looked like they were ready to have a big piece of cake! One of them showed me to my classroom, and that’s when I knew I was going to love it. I only saw eleven desks which was so weird, but it gave me a nice feeling. I met my teachers, Mr. Ralls and Mrs. Carmical, and they made me feel welcome. I never felt so ready to start school. When they taught, I felt so smart because they taught in a way that I understood. It was crazy how I went from below reading level, slowest reader in the class, and not being able to comprehend what I read, to being on level and reading with confidence. I would even offer to read out loud to the class. The Schenck School changed me, the way I learned, and the way I live now. Now, currently I have no grades below a B, and I do whatever it takes to keep my grades up, because that’s what The Schenck School taught me. And on top of working to keep my grades up, I play volleyball, and I have made many new friends. For all this I have The Schenck School to thank.

Be Brave. Be Bold. Be Ready.

WORDS OF WISDOM TO THE OUTPLACING CLASS OF 2019 BY ALUMNUS JACK SULLIVAN

Do you know something? You and me – WE are forever, awesomely connected. No matter where we go, we always have a common ground of hope, healing, and peace. Schenck is your welcome home no matter how far you go.

If you are going to a new school, if you are returning to your old school, please, please remember you always have a place there and you have a place here. **YOU BELONG. YOU ARE FANTASTIC JUST AS YOU ARE.**

Now, I have a really important question for you.

How many of you have seen the original Star Wars? Do you know the story? The main character is Luke Skywalker and he is a Jedi Knight, but he didn't know it. He was like a kid with dyslexia who has this super-power but hasn't gone to Schenck to learn how to use this awesome gift.

Luke Skywalker had this amazing gift inside; he just needed to learn how to use the force. He had to study with Jedi masters, like Schenck teachers, to learn all he needed to conquer life and the dark side. And it was hard. He had to undergo adversity, study with strange creatures like Yoda, go through rigorous training, and discover how to get along with people.

Like Luke, you – ALL of you – are Jedi warriors. You have these great, unique powers and you are growing stronger every day.

Like Luke, we ALL have to learn how to overcome pain, worry, and doubt to become a mighty Jedi.

My friends, there are wonderful things ahead. Every once in a while, you will have some tough days. This happened to Luke when his friend got captured, his hand got cut off, and his greatest enemy turned out to be his dad. Don't worry when hard times come; healing happens. It just takes time.

I'm sure some of you have had a day when so much is on your plate that you just feel overwhelmed. That happened to me last year when I was in the hospital with a hole in my back.

It was big, deep cavernous hole caused by a M.R.S.A. infection. It nearly killed me. Doctors told me many things – like that I would never play football again and that this injury would impact me the rest of my life.

During a two week stay in the hospital and ten months of recovery, I'll admit there were times I felt hopeless – like Luke Skywalker, alone wondering about his destiny. But then, my parents would give me strength, my brother and sisters would make me laugh, or a friend would text to bring me confidence and a new hope.

I had to train hard and go through immense physical therapy. I had to go through wound changes multiple times a day. But it wasn't just me who got stronger on this journey, people around me did, too, and we let each other in. My younger sister, Cecily, for example, dreams of being a surgeon. She got trained to do my wound care, and so once a day, she did it.

My friends, you will face rough times. You will face a day when someone lets you down. You will all at some point have a hole that needs healing. But you CAN marvelously heal. YOU are incredible WARRIORS. We are Schenck kids and we have already overcome.

Today begins a new journey. An exciting, scary, hard, wonderful journey after Schenck.

As you go forward, I want you to remember three things.

1. Be brave.
2. Be bold.
3. Be ready.

FIRST – Be brave. If you have a thought, an idea, or a vision of something that you've always wanted to do – you do it! Go for it! The biggest and hardest part of doing anything is taking the first step, and once you take that first step, you're already walking in the direction to becoming a more confident and powerful person. It doesn't matter if you don't make the team, if you don't get the part, or if the person you liked turns you down. Because the more you try – the more comfortable and confident



you become. It is okay to fall down. We all do. Get back up. Try again. Be brave. People admire and respect bravery.

SECOND – Be bold. Be comfortable being yourself. Be proud of your dyslexia. You are going to see throughout your whole life that it is a wonderful gift.

I met some of my best friends in high school because I walked up to them and I talked and listened. It's always hard diving into a new pool, but if you boldly go to the unknown and take the initiative, you'll find your friend group. Once you do, don't be afraid to be a leader. It's so hard to stand up to someone doing the wrong thing and it's even harder when that person is your friend, but if you stay true – if you don't compromise who you are on the inside – people will respect you, and if they really are your friends they'll understand. Be bold in kindness, compassion, and empathy.

THIRD – Be ready. You don't have to know your college major or choose your career in high school. The best way to be ready for life is to READ. My dyslexic friends, do not ever let anyone intimidate you and cause you to stop reading. If they are reading some thick chapter book and yours is shorter and has pictures, just smile and keep on reading.

My Schenck family, the world needs you.

Be ready for your journey to be AMAZING, even if the journey is hard.

Friends, I congratulate you.

BE BRAVE. BE BOLD. BE READY.

FOR YOU ARE UNBELIEVABLY AWESOME JUST AS YOU ALREADY ARE.

SOAR ON SCHENCK PHOENIX. SOAR ON!!

Jack Sullivan ('13) graduated from the international baccalaureate honors program at North Atlanta High School in May 2019. At North Atlanta, he was the captain of the debate team, a two-star varsity athlete, captain of the Georgia All-Star football team, lead anchor on the school news, and Atlanta Public School ambassador. This fall he is a freshman at Wabash College, where he plays football.

Alumni Return to Campus for Internship

Kylie Dempsey ('08), Julia Mixon ('12), Ally Peterka ('09) and Cara Prichard ('07) shared their talents and time this summer as summer associates at the School's Summer Adventures Camp. The internship allowed each alum an opportunity to experience up-close and first-hand The Schenck School Reading Model in action and gave them the chance to give back to the school they each credit for their continued academic success.



Kylie Dempsey ('08) graduated from The University of Georgia with a bachelor's degree in human development and family science in May 2018. She is currently attending New York University's master's program in school counseling. She is also interning at The Cottage School, where she works with high school students. Kylie says some of her favorite memories as a student at The Schenck

School are Pero's Pizza every Wednesday, climbing the rock wall, doing the zip line, and making the clay face with art teacher Mr. Steve.



Julia Mixon and Ally Peterka on campus this summer

Julia Mixon ('12) is currently attending Clemson University as a psychology major with a minor in theatre. Julia says she plans to continue her education after Clemson to either become an occupational therapist or a teacher at The Schenck School! Julia was recently recognized for her freshman year GPA on Clemson's Dean's List and was elected ClemsonLIFE

chair in Sigma Kappa Sorority. Julia says her memories of her time at The Schenck School are many, but if she had to narrow it down, she says the most valuable and memorable moments for her were when Ms. Calamari taught her sixth grade class how to write grammatically correctly and how to write well. Julia says Ms. Calamari gave her the writing skills she continues to use everyday in her college and professional career.

Ally Peterka ('09) is a student at Flagler College in St. Augustine, Florida, where she is on the Dean's List. While in school, Ally is a Big Brother Big Sister mentor at an elementary school in St. Augustine. After graduation from college, Ally plans to work toward earning a master's degree in occupational therapy. She said she loved her time this past summer working in the Occupational Therapy room at the School! Ally's favorite memories are of her third grade teacher, Ms. Brown, taking her out to lunch on a half day and of all the close relationships she formed with the teachers at Schenck.



Cara Prichard ('07) attends the University of North Carolina at Greensboro, where she majors in psychology and sociology. After college, Cara hopes to attend graduate school at the University of Georgia to earn a master's in psychology. When not in school, Cara works at a restaurant, hikes, and spends time with her dog. Cara said she fondly remembers the Pero's Pizza truck coming to The Schenck School on Wednesdays, and she said she loved P.E. class with Mr. Clay White.

Adult Alumni 60th Anniversary & KICKOFF PARTY

The Alumni Association “kicked off” the school year in August with their annual alumni party celebrating the School’s 60th Anniversary and the kickoff of NCAA Thursday Night Football.



(L - R) Matt ('98) and Farley Sirockman and Jackie Fisher



(L - R) Todd Servick ('86) and John Curtis Fisher ('00)



(L - R) Alli Eustis ('99) and Andrew Means



(L - R) Andrew ('98) and Sarah Bernhardt and Freddie Akers ('96)



(L - R) Michael Cobb and Margaret Snoddy ('03)



Josh and Allie (McSwain) Byrd ('94)



(L - R) Eduardo Mejia ('90), Steve Shaw, and Michael Murray ('91)



(L - R) Janet and Molly ('96) Bode with Alex Hendry ('96) Edging and Kathlean Hendry

Introducing the Alumni Board



L-R Trey Kilpatrick, Chad Knudsen, Jeffery Wright, Matt Sirockman, Britton Burdette, Kelly Garges, Caroline (Hall) Wildman, John Curtis Fisher, and Jack Chapman. Not pictured: Andrew Bernhardt, Duvall Brumby, Allie (McSwain) Byrd, Mary Catherine (Groome) Gober, Grady Luckey, Elizabeth (Gray), McEver, Megan (McSwain) Mann, Eduardo Mejia, Michael Murray, and Katherine Sellers.

As we know, The Schenck School is unique. Every student is dyslexic. They come to the School for a specific reason - to learn strategies to read, write, and spell in order to successfully transition to the next school and beyond.

In 2017, two alumni, Britton Burdette ('88) and John Curtis Fisher ('00), created the Alumni Board because they realize the impact the School has had in their lives and careers. Establishing a Schenck School Alumni Board has challenges simply because students are at The Schenck School for only two to four years. Some may barely remember their time here! The Alumni Board has taken on the challenge to locate and engage more alumni, as well as to support the School and The Dyslexia Resource.

This year, The Alumni Board is participating in three events - the Adult Alumni Party, the Auction & Gala, and Sporting Clays for Dyslexia.

Mission Statement

The Schenck School Alumni Association fosters a lifelong spirit of belonging and pride by connecting alumni to the School and each other. The Alumni Association advocates for and supports the work of the School and dyslexia awareness, with a credible, collaborative voice.

Vision Statement

To engage The Schenck School's global community to support and advance the School's effort and contributions to the world of dyslexia and dyslexia remediation.

We are thankful to our Alumni Board for their time, efforts, and friendship:

Andrew Bernhardt ('98)
Duvall Brumby ('90)
Britton Burdette ('88)
Allie (McSwain) Byrd ('94)
Jack Campman ('97)
John Curtis Fister ('00)
Kelly Garges ('88)

Mary Catherine (Groome) Gober ('94)
Trey Kilpatrick ('91)
Chad Knudsen ('83)
Grady Lucky ('90)
Megan (McSwain) Mann ('91)
Elizabeth (Gray) McEver ('97)
Eduardo Mejia ('90)

Michael Murray ('91)
Katherine Sellers ('04)
Matt Sirockman ('98)
Caroline (Hall) Wildman ('83)
Jeffrey Wright ('88)

Stay connected, send your updates and contact information to alumni@schenck.org, and check out The Schenck School Alumni Association on LinkedIn.

282 Mt. Paran Road NW, Atlanta, GA 30327



Academy of
Orton-Gillingham
Practitioners
and Educators



Breakfast with a Buddy

Formerly known as Doughnuts with Dads, Breakfast with a Buddy is a fun morning for students to invite one guest - Dad, Mom, or a special friend - to campus. Students and guests met for doughnuts, coffee, and games in the Fuqua Family Dining Hall, then enjoyed a visit to the classroom.

