



THE
SOUTHPORT
SCHOOL



This place makes miracles happen. My best memories are in these walls.— TSS graduate

Eagle Hill Southport School is now...

THE SOUTHPORT SCHOOL

Our new name marks an important moment in our history, and a new chapter of opportunity. This next phase helps us expand our role in changing the conversation for children with learning and attention issues, and gives us a bigger presence and stronger voice in research, training, and advocacy in the learning differences community. Similar to our own students' journeys, The Southport School has been on a strong path of growth to fulfill its potential. The school's mission and vision are what guide our curriculum and programming, strategic partnerships, and outreach in the LD community.

Vision At The Southport School our vision is a world where people with language-based learning differences and ADHD are embraced for their strengths and potential, and where all teachers have access to training in best educational practices and current research.

Mission Our mission is to provide transformative educational experiences that have lifelong impact on our students as well as thought leadership that engages the learning differences community.

Our alumni speak



“ I didn’t feel like just a student, I felt like I was a family member. ”

“ Every day in the real world has failure and victory. TSS taught me to learn from both. ”

“ The spirit here is all about the love of learning and a willingness to keep at it. ”





“ You don't feel so alone because you get to work with people just like you. ”

“ TSS changed the way I felt about school. It gave me the tools and the confidence to learn my own way. ”

“ I was so far ahead by the time I got to college, and it all started here. ”







Be yourself

We're dedicated to providing transformative educational experiences for students in kindergarten through 8th grade with language-based learning differences, like dyslexia, and ADHD. Our whole-child approach reawakens students' love of learning, resiliency, and sense of possibilities. And when we reach and teach the student, we often find the experience transforms the whole family.



Each TSS student has the following academic classes every day: literature, writing, social studies and science, mathematics, and tutorial.



100% of our teachers are trained in...

- The Orton-Gillingham Approach
- Lindamood-Bell's Visualizing and Verbalizing Method®
- TSS's Executive Function Coaching Program
- Assistive Technology
- Responsive Classroom

Methodology Everything at TSS—from classroom set-up to daily tutorials—is specially designed for students with dyslexia, language-based learning differences, and executive functioning differences. Over the past 30 years, we have honed a comprehensive five-point method to help assure our students' success. In addition to daily tutorial, each student has the following:

- 1 Orton-Gillingham-based reading instruction, a systematic approach appropriate for all ages and abilities
- 2 Language-based instruction across the curriculum to strengthen students' expressive and receptive language skills and comprehension skills
- 3 Development of independent learning competency, including study skills, executive function coaching, and self-advocacy
- 4 Integration of technology using applications, websites, and multimedia tools to maximize teaching and learning
- 5 A holistic approach to the child, with emotional and social support







Be

an individual

We teach students more than curriculum. Our class sizes are small enough that teachers know each individual student. Every day, faculty members develop personal lesson plans designed to build that student's particular skills and help him or her succeed. Students discover what they're already really good at and what they can achieve with support.

Tutorial Tutorials are an essential element that sets TSS apart. Each day, every student meets in a group of two to five students with similar learning needs and objectives. Teachers focus on Orton-Gillingham-based reading instruction, vocabulary, and comprehension skills.

Tutorials provide opportunities to practice executive function skills and strategies, which help students become independent learners. Tutorials significantly increase students' language arts performance, enabling them to transition to their next schools, which may offer limited or no support services.

Technology We incorporate technology across the curriculum—text-to-speech, speech-to-text, organization apps—giving students the opportunity to use different devices and programs to see what works best for them. Technology is embedded in classroom instruction, with Smart Boards™, Apple TVs, and LCD projectors, so students can apply these skills to novel and authentic learning tasks.

Lower school students use school computers and iPads, or are welcome to bring their own devices from home. Middle school students are required to bring their own devices for daily use.





4:1 student-to-faculty ratio

100 students (approx.),
kindergarten through 8th grade

12 years: average faculty tenure

31 communities from which
students come. The largest
representations are from
Darien, Fairfield, New Canaan,
Norwalk, Weston, Westport,
and Wilton.



“When Lauren was in kindergarten struggling to keep up with the other kids, her teacher said, ‘If she can turn a corner by March, things will look good.’ For the moment, we were happy...naively believing there was only one corner. Three grueling and self-esteem diminishing years later, we made our way to The Southport School.

Down but not out, Lauren was willing to make the change and do the work the amazing staff at TSS had planned for her. We knew we made the right decision when our tulip garden came up in the spring. They were all yellow...except one. It was red. Lauren cocked her head thoughtfully and said, ‘I was the red one at my old school. At Southport, we’re all the same. We all get each other.’”

— **The Flamini family**



My son, Matt, now raises his hand and participates in class discussions. He asks for help when he doesn't understand. He speaks to his advisor when things are askew. He never did these things in public school. All I can say is what a difference a year can make when you find a perfect solution to a very hard problem.

— **Lee Russek**

I had fear going to our parent/teacher conference because I am used to hearing words 'disruptive, unfocused, over active' and it just broke us down because we know our son is so much more. Instead we heard 'redirected, engaged, creative.' Thank you again for your time, effort, and care. Your school gives him a chance and we are so very grateful.

— **Selina and Danny Lugo**

At the beginning of the year, Daniel struggled, often saying, 'I can't write.' We recently asked him if he thought he could write a 600-word essay, and he said 'yes' without hesitation. Now he is talking about becoming a poet.

— **Alan and Debra Botens**

Parent involvement Parent volunteers play an important role in events and activities throughout the year. The Southport School Parents Association is an active organization that participates in school life while providing camaraderie among members through events like fundraisers, the Potluck Supper, and the Spring Benefit. In addition, the TSS Parent Support Group holds regular monthly meetings, hosted by our school psychologist, which welcome all parents.

MEET AN ALUMNA

Kelly Wieman

alumna TSS 2000–03

BS, University of Montana Western '15
Montana Western, Marketing

The Southport School is full of the most caring and loving teachers I have ever met. I thrived because of the small classes, which allowed me to receive the individual attention I desperately needed.

MEET THE STAFF

Lea Sylvestro

TSS former staff 1990–2016

Parent Association Liaison

I've seen the ripples from a child's growth at TSS in self-esteem, academics, and social skills impact the whole family. Many parents have told us the school has given them back their child.



A portrait of Nick Piliero, a young man with short brown hair, smiling at the camera. He is wearing a light blue and white checkered button-down shirt. The background is a blurred bookshelf filled with books.

MEET AN ALUMNUS

Nick Piliero

alumnus TSS 2004–07

BS, Sacred Heart University '15

MS, Sacred Heart University '16

GE Capital, Accounting

By the time I got to The Southport School, I had lost confidence in my academic abilities. Faculty here knew how to develop my strengths; they constantly put me in scenarios where I succeeded.

A portrait of a woman with long, dark brown hair and bangs, smiling at the camera. She is wearing a dark grey, double-breasted blazer with large buttons. The background is slightly blurred, showing what appears to be a window or a wall with a framed picture.

MEET A PARENT

Suzy Bessett

parent, daughter 7th grade

TSS is a magical environment for my daughter. It is changing the trajectory of her life. For years I felt that she wasn't "taught properly." Well, now she is. She feels safe, is happy, and is in the perfect place for her needs.



Activity period occurs daily, Monday through Thursday. Activities vary, depending on the season, and include soccer, basketball, baseball, cross country, lacrosse club, physical education, art, and music.



Students learn best when they're in an environment where they feel known and respected. Our faculty create that vital ecosystem at The Southport School. In the classroom, students thrive, studying alongside peers with similar learning styles and from teachers who understand their strengths and challenges. Outside of academics, students find new outlets and develop different skills in co-curricular activities and interscholastic sports.

Be
known



Advisors Each student is assigned an advisor who acts as a resource to the student throughout his or her tenure at the school, helping the child develop self-advocacy skills. The advisor is the main point person for parents and teachers and is responsible for overseeing the academic, social, and emotional growth of each of their advisees.

Arts and Music We consider the arts an integral part of our hands-on, multi-modal instructional approach. The visual arts and world music are incorporated into the classroom and co-curricular programs because they are a vital outlet for creative expression and provide opportunities for students

to explore novel interests and talents. Planning and creating works of art develops students' confidence, helps them try new ideas, and gain a better understanding of their abilities.

Athletics Fitness and being part of a team are integral parts of our daily program. Our sports program emphasizes having fun, building skills, and showing sportsmanship. TSS teachers serve as coaches, giving them an opportunity to interact with students outside the classroom. Athletics builds students' self-esteem, confidence, and sense of achievement. Students discover that when they extend effort, they experience success, increasing their willingness to take risks.



Traditions

We work hard at TSS, but we also like to have fun. Here are some of our traditions:

Morning Assembly Each school day begins with a school-wide assembly, a time to foster community and recognize individual student accomplishments.

Fall Jamboree The whole school competes in this soccer game, where the red and white teams battle for the Tavormina Trophy.

Ice Skating Party The last day of school in December gives the school community an opportunity to play at the annual ice skating party.

Grandparents/Special Friends Day Held every spring, students show off their school, taking guests to Morning Meeting and on guided tours.

The Big Game In March on Spirit Day, faculty and staff join TSS basketball teams to play during the activity period.

Beach Day Held during the last week of school, students and faculty go to the beach for a day of swimming, games, and a barbecue.

Shutterbug Every Monday through Thursday, one student is chosen to be Shutterbug: awarded the school camera to capture the day as he or she chooses.







A close-up photograph of a person's ear and dark, wavy hair. The image is partially obscured by a horizontal band that contains the text 'Be confident'.

Be

confident

We believe that students are their own best advocates. Our approach nurtures what works best for them, building both their self-knowledge and self-confidence. Through their time at TSS, students learn to create effective systems and strategies that allow them to go on to achieve in high school, in college and in their careers.



Transition Our ultimate goal is to prepare each student for a more traditional program that fits his or her academic, social, and emotional needs. Transition planning begins when your child enrolls at TSS. When the school team—including parents, teachers, and the advisor—agree it's time, a formal transition meeting is scheduled. The team reviews academic testing, current levels of performance, and the specific support that the student needs. A range of schools is discussed based on the child's profile and family circumstances.

Where do TSS students go?

TSS students enroll in a wide variety of schools, including:

Public Schools

Darien Public Schools
Fairfield Public Schools
Monroe Public Schools
Ridgefield Public Schools
Weston Public Schools
Westport Public Schools

Private Day Schools

Fairfield Country Day School, Fairfield, CT
Fairfield Prep, Fairfield, CT
Harvey School, Katonah, NY
Ridgefield Academy, Ridgefield, CT
Wooster School, Ridgefield, CT

Boarding Schools

Brewster Academy, Wolfeboro, NH
Cheshire Academy, Cheshire, CT
Forman School, Litchfield, CT
The Gunnery, Washington, CT
Rumsey Hall, Washington, CT



3 years: average length of student enrollment

60% of TSS students go on to attend independent or parochial schools

40% of TSS students go on to attend public schools



Reach new heights

The sooner, the better: Research shows that children with language-based learning differences benefit from early intervention—in fact, the earlier the intervention, the more positive the outcome. Come learn more at one of our monthly open houses, or call to arrange a private tour. TSS accepts applications throughout the year. If you like what you see on your tour, complete the online application, and arrange a two-day visit for your student. Following the visit, the admissions committee assesses the potential fit between student and program, mailing a decision letter within two weeks.

We look forward to welcoming you to our community!





The Southport School

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The Southport School admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. We do not discriminate on the basis of race, color, sexual orientation, national and ethnic origin in administration of our educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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