

ENCOURAGEMENT
FUN SUPPORT
FRIENDS
SUCCESS UNDERSTANDING

The Southport School



We Change **Lives**

CONNECTION
PREPARED
BEST DAY EVER
CONFIDENCE
YOU



Our students are...

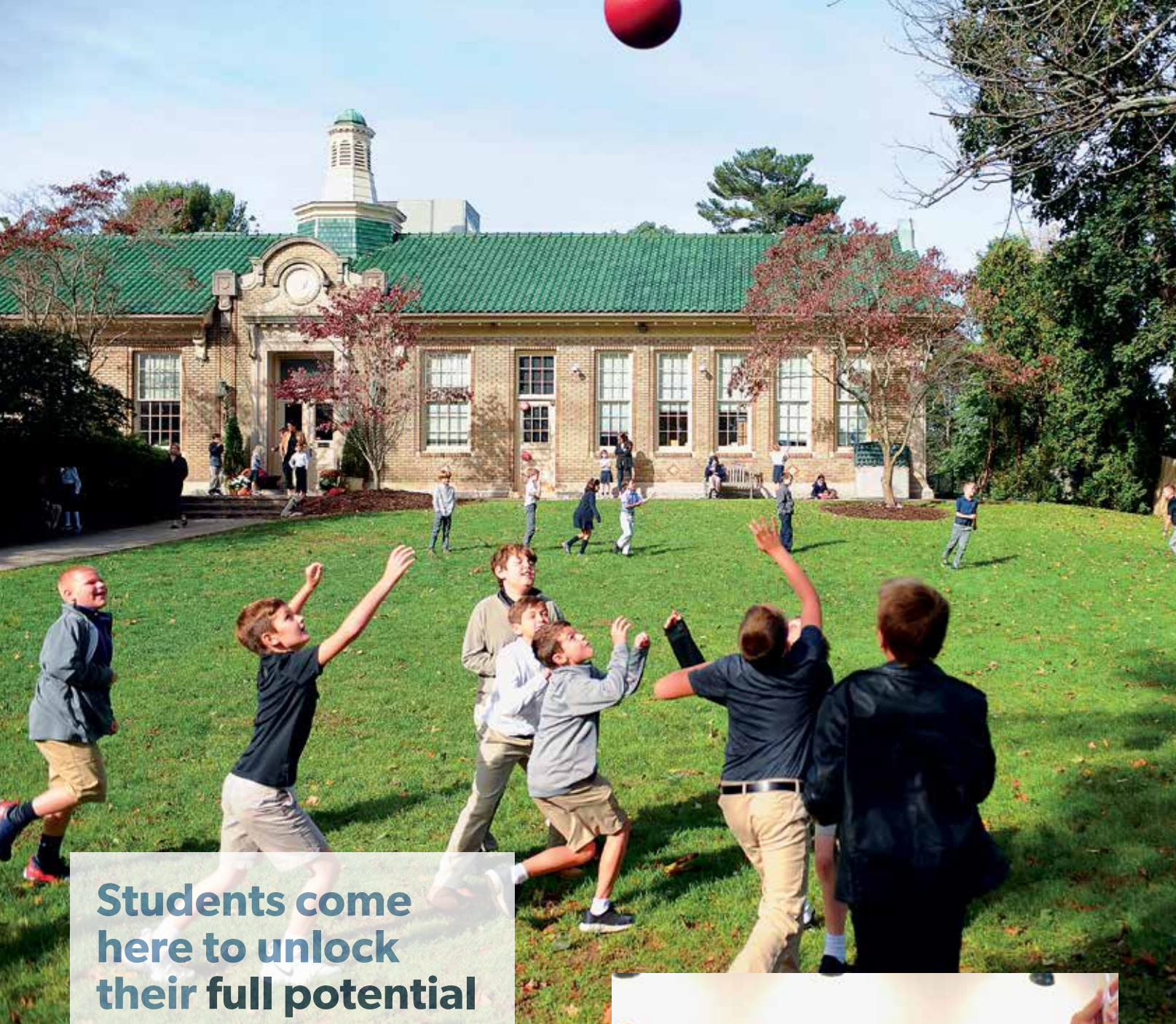
**SMART
CREATIVE
JOYFUL**

**COMPASSIONATE
RESILIENT**

...and they are BRAVE.

With a language-based learning disability or attention difficulties, school can be hard. Knowing that they can develop the tools to succeed reignites our students' love of learning.

Since our founding over 35 years ago, The Southport School has provided a transformative educational experience for more than 3,500 students.



Students come here to unlock their full potential

Instead of a one-size-fits-all philosophy, we focus on understanding how each student learns best. Then, into every classroom and every co-curricular activity, our expert faculty integrate literacy and executive function strategies that are grounded in scientific and educational research.

In this environment, our students become independent learners for life. They build skills, resilience, and optimism. They go on to thrive at their next schools, in college, and wherever their aspirations take them.



Ask a student:
What is your favorite thing about our school?



"This school has taught me to have confidence in myself, and I've learned that I am smart!"

– Deanna
8th grade

"The days go by fast because you have fun while you learn."

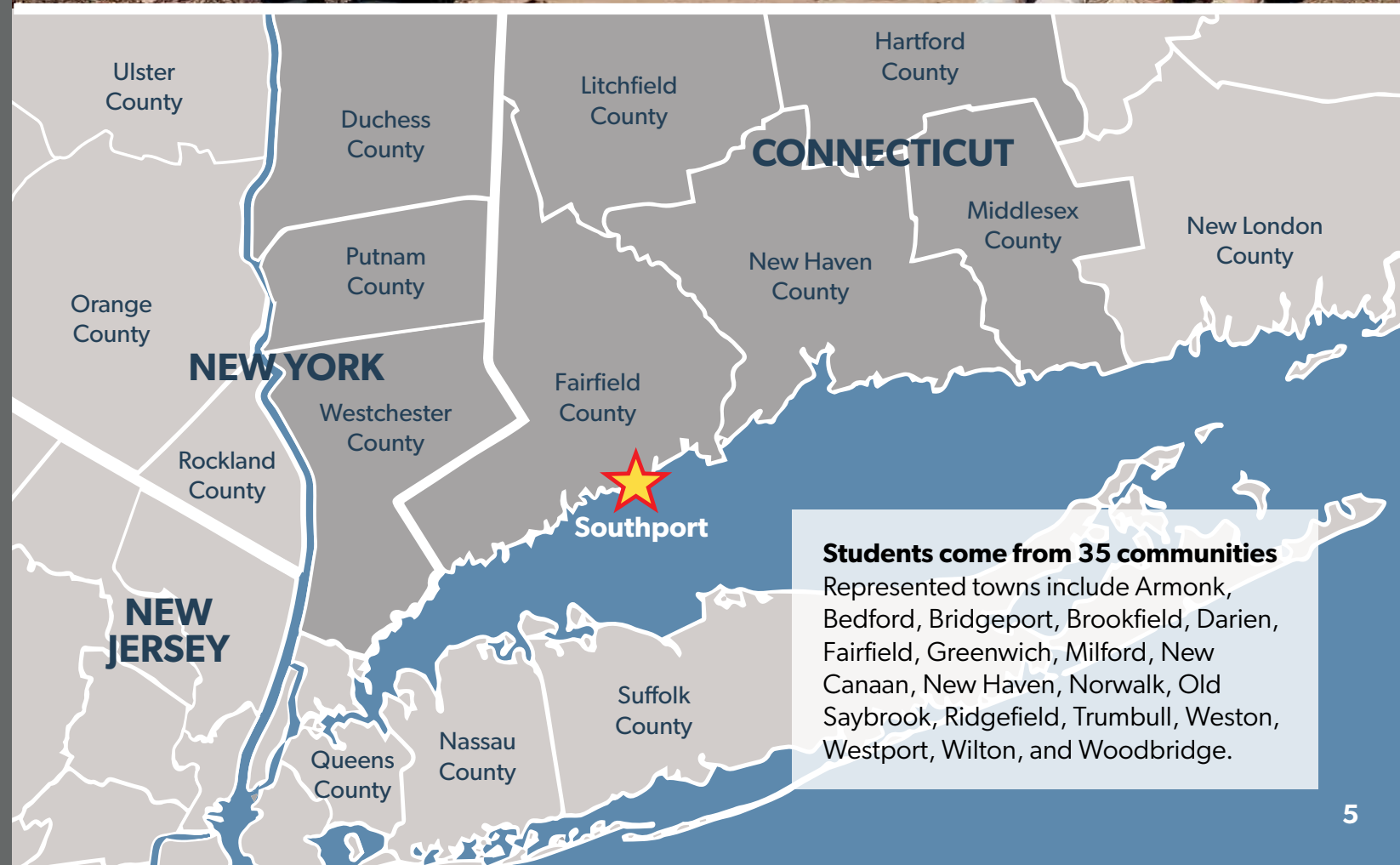
– Hensley
3rd grade

Ask a parent: What is your favorite thing about our school?



"Here my son can work on the skills he needs throughout the whole day because all the teachers are trained to support him. They know the latest research and they are constantly assessing the students so they can give them the next challenge."

*– Jenn Andreasson
parent of 5th grader*



Students come from 35 communities

Represented towns include Armonk, Bedford, Bridgeport, Brookfield, Darien, Fairfield, Greenwich, Milford, New Canaan, New Haven, Norwalk, Old Saybrook, Ridgefield, Trumbull, Weston, Westport, Wilton, and Woodbridge.



Our school is transformative

There is no failure here because we focus on strengths as a foundation for learning. Our faculty are passionate about educating students with learning disabilities. We empower students by teaching concrete steps for extracting, analyzing, and understanding information. Every teaching moment is another opportunity for students to discover more about how their unique brains work.

Our students appreciate learning alongside classmates who share similar cognitive profiles. At The Southport School, they find a sense of belonging and community that they have never before experienced in school.



Ask a student: What are students like at our school?



"The kids here learn like I do, so everyone is rooting for you. I feel comfortable here because I have good friends and can be myself."

*– Drew
6th grade*

"Everyone here treats you like a friend. I'm really happy I came here."

*– Ryan
3rd grade*

EXPLORE

Ask a parent:
What makes this a
successful school
environment for
your child to learn
and grow?



"All the teachers here are experts in how my child learns, and the other students understand too. That bonding with a supportive peer group is so important."

***– Lauren Osso**
parent of 6th grader*

4:1 student-to-faculty ratio

100% of our teachers are trained in Orton-Gillingham, Lindamood-Bell's Visualizing and Verbalizing Method®, and The Southport School's Executive Function Coaching Program.



Educators who understand

For families, a profound weight is lifted when a child is being taught to his or her needs. Suddenly parents are relieved of the burden of educating educators about the implications of their child's learning profile. Parents also are glad not to struggle through homework, trying to teach their children themselves. They quickly see how coming here renews their child's self-esteem and excitement for learning. They appreciate the supportive community of other families who are on this journey.





What is our school day like?

Every teacher in every classroom reinforces the learning strategies to build literacy and study skills. Students thrive on this consistency. Whether in math, social studies, or art, students can trust that each teacher understands their unique learning profile. Thus, students can access high-level content while also expanding foundational skills. This creates an immersive experience that promotes student growth in every subject.

Advisors are students' biggest cheerleaders and the cornerstones of communication with parents. They provide a one-stop resource for parents to discuss all aspects of the school experience—including academics, extracurricular activities, and social-emotional growth. Advisors also help students build self-awareness and become strong self-advocates.

We incorporate technology across the curriculum, encouraging students to discover what works best for them.

Technology is embedded in classroom instruction with text-to-speech, speech-to-text, and organization apps, as well as Smartboards™, Apple TVs, and LCD projectors. We individualize instruction for each student as they apply these tools to novel and authentic learning tasks.



Ask a student: What are your classes like?



"At my old school, I was pulled out of class every day and lost a lot of connections because of that. Now, what I learned when I was pulled out is part of all my classes."

– Abbe
7th grade

Ask a student:
What are your teachers like?



"The teachers here really care if I learn."
– Michael
4th grade

"All the teachers here make learning fun."
– Kenzie
5th grade

"The teachers here encourage me. It's okay to make mistakes and try again because everyone is backing me up."
– Grace
8th grade



Period	Lower School K–5th Grades
1	Tutorial*
2	Literature
3	Snack
4	Recess
5	Writing
6	Math
7	Lunch
8	Social Studies/ Science
9	Co-Curricular
10	Study Hall

A typical schedule looks like this:

Each student's class schedule is based on their unique learning profile. Students are grouped according to age and ability, and groups change as needed throughout the year. This allows us to challenge each student in areas of strength while remediating areas of difficulty.

* **Tutorials** provide direct, language-based instruction and targeted study skills. No one is pulled out of another class to get these critical skills.

Period	Upper School 6th–8th Grades
1	Tutorial*
2	Co-Curricular
3	Writing
4	Snack
5	Recess
6	Humanities
7	Math
8	Lunch
9	Science
10	Study Hall



150 minutes per day, depending on age and ability, of language-based instruction in tutorial, literature, and writing classes.

THE SOUTHPORT SCHOOL VILLAGE CAMPUS

S THE
SOUTHPORT
SCHOOL
FOUNDED IN 1985

EXIT
19

95

Westbound

Eastbound

Southport
Center

Fire
Dept

Wakeman
Boys & Girls
Club

Avenue

Chester Place

Church Street

Pequot
Library

Main
Campus

Harbor Road

Center Street

Southport Harbor



- 1** Students enjoy the fields and gym facilities of the **Wakeman Boys and Girls Club** for physical education classes and for intramural and interscholastic athletics.
- 2** **Pequot Library** is a frequent destination for research projects.
- 3** Some students travel independently to and from school by train, using the **Metro-North** station.
- 4** Our **Main Campus** features two historic buildings, each of which is fully renovated—The Pequot School (circa 1918) and the Southport Savings Bank (circa 1865).
- 5** **Southport Center** is a popular destination after school.

Co-Curriculars

Our co-curricular programs offer many opportunities for creativity, self-expression, confidence, and teamwork. Our recently renovated Arts, Music, and Movement Building has flexible spaces that promote kinetic learning experiences where students can engage their whole selves.



Music

Our multisensory approach to instrumental and vocal education cultivates an appreciation for music, performance, and movement. It also nurtures cross-disciplinary connections to literacy and executive function.



Athletics

Our athletics emphasize skill-building, sportsmanship, and taking healthy risks to build self-esteem and a sense of achievement. We integrate athletics into our daily program through physical education classes and interscholastic and intramural teams.

Fall: Soccer or Cross-country

Winter: Basketball

Spring: Cross-country

Visual Arts

Hands-on, multi-modal instruction introduces students to all art forms—from watercolors and pastels to wire sculptures and ceramics. Students gain confidence from expressing themselves and approaching each task in their own individual way.



School Traditions

The entire school community—students, faculty, and staff—compete together in the **Jamboree Soccer Game**, with blue and white teams vying for the coveted Tavormina Cup.



Each December, the festive **Ice Skating Party** kicks off winter break.

On Spirit Day in March, our basketball team plays teachers in **The "BIG" Game** while the whole school cheers them on.

During the last week of school, students celebrate **Beach Day** with swimming, games, and a barbecue.



The **Upper School Student Council** promotes school spirit and community involvement with such projects as the all-school Halloween party and Thanksgiving luncheon.

Through the **Lower School Kindness Project**, students partner with local organizations to make the world a better place.

Lower School field trips take students to such destinations as the **Fairfield Art Museum**, in Connecticut, and **Sturbridge Village**, in Massachusetts.

Upper School students enjoy outdoor adventures at **Camp Jewell**, in Connecticut, plus an annual trip to New York City with the **Youth Service Opportunities Project**, a nationally recognized leader in service-learning.

We applaud the 8th graders at **Graduation** as they look forward to transition into high school.

Ask our Head of School: What is the foundation for The Southport School's success?



"We believe wholeheartedly in the capabilities of our students and we are experts in the research on how to best serve them. Thanks to scientific breakthroughs and educational research, we know more than ever about how human brains acquire, decipher, and use language.

We can blaze new trails to recognize and support cerebrodiverse learners."

– Dr. Benjamin Powers



Developing Numeracy

We are developing a multisensory, diagnostic approach to strengthen conceptual numeracy because there is currently no equivalent to structured literacy programs in mathematics.

This work is a collaboration with Dr. Honi Bamberger, a nationally recognized expert in math education who is a professor emerita at Towson University in Maryland.



We are innovators

TSS is at the frontier of collaborating with educational leaders to improve our students' experience and academic trajectory.

Executive Function Coaching

Our signature curriculum makes executive functioning concrete and actionable. We use a common language to discuss executive functioning in every classroom to help students see how these skills directly impact learning. This initiative is a collaborative partnership with Dr. Tim Heitzman, a Connecticut-based neuropsychologist who trained at Johns Hopkins Hospital in Baltimore, Mount Sinai School of Medicine in New York, and Boston Children's Hospital-Harvard Medical School.



Music Instruction That Promotes Literacy

Our music instruction applies the latest research on the nonmusical effects of music education to impact such skills as phonemic awareness and information processing. This work is a collaboration with professional musicians and Dr. Jennifer Zuk, Assistant Professor in Speech, Language, and Hearing Sciences at Boston University, who focuses her research on children with language-based learning disabilities.

Evidence-based intervention works

We only use pedagogical approaches that are grounded in scientific and educational research. Most literacy curricula place a heavy emphasis on overall reading comprehension while neglecting foundational reading skills.

Structured literacy programs break down the process of reading into smaller, concrete steps. The Orton-Gillingham Approach, which has been widely validated over the past 80 years, outlines multisensory, sequential, and explicit instruction that connects letters and sounds. The Lindamood-Bell Verbalizing and Visualizing Method® is an internationally acclaimed program that develops the ability to visualize imagery based on language. Concept imagery promotes comprehension and critical thinking.

All faculty at The Southport School are trained in structured literacy instruction. Theresa Collins, a full-time member of our faculty, is a Fellow with the Academy of Orton-Gillingham Practitioners and Educators. She provides ongoing training and mentoring for faculty and also leads groups for Fellows in training.



Up to 92 % of beginning readers with learning disabilities will achieve grade-level reading skills, depending on the age of identification and access to evidence-based instruction.

A significant number of individuals have both language-based learning disabilities and ADHD.

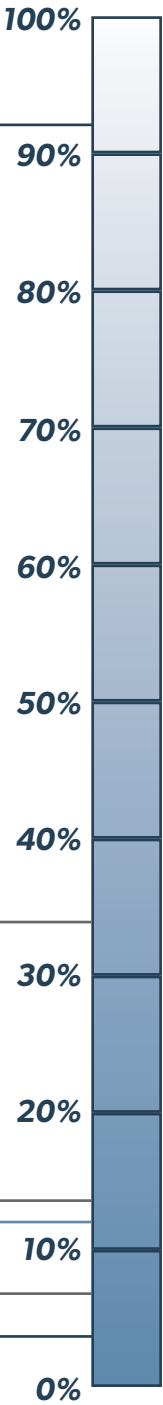
Approximately **33%** of individuals with dyslexia may have co-occurring anxiety and ADHD.

ADHD diagnoses are up by 53% over the last decade.

7%–12% of Americans are estimated to have dyslexia, the most common language-based learning disability.

11% of children are estimated to have ADHD.

Less than 5% of U.S. students receive specialized education services for a reading disability.



Dr. Benjamin Powers
Head of School,
Educator,
Researcher,
Thought Leader



Throughout his career, Ben has championed evidence-based approaches that recognize individual strengths, promote independent thinking, develop self-esteem and self-advocacy, and fuel academic achievement.

Dedicated to his work in research and advocacy organizations, he continues to link TSS with leading-edge approaches and the latest research in the field of learning and attention issues.

He is Director of the Haskins Global Literacy Hub at Haskins Laboratories, which is an independent research center formerly affiliated with Yale University and the University of Connecticut. Ben is a regular speaker at conferences, Chair of Scientific Symposia for The Dyslexia Foundation, a Technical Assistance Provider for the Center on Improving Literacy, and Founder of The Southport CoLAB.

Ask a parent:

How has our school benefited your child?



"Before coming to The Southport School, Sarah didn't believe she could do what other students could. School and homework brought tears daily, which was heartbreaking. Coming here brought about a complete turnaround. After school Sarah would say, 'This was the best day ever!' This school gave Sarah the confidence and skills to figure out new challenges. Now, she devours books, she loves to write, and she gets straight A's in 7th grade at St. Mary School."

– Kristen Caruso
Parent of alum who attended The Southport School for 3rd-5th grades



Connecting research to the classroom

The mission of The Southport CoLAB is to integrate research, practice, and advocacy to effect positive outcomes for people with learning and attention issues. By collaborating with like-minded organizations and experts in the field, we provide the highest-quality programs in training professionals, educators, and families.

Led by Southport School teachers and collaborators, we currently offer three specialized training programs: **Structured Literacy: Orton Gillingham, Executive Functioning**, and **Assistive Technology**. Parents, teachers, and administrators are invited to learn more about how we can work as a community to impact the nearly 1 in 5 students with learning and attention issues, including the 1 in 10 with dyslexia in our schools.

We work with leading researchers, university organizations, and research centers to facilitate a critical dialogue between teachers in the classroom and researchers who study how people learn. Thus, we incorporate the latest research findings directly into Southport School classrooms. Our partners include **Boston Children's Hospital, The Dyslexia Foundation, Florida Center for Reading Research, Florida State University, Harvard Medical School, Haskins Laboratories, International Dyslexia Foundation, Massachusetts General Hospital, South by Southwest® Educators, University of Connecticut, University of Houston, Vanderbilt University, and Yale University.**

THE SOUTHPORT COLAB



Transitioning to next schools

From the first day students arrive, we are thinking about the transition to their next schools. Our goal is to prepare students to learn, self-advocate, and thrive in a traditional school setting that fits their academic, social, and emotional needs. We start a formal dialogue about this milestone in the spring prior to your child's final year.

Schools our alumni have recently transitioned to include:

Public Schools of Connecticut

Darien, Fairfield, Monroe, New Canaan, Redding, Weston, Westport, Wilton

Public Schools of New York

Lewisboro, Remsenburg

Connecticut Private Day Schools

Chase Collegiate Schools, Waterbury
Easton Country Day School, Easton
Fairfield Country Day School, Fairfield
Fairfield Prep School, Fairfield
King Low Heywood School, Stamford
Lauralton Hall, Milford
New Canaan Country Day School, New Canaan
St. Joseph's High School, Trumbull
St. Luke's School, New Canaan
Unquowa School, Fairfield
Winston Prep, Norwalk
Wooster School, Ridgefield

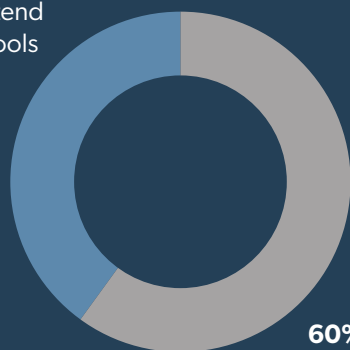
Boarding Schools

Cheshire Academy, Cheshire, CT
Cushing Academy, Ashburnham, MA
The Eagle Hill School, Hardwick, MA
Forman School, Litchfield, CT
Gow School, South Wales, NY
Harvey School, Katonah, NY
Indian Mountain School, Lakeville, CT
Marvelwood School, Kent, CT
Rumsey Hall, Washington Depot, CT
Salisbury School, Salisbury, CT
Stratton Mountain School, Stratton, VT
Vermont Academy, Saxtons River, VT

We are a transition school.

Three years is the average length of enrollment.

40% of TSS students go on to attend public schools



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

Ask a student: What was the transition to your next school like?



"When I transitioned to middle school, I worried that other students would be ahead of me. Then in the first week, the math class covered things I had already learned. So I knew I was well-prepared. I could barely read before I came to The Southport School. When I left, I could read at grade level and had the study skills that I needed to do well in middle school. I enjoy learning about everything."

– Piper

8th grade,
attended The Southport School
for 3rd-5th grades

Ask a parent: What was your child's transition to their next school like?



"Piper came into The Southport School feeling beaten down, and she came out ready to conquer the world. This school truly cares about students succeeding and takes a completely different approach to learning. Piper has been back in public school for three years now and she is excelling. She has the confidence to ask questions when she doesn't understand, she gets A's in classes, and a teacher has even asked her to be a homeroom helper to mentor other students in math."

– Sarah McDonald
parent of Piper

Jake Sussman Super Power Consulting

Jake Sussman was our first-ever commencement speaker for the graduating 8th graders. He just founded his own company called Superpower Consulting, a mentoring firm that empowers LD students. Jake tells his story and struggle with learning differences through his passionate penned poem, "The Forgotten Child." After attending TSS from 2008 to 2010, Jake attended The Forman School, University of Hartford, and Roger Williams University. He lives in Westport, Connecticut.



Liz Toomey Taylor Communications

"Looking at my life now, there are two major things that I learned from my time at TSS: 1. Being 'different' was not a bad thing. I embraced it. 2. My struggles in school helped me to develop a really strong work ethic." –Liz Toomey speaking at our 2019 Potluck Supper. She lives in NYC and works as a merchandiser for Taylor Communications. She was a student at TSS from 2001 to 2003, then graduated high school from Westport Public Schools and received a degree in Marketing and Global Business from Manhattan College.

Matt Crape StoneRidge Development

Matt Crape recently returned to the Fairfield County area with his wife and two children as a partner of StoneRidge Development. Matt attended TSS from 1996 to 1998 and graduated from Fairfield Prep. He is a graduate of the University of New Hampshire with a degree in Business Administration and Entrepreneurial Venture Creation. Welcome back to the neighborhood, Matt!



Diana Bondy Gwinnett County Public Schools

"Eagle Hill saved my life. During my four years at TSS, I developed the confidence and strategies necessary to work with my learning disability. It is because of the teachers here that I learned how to read, do math, manage my time, and develop friendships—all foundational skills necessary to success in the real world." –Diana Bondy speaking at our 2017 annual Potluck Supper to current parents. Diana recently relocated from NYC to Atlanta and is currently the school psychologist for elementary-aged students for Gwinnett County Public Schools. Diana was at TSS from 1995 to 1999. She graduated from The Harvey School, Wheaton College, and earned two master's degrees at Columbia University and Fordham University.



Our graduates make us proud.



Nick Piliero RSM US LLP

Accounting was the most direct career path for Nick Piliero after he attended TSS from 2004 to 2007 and graduated from The Forman School. He secured a BS and MBA in Accounting, both at Sacred Heart University. He currently is a supervisor for RSM US LLP in Stamford, Connecticut.

Kathryn Tansill Wilton Riding Club, Rollins College

Congratulations, Kathryn Tansill on your graduation from the Purnell School, an all-girls private school in Pottersville, New Jersey. She went there after attending TSS for two years from 2014 to 2016. This summer she's a counselor at Wilton Riding Club and is preparing for her freshman year of college at Rollins in Florida.



The Southport School Vision

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. In addition to having a lifelong impact for our students, we take as part of our mission to be a thought leader in engaging the learning disabilities community. To support this vision, we implement a variety of programs to support educators, parents, and students in the broader community.

The Southport CoLAB engages in a variety of educational partnerships to promote literacy outcomes. This includes offering teachers professional development locally and nationally.



80 students entering grades K-9 enroll in Summer Programs each year. All five- or two-week sessions of hands-on, dynamic learning are taught by our expert faculty.



500 people annually attend our free Community Lecture Series, where local and nationally recognized speakers share their expertise in the learning disabilities field or their experiences as adults with LD.



The Southport School is NOT Lindamood-Bell Learning Processes, nor is it affiliated with, certified, endorsed, licensed, monitored, or sponsored by Lindamood-Bell, Nanci Bell, Phyllis Lindamood, or Pat Lindamood. Lindamood-Bell—an international organization creating and implementing unique instructional methods and programs for quality intervention to advance language and literacy skills—in no way endorses or monitors the services provided by The Southport School.

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. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Ask a student: How has our school benefited you?



"At the beginning of my first year here, I couldn't read. At the end of the year, I was reading chapter books."

– Seiler
3rd grade

"Learning so much makes me feel proud."

– Davis
5th grade

"They teach in a way that makes me feel smart. I have strategies now for how I learn."

– Drew
7th grade

A TSS student is...

- Intelligent and creative, with untapped potential
- Diagnosed with language-based learning disabilities, such as **Dyslexia, Dyscalculia, Dysgraphia, Auditory Processing, or Language/Reading Comprehension**
- Diagnosed with ADHD, with skill deficits
- Inattentive/impulsive
- Challenged with Executive Functioning
- Without significant social or emotional needs

Admission Process

The best way to find out if our school would benefit your child is to call us. Through an open conversation about your child's learning profile and experiences, we can assess if our school is a good fit and how we can serve your child.

Admission steps:

1. **Inquire (online or by phone)**
2. **Parent visit**
3. **Child's application completed**
4. **Child's neuropsychology testing submitted (private and/or public school accepted)**
5. **Student in-person interview**
6. **Student all-day school visit**
7. **Admissions decision (within two weeks of final visit)**
8. **If admitted and accepted, tuition deposit required to secure placement.**





*Our mission is to provide transformative experiences
that have lifelong impact for our students, as well
as thought leadership that engages the learning
differences community.*



The Southport School
214 Main Street
Southport, CT 06890
203.254.2044
SouthportSchool.org