



LANDMARK
matters.





Albert Einstein. Charles Schwab. Pablo Picasso. Each made paradigm-shifting contributions to the worlds of science, finance, and art. Each also grappled with dyslexia or other language-based learning disabilities (LBLD).

They struggled in school. They were labeled and bullied. Luckily, they persevered and triumphed.

What if they had given up, and we, as a society, missed out on their magic?

We think about that at Landmark School every day. We work exclusively with students in grades 2–12 who have LBLD. Students like Morgan, who at eight, couldn't read, but who today excels on the soccer field and in the classroom. Or Shannen, who lagged far behind her peers in confidence and skills at her former school but now aspires to be a veterinarian. Or Kevin,

who once thought that college was out of reach and is now a freshman at the University of Arizona.

Through our school, through national teacher training, and through research, we help students with LBLD here in Massachusetts and around the world succeed so they, too, will go on and triumph.



LANDMARK **matters** TO STUDENTS

“CAMERON WAS IN 4TH GRADE AND STILL COULDN'T READ. The stress was overwhelming. He was often sick and didn't want to go to school. He came to Landmark in 5th grade, barely able to read, and after a week said he felt 'normal.' A year later, he's now reading at a 5th-grade level. We're getting our son back. What they're doing for him has transformed our whole family.”

STEPHANIE JOHNSTON, parent
Beverly, Massachusetts

We believe every student can succeed and should have the opportunity to do so.

Everything here is focused on that belief. Landmark School is unique in offering daily one-to-one tutorials, small class sizes, and customized, remedial education for students with average to above-average intelligence. Our mix of students, ages 8 to 18, with day and boarding programs, specialized faculty, plus a full range of arts and athletics, makes us stand out as a place where LBLD students can achieve their full potential.

By the time they arrive here, many Landmark students have endured years of adversity in the classroom. They've felt different, inadequate, and incapable, knowing they couldn't do what others do—like read—but not knowing why.

450 students

3:1 student-teacher ratio

92% of graduates go on to two- and four-year colleges

Students come from **25** U.S. states and many foreign countries

Coming to Landmark School is a turning point for them and their families. Landmark makes the difference through a model we've developed, refined, and perfected over 40 years. Landmark reaches students other schools have failed.



LANDMARK **matters** TO TEACHERS

“THROUGH THE OUTREACH PROGRAM, Landmark takes methods they’ve proven work with their day and boarding school population and stretches them to apply to broader groups. It’s a way to reach more students with good teaching strategies. I’ve found the workshops I’ve taken tremendously helpful. I’m glad Landmark takes what they know is successful and makes it accessible to everyone.”

DEB KRIEGER, SLP, Neighborhood House Charter School
Dorchester, Mass.

Not every student with a language-based learning disability can come to Landmark.

That’s why Landmark Outreach, our professional development program, works with educators through the annual Summer Institute, school district consulting, publications, electronic newsletters with tips and strategies, and online programs. Every year, approximately 1,500 teachers participate in one of our Outreach programs. They then apply the knowledge and strategies they learn here in their school systems, impacting tens of thousands of students.

Through Landmark’s Outreach program, educators from Boston to Pittsburgh to Puerto Rico learn how to set up language-based classrooms and retool curriculum to reach students with LBLD. They gain a

fundamental understanding of the research behind LBLD, how to better assess each student’s needs, and what the most appropriate steps may be to help them.

The great news is that the interventions shown to work best with students with LBLD have also proven to benefit all students.

1,500 educators take part in Outreach programs each year

100,000 students across the nation impacted

35 courses offered annually



LANDMARK **matters** TO RESEARCHERS

An estimated **5 to 15** percent of Americans—**14.5 to 43.5** million children and adults—have dyslexia

Young people with dyslexia who are **undiagnosed** and **under-remediated** are more likely to drop out of high school and become unemployed, underemployed, or incarcerated

Already, research has uncovered **a biological basis for dyslexia**, a glitch in neurological wiring that makes intensive remediation critical

“I’M STUDYING POSSIBLE MARKERS IN THE BRAIN THAT MAY PREDICT DYSLEXIA. Using MRI, I’m looking at infant and preschool siblings of Landmark students to see if we’re able to identify and intervene earlier, reducing the social and emotional stigma of dyslexia. Landmark families are so willing and helpful. They know this research may benefit them and ultimately lots of kids all over the world.”

NADINE GAAB, PHD, Assistant Professor of Pediatrics
Children’s Hospital Boston

At Landmark, we know what we do works, and we understand the neurology of learning.

We know that education and research inform each other and are inseparable. Through our collaboration with Harvard University, scientists, educators, and doctors come here to study LBLD and Landmark’s successful remediation strategies, trying to unlock the mysteries of how the brain processes language.

Research partners like the Harvard Graduate School of Education, the Harvard Smithsonian Astrophysics Laboratory, and Gabrielli Labs at

Massachusetts Institute of Technology are drawn to Landmark because we’re so specialized. All of our students have been diagnosed with LBLD through extensive testing and are evaluated regularly. Due to our culture and programs, researchers know Landmark as a well-established research school.

The results of all this research then comes full circle, informing how we teach children in our classrooms and what courses we offer through our Outreach program. Best of all, the knowledge gained through research here promises to help students with LBLD, not only at Landmark School, but across the globe.



LANDMARK **matters** TO YOU

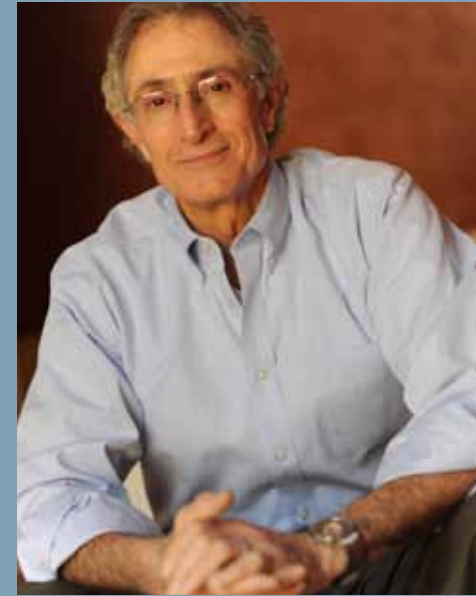
Who will become the world's next inventor, thought-leader, or path-breaking artist? No one can predict that. They may, however, be among students at Landmark School, or those touched through Landmark's Outreach program, or those impacted by research that happens here.

People with dyslexia and other language-based learning disabilities (LBLD) are often individuals of great ability and character. To succeed, they've had to demonstrate monumental resilience and perseverance. And because their brains are wired differently, they're

often creative, multi-dimensional free thinkers who imagine possibilities others can't see.

If they can't access education, however, if they can't find the key to unlock learning, they won't reach their potential. That would be tragic because we, the world, would miss out on their contributions.

Landmark School is on a mission to make sure that doesn't happen—that every child with LBLD gets the chance to develop to the fullest. We can't do this alone, however. Please join us.



Bob Broudo, who has been here since the school's founding in 1971, is now its headmaster.

“OVER THE NEXT DECADE OUR GOALS are to make a broader impact for millions of students with learning disabilities, to explore partnerships to help sustain our school and Outreach programs, and to continue to make meaningful contributions to the field of education through theory and practice.”

“To do that, we're actively seeking collaborators and supporters who share that vision. I look forward to hearing from you.

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