



# Key School

GRADES 2-8

*Helping bright children with dyslexia  
succeed in school and life.*



REV. 09.27.23





## OUR MISSION

# Unlocking POTENTIAL

The Key School provides a personalized and emotionally sound educational program that is scientifically designed to overcome academic challenges experienced by students with a dyslexic-learning profile and foster the innate strengths that accompany dyslexic thinking.



Every day, I am awed by the curiosity, creativity, and passion that our students possess, despite their significant challenges with the 'world of words.' We find great joy in igniting the spark we see each time a new strategy for unlocking words is mastered. In Carolina Day's Key School, we address learning differences and change lives.

**DR. DIANE MILNER**  
Key School Principal



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Our child found hope and grew in confidence at the Key School. As parents, it has meant the world to see her grow in her abilities and say for the first time ever, 'I love school.'

~ Alison, parent of a child attending Key School





THE KEY SCHOOL

*Unlocking* POTENTIAL

## Admission Criteria

### Primary Diagnosis of Dyslexia

Key School's program is designed to meet the needs of students in the second through eighth grades who have a primary diagnosis of dyslexia. Parents must submit a psychological educational evaluation conducted by a licensed psychologist working independently of Key School. This must be current within a two-year period at the time of application.

### Cognitive Ability

Students entering Key School typically demonstrate high intellectual potential and lower than expected academic performance. They have solid abstract reasoning abilities and are able to progress in a college preparatory academic environment. An applicant's cognitive ability (Full Scale IQ or General Ability Index determined by a psychologist) must fall in the average to superior range.

### Openness to New Ways of Learning

A child with diagnosed dyslexia or a language-based learning difference needs to be receptive to new ways of learning and be willing to work hard to acquire strategies as a means of achieving academic independence.

### *Needs We Do Not Address*

Key School's program is not designed to effectively meet the needs of students who have learning difficulties that are the result of primary emotional or behavioral problems, below-average cognitive ability, Pervasive Developmental Disorder, Autism Disorder, or Traumatic Brain Injury. In addition, Key School cannot effectively serve students with significant physical limitations inhibiting their ability to take full advantage of multisensory techniques fundamental to the Orton-Gillingham approach.





THE KEY SCHOOL

*Unlocking*  
POTENTIAL

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At Carolina Day, the focus is on learning for a lifetime. Students are always being challenged to take their tools, strategies, and skills to increasingly higher levels and to apply them in new and unique ways to create deeper learning connections.”

~ DR. DIANE MILNER, *Key School Principal*





# Our Curriculum: Learning to Learn

Learning begins with ensuring students have a strong base of skills in reading, oral and written communication, and number sense and math concepts. At Key School, students not only master these base skills, they develop tools and strategies to use these skills to unlock meaning, to problem solve, and to begin systematic self-evaluation.

## Foundational Skills

### Focusing on

- Decoding (reading) and encoding (spelling)
- Effective oral and written communication
- Essential number sense, math concepts, and automaticity with math facts
- Vocabulary and core concepts across subject areas
- Resources and ethical use of technology tools to enhance learning

## Independent Learning Skills

### Providing opportunities to develop

- Effective organizational systems for self-management
- Skills to advocate for self in learning environment
- Agility and adaptability for creative problem-solving
- A growth mindset
- Solid study skills and application of strategies
- Reflective decision-making skills

## Critical Thinking Skills

### Providing opportunities to

- Develop, practice, and apply critical thinking skills such as understanding, applying, analyzing, evaluating, and creating
- Collaborate with teachers, peers, and local/global communities on authentic learning tasks

## Self-Assessment Skills

### Providing opportunities to

- Foster self-awareness and determination to overcome learning challenges and embrace/celebrate gifts
- Cultivate perseverance to develop and achieve personal goals
- Encourage awareness, needs, and appreciation of the dyslexic learning profile



*All students need and deserve a solid foundation upon which they will continue to grow as lifelong learners.*



# Structured Literacy at Key School

*Unlocking* POTENTIAL



## The Orton-Gillingham Approach

### **Diagnostic and Prescriptive**

Students' responses are monitored daily to identify and analyze students' needs, and prescriptive lessons are planned based on those needs.

### **Individualized**

Instruction recognizes the different needs of learners.

### **Language Based and Alphabetic/Phonetic**

Instruction is based on the structure and history of the English language that integrates language, reading, spelling, and writing. It begins at the simplest level with phonemes (sounds) and the alphabetic principle (the relationship of sounds to letters) and progresses through complex word and text structures.

### **Simultaneous Multisensory**

Instruction simultaneously uses all learning pathways—auditory, visual, kinesthetic.

### **Direct and Explicit**

Teachers work to ensure that students understand what, why, and how the material is to be learned.

### **Structured, Sequential, and Cumulative, But Flexible**

Instruction is logically organized and moves from simple, well-learned material to increasingly complex elements. Lessons continuously spiral back to reinforce previously taught skills. Instructional decisions are flexible and are based on the learner.

### **Synthetic and Analytic**

Instruction employs both synthetic and analytic processes at all levels of language.

- Synthetic Instruction progresses from the parts to the whole. For example, when reading, the learner blends individual sounds, syllables, and morphemes to read words.
- Analytic Instruction progresses from the whole to its parts. For example, when spelling, the learner segments the sounds, syllables or morphemes to spell words.

### **Cognitive**

Instruction engages the learner in active understanding that encourages thinking and reasoning.

### **Emotionally Sound**

Instruction builds confidence and trust by ensuring the learner achieves regular success.

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**It's so nice to be in a place that recognizes our child's gifts and supports what challenges her. We are grateful every single day for Key School.”**

*~ Marla, parent of a child attending Key School at Carolina Day*



# Math Instruction at Key School

*Unlocking* POTENTIAL

## The Multisensory Math Approach

### Systematic

Instruction moves from simple to complex with daily review and reinforcement of foundational mathematical concepts to develop mastery.

### Multisensory

Instruction targets all learning pathways—auditory, visual, and kinesthetic.

### Direct and Explicit

Lessons and objectives are clear and focused to teach the “language of math.”

### CRA Approach

Students employ the Concrete (building), Representational (drawing), and Abstract (applying) approach when learning mathematical concepts.

### Strategies

Students learn specific strategies to help with efficient math fact retrieval.

### Structured Methods

Students improve accuracy in math by employing specific computational methods.

### Goal Oriented

Students are working toward realizing their full potential as mathematicians.





## Key School Talents Program

*Designed to develop the gifts that are innate to the dyslexic profile.*

We celebrate the Amazing Dyslexic Brain at Key School. Individuals with dyslexia have been known to possess special talents for creative thinking, problem solving, visual arts, music, drama, material reasoning, and spatial awareness. This is often referred to as their sea of strengths. In order to encourage our students to view themselves through their unique strengths and talents, Key School offers a varied selection of extra-curricular classes through a program called Talents. Talents classes include visual arts, performing arts, PE, digital enrichment, and design thinking. In addition, at times during the school year, students have the opportunity to select Talents classes that appeal to their individual interests. These classes might include options such as building with legos, robotics, outdoor activities, theatre, photography, and cooking.





# Beyond the School Day

## Extracurriculars & After School

*Students at Carolina Day can discover a world of opportunities through athletics, extracurriculars and our extended day programs.*



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### Athletics

It is the goal of the Athletic Department to create an experience and environment for students that mirrors what teachers create in the classroom—one which encourages engagement, growth, reflection and pushes boundaries.

- Sports Clinics (Grades K-5)
- Developmental and Competitive Team Sports (Grades 5–12)

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### Extracurriculars

Participating in arts and STEM extracurriculars offers students the opportunity to develop both creative expression and critical problem-solving skills, nurturing a well-rounded and adaptable skill set for the future.

- School Musical (Grades 4–8)
- Odyssey of the Mind (Grades 3–8)
- Newbery and Caldecott Reading Challenges

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### Early Arrival & After School Care

Early Arrival and After School Care offer parents and students with different schedules the opportunity to arrange their day in a way that suits them best. Early Arrival provides a welcoming environment for your child to start the day off right, while After School Care provides socialization, structured free time, a healthy snack, and physical activity.

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### After School Enrichment

Make the most of your child's extended day at CDS with our After School Enrichment program. Designed to ignite creativity, exploration, and a love for learning outside of the classroom, our range of programming introduces new and exciting disciplines into the lives of our students. With a variety of classes often including art, STEM, and nature, your child is bound to find a session that will spark their curiosity.

Classes are subject to change depending on interest and availability. Examples of classes include:

- Yoga & Mindfulness
- Art Club
- Engineering, Robotics & Coding with Zaniac
- Chess: Beyond Basics

*Top to bottom: Students participating in soccer, Aladdin the Musical, and a Chess: Beyond Basics After School Enrichment class.*



# Meet the Key School Faculty

CDS Key teachers are dedicated to building confidence, independence, and academic success for children with a dyslexic learning profile. They are highly trained in multisensory language and math instruction as well as sound social-emotional teaching techniques. The faculty of Key School participates in regular professional development, constantly pursuing the most effective evidence-based teaching practices for the bright student who learns differently. Our teachers are devoted to cultivating and celebrating the natural gifts and talents our students possess. In addition to degrees from colleges and universities, our teachers hold various credentials from major national and international accreditation organizations such as the Orton-Gillingham Academy and ALTA.

**Lauren Arsuffi**, *Key School Team 2, Language Comprehensive and Talents* | B.A. Meredith College | M.A. Western Carolina University | OGA Associate Coursework

**Elizabeth Bailey**, *Key School Team 2, Multisensory Math and Design Thinking Talents* | B.F.A. UNC Chapel Hill | M.L.Arch University of Virginia | OGA Foundations Coursework | MSM I Coursework

**Angie Bryant**, *Key School Team 8 Lead, Language Comprehensive and Reading Comprehension* | B.S. Western Carolina University | FIT/OGA, CALT/ICALP

**Dylan Cohen**, *Key School Team 4, Language Comprehensive, Science, and Social Studies* | B.S. University of North Carolina Chapel Hill | M.I.T. University of Washington | CE/OGA, CALP/ALTA

**Mark Driscoll**, *Key School Team 6 Lead, Multisensory Math, Science, and Social Studies* | B.A. Quinnipiac University | M.A.T. Quinnipiac University | MSM I, MSM II Coursework

**Charlotte Greene**, *Key School Team 7 Lead, Multisensory Math, Science, and Social Studies* | B.S. Mississippi State University | OGA Foundations Coursework, MSM I

**Barbara Groh**, *Key School Team 5, Language Comprehensive, Science, and Social Studies* | B.S. Kent State University | CE/OGA, CALT/ALTA

**Amy Hobbs**, *Key School Team 6, Language Comprehensive and Reading Comprehension* | B.A. UNC Chapel Hill | M.Ed. Western Carolina University | A/OGA, CALP/ALTA

**Mary Holmes**, *Key School Team 2 Lead, Language Comprehensive, Science, and Social Studies* | B.A. Georgia College & State University | M.Ed. University of Georgia Athens | A/OGA, CALP/ALTA

**Karen Howell**, *Key School Team 4 Lead, Language Comprehensive* | B.A. University of Florida | OGA Associate Coursework, CALP/ALTA

**Stephanie Howell**, *Lower School and Key Lower School Librarian* | B.A. Furman University | M.L.I.S. University of South Carolina | OGA Foundations Coursework

**Edith Kerns**, *Key School Team 2 and 3, Language Comprehensive, Science, and Social Studies* | B.S. Appalachian State University | A/OGA, CALP/ALTA

**Jill Lanfrey**, *Key School Team 7, Language Comprehensive and Reading Comprehension* | M.Ed. University of North Carolina Greensboro | OGA Foundations Coursework

**Aubrey Linen**, *Key School Team 7 | Language Comprehensive, Science, and Social Studies* | B.A. Williams College | M.Ed. Keene State College | OGA Foundations Coursework

**Angela Magura**, *Key School Team 3, Language Comprehensive, Talents Support* | B.S. State University of New York | CE/OGA, CALP, ALTA

**Paco Marmolejos**, *Key School Team 6, Language Comprehensive, Reading Comprehension, Science, and Social Studies* | B.A. Rollins College | CE/OGA, CALP/ALTA

**Jack Nelson**, *Key School Team 8, Multisensory Math, Science, and Social Studies* | B.A. East Tennessee State University | MSM I

**Elise Parker**, *Key School Team 3 Lead, Multisensory Math, Science, and Social Studies* | B.F.A. Western Carolina University | A/OGA, CALP/ALTA, MSM I

**Sara Quesinberry**, *Key School Team 5 Lead, Multisensory Math and Physical Education Talents* | B.S. Virginia Tech | CE/OGA, CALP/ALTA, MSM I

**Adriel Reed**, *Key School Team 4, Multisensory Math, Science, and Social Studies* | B.F.A. Warren Wilson College | CE/OGA, CALP/ALTA, MSM I

**Lexa Remmes**, *Key School Team 5, Language Comprehensive, Science, and Social Studies* | B.S. University of Virginia | M.A. University of South Florida | CE/OGA, CALP/ALTA

**Mary Jo van Dalen**, *Key School Team 5 Lead, Language Comprehensive and Digital Enrichment Talents* | B.S. St. Thomas of Villanova University | FIT/OGA, CALT/ALTA

**Kim Wrightenberry**, *Key School Team 4, Multisensory Math* | B.S. Appalachian State University | M.S. UNC Charlotte | MSM I

**Annie Zeberkiewicz**, *Key School Team 8, Language Comprehensive and Reading Comprehension* | B.A. University of Delaware | OGA Foundations Coursework

## Key Administrators:

**Diane Milner**, *Key School Principal* | B.S. Western Carolina University | M.Ed. Western Carolina University | C.P.E.D / Ed.D. Western Carolina University | Fellow/OGA, CALT/ALTA

**Matthew Buchanan**, *Key School Director of Teaching and Learning* | B.A. University of North Carolina Asheville | FIT/MSM

**Anna Hall**, *Key School FIT in Residence, Language Professional Development Trainer, Arts Talents* | B.A. Converse College | B.F.A. Converse College | FIT/OGA, CALT/ALTA

**Elaine Dephouse**, *Key School Director of Admission* | B.A. Furman University | OGA Associate Coursework

**Missy Goodwin**, *Key School Counselor and Community Support* | B.A. University of Georgia | M.A.Ed. Western Carolina University | OGA Associate Coursework

**Kathryn Tyndall**, *Key School Administrative Assistant*

OGA = Orton-Gillingham Academy

CE = Classroom Educator

A = Associate

C = Certified

FIT = Fellow in Training

ALTA = Academic Language Therapy Association

CALP = Certified Academic Language Practitioner

CALT = Certified Academic Language Therapist

iCALT = Instructor Certified Academic Language Therapist

MSM = Multisensory Math

IMSLEC = International Multisensory Structured Language Education Council

# Admission Checklist

☐ **Application** — Available online

☐ **Psychological Educational Evaluation** within the last two years  
Preferred testing includes WISC V or WPPSI IV, WJII IV, and CTOPP II

☐ **Teacher Recommendations**

☐ **Tutor/Academic Support Recommendation**  
(Usually a tutor or academic coach)

☐ **Student Records**

☐ **Admission Assessment**  
Applicants meet one-on-one with Key School Admission for an assessment of reading, spelling, written expression, and math skills.

☐ **Applicant Visit**  
If placement seems appropriate, the applicant is invited for a student visit, during which Key School teachers assist in evaluating educational needs as well as other factors affecting a possible placement.

## Important Admission Dates

Applicants to Key School who have completed the application process **by February 15** can expect to receive decisions in mid-March.

Families applying for Financial Aid must submit a completed Financial Aid Application and all supporting documents by **February 15** to be considered for a Spring Decision.

Availability at Key School is determined by the number of students transitioning from our program. The number of spaces per grade varies from year to year.

Applicants who complete the admission process **after February 15** will have their completed applications reviewed on a rolling basis in grades where space is available.





## We Look Forward to Meeting You



*If you're interested to learn more, attend an Open House for an up close and personal visit. We look forward to sharing all that is special about the Carolina Day community with you.*

*Are you ready to belong to a school community that supports students in very tangible ways and ensures they have opportunities to work hard and explore their full academic and artistic potential? If so, visit [carolinaday.org/apply](http://carolinaday.org/apply) to begin the application process.*

*Let's get started.*

### Join us for an Open House.

You are invited to attend our informational events to hear from administration, faculty, current students and parents about the Carolina Day community, culture, curriculum, and programs. Check out [carolinaday.org/visit](http://carolinaday.org/visit) for a wide variety of opportunities to get to know us.

### Tuition & Fees

Our Tuition & Fee schedule for the current year can be found at [carolinaday.org/admission/tuition](http://carolinaday.org/admission/tuition). Our tuition covers many expenses, such as textbooks, activity fees, local field trips, lab/studio fees, as well as PSAT and ERB testing. While most costs are covered, please be aware that there are certain additional expenses that are outlined on the same page. It's worth noting that tuition for the upcoming year is established in January

and typically sees a moderate annual increase. Your investment in education paves the way for a brighter future!

### Application

We invite you to submit an application at [carolinaday.org/apply](http://carolinaday.org/apply) which creates an account on My CDS, a very user-friendly system, that streamlines the application process for our families. Through your My CDS account, you will be able to receive notifications from CDS, learn about CDS admission events, and apply and track your progress toward application completion.

### Annual Giving

Annual giving is a vital source of support for Carolina Day programs, materials and opportunities that allow students to experience an exceptional education. Parent participation at a level consistent with your ability is a key component of community involvement.

### Financial Aid

Financial aid awards are available to applicants to grades K-11 and are based on need. Financial aid and admission are separate processes, but must be done simultaneously if a family anticipates needing aid. Visit the Tuition & Financial Aid page of our website for more information.



# CAROLINA DAY SCHOOL

To learn more about the Key School at Carolina Day and how our students are learning for life, visit our website at [carolinaday.org](http://carolinaday.org) or call **828-407-4442**.