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## A MESSAGE FROM THE BOARD CHAIR



This publication represents not only another successful year at The Schenck School, but also the commitment, hard work, and determination of our exceptional community.

The 2021-2022 school year was not without its challenges, but thanks to you all, it was also one of the most exceptional years in our history. Our faculty, staff, and families once again navigated the challenges presented by Covid-19, while circumventing disruptions to our mission and taking great strides back to a pre-pandemic existence. The School's outreach arm, The Dyslexia Resource, also grew its work, training hundreds of teachers this past year and directly serving 300 students every day at two of Atlanta's most underserved elementary schools.

This year The Schenck School and The Dyslexia Resource continued to appear on the world stage, participating in the inaugural Dyslexia World Assembly at the Swedish Royal Palace this spring. As part of the event, the mayor of New York City announced that all 100,000 plus New York City School teachers would complete the Made By Dyslexia online training filmed at The Schenck School.

The excitement and accomplishments of this year were also bittersweet, as we said goodbye to Head of School Josh Clark. After six years of service, Josh leaves The Schenck School and The Dyslexia Resource in an enviable condition. While we are saddened to see Josh go, we are excited for the opportunity he and his family have for ocean-side living at The Landmark School on Boston's North Shore.

While Josh will be missed, we are incredibly fortunate that the work of the School and The Dyslexia Resource will continue to grow under the leadership of our Interim Head of School, Bill Wharton. Bill comes to us after retiring as Head of School at Commonwealth School in Boston, having served as its exceptional Head for over twenty years. Bill's extensive experience, passion for children, and astute intellect provide the perfect bridge for the next chapter of The Schenck School.

As I complete the first year of my term as Chair of the Board of Trustees, I am deeply grateful for the honor of serving this exceptional community. Thank you for all you have done and continue to do to make a lasting difference in the lives of our children.

Sincerely,

A handwritten signature in black ink that reads "Kim".

Kim Marks, *Chair, Board of Trustees*

## A MESSAGE FROM THE HEAD OF SCHOOL



The remarkable story of The Schenck School is the testament of one man's dream to create a great school for dyslexics. Because of David Schenck's own struggles with dyslexia (which he didn't even know he had until he was an adult!) and his determination to help kids like him, this School is recognized today as one of the nation's finest schools of its kind.

Sixty-three years later, we remain true to David Schenck's legacy and mission. Deepest heartfelt thanks are due to all of the people listed in this report as we continue to light a path for children who struggle to read.

We are grateful to have your support and that of many others who also believe in the critical importance of reading education. We share a common bond: the belief that brilliant minds think differently and deserve a community that recognizes and celebrates them.

I am thankful to have been a part of this tremendous legacy. I am leaving to become head of school at a school in Boston for students with dyslexia. Even though I never knew David, my time here has forged in me his spirit that I will carry with me always.

Thank you for your commitment to the legacy David Schenck.

Sincerely,

A handwritten signature in black ink that reads "Josh J. Clark".

Josh J. Clark, *Head of School*





# The Transformational Schenck School Experience Articulated:

## The Schenck School Reading Model

by Lisa Murray, *Director of Academic Operations*



**F**or over 62 years, The Schenck School has been transforming the lives of students with dyslexia through the Orton-Gillingham approach to teaching reading. Students come to us at different grade levels – third grade being, historically, the largest entry point – with a wide variety of past school experiences. These school experiences often involve both academic challenges and questioning of self-worth. Schenck School teachers, through expertise, compassion, and dedication, help each student unlock reading while helping each child develop an awareness of their personal strengths. The Schenck School experience is transformational.

How is this transformational experience accomplished during a student's short time at The Schenck School? To answer that question, a team of faculty and expert reading staff developed The Schenck School Reading Model (TSSRM): an articulation of what is involved in the transformational experience of teaching and learning at The Schenck School.

The Schenck School Reading Model is the graphic representation of the **five essential elements** of the reading program at The Schenck School. It is a reflection of Schenck School instruction in the context of our intensive Orton-Gillingham remediation approach to teaching learners with dyslexia. The Model makes explicit what is happening in our classrooms throughout a student's time at the School.

In addition, the Model is grounded in and incorporates many of the elements of the science of reading that have been evolving over the past few decades, dating as far back as The National Reading Panel Report of 2000 – and earlier – and extending to the present day. The Model will continue to develop with the field of reading research, which has accelerated in recent years with the advent of fMRI technologies in the early 1990's and the growing fields of linguistics, cognitive science, neuroscience, psychology, and other relevant fields studying reading acquisition and reading interventions. The Model will be used in parent education and professional learning at The Schenck School.

As illustrated in the graphic representation, the Five Essential Elements of The Schenck School Reading Model are:

- Learning Environment
- Decoding & Encoding
- Phonological & Phonemic Awareness
- Writing
- Reading Comprehension



**LEARNING ENVIRONMENT** is the foundation of the Model and is, arguably, one of the most transformational of the Five Essential Elements for Schenck School students during their short time with us, given our intensive remediation approach. Our learning environment of positive, supportive team teaching in each classroom at every grade level is transformational for learners with dyslexia. In addition, this learning environment supports our diagnostic and prescriptive approach to teaching reading and writing.



**DECODING & ENCODING** or, put more simply, 'reading and spelling' are taught hand in hand at The Schenck School. Whatever is written is read and whatever is read is grounded in the

instruction of the logical structure and rules of the English language. *Decoding* is the ability to translate a word from print to speech generally using knowledge of sound-symbol correspondences or phonics. *Encoding* is the ability to produce written symbols for spoken language or spelling. Spelling and reading build and rely on the same mental representation of a word. Knowing the spelling of a word makes the representation of it sturdy and accessible for fluent reading (Snow et al, 2005).



**PHONOLOGICAL & PHONEMIC AWARENESS** (taken separately): phonological awareness is a broad term that refers to the ability to identify, think about, and manipulate parts of words including syllables, onsets and rimes, and phonemes; *phonemic awareness* is the ability to hear, identify, and manipulate the individual sounds in spoken words. Phonological and phonemic awareness are the foundation of the alphabetic principle. The alphabetic principle is the understanding that letters and letter combinations are used to represent individual phonemes in spoken words, critical for beginning reading and spelling.

## FIVE ESSENTIAL ELEMENTS OF THE SCHENCK SCHOOL READING MODEL

### LEARNING ENVIRONMENT

- Positive student-teacher environment
- Diagnostic, appropriately paced and cumulative
- Similar learning profiles
- Oral language

### DECODING & ENCODING

- Alphabetic principle
- Letter formation
- Syllables
- Decoding/encoding
- Morphology
- Oral language



### READING COMPREHENSION

- Background knowledge
- Discussion, reasoning, making connection
- Language structure: syntax, grammar & usages
- Literary structures
- Vocabulary/morphology
- Fluency
- Oral language


### WRITING


- Handwriting
- Written expression
- Language structure: syntax, grammar & usage
- Oral language

### PHONOLOGICAL & PHONEMIC AWARENESS

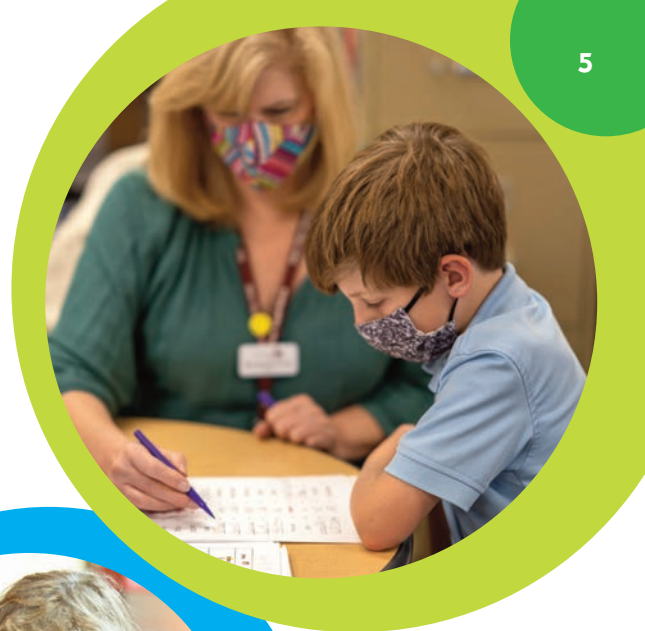
- Phonological/morphological awareness
- Phonemic awareness
- Oral language



 **WRITING** involves a variety of functional skills such as handwriting, spelling, punctuation, capitalization, and grammar. Grammar relates to the functions of words and how words combine to make sentences. It is the system and structure of language and consists of syntax and morphology. Written expression also involves composition skills such as planning, organization, determining content, and revision to express information effectively (see Progressive Therapy Associates; Graham, 2008; Westby, 2012).

 **READING COMPREHENSION** is the ultimate goal of literacy instruction. Understanding what we read transforms us by explaining the world around us and transporting us to other worlds. Comprehension is not a single construct but a multi-dimensional cognitive activity (Catts, 2018) and is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (RAND Reading Report, 2002).

As noted in the details of each of the **five essential elements** in the reading model graphic, **oral language** is considered to be a component of each of the elements of The Schenck School Reading Model. This reflects the importance of oral language in the science of reading and taps the verbal strengths of Schenck School students in their development as readers and writers.



**Schenck School teachers, through expertise, compassion, and dedication, help each student unlock reading while helping each child develop an awareness of their personal strengths. The Schenck School experience is transformational.**

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# Transforming Lives Beyond the Walls of The Campus: The Dyslexia Resource

by Brooke Kamke, *The Dyslexia Resource Operations Manager* and  
Sandy McCauley, *Director of Communications*





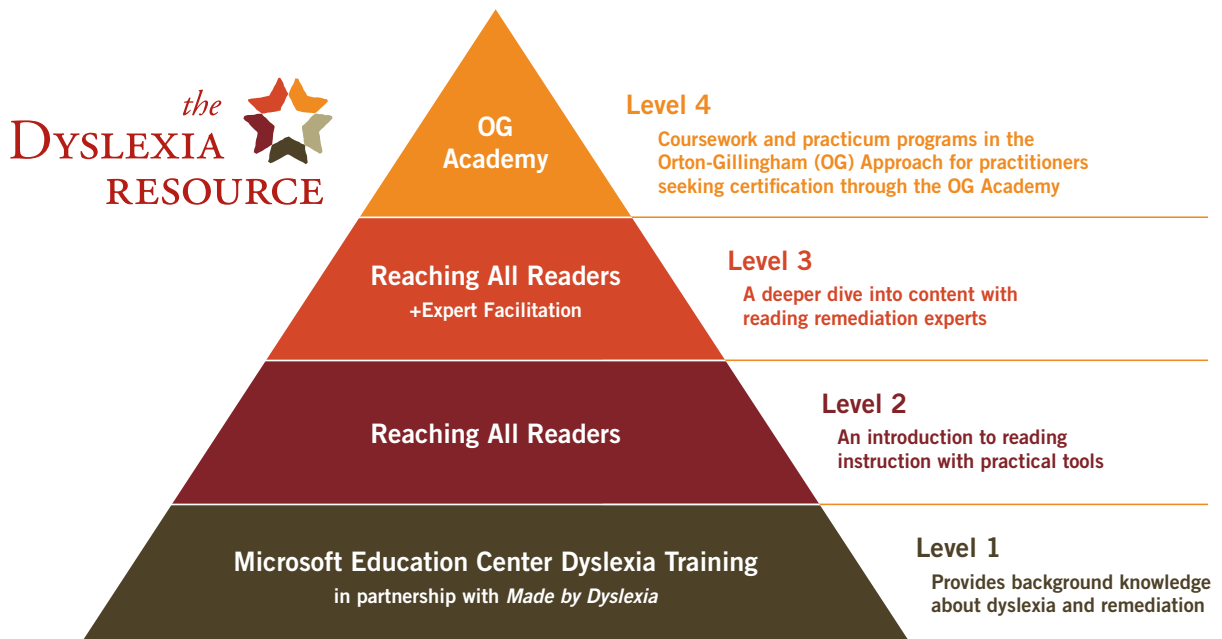
The 2021-2022 fiscal year was a year of growth for The Schenck School's sister organization, The Dyslexia Resource (the DR). The DR successfully expanded its teacher training offerings and extended its partnership with Purpose Built Schools Atlanta (PBSA) to provide direct reading remediation services to PBSA students. The DR was successful in creating a clear brand identity and establishing its market positioning by focusing on products and services that can transform the lives of children who struggle with learning to read.

### THE DR PRODUCTS AND SERVICES EVOLVE TO MEET A SHIFT IN THE MARKET AND THE GROWING DEMAND

The DR is focusing its product development to meet the growing demand of educators looking for reading instruction tools and resources to teach young children how to read. Furthermore, focus group feedback revealed that educators want instruction that is not only affordable but provides resources and tools that can quickly be implemented in the classroom. To that end, the DR responded by investing

in and developing an easy-to-scale, self-directed, digital teacher training course that provides an appropriate level of expertise delivered in bite-sized, easy-to-digest formats. Teachers are provided with strategies and teaching tools that can be implemented immediately in the classroom to help struggling readers and all students who are learning how to read.

## TEACHER TRAINING OFFERINGS

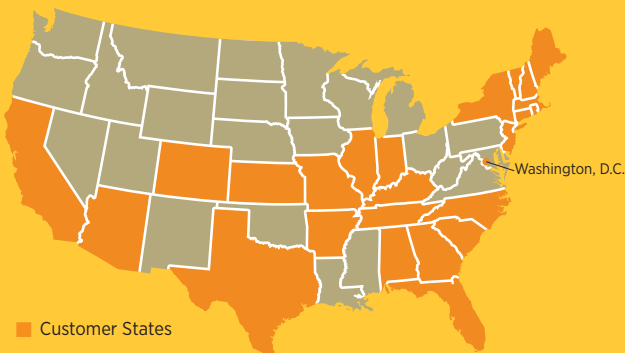


## DIGITAL PRODUCT, REACHING ALL READERS, LAUNCHED IN JULY 2021

- ▶ Over 450 teachers have completed the digital course as of the publication date.
- ▶ The course averages a 4.6 out of 5 star rating in reviews with participants leaving comments such as:
 

*"Thanks to this course I have a new and successful strategy for teaching sight words."*

*"Reaching All Readers is a well thought out introductory course for teaching reading. It blends the science and art of teaching reading to early readers. I learned new strategies to help my struggling readers and those who read well."*
- ▶ One of four approved workshops by the Washington Montessori Institute.
- ▶ 38 North Atlanta YMCA after-school teachers were able to take the Reaching All Readers course thanks to a generous donation from Synchrony Bank and Josh Crafford.



### THE DYSPLEXIA RESOURCE EXPANDS ITS REACH

From June 2021 through May 2022, The Dyslexia Resource trained over 750 teachers in reading instruction. Those teachers represent 26 different states, as well as Canada, the United Arab Emirates, Ireland, and Tanzania. In addition, The Dyslexia Resource provided direct reading remediation services to over 238 students through its partnership with Purpose Built Schools Atlanta.

"Over the last 12 months, we have learned a tremendous amount of information about educator needs and market demand with regard to teacher training.

*In 2021, the development and successful launch of a self-directed, digital reading instruction course called Reaching All Readers is one example of how we are leveraging our expertise and capacity," says DR Operations Manager Brooke Kamke.*

Reaching All Readers has not only helped fill a need in the market with over 450 teachers completing the course, but equally important for the DR, Reaching All Readers achieved a positive return on investment in its first year. "We are excited about future possibilities to expand our digital product offerings, as a way to provide more teachers with the tools and information they need to help the young children in their classes who are learning to read," says Kamke.

### VIRTUAL TEACHER TRAINING EXPANDS THE DR'S REACH BEYOND METRO ATLANTA

That which once seemed impossible before Covid and then became a necessity during the pandemic, is now an established and growing part of our teacher training offerings — virtual instruction. Virtual instruction has opened a door for reaching educators beyond the Atlanta metro market that was never available before.

*Kamke says, "We see demand for virtual class offerings continue to grow. It is exciting to offer a variety of options to meet these educator needs."*

Beyond its digital and virtual teacher training classes, the DR continues to build its traditional teacher training programs, as well.

## DEMAND FOR IN-PERSON TEACHER TRAINING REMAINS STRONG

The core of the DR's teacher training program is its in-person training. While many in-person classes have taken place on the campus of The Schenck School, the partnership with Marietta City Schools is an excellent example of how the DR can partner with other organizations to host off-site teacher training. "The training has been super beneficial. I feel like I haven't had any training like this before, and certainly never in my college curriculum. It's really helped me a lot to have an overall foundation for a lot of these phonics skills. I'm really excited to now be able to turn around and implement everything I've learned into my classroom," says Kaitlyn Frame, kindergarten teacher, Marietta City Schools. Over the course of five years, the DR has trained roughly 300 Marietta City School elementary school teachers.



**Marietta**  
city schools  
A Georgia Charter System

This past year the DR partnered with 15 other organizations to provide professional development on reading instruction and other topics such as Lesson Planning and Morphology. These Orton-Gillingham Academy offerings are in addition to the traditional classes the DR routinely offers every quarter including Associate, Classroom Educator, and Beyond the Basics. Josie Calamari, the Fellow of Record for The Schenck School and The Dyslexia Resource says, "The goal of teacher training is to provide information to all while creating opportunities for the development of practitioners. A practitioner may be a teacher, a tutor, or advocate. All of these need to start somewhere, so we offer our initial courses. In offering workshops and additional courses, practitioners can dive deeper into the aspects of reading, learning more about students who struggle learning to read, and what to do. I love teaching these workshops, because I see so many familiar faces who have helped reach hundreds of kids since they first started!"



***"The training has been super beneficial. I feel like I haven't had any training like this before, and certainly never in my college curriculum. It's really helped me a lot to have an overall foundation for a lot of these phonics skills. I'm really excited to now be able to turn around and implement everything I've learned into my classroom."***

– Kaitlyn Frame, kindergarten teacher,  
Marietta City Schools



## DIRECT READING REMEDIATION SERVICES

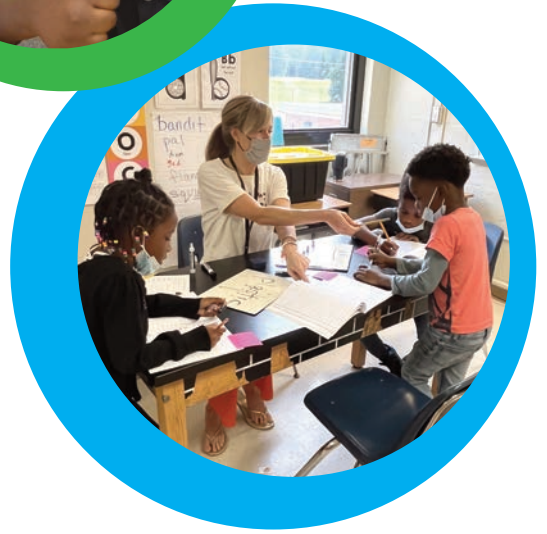
Equally important to the DR portfolio of products and services is its ability to provide direct reading remediation services for its partners at Purpose Built Schools Atlanta (PBSA). The partnership is in its fifth year. This year, 15 Dyslexia Resource Reading Remediation Specialists provided on-site tutoring and small group reading remediation to 220 students at PBSA Schools, including Thomasville Heights Elementary, T.H. Slater Elementary School, Luther J. Price Middle School, and the high school Carver STEAM Academy.

*Jen Burch, Reading Remediation Specialist for the DR, says, “the Dyslexia Resource’s main focus is to provide outreach to students who wouldn’t otherwise be able to reach their reading goals. By the DR providing the reading services and remediation at these schools through Purpose Built, we are able to get students on a trajectory where they can reach high school graduation and eventually head to college.”*

The partnership funding between The DR and PBSA is structured so that every three years PBSA and the DR must equally fund the work. “This year we are incredibly fortunate and grateful to the Schenck School and Dyslexia Resource communities for generously helping us meet this fundraising goal and keep this important work moving forward through the 2023-2024 school year,” says Kamke.

## THE DR TACKLES CAPACITY

The DR’s in-person and virtual classes continue to quickly reach capacity each quarter. While the digital and virtual reading remediation products have been invaluable in helping the DR expand and leverage its capacity to reach more educators, the challenge is how to expand and leverage its in-person training. “There just aren’t that many instructors who have attained the OG Academy’s credential of Fellow, which is required to supervise and instruct Orton-Gillingham classes,” says Kamke. “We are fortunate this year that our Fellow in Training program continues to grow, with one candidate entering the program, another progressing to her second year, and a third who has completed the program submitting her application to the Academy. These additions to our staff will allow us to expand the number of OG classes the DR is able to offer each season.”



## PARTNERSHIP WITH GLOBAL NON-PROFIT MADE BY DYSLLEXIA

In late spring, Dyslexia Resource Executive Director Josh Clark and Dyslexia Resource Operations Manager Brooke Kamke had the extraordinary opportunity to attend the inaugural World Dyslexia Assembly at the Swedish Royal Palace. The event was facilitated by former Schenck School parent and CNN International anchor Robyn Curnow and featured speakers from industry, education, and the Swedish and British royal families!

At the conclusion of the event, New York City Mayor Eric Adams joined the event virtually to share that the next World Dyslexia Assembly would be held in New York in the spring of 2023. He also committed to several initiatives over the next year to transform the way NYC public schools support dyslexic learners, **including requiring all 100,000 NYC school teachers to complete the Made By Dyslexia training filmed at The Schenck School.**

# The Road to Fellow Involves Multiple Years of Coursework, Observations and Training

by Ellen Hill, *OGA Fellow and Director of Community Engagement*

When Orton-Gillingham Academy (OGA) was founded in 1995, David Schenck and the leaders at The Schenck School wanted to join this organization that helped maintain professional and ethical standards for the practice of the Orton-Gillingham Approach. When the first-year application was open, David Schenck and two others applied to the Academy, and because each of them had established their excellence in dyslexic/reading teaching, all three individuals were honored with OGA's highest designation of Fellow Member.

In subsequent years, The Schenck School achieved Institutional Accreditation, and the School's teacher training program was endorsed by the Academy as having a high level of performance and quality at the Certified Level, its highest level for institutions.

Since that time, The Schenck School and its partner organization, The Dyslexia Resource, have trained hundreds of teachers, tutors, and educators who want to expand their knowledge, understand the Approach, and fulfill their passion to become practitioners.

OGA provides five levels of membership, each with different requirements: Subscriber, Classroom Educator, Associate, Clinical Supervisor, Certified, Fellow-in-Training, and Fellow Level.

At The Schenck School, all of our faculty complete and meet the standards for the Classroom Educator membership level. Many of our faculty continue to pursue their studies with the

The mission of the Orton-Gillingham Academy (OGA) is "to sustain the foundation of the principles of Orton-Gillingham as set forth by Dr. Samuel Orton and Anna Gillingham."

Academy. Currently in the state of Georgia there are nine Fellows, seven of whom were trained at The Schenck School or The Dyslexia Resource. Three of those seven work at The Schenck School or The Dyslexia Resource. In addition, The Schenck School and The Dyslexia Resource have two Fellow-in-Training members and one Clinical Supervisor member of the Academy.

While the road to Fellow is long, and few pursue it, the School and the DR continue to invest in the affiliation with the Academy as one of the industry's gold standards of reading remediation instruction. It is the foundation upon which David Schenck built The Schenck School.

## THE ROAD TO FELLOW MEMBERSHIP BY THE NUMBERS

- 3-year commitment
- 3 completed trainings to include both Certified and Associate Training
- 250 total hours of coursework
- 300 hours of supervised practicum in a variety of settings

In addition, a Fellow must have:

- Master's Degree in any area of study
- Certified level membership in the Academy
- Experience teaching students of various ages and learning profiles
- Evidence of continuing professional growth and development in the field of dyslexia beyond the Certified level
- Notice to the Academy office of the Fellow-in-Training from the Principal Training Fellow

# A Tried and True Approach to An Infinite Game



An Editorial by Josie Calamari  
Fellow of Record, *The Dyslexia Resource*

*"There are at least two kinds of games: finite and infinite.*

*A finite game is played for the purpose of winning, an infinite game for the purpose of continuing the play. Finite games are those instrumental activities – from sports to politics to wars – in which the participants obey rules, recognize boundaries and announce winners and losers.*

*The infinite game – there is only one – includes any authentic interaction, from touching to culture, that changes rules, plays with boundaries and exists solely for the purpose of continuing the game. A finite player seeks power; the infinite one displays self-sufficient strength."*

– James P. Carse, *Infinite and Finite Games*, 1986 – Professor Emeritus of history and literature of religion at New York University

For over a century, reading education has been played as a finite game between rival or diametrically opposed philosophies. A quick scan of Nila Banton Smith's *American Reading Instruction* will reveal the pendulum between literature-based reading instruction and that which focuses on phonics. Even today, many pre-service teachers are trained to follow the directives of a preferred, and singularity-focused, doctrine with the aspiration of having completed reading instruction by the end of second grade. As a result of following this doctrine, studies show America now faces a large number of secondary students with below grade level scores in reading proficiency (NAEP, 2019). In trying to win the finite game of teaching students to read by the end of second grade, we have failed the most important stakeholder, the student.

Margaret Rawson, a world-renowned pioneer, educator and leader in the field of dyslexia education, beautifully states that the Orton-Gillingham practitioner must, "Teach the language as it is to the student as he or she is." It is a deceptively simple statement, but when examined, it eloquently reveals the true role of the teacher or tutor. *The teacher is to adapt, bend, pivot, and revolve around the student, not the inverse.* The educator whose viewpoint of how the child should learn to read by second grade often is frustrated by students who don't fit the mold. Conversely, the teacher who has been trained to acknowledge that teaching begins in understanding the differing



needs of learners will find tools and approaches that translate school from an environment of how much the teacher knows into one focused on highlighting how much the student knows.

This metamorphosis of teaching a student how to read cannot be created overnight. It takes a great deal of time to develop a teacher into a practitioner. To be successful, a teacher has to understand the convergence of research and practice and embrace why it is important. In addition, he or she must have time, resources, and access. Above all else, he or she must be inspired to continually strive toward the highest of standards. Other professions, such as law and medicine, value and concede to this journey because, ultimately, it behooves them to invest in training.

Organizations like the Orton-Gillingham Academy have been taking this approach for decades. By treating reading instruction as an approach, not a curriculum, Orton-Gillingham practitioners partake in an infinite game. Our work with students doesn't end at the sound-symbol relationship, because reading instruction never ends. This has never been more apparent than today with the tidal wave of research hitting educators. The science of reading isn't revolutionary; it is a jacquerie. The current interest in the intersection of science and reading reveals a divide between what truly works and what doesn't. When a divide such as this is illuminated, a community is ripe for change. Teachers need the green light to give students what each unique student needs rather than what non-educators and politicians think students should have. The polarizing nature of the reading wars no longer has a battlefield in the infinite game.

For close to a century, the thought leaders behind strong reading instruction have continually trained practitioners to be literate in the world

of research and practice. *An Orton-Gillingham practitioner understands the brain's wiring, accepts the science of a learning disability, leans into the pedagogies, and masters the structure of English language.* This level of skill does not happen quickly or easily. Teacher training, over a continued and consistent time, is key and requires time and supervision. Anna Gillingham believed it took two intensive years of training, and some find it an even longer road to proficiency. But when the stakeholder is the destiny of a child, a quick fix or finite game is unsatisfactory, at best. We train to develop practitioners who can continue to meet the needs of a struggling reader. We don't cease until the student is prepared to take on his or her own infinite game, the limitless journey of lifelong learning.

*This article was originally written for and published by VIM Magazine, a digital magazine produced by Boon Philanthropy. It was edited and reprinted with permission.*

*Josie Calamari is the Fellow of Record for The Dyslexia Resource at The Schenck School. For eight years, Josie worked as a classroom teacher at The Schenck School and as a tutor for students in grades ranging from K-12. In her current role, Josie teaches Orton-Gillingham Academy (OGA) courses throughout the year at the Subscriber, Classroom Educator, Associate, and Certified levels, provides mentorship to practitioners through OGA practica, and consults with parents to best understand a child's psychological testing and appropriate school or learning environments. She served on the Board of Directors of the Georgia Branch of the International Dyslexia Association and is currently a board member of the Orton-Gillingham Academy. She believes that as Orton-Gillingham practitioners, we offer hope to students searching for understanding and assurance to teachers searching for solutions.*

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# TRANSFORMING

# LIVES

*We live in Brooklet, Georgia, outside of Savannah, and Madeline attends public school. This is her third year in Summer Adventures. I find this experience so valuable for her and feel that just being at Schenck, surrounded by other kids who learn just like her is such a great opportunity!*

– Caroline Bowman, Summer Adventures Parent



*Learning from such knowledgeable and enthusiastic teachers makes everything taught so much more impactful and enjoyable. It has also been a pleasure to have such open classmates who are willing to share and ask questions. Thank you for a life-changing experience that makes me want to get out and there and change lives.*

– Connie Soave, Dyslexia Resource Teacher  
Training Participant



*I am thankful for my family, my friends, and my amazing school. I'm thankful for my family because they do so much for me, same with my friends. I'm thankful for my school because if I wasn't here I could not read and I wouldn't be writing this right now.*

– Addison Cross, Student

*When asked our "hopes and dreams" for our daughter, it was for her to find her voice. Around age three she stopped speaking in the classroom. Schenck gave her back her voice.*

*She learned to read and write, but more importantly, she learned to embrace who she is; she gained confidence, strength and a passion to learn.*

*Our youngest followed in her footsteps, attending Schenck in kindergarten. He never lost his voice. He had the luxury of soaring from the start.*

*There is a magic at Schenck that is hard to articulate, but it looks a lot like a joyful, strong, courageous, and confident child. We will forever support their magic.*

– Christen Sindone, Current Parent





# End of Year Community Events



## SOARING ON

Congratulations to the 99 students who Soared On from The Schenck School. This was the first time in two years the ceremony was held on campus. We were thrilled to have so many families on campus for this annual tradition!

## HOUSE CUP

Congratulations to the House of Tempus, this year's House Cup Winner with over 170 pounds of marbles collected throughout the year! Congratulations to all House members for a great year of friendly competitions and always striving to uphold the values of your Houses.

## UKRAINE PENPALS

The sixth grade Library class began a pen pal project this year with each class being matched with a class from another country. Ukraine was one of the countries. The teacher in the class in Ukraine planned a ZOOM class to get the two classes together. The students played in pairs getting to know each other with games and lots of questions.





**BAMFEST**

BAMFest is a Schenck School annual tradition where the School sets aside part of a day to celebrate our love of Books, Art and Music. The School comes alive with notes of music in the air, wonderful art, and creative performances.



**FIELD DAY**

Field Day is one of the most fun days of the school year, and this year it was back and bigger than ever! Students enjoyed a jam-packed afternoon of relay races, team games, water activities, and more.





# Young Alumni Reunion

Over 100 alumni and past parents visited the campus for our first in-person Alumni party in two years. We were happy to share Pero's Pizza, enjoy our barnyard friends from Farmer Sue's Art Barn and most importantly, spend time with our alumni families. It's always one of the best events of the year!





## A MESSAGE FROM THE ALUMNI BOARD CHAIR



I write this letter following a dinner where I said goodbye to one of the biggest champions of students, underdogs, and dyslexics alike who I have ever met. His name belongs among “the greats” of dyslexia educators, not just in Atlanta but across the country. That person is Josh Clark. I remember the first time

I met Josh like it was yesterday. I thought to myself, “who is this bowtie-wearing, overly-enthusiastic, vibrant, art-loving head of school?” There is no question that I was unsure about his vision and what he would do to the school that we all love when he first arrived, but I have since learned firsthand that there are few who will ever impact the School and the dyslexic community in the way that Josh has, and for that we are forever grateful.

For eight years, Josh has led not only The Schenck School but also its outreach branch, The Dyslexia Resource. As he departs, The Dyslexia Resource, supported by the Alumni Association, could not be on more solid ground.

As chair of the Alumni Board, I am happy to report that the Alumni Association had our most successful year to date! For the first time, the Alumni Board reached 100% participation in the Annual Fund, and many more alumni supported the second annual Alumni Day of Giving. On campus, the School hosted the first Young Alumni Reunion in over two years. Off campus, Schenck School alumni hosted two additional events, Sporting Clays for Dyslexia and Double Eagles for Dyslexia, which raised over \$50,000 for the School and The Dyslexia Resource.

The roles alumni play in supporting The Schenck School and The Dyslexia Resource are simply invaluable. I would be remiss if I did not extend a special thank you to the Alumni Board. Without their support, none of this would be possible. We look forward to continuing to increase our involvement and impact in the years to come.

John Curtis Fisher, *Chair, Alumni Board*

### MISSION

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

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

### ALUMNI EVENTS

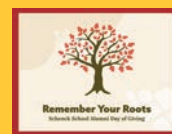
Sporting Clays for  
Dyslexia  
October 11, 2022



Social and Share  
January 5, 2023



Alumni Day of Giving  
March 23, 2023



Young Alumni Reunion  
April 28, 2023



# Alumni Highlights

## 1990's



**Jim Caswell ('92)** is the founder of Normandy Partners, a commercial real estate brokerage and investment firm, based in Atlanta, Georgia. Jim is a graduate of the University of Mississippi.

## 2000's

**Peyton Gannon ('08)** completed her first year of law school at Georgetown University. She wrote, *"I am certain I would not be attending law school without the wonderful people at Schenck."*

## 2010's



**William Anderson ('16)** is a 2022 graduate of Creekview High School, where he graduated with honors and was a member of the varsity lacrosse team. William plans to attend the University of Mississippi in the fall of 2022.



**Cooper Bush ('11)** was the captain of the Summit Country Day School lacrosse team and a member of the National Honor Society. He graduated from Summit Country Day School in May 2022, and began playing lacrosse for Emerson College, where he is enrolled as a freshman.



**Marin Bailey ('14)** is a freshman at the College of Charleston, where she plans to major in communications. Marin graduated from Wesleyan School in May 2022. At Wesleyan, Marin was the class secretary, a student ambassador, an honor roll student, and was the National Winner of the National Society of the Colonial Dames of America's Congressional Essay Contest.



**Lindsey Bomar ('14)** is a 2022 graduate of The Howard School, where she was a member of the honor roll and captain of the varsity volleyball and basketball teams, both of which won conference championships her senior year. In addition, Lindsey was the study body President and a four-year student ambassador. Lindsey is a freshman at Eckerd College majoring in Marine Biology.



**Swen Cain ('16)** is a National Guard Merit Four-Year Scholarship and Hope Scholarship recipient attending the Corps of Cadets at the University of North Georgia. He is a 2022 graduate of Woodward Academy, where he achieved the highest rank within the Boy Scouts of America, Eagle Scout. In addition, he was a member of the varsity track and field and varsity cross country teams. He was also named to the Silver and Gold Honor Rolls.



**Brayden Carroll ('12)** is a freshman at the University of Virginia. He is a May 2022 graduate of North Atlanta High School, where he played varsity lacrosse for four years, was a member of the Beta Club and National Honor Society, and was on the Principal's List for a GPA of 94% or higher.

**Sydney Carroll ('13)** is a Maclellan Scholar at Covenant College on Lookout Mountain, Georgia. Maclellan Scholar is the highest scholarship awarded by Covenant and covers full tuition and provides students with coursework designed to develop leadership skills. Sydney is a May 2022 graduate of The Mount Vernon School. Sydney's mother writes, *"She has succeeded in school beyond our wildest dreams... we are forever grateful for her time at Schenck. You always encouraged her, and believed in her and it has made a tremendous impact on her life. Thank you! We are forever in your debt."*

**Quinn Damm ('13)** graduated from Marist School in May 2022 and attends The University of The South (Sewanee).



**Jacqueline Draughon ('13)** graduated from The Lovett School in May 2022. At Lovett, Jacqueline was a four-year member of the varsity golf team, a senior/freshman mentor, and a member of the National Honor Society. Jacqueline received an academic scholarship to attend Texas Christian University, where she is currently a freshman.

**Joanna Graham ('15)** graduated from Holy Innocents' Episcopal School, where she was the co-president of the school's book club, the founder of the school's chapter of the Academic Decathlon Team, and a member of the National Art Honor Society. In addition, Joanna was a member of the track and field team. Joanna is studying biochemistry at Auburn University.

**Jack Higgins ('13)** is a May 2022 graduate of Woodward Academy, where he was on the varsity lacrosse team and the winner of the 2022 Community Spirit Award. Jack attends the University of Mississippi. Keep an eye out for the movie *Going Viral*, an upcoming 80's teen sci-fi, independent feature film. Jack has a lead role in the movie!



**Harrison Kleinschnitz ('15)** is a freshman at the University of Oklahoma. Harrison graduated from Denver Christian High School in May 2022 and was a member of the school's varsity lacrosse, football, and baseball teams, as well as a member of the National Honor Society.

**Perry LeBlanc, IV ('13)** graduated from Whitefield Academy in 2022. At Whitefield, Perry was a member of the National Honor Society and National Art Honor Society, and he received the Coaches' Award for varsity lacrosse. Perry is a freshman at the University of Tennessee, Knoxville.



**Kate McGee ('15)** graduated from Mount Vernon School in May 2022. In high school, Kate swam varsity all four years and was the team captain her senior year. In addition, she played soccer, was a student and community ambassador, a member of the National Honor Society, and a member of the Student Events Committee, Prefect Committee, and Best Buds Committee. She was the proud recipient of the Ron Hill Award in both her junior and senior years at Mount Vernon. Kate is a freshman at Auburn University.

**Elli Moraitakis ('16)** is a freshman at Berry College where she is on the 2022 Woman's Soccer Roster.

**Abby Newton ('16)** was presented with the ninth grade English Award at The Lovett School in May 2022.

**Eva Norman ('14)** is in her first year at Young Harris College, where she is pursuing her dream of becoming a special education teacher. In May 2022, Eva graduated from The Gow School in South Wales, New York. At Gow, Eva was the Captain of the volleyball team and a member of the thespian society.



**Jackson Orr ('15)** visiting with one of his favorite teachers Jana Thomas on campus in spring 2022.



(left to right) **Dolph Orthwein ('15), Griffen Perry ('13), Fritz Sumter ('13)** were on campus in late April for the Annual Alumni Reunion. All three graduated from The Galloway School in May.

**Dolph Orthwein ('15)** graduated from The Galloway School in May 2022. At Galloway, Dolph was a four-time recipient of the school's citizenship award, a senior technical theatre leader, and a member of the planning committee for Galloway Games. In addition, Dolph was proud to raise \$35,000 for The Leukemia and Lymphoma Society. Dolph is a freshman at Davidson College.



**Kelsey Richardson ('13)** graduated from The Galloway School in May 2022. She is studying psychology at Florida State University (FSU). Kelsey applied and was accepted into FSU's first year abroad program, and she will be spending her freshman year of college at the FSU London Study Centre in the UK. Kelsey's mother writes, *"The reading foundation that Kelsey built during her four years at The Schenck School has been the key to her academic success, and we will be forever grateful to the wonderful program, teachers, and administrators at The Schenck School. You all made all the difference!"*



**Olivia Rotolo ('15)** is a May 2022 graduate of Lakeside High School, where she was on the varsity swim and the varsity cross country teams. In addition to athletics, Olivia was the editor-in-chief of the school's newspaper. Olivia is in her first year at the University of Georgia.

**Fritz Sumter ('13)** graduated from The Galloway School in May 2022. At Galloway, Fritz was a member of the Mock Trial Team and an active participant in the theater program, playing roles in all of the school's musicals and dramas all four years. Fritz is a freshman at Belmont University.



**Anna Taylor ('11)** graduated from Zion Christian Academy in May 2022. In high school, Anna was a member of the National Honor Society and the varsity volleyball team. Anna is a freshman at the University of Tennessee in Knoxville, Tennessee.



**Ashley White ('13)** is a freshman studying business at Georgia Tech University. She is a 2022 graduate of The Mount Vernon School, where she was a member of the National Honor Society, founder and manager of the Atlanta chapter of The Tomorrow Project, founder of Sending Smiles Club, and was honored to have her artwork accepted into the Atlanta High School Competition on display at the Atlanta Dogwood Festival.



**Bella Zack ('16)** is a May 2022 graduate of Saint Francis High School, where she was the president of the thespian club, a list scholar, and on the honor roll. At graduation, Bella was presented with the Perseverance Award. In August, Bella will start her freshman year at Georgia State University.

2020's



**Alex Belsky ('19), Max Frushtick ('20) not pictured, and Amelia Schlachter ('20)** were the proud recipients of The Elliot Galloway Community Award at The Galloway School in May. This honor is given to students who consistently demonstrate kindness, respect, and exceptional character throughout the school year. The award winners are nominated by the Middle Learning teachers.



Congratulations to Ellen Hill, Anne Herbert, and Laura Thwaite for celebrating their 35th Anniversary working at The Schenck School.

## HELPING STRUGGLING READERS ONE PAIR OF EARRINGS AT A TIME

Southeast Bulloch Middle School student Madeline Bowen knows what it's like to have a hard time learning to read. She is dyslexic. For the past three summers Madeline has attended The Schenck School's Summer Adventures reading and writing camp.

This past year, while Madeline was quarantined twice due to Covid, her mom bought her an earring-making kit from a dollar discount retailer. Madeline started making earrings out of polymer clay and honing her craft. Like many dyslexics who are creative, outside-the-box thinkers, Madeline instinctively knew she could turn this newfound hobby into a business that could help other students with dyslexia. **"I know that many students who need help learning to read don't get the help they need. I want to give others an opportunity to get reading support like I have had,"** says Madeline. From this desire, Madeline created Clay for Good, an online retail store to sell her handmade earrings. Madeline donates 25% of every earring purchase to The Dyslexia Resource, which is The Schenck School's outreach organization that provides tutoring and teacher training services that help children who are dyslexic or who have a hard time learning to read. This summer, Madeline donated over \$650 to The Dyslexia Resource. "It's important to me because I've been inspired by people who have dyslexia, and I just want to help others," says Madeline. This is the second summer Madeline has donated to The Dyslexia Resource. Last year, while attending Summer Adventures, Madeline donated a portion of the sales from her lemonade stand to The Dyslexia Resource.

*Madeline Bowman, center, presents a donation for over \$650 to The Dyslexia Resource. On hand for the presentation are Dyslexia Resource Reading Remediation Specialists who work as faculty for The Schenck Schools Summer Adventures camp, and Schenck School Director of After School Program, Terry Sherali (far left).*



(left to right) Terry Sherali, Kristen Moore, Madeline Bowman, Caroline Pasternak ('02), Kellie Reifenberger, Nancy Christensen



## ALUMNI SHARE THEIR 20/20 HINDSIGHT WITH SCHENCK SCHOOL CAMPERS AND STUDENTS

Every summer The Schenck School is fortunate to have college-age alumni return to campus to work as camp counselors. The work experience gives each alum the opportunity to not only witness the

Schenck School Reading Model in action, but for many, the counselor position is an opportunity for alums to give back to the school that they feel gave them so much when they were students.

**Lindsey ('14) and Maddy Bomar ('10)** are thrilled to have worked at summer camp together.



While Lindsey is a recent high school graduate (see Alumni Highlights), Maddy is a rising junior studying Special Education at The College of Charleston and looks forward to teaching in Costa Rica after she graduates.

**Lindsey:** *"I do not suffer from dyslexia, I live with and work with dyslexia every day, and I am a better person because of it."*

**Maddie:** *"Learning to be proud of having dyslexia was very important for me growing up. Finding out my strengths and learning to be a self-advocate has helped me get to where I am today."*

**Graycen Horne ('13)** is in her second year at Georgia State University, where she is majoring in early childhood education with a concentration in special education. Her dream job is to come back to The Schenck School to work as a full-time teacher.



**"It's only going to get better. I was frustrated as a student before I came to The Schenck School, but now I don't even notice I have dyslexia. It's totally going to be fine."**



**Drew Panethere ('13)** is a junior at the University of Georgia, where he is majoring in Sports Management. His dream job is to be a sports broadcaster and announcer.

**"Look at dyslexia as an advantage, not a disadvantage. I'm really good at picking out patterns. Being able to quickly see patterns gave me a competitive advantage and helped me out a lot athletically. I played three varsity sports in high school, and I was an assistant coordinator for football."**



**Caroline Sirk ('11)** is a junior at Marquette University in Milwaukee, Wisconsin, where she is majoring in psychology with minors focusing on family and child studies and human resources. She hopes one day

to help children and families navigate learning differences by focusing on psycho-educational and neuropsychological assessments.

**"Having a dyslexia diagnosis isn't a label that limits individuals. It is a diagnosis that opens doors and has the ability to unlock the untapped potential that could have never been accessed without a diagnosis. Having dyslexia is not a limitation but an opportunity."**



**Tatum Glen ('16)** is a May 2022 graduate of The Mount Vernon School. She attends the College of Charleston, where she is majoring in business.

**"It's okay if school is not your thing. School is not everything. I love school, but it's not my thing. I especially love The Schenck School. This place is amazing, and I'm so happy to be back here working with the students."**

## PHOENIX FAMILY TREE

### Alumni Who Are Related to Current Students

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



First Grader Lucy with her mother, Emily Head David ('95)

*"Learning new things can be hard but know that everyone has their own unique ways to help make new ideas stick. The best way for me to remember things is through song, dance and games, so don't*

*forget to make learning fun. You are perfectly made just the way you are, so don't get discouraged, and always make sure to celebrate your successes."*

*"Being dyslexic has been one of the greatest gifts in my life! You have a unique way of thinking that you will come to find is rare and valuable. You will learn how to work hard, stand up for yourself, find creative solutions, and have empathy for others. Always remember to dream big, make your own path, and celebrate the small things along the way!"*



Fourth Grader Florrie with her mother, Allie McSwain Byrd ('94)

*"Trust yourself and your ability to see things differently. As you grow up and venture out into the world, the more you will appreciate how rare and truly valuable of a gift this is."*



Second Grader Mac with his father, Cameron Martin ('89)





# Without Dyslexia, I Would Not Be Who I Am Today

Delivered as a  
speech to the class  
of 2022 Soaring  
on Students

By Gavin Brown ('04), *Vice President, Real Estate  
Capital Markets Regions Bank*



I went to the Schenck School for fourth, fifth, and sixth grades. I was actually tested by Mr. Schenck as part of my application process. When he brought me back to my parents, my mom eagerly asked Mr. Schenck how I did, to which he replied, *"I believe we found the poster child for dyslexia."*

Before coming to The Schenck School, I absolutely dreaded going to school. I would get that horrible feeling in my stomach arriving at school every day knowing just how hard it could be. My confidence was low, and I felt like I just wasn't as smart as everyone else. That all changed once I came to Schenck. I learned ways to cope with my dyslexia and was able to enjoy learning again. While school was a hundred times better, there were still challenges I encountered at different points in my life. I want to share a few examples of difficulties I experienced in high school, college, and in my career and how I persevered. Hopefully, my experience will help you on your journey through school with dyslexia.

## **ACCOMMODATIONS WERE KEY TO MY SUCCESS, BUT IT WAS NOT EASY TO GET THEM.**

After The Schenck School, I finished middle school at Christ the King School and then attended high school at St. Pius X Catholic School. St. Pius is where I encountered my first post-Schenck obstacle, which was teachers not wanting to give accommodations.

- My first class at Pius started with my math teacher boldly saying there would be no calculators and no accommodations and then telling us the percentage of students who failed his class the previous year. I came to find out later that no one actually failed his class the previous year. The teacher had said that to scare us... which he did.
- Thankfully, there was a meeting shortly after the start of school where my parents, the school counselor, and my teachers met to set things straight, but the math teacher still did not want to give in on allowing me to use a calculator in class or on exams.
- I had to be strong and insist on using the accommodations I needed.

- ▶ Finally, this math teacher began to understand. He saw my potential and would eventually say things to my class like, “the dyslexic kid does not have any problems, what’s your excuse?”
- ▶ That was a win! From that day forward, at the start of a new semester, I would give every one of my teachers the summary page of my accommodations so each teacher knew what my needs were.

### COLLEGE IS WHERE SCHOOL WAS THE EASIEST. ACCOMMODATIONS LEVEL THE PLAYING FIELD.

After St. Pius I went to Georgia Southern University.

- ▶ Georgia Southern, which is excellent for accommodations, allowed students to register for classes early. This was not so I could arrange to have every Friday off from school but allowed me to register for classes with teachers who were known to be accepting of accommodations.
- ▶ I was also able to take advantage of signing up for early morning classes when my attention medicine was most effective.
- ▶ In addition, I was able to take my tests with extended time in a private room.

### THE REAL STRUGGLE IN COLLEGE WAS NOT WITH MY TEACHERS, BUT WITH MY FRIENDS.

Many of you will qualify for accommodations in school such as extended time, note-takers, testing in private rooms, and many other things that many of your friends will envy. When I did not show up for a test, my friends would text me and say, “Hey man, we’ve got a test today, where are you?” when I was taking a test in a private room. This opened a can of worms for me trying to explain dyslexia and why I needed the accommodations and why these accommodations were not an advantage over them. Please remember as you progress through school that you qualified for and need these accommodations! *It does not matter if your friends think it is unfair.* Your friends never cried over a spelling test or feared having to read aloud in class. Accommodations level the playing field.

### SPELL CHECK, CALCULATORS, AND TIME TO COMPLETE TASKS ARE ALL PART OF THE WORKING WORLD.

I graduated from college and got a real job at Regions Bank. *My job is a dyslexic’s nightmare.* If I told my younger self what I was doing now I would literally faint out of fear. It involves great attention to detail when working with numbers and writing reports that enable enormous loans to be approved. One small mistake could lose the company hundreds of thousands of dollars. However, spell check, calculators, and the time I need to complete my work are all part of the working world, and I know how to use those tools to my advantage.

Today, when people find out that I am dyslexic, they are usually surprised and have no idea. I take this as a compliment having graduated from Schenck. To my surprise, I usually become the go-to person when a coworker discovers their child has a learning disability. And... I have to explain that I DON’T SEE WORDS BACKWARDS.

In conclusion, there are many challenges you will face ahead, but these challenges are what will make you stronger. Working through adversity gives you the courage needed to be successful in life, to try new things, and to be brave. Dyslexia teaches you how to think outside the box and solve problems in ways most people have never thought about.

*“Dyslexia is a gift that you one day will be thankful for, not a disability that holds you back. Without dyslexia, I would not be who I am today.”*

– GAVIN BROWN

# Words of Wisdom from 2021-2022 Sixth Graders

*"Schenck is an amazing place and a golden opportunity that you get. I can't wait for a new school but I will miss Schenck!"*

– ELENA

*"I remember my first day at Schenck. It was amazing to be surrounded by people with my kind of brain. Everyone was so nice and so welcoming. If I could share one piece of advice, it is to not let anyone take away your shine and sparkle."*

– BAILA

*"When I think of my first day of school at Schenck, I think of butterflies. We all know that feeling that you get when you are nervous. That's what I had. But I wish I could have told myself these would be the best two years. That I would soon be excited to come to school and read. I know my younger self wouldn't have believed me. Right now though I wouldn't go back and change a thing."*

– KENDALL

*"After a while, we all got to be good friends, and we knew that none of us was better than another. We are all good at different things in our own way."*

– BEAR

*"As I Soar On, I want everybody to know to try and try again. Even if you fail, keep trying, and just know you can do this."*

**– AVERY**

*"Schenck has taught me so much, and I am going to miss it. The teachers are so kind and supportive. Whatever is hard for you the teachers will help you with, and you become a rockstar at it."*

**– MARY**

*"I hope all of you know dyslexia is really good because you get extra time on tests and you shouldn't be ashamed of that. What you need to know is that dyslexia doesn't hold you back from your greatest potential."*

**– ADDIE**

*"My first day at Schenck I was pretty nervous. I came to the school not knowing many people, but everyone was nice. My teachers were also really nice, and I felt like I fit in... It was hard but after a while, I realized that it was pretty easy."*

**– JAMES**

*"I remember before I came to Schenck, I hated reading. I would start crying. I hated it so much, but now I can read a book and can talk about it. If someone came up to me three years ago and told me this is where I would be now, I would have never believed them. Thank you so much, Schenck."*

**– LIBBY**



# 2021-2022 Annual Report

## 2021-2022 ANNUAL FUND

Every year The Schenck School asks the entire School community to support the Annual Fund. Gifts to the Annual Fund help close the gap between tuition income and the cost of providing the education that is effective in overcoming dyslexia.

The 2021-2022 Annual Fund was our most successful ever! Our faculty and staff achieved 100% participation within the first few days back at school, and our Board of Trustees set the stage with 100% participation, as well. And, for the first time ever, our parents achieved 100% participation with every family contributing.

Many thanks to our dedicated parent volunteers who worked tirelessly and persistently for three

weeks to achieve this fabulous milestone. It was great being able to provide doughnut parties to each class!

Our fundraising would not be near as successful without the continued support of our extended community – our past parents, grandparents, alumni and friends!

We extend our sincere thanks to all the volunteers and donors whose contributions ensure that the School is able to fulfill our mission of building a solid educational foundation for students with dyslexia and developing their rich potential.

Thank you to everyone who helped make this fundraising year a success!!

## ANNUAL FUND PARENT VOLUNTEERS

### Annual Fund Chair

Kate Denny

### Kindergarten

Nikki Higgins  
Katherine Schneider  
Elizabeth Elsbury  
Emily David

### First Grade

Britt Amos  
Stacy Davidson  
Sarah Gallant  
Cameron Martin  
Lauren Donaldson

### Second Grade

Christen Sindone  
Becton Wallace  
Daniel Cohen  
Rodes Bazzel

### Third Grade

Vanessa Franco Santos  
Margaret Hill  
Jim McNally  
Andrew Kang  
Allison Kang  
Tiana Richardson

### Fourth Grade

Jeremy Becker  
Erin Abernethy  
Mary Hunter Maxwell  
Christie Bell  
Erin Johnson  
Jennifer Hicks  
Holley Griset

### Fifth Grade

Brieon Brandon  
Nicole Kaiser  
Meagan Swingle

### Sixth Grade

Stacey Lusk



**2021-2022 ANNUAL FUND  
CORNERSTONE CLUB  
\$20,000 and above**

Anonymous (1)  
Patty and Shaler Alias  
Erin and Michael Demo  
Kulynych Family Foundation II, Inc.  
Mrs. R. Randall Rollins  
Mr. and Mrs. Thomas E. Story III  
Mr. and Mrs. Thomas E. Story IV  
The Ma-Ran Foundation

**FOUNDER'S CLUB  
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Mr. Robert B. Braden and Ms. Virginia DerMoushegian  
Mr. and Mrs. Michael S. Brown  
Laura Elliott and Brian Budnick  
Britton and Elizabeth Burdette  
The Chapmans  
Kate, Jim, Elizabeth and Caroline Denny  
Krista and Brian Friedman  
Andrea and Mark Kauffman  
Greg and Kimberly Marks  
Whitney and Will O'Brien  
Mark and Vickie Randazza  
Richard Rescigno  
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The Emily Hall Tremaine Foundation, Inc.  
The Kauffman Foundation

**TRUSTEE CLUB  
\$5,000 - \$9,999**

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Rodes and Frank Bazzel  
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## Why We Give

It has been a privilege for us to continue to support The Schenck School in the years since our two granddaughters were students there. We watched on the sidelines as Maggie and Miller gained the skills and accompanying confidence to "graduate" and go on to thrive in their next school settings.

The foundation provided early on by the highly trained and devoted faculty and staff at Schenck was essential to their successes. As important, being part of the Schenck community taught them valuable life skills. They learned at early ages that encountering difficulties is part of life, and there are people and places that can help you.

As proud Schenck graduates, Maggie and Miller (now 16 and 19) inspire us 70-year-olds to this day with their "can-do" spirits, resilience to work through challenges in and out of the classroom, and their hearts for others who need support. Thank you, Schenck!

*Margaret and Fred Schuber, Grandparents of Maggie Belenky ('11) and Miller Belenky ('14). Also pictured: Sally Schuber Belenky, Past Parent and Employee and Erik Belenky, Past Parent and Past Board of Trustees.*



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The Schenck School equipped me for life by laying the foundation for success in education and my career. There is no other institution that has been more impactful on my life in this way than The Schenck School. Our family chooses to donate to the school so others may have the same opportunity as I did.

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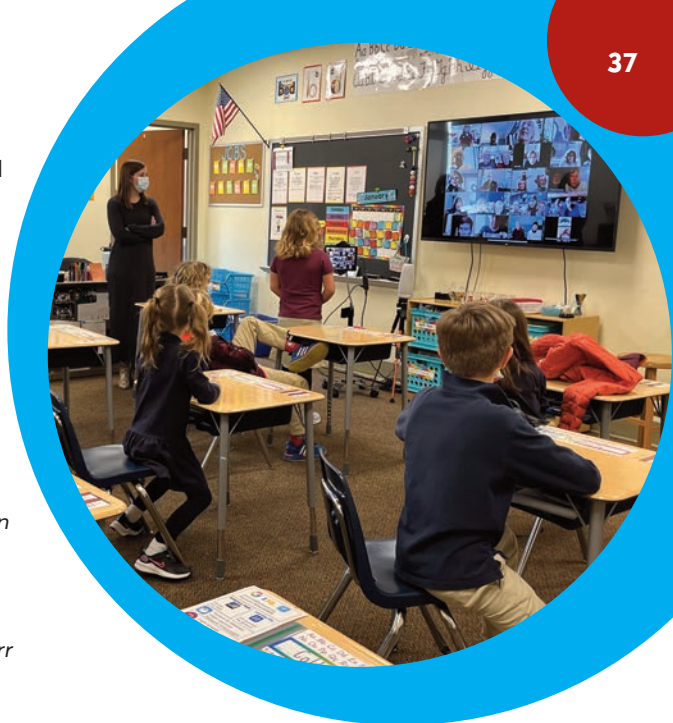
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## ALUMNI ANNUAL FUND

**On February 24, 2022, The Schenck School held its second Alumni Day of Giving.**

**Thank you to Mary Catherine Gober '94 and Matt Sirockman '98 for co-chairing again.**

Although this is called the Alumni Day of Giving we also encouraged Parents of Alumni to give on this day and appreciate everyone who stepped up to participate.

Many thanks to those alumni who gave in advance of the Day of Giving. Those gifts help set the stage for other alumni to see how important it is to give to the School to help others as they were once helped. The gifts given on the Day of Giving along with other gifts increased participation for Alumni by over 20% since last year.

Please mark your calendars for our third Alumni Day of Giving on March 23, 2023.



**REMEMBER YOUR ROOTS**

The Schenck School Alumni Day of Giving

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## Why We Give

The Schenck School is such a special place for our family. It is a place where we have all found confidence and belonging. For our daughters, confidence is built every day as they work with their peers and teachers and staff at school. They grow each day, assured in their abilities and comfortable in a community that uplifts them. For us it is the knowledge that our girls are gaining the skills they need to be successful not only in school, but in the wider world. We know that each day brings them more confidence and more joy thanks to the people and programs at The Schenck School.

*Scott and Lindsey Hutchison, Past and Current Parents of Peyton, ('22), Camilla, 1st grade. Also pictured: Barrett and Sophia.*



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## Why We Give

As parents of four children, three of whom are dyslexic, we understand the impact that learning differences have on children and parents. Two of our children are now alumni of The Schenck School. After our first child attended Schenck, we continued to support the School because of its impact on our daughter's education and confidence in her abilities. We

continued to see the need for others to have access to The Schenck School and continued to support the school even after our daughter had "soared on."

Four years later, we were blessed to have another Schenck student. We are excited and confident that our son, now having completed his time at Schenck, will continue to thrive as he "soars on."

Our family will continue to contribute to Schenck in order to help others in our community have access to this wonderful institution! The need is Great, and we are forever Grateful!

*Leigh Anne and Matt Mazzawi, Past Parents of Elle ('14), Lewis ('22).  
Also pictured: Carter and Lauren.*

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# The Auction & Gala Is Back!

**A**fter one year off, everyone was ready for a grand event, and our Auction & Gala exceeded all expectations. Held on March 25, 2022, at the Cherokee Town Club on West Paces Ferry Road, the event hosted a crowd of almost 300 guests who joined together to raise money for both The Schenck School and The Dyslexia Resource. The generosity of parents, alumni, grandparents, and friends of the School raised over \$474,000 total, more than ever before at an Auction & Gala. The evening included a cocktail pre-party for our

Bronze, Silver, Gold, and Diamond sponsors, a silent auction, and the live auction with “Rocktioneer” Seth Weiner. Our “fund a need” benefitted The Dyslexia Resource and began with a moving call from Head of School Josh Clark. Over \$230,000 was raised in support of the important work of the DR, including an anonymous \$100,000 matching gift announced that evening. The after party featured DJ Willy Wow. Everyone enjoyed being back together again to celebrate The Schenck School and The Dyslexia Resource.

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## THE SCHENCK SCHOOL ENDOWED FUNDS

Endowed funds provide important security for an independent school – now and in the future. The more dependable and predictable the sources of income, the greater the stability and flexibility of the school. Endowed funds are created specifically to sustain an institution and its mission in perpetuity.

We are sincerely appreciative of the visionary leaders, gifted educators, and dedicated families whose gifts have ensured that The Schenck School will continue to change the lives of dyslexic learners now and in the future.

**Janet & Martin Schenck Scholarship Fund** Janet and Martin Schenck were David Schenck's aunt and uncle. A letter dated May 10, 1966 (seven years after David and Dee founded the School), states: "It gives me great pleasure to send you the enclosed check to use in any way you and the Trustees wish for The Schenck School. Not only am I interested because of my regard for you but because, as somewhat of an educator, I am concerned that experimental schools going into new fields such as this one, should have an opportunity to make their great contribution." With this in mind, the Board of Trustees chose to establish a financial aid endowment.

**Nan T. Schenck Endowment** The fund was established in 1982 and named for David Schenck's mother. The family's intent was to establish a general endowment to ensure the continued success and financial stability of the School. In 2017, a substantial sum from the will of Emeritus Trustee William "Bill" C. Hatcher was added to this endowment.

**The Faculty Endowment Fund** The fund was established in 1998 during the *Schenck 2001: The Next Generation Capital Campaign*. It is intended to support new leadership and new programs, including music, recreation, and technology.

**Building Endowment Fund** In April 1990, a gift was received from a foundation that wishes to remain anonymous. The funds are considered a permanent capital asset and restricted to capital maintenance.

**The Goizueta Scholarship Fund** In 2002, The Goizueta Foundation established and endowed The Goizueta Foundation Scholarship Fund to provide need-based financial assistance annually to Schenck School students with preference for Hispanic/Latino students.

**David and Dee Schenck Scholarship Endowment** The Board of Trustees established this fund in 2003 in honor of Mr. and Mrs. Schenck's retirement after more than 50 years of distinguished and extraordinary service to the educational community, particularly in the field of dyslexia.

**Cam Street Scholarship Fund** Cameron Street, an alumnus of the School, son of faculty member Janet and her husband Bruce, and brother of alumna Courtney (CoCo), died in December 2009 after battling cancer for several years. This fund was established by the family for the purpose of financial aid.

**Gena Calloway Endowed Fund for Professional Development** The fund was established by the Board of Trustees in 2014 in honor and recognition of Gena's retirement as head of school. The purpose of the fund is restricted to support current faculty and staff education and training opportunities.

**The Shults Family Endowed Fund for Financial Aid** The fund was established in 2017 by gifts from the Shults and Julian families to ensure that financial need will not be a barrier to attending The Schenck School.

### ENDOWMENT DONORS

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The Nikles and Roach Family  
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(For information on establishing an endowed fund, please contact Director of Development Cathy Coleman at [ccoleman@schenck.org](mailto:ccoleman@schenck.org) or 470.407.6126.)



## THE PHOENIX LEGACY SOCIETY

The Phoenix Legacy Society recognizes those who invest in the future of The Schenck School by making a planned gift. Any planned gift qualifies for membership. These gifts provide a fiscal cornerstone for the long-range plans of the School and its service to future generations of children with dyslexia.

There are many ways to make a planned gift. The process is usually very uncomplicated.

Examples of simple planned gifts are:

- Naming the School as a beneficiary in your will with either a percent of your estate or a specific gift amount;
- Naming the School as a beneficiary of an insurance policy;
- Naming the School as a beneficiary of your IRA.

If you are interested in including The Schenck School in your estate plans, or have already done so, please contact Cathy Coleman, Director of Development, 470.407.6126 or [ccoleman@schenck.org](mailto:ccoleman@schenck.org).

### THANK YOU TO THE MEMBERS OF THE PHOENIX LEGACY SOCIETY

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## SPORTING CLAYS FOR DYSLEXIA

### GOLD (\$5,000)

The Fisher Group – Morgan Stanley  
 The Hufler Family Foundation

### SILVER (\$3,000)

Juneau Construction Company

### BRONZE (\$1,750)

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## THE DYSLEXIA RESOURCE DONORS

We are grateful to all the donors who supported the important work of The Dyslexia Resource which include training, tutoring, and education.

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## PARENT VOLUNTEERS

Parent volunteers are a major part of the School community. From room parents to welcoming new families to chairing school-wide events, their time and talents help us to carry out the traditions at The Schenck School. The past two years have been very different with many of these volunteers assisting virtually. We are so thankful for all the volunteers who helped this year, whether virtual or in person.

### PARENT ASSOCIATION PRESIDENT

Erin Demo

### ART

Brieon Brandon  
Sarah Gallant  
Megan Mann  
Leane Silhan  
Meagan Swingle



### FIELD DAY

Ryan Andrews  
Kim Bargar  
Heather Batchelor  
Emily Beard  
Christie Bell  
Judy Berk  
Sarah Bottini  
Claire Burke  
Jenny Clay  
Austen Crossley  
Emily David  
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Amber Jackson  
Catherine Jackson  
Nicole Kaiser  
Andrew Kang  
Allison Kang  
Maggie Killgore

Kelli Lewis  
Casey Libby  
Heather Lively  
Ashley Lyle  
Angela Mickle  
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SharynCarroll Morton  
Courtney Muller  
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Liza Nordmark  
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Lauren Rollins  
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Christen Sindone  
Tracie Smith  
Mary Elizabeth Stone  
Meagan Swingle  
Kristen & Ryan Van Arnam  
Beth Vertino  
Becton Wallace  
Tish Woolley  
Mary Stoney Wright  
Cissy Zelickson

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Julie Elgar  
Molly Foos  
Nora Guild  
Kara Stewart

### FOUNDERS DAY

Timothy Libby  
Meredith Mischner  
Liza Nordmark  
Bailey Odom  
Eva Walker  
Miller Wilson

### HOUSE OF PHOENIX VOLUNTEERS

Jenny Clay - Terra  
Courtney Duckett - Tempus  
Melanie Hoffman - Ignis  
Eva Walker - Solis

### LIBRARY

Amber Jackson  
Liesel Rescigno

### MAILING

Patty Alias  
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### NEW PARENT AMBASSADORS Kindergarten

Amanda Berger  
Brittney Caudell  
Elizabeth Elsbury  
Katherine & Hal Schneider

### First Grade

Sarah Gallant  
Heather Lively  
Sarah Zampell

### Second Grade

Judy Berk  
Sarah Bottini  
Daniel & Diana Cohen  
Allender Durden  
Sharyn Carroll Morton

### Third Grade

Anna Harrison  
Allison Kang  
Eva Walker  
Lacey Rogers  
Kaki Scroggins  
Olivia Vaughn

### Fourth Grade

Mary Hunter Maxwell  
Susanne O'Neal  
Beth Vertino

### Fifth Grade

Dana Eris

### ROOM PARENTS

Kindergarten  
Nikki Higgins  
Eva Walker

### First Grade

Kristen Entrekim  
Sarah Gallant  
Kyle Garges

### Second Grade

Stacey Aiello  
Jessica Chamlee  
Liza Nordmark  
Christen Sindone  
Kristen & Ryan Van Arnam

### Third Grade

Amanda Berger  
Anna Harrison  
Stephanie Libby  
Megan Mann  
Meredith Mischner  
Lauren Rollins

### Fourth Grade

Aleene George  
Holley Grisot  
Christine Lindsay  
Susanne O'Neal  
Beth Vertino

### Fifth Grade

Dana Eris  
Leane Silhan

### Sixth Grade

Stacey Lusk  
Amy Sery  
Mary Snowden

### TEACHER APPRECIATION

Christine Lindsay  
Leanne Silhan

### USED UNIFORMS

CeCe Hobbs (Alumni)  
Kadee Hoyt



## GEORGIA PRIVATE SCHOOL TAX CREDIT

In 2008, the Georgia state legislature passed the “Georgia Private School Tax Credit.” Under this law, Georgia residents – individuals, couples, corporations, or anyone who receives pass-through income – can redirect a portion of their Georgia income taxes to provide financial assistance to families who are seeking educational alternatives to the Public School option. The Schenck School has partnered with a state registered SSO, Apogee Scholarship Fund, to provide dollar-for-dollar tax credits against their state income tax liability.

To request additional information, please contact Director of Development Cathy Coleman at 470.407.6126. or [ccoleman@schenck.org](mailto:ccoleman@schenck.org). or go to [www.apogee123.org](http://www.apogee123.org).



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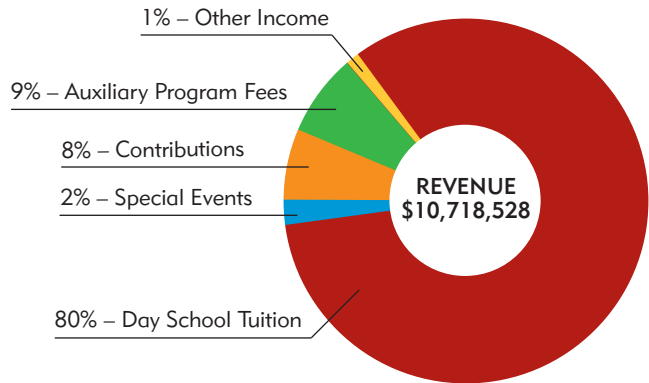
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## 2021-2022 FINANCIAL REPORT

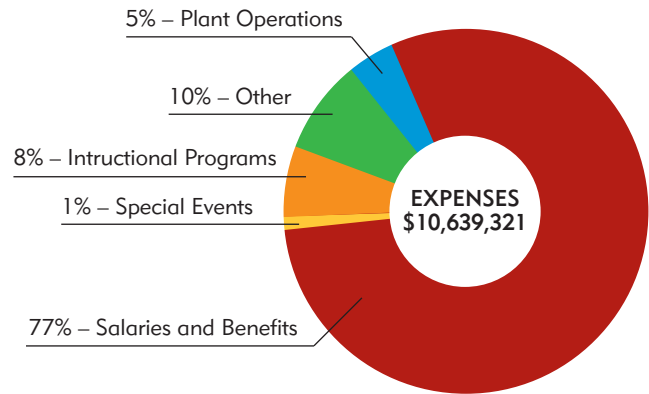
### REVENUE

Day School Tuition	\$8,574,477
Auxiliary Program Fees	\$955,294
Contributions	\$901,639
Special Events	\$230,379
Investment Return	\$1,910
Other Income	\$54,829



### EXPENSES

Salaries and Benefits	\$8,184,199
Instructional Programs Expense	\$801,801
Special Events Expense	\$95,625
Plant Operations	\$546,480
Other	\$1,011,216







*the*  
**SCHENCK**   
**SCHOOL**

282 Mt. Paran Road, NW  
Atlanta, GA 30327

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Every effort has been made to ensure that the list of donors who made a gift between July 1, 2021 and June 30, 2022 is accurate. If you have questions please contact Director of Development Cathy Coleman at 470.407.6126.