

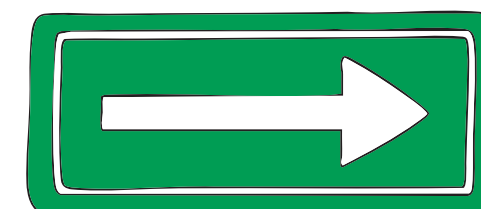
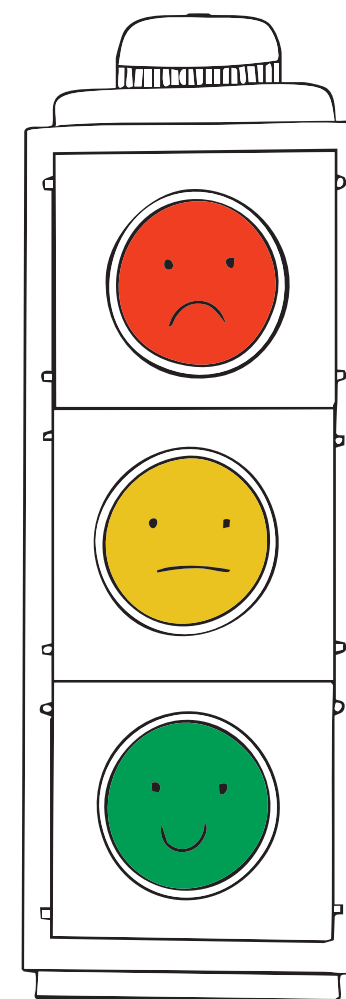
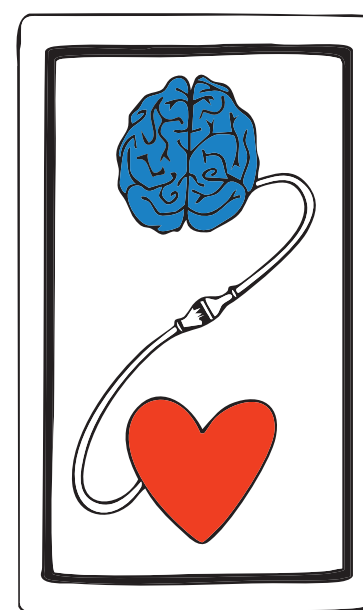
Take a look at our  
Fall/Winter 2026  
issue of  
The Lantern!



THE  
**Lantern**

FALL/WINTER 2026

THE MAGAZINE OF  
LANDMARK SCHOOL



**Social &  
Emotional  
Learning**

Navigating the  
Rules of the Road in SEL

**A GUIDEBOOK**



LANDMARK SCHOOL

# SUMMER PROGRAMS

NAVIGATING A FRESH START



## GAIN READING, WRITING, AND EXECUTIVE FUNCTION SKILLS

### High School

July 7-31 | Grades 8-12

### Elementary and Middle School

June 29-July 31 | Grades 2-7

Boost skills and gain confidence while also having summer fun. Grades 8-12 can add a full boarding program for an overnight camp experience



LEARN MORE:

[landmarkschool.org/summer](https://landmarkschool.org/summer)



## THE Lantern

FALL/WINTER 2026

The Lantern is published twice yearly by the Marketing and Communications Department at Landmark School, P.O. Box 227, Prides Crossing, MA 01965-0227

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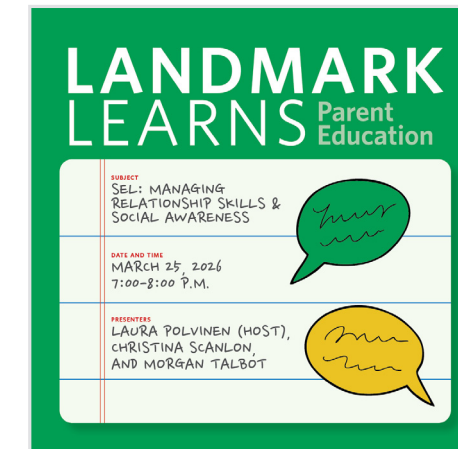
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A series of webinars for parents



**Guidebooks**  
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Articles by experts on the art and science of learning



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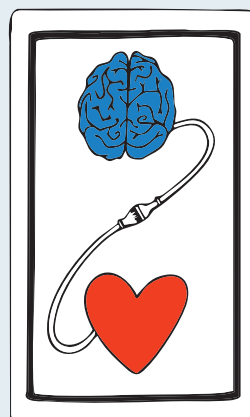
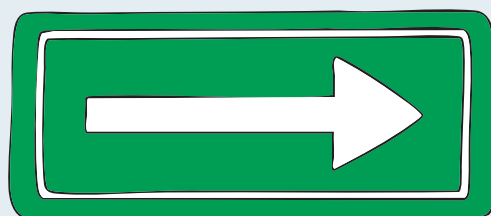
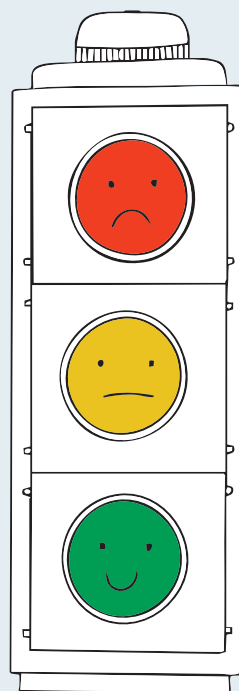


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A GUIDEBOOK



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# Ready, Not Rushed

BY JOSH CLARK

I was 15 years old, white-knuckling the steering wheel of my father’s sedan in an empty parking lot, when he screamed “BREAD TRUCK!” and lunged for the dashboard.

My father’s approach to driver’s education was well-intentioned, if unconventional.

He had taken me to that vacant lot to introduce the basics—mirrors, braking, the geometry of a three-point turn. But somewhere between adjusting the seat and finding the gas pedal, he decided I also needed to be prepared for every conceivable catastrophe. Children chasing errant balls materialized from his imagination. An out-of-control bread truck barreled toward us from a vacant field. He narrated each invisible disaster with the urgency of a man who believed preparation and panic were the same thing.

It didn’t work. I left that parking lot with an irrational fear of bread and absolutely no rush to get behind the wheel.

Two and a half years passed before I showed any interest in driving again. In hindsight, here’s what I’ve come to understand: while my driving skills sat in hibernation, I wasn’t idling. Looking back, I’m actually grateful for the panic. Not because my father’s method was sound. Sorry, Dad. My response taught me something important. The bread truck didn’t reveal that driving was dangerous; it revealed that I didn’t yet



*For our students, academic skills are the vehicle, but self-awareness, emotional regulation, responsible decision-making, and confidence are the road beneath it.*

have the internal resources to manage uncertainty. That awareness, even at 15, was its own kind of wisdom. The gap between that empty parking lot and the day I finally turned the key again wasn’t wasted time. It was exactly the time I needed.

This is something we understand

deeply at Landmark. For our students, academic skills are the vehicle, but self-awareness, emotional regulation, responsible decision-making, and confidence are the road beneath it. They are intertwined. In this issue, you’ll hear from the people across our community who build that road every day.

# Beacon

FALL/WINTER 2026

Landmark’s News in Brief | SPORTS | FACULTY | THE ARTS | STUDENTS | SERVICE | ALUMNI | RESOURCES



FACULTY SUPPORT

## Bob Broudo Excellence in Service Award

Former Head of School Bob Broudo returned to campus early in the school year to recognize nearly 50 members of Landmark’s faculty and staff who have dedicated between 20 and 30 years of service to the School. Through a special fund established during the 50 Forward Campaign, these employees receive monetary bonuses every five years.

## Balloons Over Broadway

The annual EMS Balloons Over Broadway Parade did not disappoint this year! Inspired by the Caldecott Award-winning nonfiction children’s book of the same title and the work of Tony Sarg, the puppeteer behind the Macy’s Thanksgiving Day Parade’s iconic helium balloons, students imagined their own balloon creations based on favorite characters from literature and film.

**EVENTS!**  
SEE YOU  
THIS SPRING

**ILLUMINIGHT**  
MARCH 27

Join us for a new fundraising event shining a light on our brilliant students.

**GRADUATION**  
MAY 30

Come back to campus to celebrate our newest graduates from the Class of 2026!

**GOLF BENEFIT**  
JUNE 1

Hit the links and show your Landmark support and pride this spring.



**ASK MORE...**

**Museum of Science, Here We Come!**

Earlier this year, our elementary students and their teachers headed to Boston's Museum of Science for a day full of discovery, curiosity, and hands-on learning to enhance classroom lessons. From exploring interactive exhibits to watching live science demonstrations, there was plenty of excitement—and "wow" moments.



**PEPPED UP!**

**Hip Hip Hooray!**

The EMS gym reverberated with energy and cheers as students, faculty, and staff celebrated the talents and spirit of their community at a pre-Thanksgiving pep rally. Highlights included a performance by the EMS Drama Club, some rippin' tunes from the Milkbrake Band, and a zany Minute-to-Win-It style game (congrats, Meridies!). As always, everyone brought their A-game to the event and there was no shortage of Landmark House pride.

**WHAT THEY'RE SAYING**

**Best Part of the Day**

On a beautiful, brisk early winter day, we stopped to ask some of our students to reflect on the best part of their day. Enjoy what they shared!

High School



EMS



**CORE VALUES**

**anchors Away!**

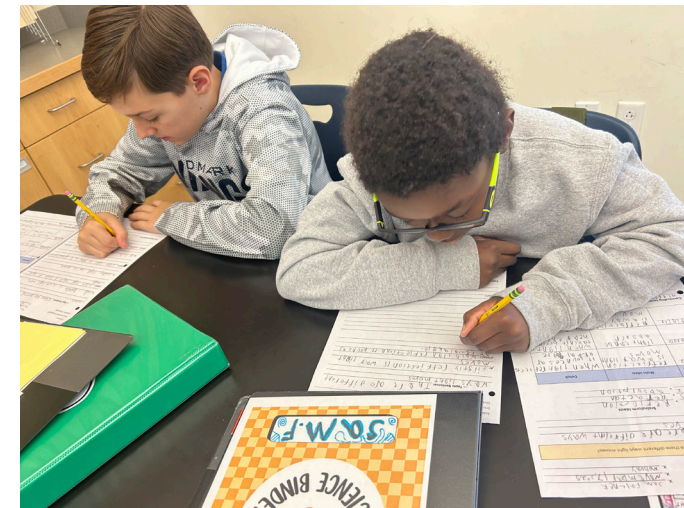
Every afternoon during the daily Anchor Block, students, faculty, and staff at the EMS delve into Landmark School's primary values: Empowerment, Character, and Exploration. This 45-minute period provides an opportunity for explicit executive-function skill-building, direct social-emotional instruction, peer connections, and time for choice, community pride, and fun! Through games and activities, students and teachers also explore topics directly related to their development, their learning profiles, the Landmark community, and their personal interests. Recent highlights included creating Mentorship City through interviews with faculty who have dyslexia to learn about their experiences; writing notes of appreciation to people in the armed services for Veterans Day; knitting and cooking clubs; building growth mindset scarecrows, and so much more.



**CROSS CURRICULAR LEARNING**

**How Light Moves**

Our sixth graders delved deeply into the enumerative text, "How Light Moves," and built their understanding of science while strengthening their language arts skills. Cross-curricular learning is happening across both campuses in every class, with every teacher, every day. We love seeing students make these meaningful connections.



**GIVING THANKS**

**Thanking Our Vets**

All Landmark Houses took time to commemorate Veterans Day by writing thank-you cards to veterans in appreciation of their service and sacrifice.



**CROSS TRAINING**

**For the Athletes**

On Wednesdays, during milkbreak, a small group of male students are practicing yoga with faculty member, Lisa Nichols. They are learning poses and mindfulness to optimize their athletic performance.



**PASSING THE TORCH**

**EMS Golden Croc**

At Landmark's Elementary-Middle School, the tradition of the Golden Croc continues to spotlight excellence in our faculty. This fall, the Golden Croc was proudly passed from Stacy Harris, EMS's admin assistant, to Libby Rozeski, teacher, and then to Paul Harrington, custodial member. Please thank these extraordinary members of our community!



**She's Done it Again!**



Last year, we had our eye on EMS's Jenna O. '31, who ran her way to the Junior Olympic National Cross Country Championships in Shelbyville, Indiana. This year, she outperformed students from the state and region and was invited back to Shelbyville. This time, the stakes were even higher. Jenna competed on a longer course and was one of the younger runners in the 13-14 age bracket. With temperatures in the mid-20s, wind chills in the low teens, and several inches of snow on the ground, Jenna finished strong, placing in the top 15% of the best runners in the country. We are so proud of you, Jenna!



**COASTAL WATERS**

**Senior Sunrise**

Landmark's Class of 2026 gathered at Lynch Park for Senior Sunrise, a beloved fall tradition that marks the start of their final year together and celebrates the beginning of a momentous year ahead. Our seniors were treated to a quiet, coastal sunrise with breathtaking views. We feel so fortunate to have a school in such a stunning location.

**ON STAGE**

**Thanksgiving Dinner/Solo Night**

The 2025 Thanksgiving Dinner and Solo Night gave us a night we won't soon forget. Landmark staff served Thanksgiving dinner in the Alexander Dining Room, then students took buses to the Cove Community Center for 10 incredible performances. Rounding out the evening was a dessert buffet with hot chocolate, cheesecake, and pumpkin and apple pies.

**GAME CHANGERS**

**HS Athletes of the Week**

- Taylor L. '28  
Girls Varsity Soccer  
Girls Varsity Basketball
- Shayne F. '27  
Boys Varsity Soccer
- Gabby M. '28  
Junior Varsity Volleyball
- Dominic E. '28  
Boys Varsity Soccer
- Greg B. '26, Cross Country
- Em F. '28  
Varsity Volleyball
- Aiden C. '27  
Boys Varsity Soccer
- Violet S. '28  
Girls Varsity Soccer
- Addy C. '27  
Cross Country
- Elizabeth W. '28  
Girls JV Basketball
- Charlie S. '27  
Track and Field
- Braden R. '28  
Boys JV Basketball
- Jovan N. '26, Wrestling
- Hollis M. '26  
Boys Varsity Basketball



**LEADING THE WAY**

**HS Student Council 2025-2026**

More students ran for office this year than in recent history. They impressed the entire High School with their heartfelt speeches and promises to represent the student body. Thank you to faculty members Maria Martignetti and Gabrielle Carpenter for supporting the candidates and supervising this year's elected officers. Please join us in congratulating this year's High School Student Council:

- President:** Miles P. '26
- Vice President:** Jonathan C. '26
- Secretary:** Ainsley M. '28
- Treasurer:** Sam M-S. '28

**FUTURE PROOF**

**High School Advisory? Tell Me More!**

New to our campuses this year is Advisory, a dedicated time and space with peers and a trusted adult that enables students to work on daily/weekly planning, manage assignments, and engage in community events and special initiatives. Students hone executive-function, self-advocacy, and communication skills, seek extra help in classes, spend time with their counselor, prepare study plans for exams, and catch up on school work, among other areas of focus. Advisory leaders and students explore meaningful topics, such as how to be a respectful and inclusive member of the community, responsible digital citizenship, and much more.

**GIVING BACK**

**Friends Helping Friends**

In early November, with the longest-running government shutdown underway and SNAP benefits deteriorating, the Landmark community stepped up in a big way



**ON STAGE**

**Something Rotten!**

This fall's musical treated audiences to four packed performances of *Something Rotten!*, a show full of rollicking numbers, catchy tunes, and Landmark talent. Students from all grades at Landmark High School took the stage alongside adults from our community (thank you, Mr. Morrow and Mrs. Clark!). We can't wait to see more from the Landmark Stage Company this year, including *Metamorphosis*, running May 14-16.



**DYSLEXIA AWARENESS**

**Go Red for Dyslexia**

Go Red for Dyslexia is a global campaign supported by Succeed With Dyslexia that takes place each October during Dyslexia Awareness Month. The movement raises awareness, challenges stigma, and celebrates the strengths of thinkers with dyslexia by reclaiming red as a symbol of confidence and creativity. Thank you to Maya N. '28 for organizing this new High School tradition, continuing the initiative she participated in at the EMS campus.

**TELLING THEIR STORIES**

**2025-2026 Student Advocates**

This dedicated group of seniors shares their experiences of learning differently with students and educators at schools and universities across the Boston area. Their presentations normalize learning differences and inspire educators to teach differently. We recently asked the Advocates what advice they would give to their younger selves. Here are some words of wisdom from a few.

*"Things might be hard now, and a lot of people are going to tell you that you won't be able to achieve your dreams because of your dyslexia. That doesn't mean they are right. Work hard to prove them wrong. Things will get better in the end."*  
—Zach B. '26

*"You are more than how you present on paper. Test scores and comparing yourself to classmates will never be a true representation of who you truly are."*  
—Charlotte F. '26

*"Growing up with dyslexia, you often feel like you have no power. It's important to realize that, even when you're younger, you still have the power to get what you need academically, but you first must find your voice."*  
—Chris K. '26



**HISTORY MATTERS**

**We Must Never Forget**

Landmark High School students attended a powerful performance of *Terezin: Children of the Holocaust*, brought to campus by the Student Life Office and aligned with the new Genocide and Human Rights class. The play follows six children imprisoned in the Terezin concentration camp and was written by Anna Smulowitz, the child of Auschwitz survivors. Landmark sophomore Kellen U. was part of the cast, rehearsing weekly since August after submitting a monologue audition. After the performance, Smulowitz led a discussion on the play's themes—hate, prejudice, discrimination, and the persistence of intolerance in today's world.

**PARTY TIME**

**Fall Bash**

In mid-September, the Student Life Department hosted the first Fall Bash under the High School pavilion. The event featured DJ Haywood, a mechanical bull, dancing, cider donuts, caramel apples, pumpkin painting, yard games, and plenty of fall fun!

**ART IN THE WORLD**

**Cover to Cover**

Congratulations to Ainsley M. '28, whose art graces the cover of the January/February *Journal of Learning Disabilities* published by Hammill Institute on Disabilities and Sage Publications.



**SCIENCE IS FUN**

**Landmark's First-Ever Amusement Park**

Sophomore physics and physical science students built their very own miniature amusement park—and the results were incredible! Erica Kinzelberg's students engineered drop rides, while Doug Walker's classes designed swinging and spinning attractions, all demonstrating Newton's Laws of Motion in action. Meanwhile, Michelle Boucher's students crafted intricate paper roller coasters powered by gravity with marbles as riders. The showcase was a true display of creativity, problem-solving, and scientific thinking.

**HOLIDAY SPIRIT**

**Walking in a Winter Wonderland**

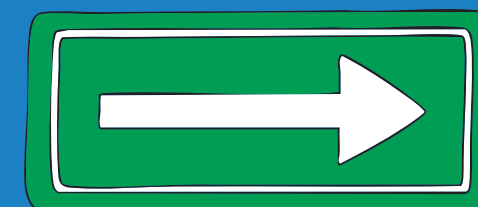
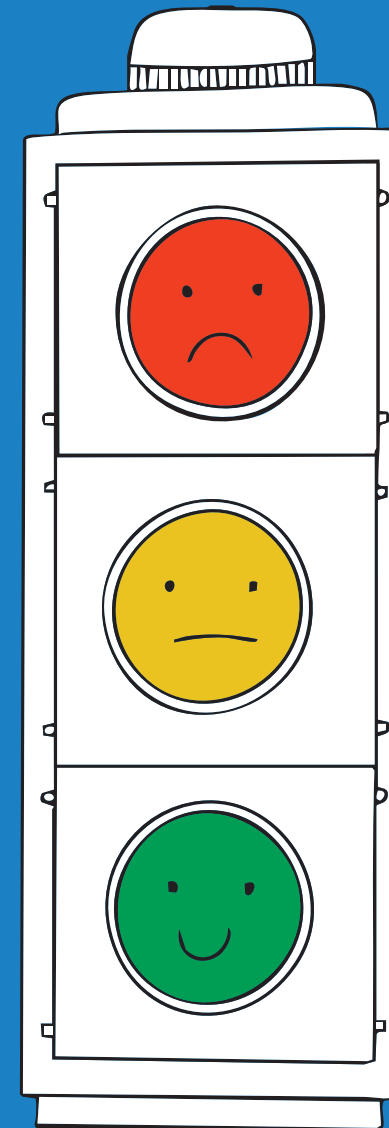
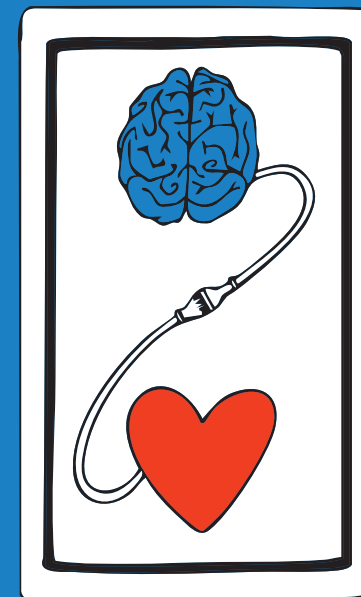
In December, Nate Haywood, Director of the Performing Arts department, along with the Student Life team, hosted Landmark's annual Winter Wonderland event. Attendees took rides in a horse-drawn carriage, heard live musical performances, rode a mechanical reindeer, dunked The Grinch into a dunk tank, enjoyed tasty treats, and affirmed the power of togetherness.



# Social & Emotional Learning

Navigating the Rules of the Road in SEL

## A GUIDEBOOK



Produced by Landmark School and Landmark Outreach in collaboration with Laura Polvinen, LICSW, EMS Director of Counseling and Community Engagement  
Illustrations by Olivia Malloy



## Crossman College and Career Center

After 43 remarkable years at Landmark, Suzanne Crossman returned to campus for the ribbon-cutting of the newly dedicated Crossman College and Career Center—a space named in her honor and inspired by her decades of guidance and care for students. From 1982–2025, Mrs. Crossman served as a teacher, mentor, counselor, Head of the Prep Program, and Director of Transition and Guidance. This revitalized space celebrates her lasting impact on the Landmark community.

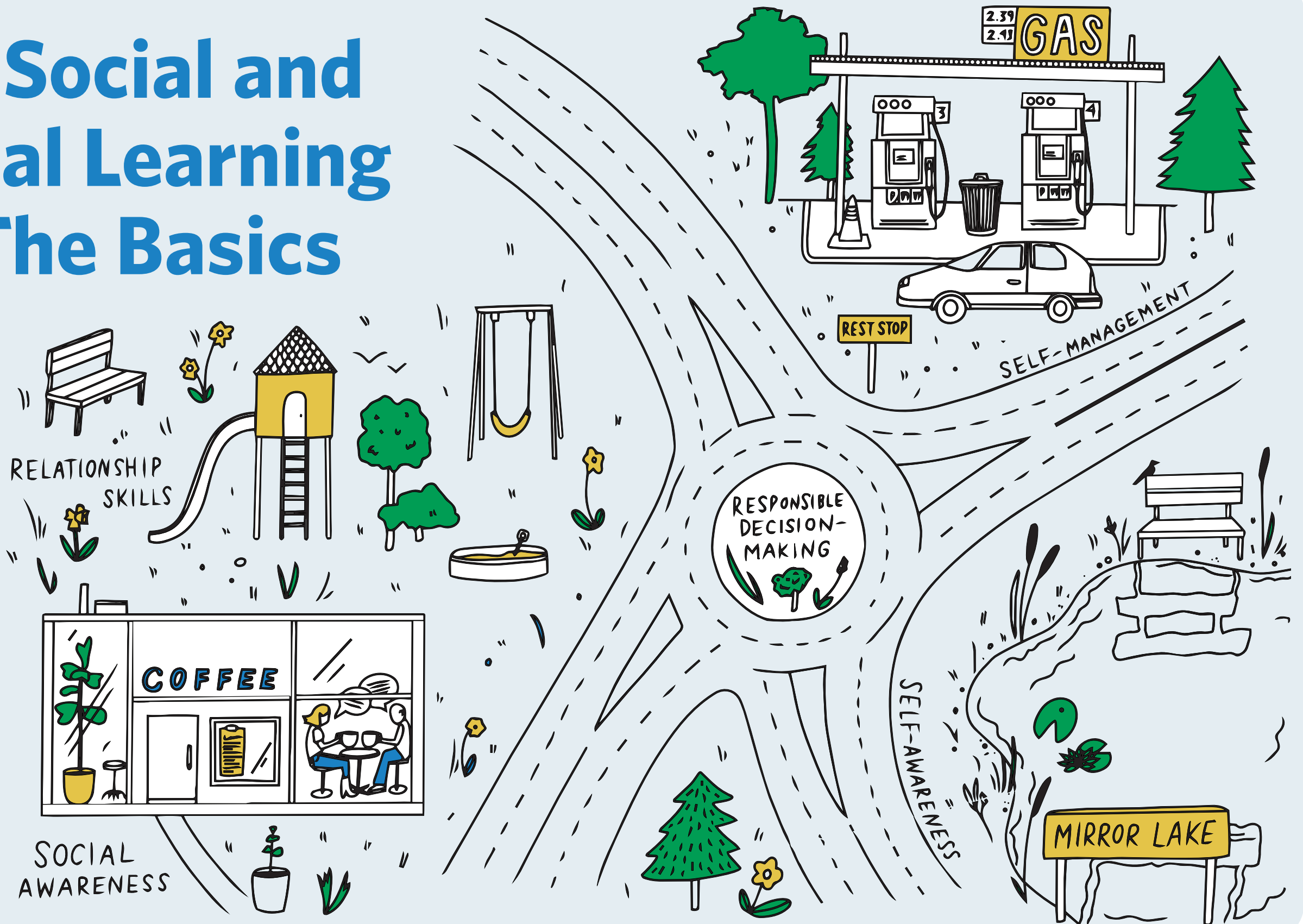
# What Is Social and Emotional Learning (SEL)? The Basics

## Navigating the SEL Landscape

Some of the most important lessons children learn happen in everyday moments—managing frustration, navigating friendships, or asking for help. These moments are part of Social and Emotional Learning (SEL), the lifelong process of understanding emotions, building relationships, and making thoughtful decisions. For students with learning challenges, these moments can feel especially big. Strong SEL skills help reduce frustration, build confidence, and support both academic and emotional growth.

SEL is not a single program or curriculum. It develops over time through real-life practice and interaction. The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies five core areas that guide how these skills grow across childhood and beyond.<sup>1</sup>

- Self-Awareness
- Social Awareness
- Responsible Decision-Making
- Self-Management
- Relationship Skills

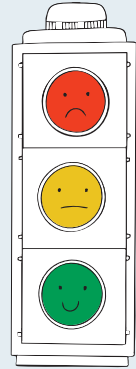


## Self-Awareness

Self-awareness is the ability to recognize emotions, thoughts, and behaviors.

Students learn to:

- Name their feelings.
- Identify strengths and challenges.
- Notice what helps them learn.
- Build confidence and a sense of identity.

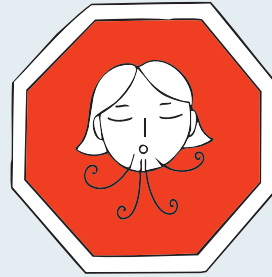


Self-awareness is especially helpful for children with learning differences who may experience more frustration or confusion than traditional learners. When students can articulate what's hard, they can decipher what they may need and take a pivotal step toward self-advocacy.

## Self-Management

Self-management means handling emotions and behaviors in healthy and productive ways. This includes:

- Managing stress and frustration.
- Staying flexible.
- Setting goals.
- Using coping strategies.
- Recovering from mistakes.



Research shows that SEL programs significantly improve emotional regulation and reduce emotional distress in children.<sup>2,3</sup>

## Social Awareness

Social awareness is understanding and empathizing with others.

Students learn to:

- Consider different perspectives.
- Recognize social cues.
- Show empathy.
- Respect differences.

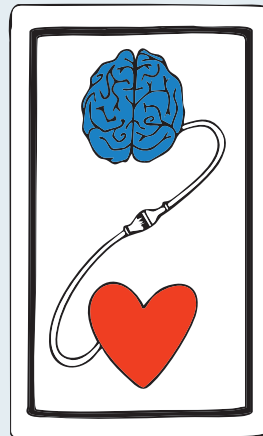


These skills help students build friendships and feel connected to peers and teachers, as well as understand how to behave in novel situations.

## Relationship Skills

Relationship skills help students communicate clearly, work with others, and solve conflicts. They include:

- Listening.
- Expressing ideas.
- Asking for help.
- Engaging in teamwork.
- Navigating disagreements.



For students who have language or processing challenges, relationship skills may require more explicit instruction and modeling—but they can grow substantially with practice.<sup>3</sup>

## Responsible Decision-Making

Decision-making means making safe, thoughtful, and respectful choices. Students learn to:

- Weigh consequences.
- Solve problems.
- Consider ethics and safety.
- Make choices aligned with their values.



These skills support independence in school, relationships, and daily life.

# Myths and Facts About SEL

**Misunderstandings about SEL can make it seem more complicated than it is. Here are some common myths:**

**MYTH:** SEL is only about emotions.

**FACT:** SEL includes decision-making, communication, relationships, and self-management.

**MYTH:** SEL is a bonus.

**FACT:** SEL is essential, as it supports learning and improves academic outcomes.<sup>4</sup>

**MYTH:** SEL replaces discipline.

**FACT:** SEL strengthens boundaries by helping young people make thoughtful choices.<sup>3</sup>

**MYTH:** SEL is therapy.

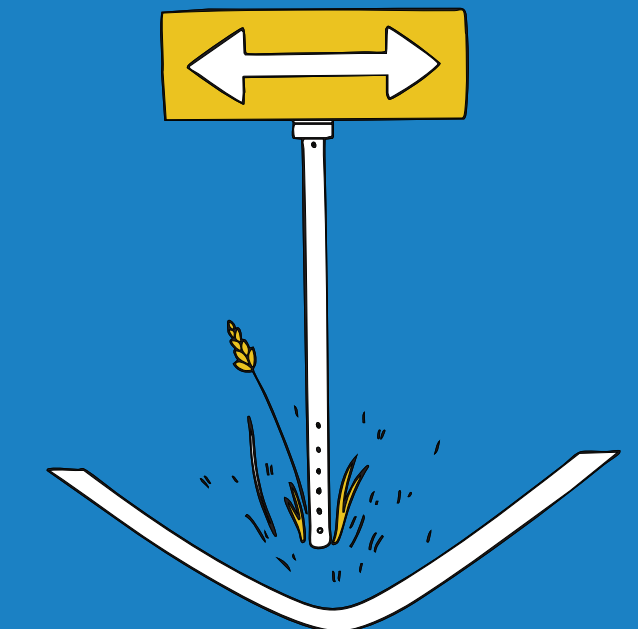
**FACT:** SEL is everyday skill-building used by teachers, families, and caregivers.

**MYTH:** Kids naturally “pick up” SEL skills.

**FACT:** Many young people—especially those with learning differences—need explicit practice.

**MYTH:** SEL takes a lot of time.

**FACT:** Small consistent interactions matter most.



**MYTH:** SEL is only for young children.

**FACT:** Teenagers and adults rely on SEL constantly.

**MYTH:** SEL shields kids from hard things.

**FACT:** SEL teaches kids how to *handle* hard things with confidence and resilience.

# What You Can Do at Home

Parents play a powerful role in SEL development. The good news—you don't need long lessons or elaborate activities. SEL is built in small, everyday moments.

Here are simple ways to support SEL at home:

## Name Feelings

Give your child vocabulary for emotions. Naming feelings helps children understand what's happening inside.

- "It looks like you're feeling frustrated."
- "You seem nervous about that assignment."

## Model Your Own Emotional Skills

Share what you're thinking and feeling. This normalizes emotions and teaches coping.

- "I'm overwhelmed, so I'm going to take a quick break."

## Use Tough Moments as Practice

Mistakes are powerful teaching moments. When there's a disagreement or mistake, try saying:

- "Let's think of some options."
- "What could we try next time?"

## Normalize Struggle

Build resilience and lower stress by reminding your child:

- "Everyone gets upset."
- "Everyone makes mistakes."
- "Everyone has strengths and weaknesses."

## Teach and Practice Coping Skills

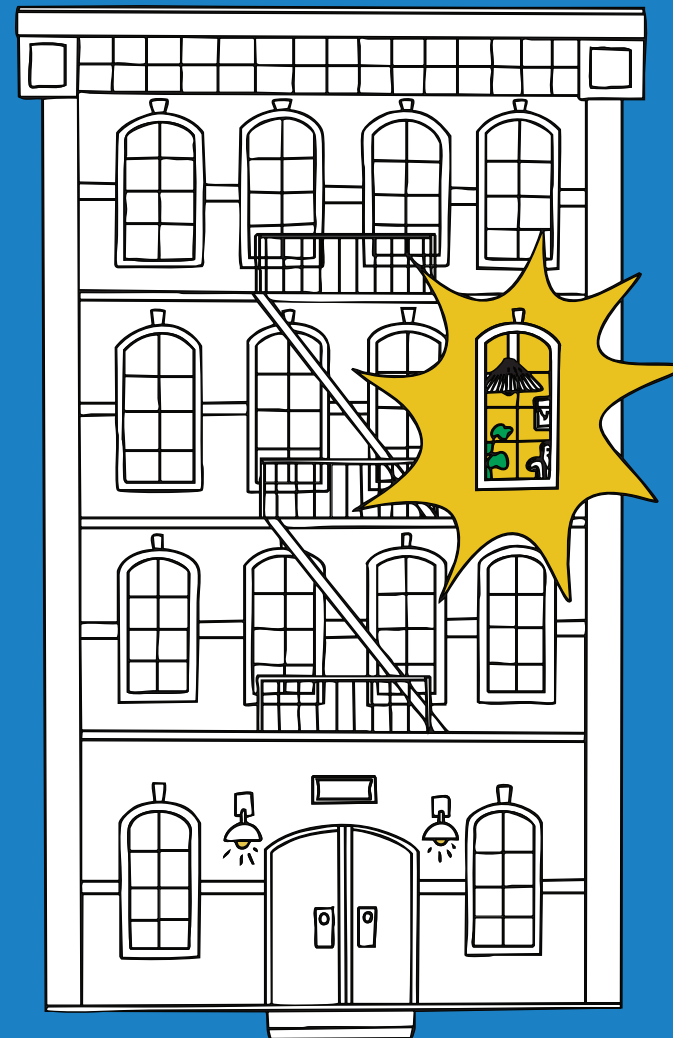
A few small strategies can make a big difference:

- Deep breaths
- Taking a break
- Using a quiet space
- Stretching
- Checking a visual schedule or planner

## Celebrate Growth

Positive reinforcement strengthens skills over time. Recognize SEL moments:

- "I noticed how patient you were."
- "You handled that disappointment really well."



## Why SEL Matters in School and in Life

Students do not leave their emotions at the door when they enter school. Their feelings, relationships, and stress levels influence every moment of the learning day. Across dozens of large studies, SEL skills have been shown to improve academic achievement, engagement, and school functioning.<sup>2,4</sup>

### Learning Is Social and Emotional

Every academic task—participating in a conversation, tackling a reading challenge, working with a partner—requires SEL skills. Students must manage frustration, stay focused, communicate clearly, and ask for help. That's all SEL.

When students feel understood, supported, and capable, they are more willing to participate, take risks, and use strategies. Those moments build confidence and resilience.

### SEL Supports Academic Success

Well-implemented SEL programs:<sup>1,2,4</sup>

- Improve academic performance.
- Boost motivation and engagement.
- Strengthen memory and cognitive skills.
- Reduce behavior problems.
- Improve attendance.

### SEL Skills Are Life Skills

SEL benefits extend into adulthood. Strong SEL helps young people:

- Build healthy relationships.
- Advocate for themselves at work, school, and social situations.
- Manage stress.
- Solve problems.
- Set and achieve goals.
- Balance emotions during challenging moments.

SEL is not just about school success—it's also about lifelong well-being. SEL can make the difference between shutting down and showing up.

# How Schools Can Support SEL

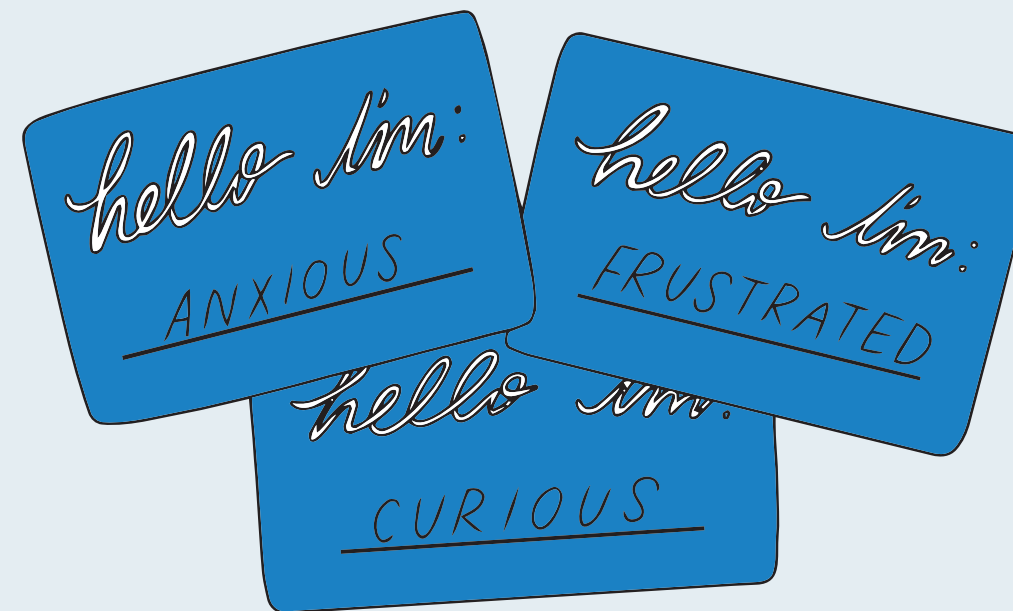
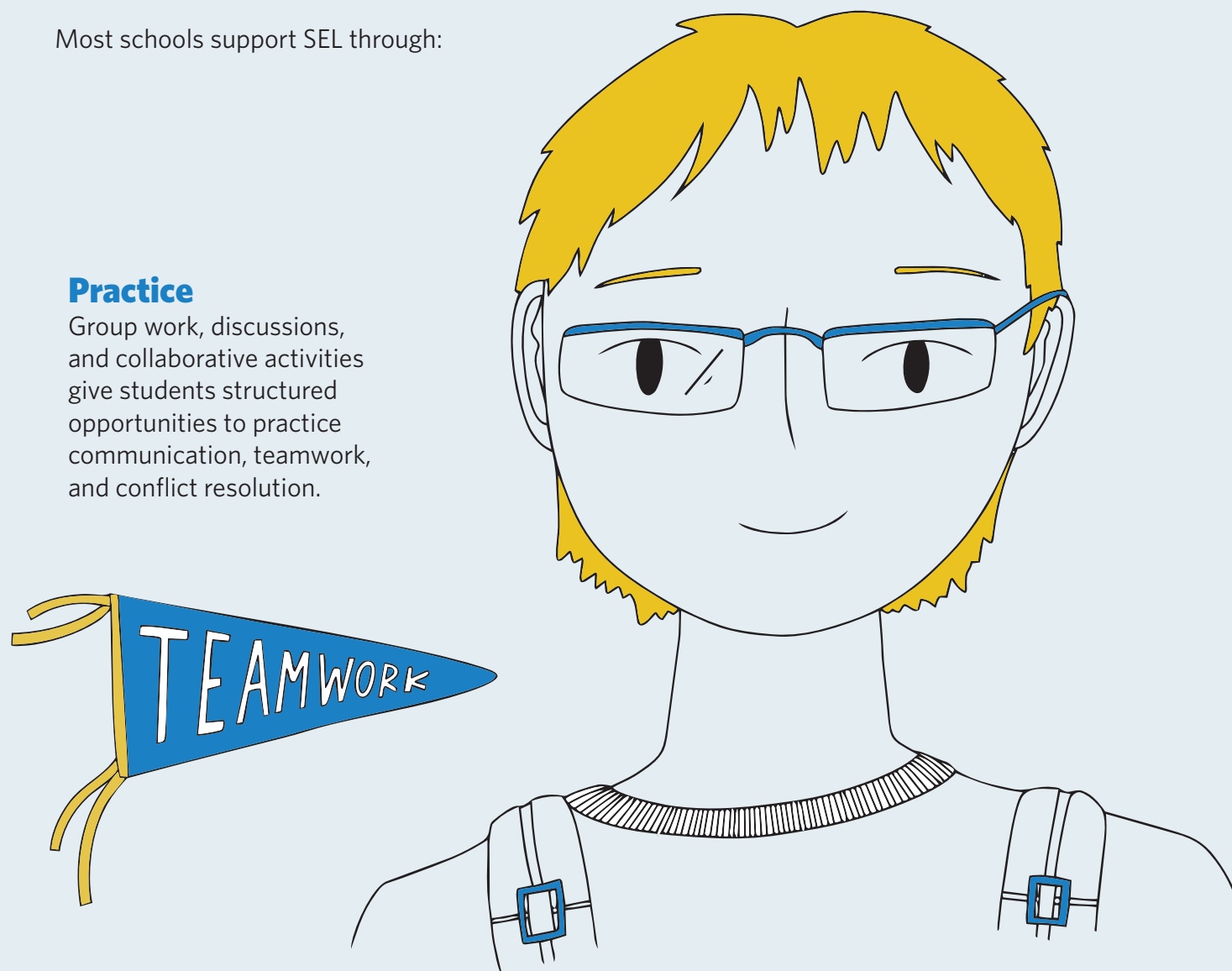
Schools support SEL both intentionally and naturally. At Landmark School, SEL is woven into routines, instruction, counseling, and the student experience.

For example, SEL is embedded into the Six Teaching Principles™, so each day when teachers are micro-uniting tasks, spiraling back to successes, and including students in the learning process, they are building students' self-awareness and self-management skills. During Advisory at Landmark, students engage in activities that prioritize social connections and decision-making. Oftentimes, what looks like games, puzzles, or hands-on exploration are lessons rich with helping students build the SEL skills they need to be successful.

Most schools support SEL through:

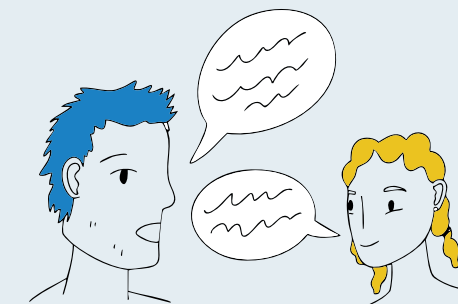
## Practice

Group work, discussions, and collaborative activities give students structured opportunities to practice communication, teamwork, and conflict resolution.



## Explicit Instruction

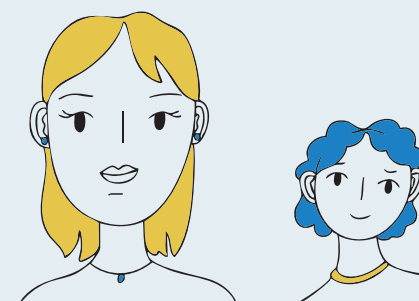
Teachers or counselors introduce language about emotions and strategies. Students learn what words like "anxious," "frustrated," or "curious" mean and how to respond to those feelings.



## Supportive Relationships

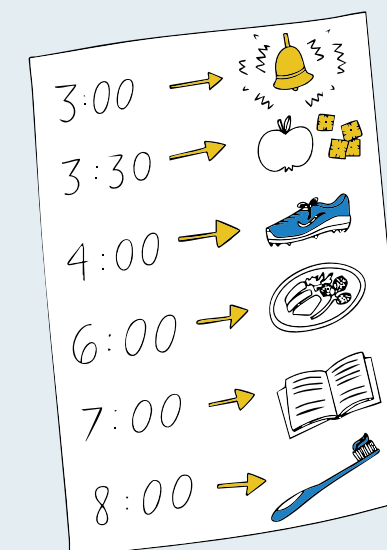
Strong, trusting relationships with adults are central to SEL growth. Children feel more secure, more understood, and more willing to take risks when they are connected to caring adults.

Research confirms that SEL is effective across school types (urban, suburban, rural) and across demographic groups, including students with learning differences.<sup>3,5</sup>



## Modeling

Adults demonstrate problem-solving, healthy communication, and calm emotional responses. Children learn a great deal through observation.



## Predictable Routines

Clear expectations and routines help students feel safe. When young people know what to expect, they can focus more effectively.

# Self-Awareness & Self-Management

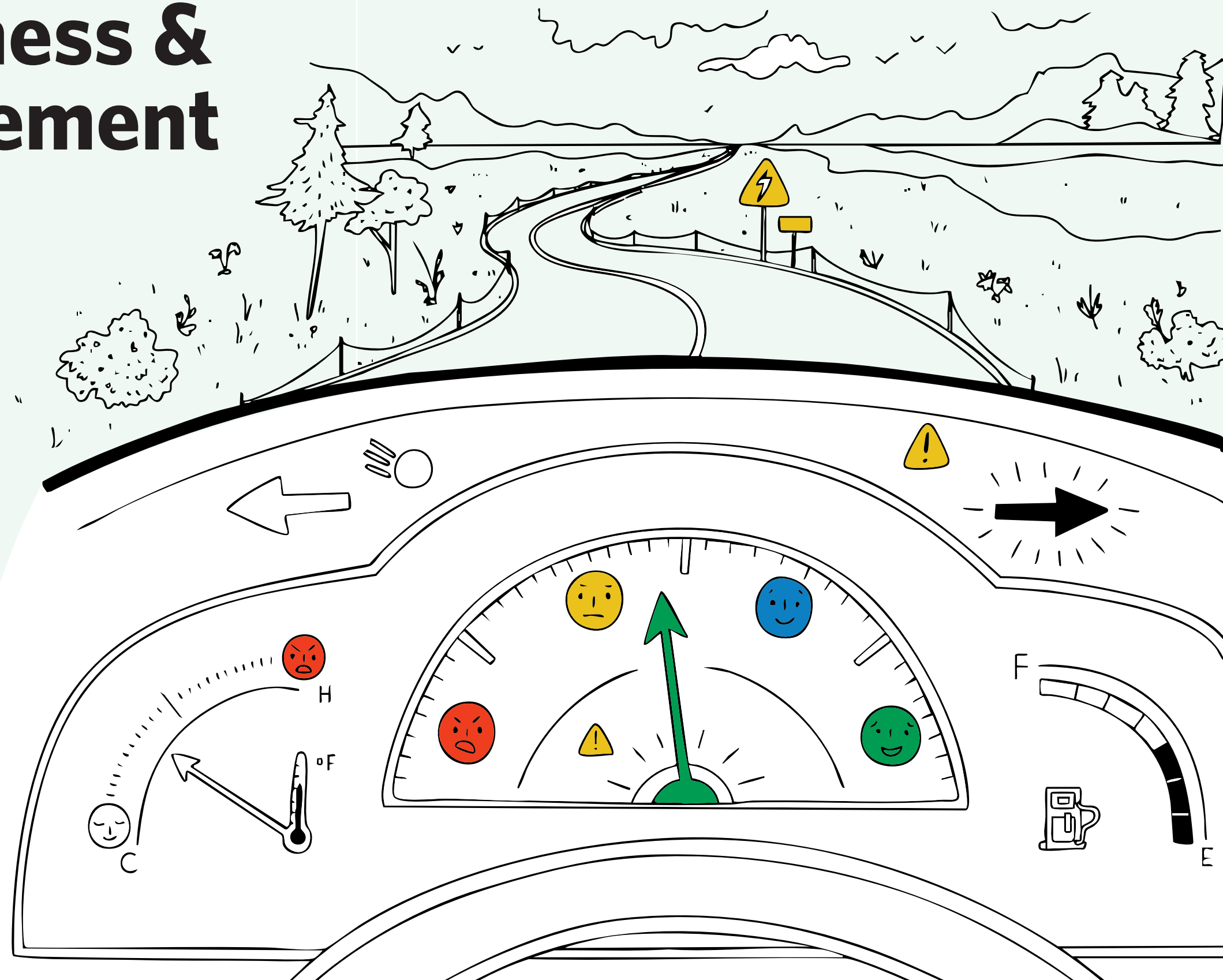
FOR STRUGGLING LEARNERS

A deeper look at the two foundational SEL skills that support confidence, communication, and emotional resilience.

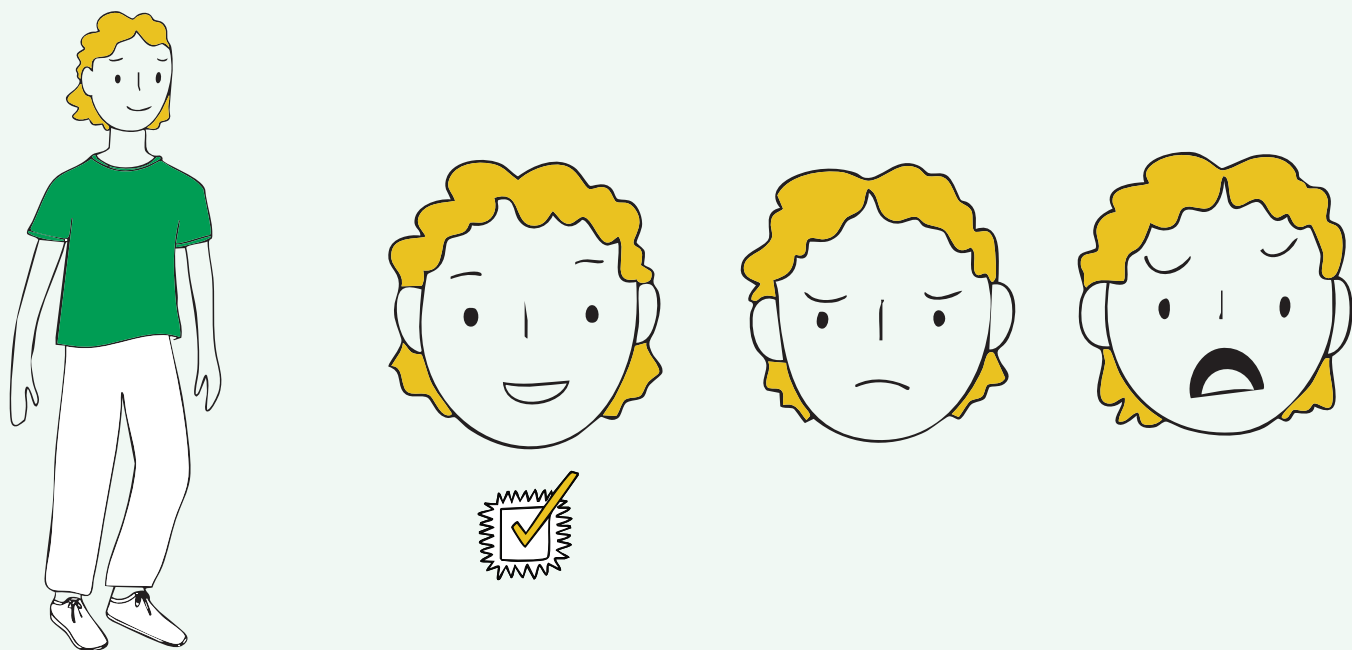
Some SEL skills happen quietly, long before anyone sees the results. A middle-schooler pauses after misreading a social cue. A teen notices a familiar feeling of panic rising before a test. An adult with dyslexia recognizes tension before a team meeting and decides to take a grounding breath first.

These small moments—of *noticing* what's happening inside and *choosing* a response—reflect the intertwined SEL competencies of self-awareness and self-management.

While the Basics article (p. 12) introduced all five CASEL domains, this piece explores these two foundational skills in greater depth, especially as they appear for individuals with learning differences across childhood, adolescence, and adulthood.



# Self-Awareness



## What Self-Awareness Really Involves

Self-awareness includes recognizing emotions, thoughts, strengths, challenges, identity, and internal patterns.<sup>6</sup> For individuals with dyslexia or related learning differences, this often requires intentional, repeated practice.

Students and adults with learning differences may:

- Have difficulty naming emotions with precision.
- Confuse physical sensations with feelings. (“My stomach hurts” → “I’m anxious”)
- Develop inaccurate self-beliefs from repeated academic challenges.
- Carry self-doubt tied to past misunderstandings or frustration.
- Miss patterns about what helps or hinders their engagement.

## ✓ In Real Life

### A Middle School Moment

**Situation:**  
A student feels queasy before a group presentation.

**Initial interpretation:**  
“Something’s wrong with me—I feel sick.”

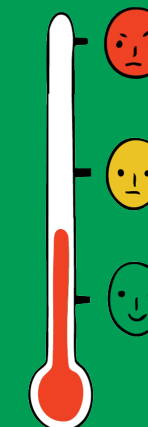
**Strategic reinterpretation:**  
With guidance, they learn to say, “My stomach feels tight because I’m nervous, and that makes sense. I can take a breath before I go up.”

*When learners develop this vocabulary and insight, their sense of control expands. For teens and adults, this also includes understanding personal values, identity, and emotional triggers—skills linked to long-term resilience and well-being.<sup>2,3</sup>*

# Strategies to Build Self-Awareness Across All Ages

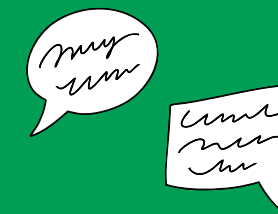
## For Younger Children

- Use feelings charts with nuanced vocabulary (“disappointed,” “overwhelmed”).
- Connect body cues to emotions (“Your shoulders look tight—are you feeling tense?”).
- Use “feelings thermometers” to help kids rate intensity.



## For Teens

- Try a simple “thought-tracking” template: Situation → Emotion → Body Sensation → Reaction → What I Needed
- Use TV or book characters to discuss internal experiences: “Why do you think they acted that way?”
- Anticipate predictable stress points (deadlines, tests, transitions) and plan coping tools ahead of time.



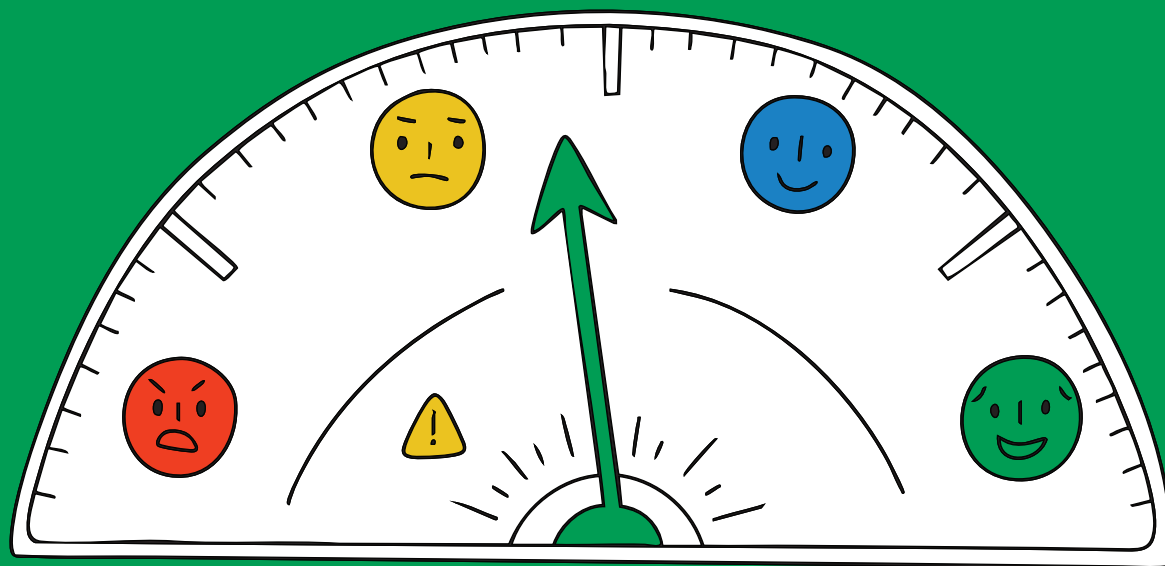
## For Adults

- Use journaling prompts such as:
  - What emotion did I feel most today?
  - What triggered it?
  - What helped?
- Try voice-memo reflections for easier processing.
- Use mood-tracking apps or bullet-journal templates to identify patterns.
- Build language for self-advocacy (“I process best when I see instructions in writing.”).



Across all ages, self-awareness grows best when learners feel safe, validated, and free from judgment. Understanding oneself becomes a source of strength—not shame.

# Self-Management



## What Self-Management Looks Like in Real Life

Self-management involves regulating emotions, staying flexible, setting goals, persisting through difficulty, and recovering after mistakes.

Here's what this can look like across ages:

- A child shifts to a coping strategy when frustration rises.
- A teen identifies “shutdown triggers” and creates a proactive plan.
- A college student breaks a complex assignment into steps.
- An adult prepares “scripts” for stressful communication moments.

### ✓ In Real Life

#### High School Stress

##### Situation:

A high schooler gets a low quiz grade and immediately shuts down.

##### Initial response:

“I’m terrible at this. I give up.”

##### Strategic alternative:

With learned tools, they pause, recognize the disappointment, and try:

“I’m upset right now. I need a five-minute reset, then I’ll look at what I misunderstood.”

When educators or caregivers model and reinforce these strategies, students learn that big feelings can be managed and that mistakes are recoverable. Research consistently shows that direct instruction in regulation improves emotional well-being, academic performance, and coping skills.<sup>1,4</sup>

## Specific Strategies to Strengthen Self-Management in Daily Life

### For Younger Children

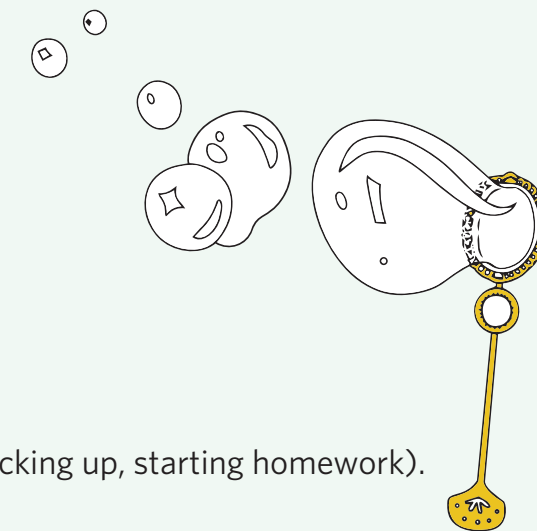
- Practice coping tools when calm: bubbles, tracing, movement, grounding games.
- Offer choices to build control (“1-minute break or 2-minute break?”).

### For Teens

- Use “micro-goals” to reduce overwhelm.
- Co-create transition routines for stressful moments (packing up, starting homework).
- Introduce self-advocacy scripts: “I’m confused. Can you walk me through the first step?”

### For Adults

- Use digital or paper planners with visual sequencing.
- Develop reset routines: stretching, brief walks, box breathing, grounding.
- Plan communication in advance—scripts, outlines, “if I get stuck” strategies.



### Why These Skills May Be Harder for Struggling Learners

Learning differences can affect the brain processes needed for emotional regulation and awareness. Struggling learners may have difficulty in the following four areas:

- **Language processing:** Harder to translate internal experiences into words
- **Working memory:** Coping strategies “drop out” under stress
- **Processing speed:** Emotions escalate rapidly before their understanding can catch up
- **Executive functioning:** Difficulty shifting, planning, inhibiting impulses

These patterns appear across childhood, high school, college, and adulthood. Self-awareness and self-management are not one-time lessons—they develop over a lifetime.<sup>3</sup>

# Social Awareness & Relationship Skills

**FOR STRUGGLING LEARNERS**

**A closer look at how students learn to understand others, navigate relationships, and feel a sense of belonging.**

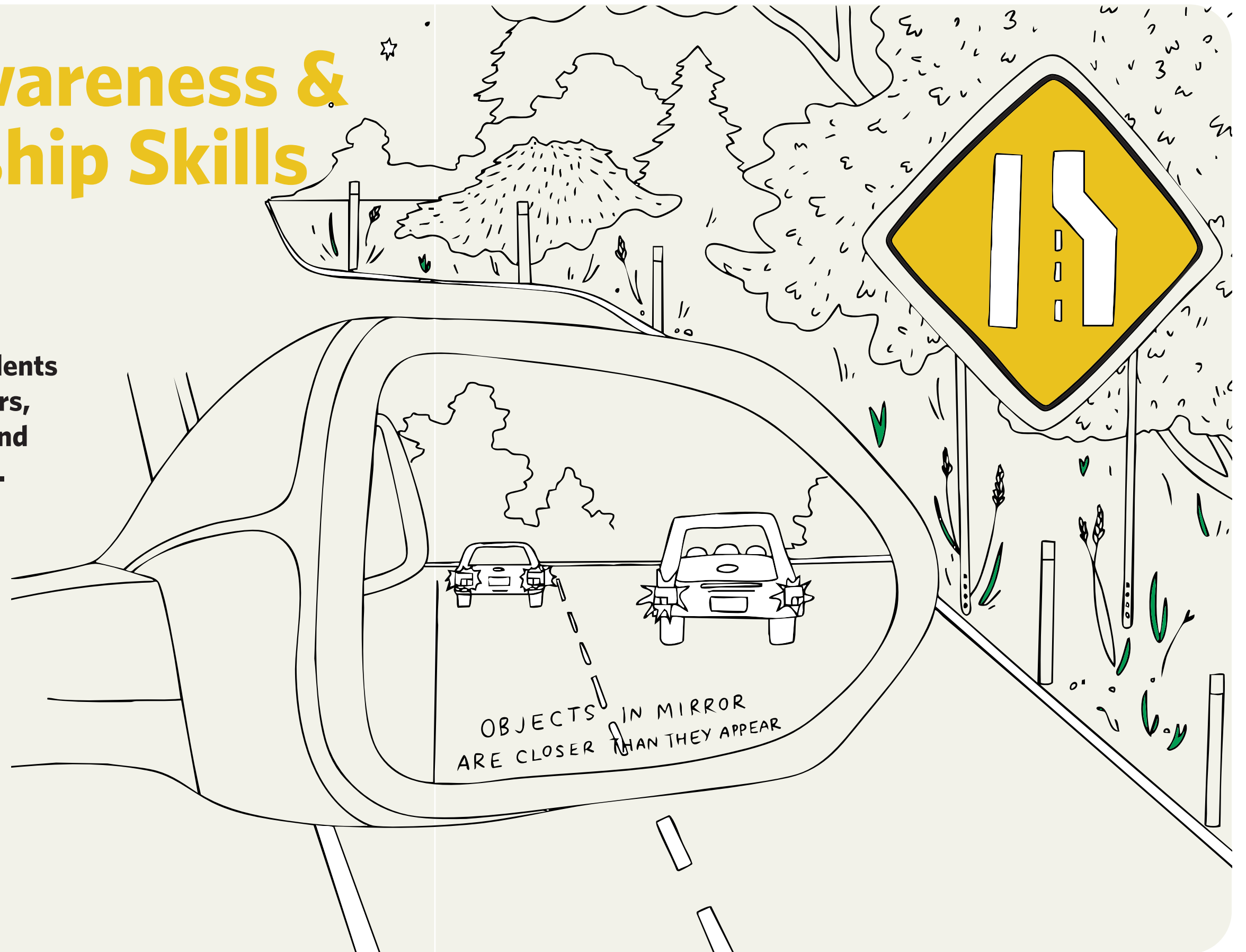
*On the playground, two students whisper and laugh.*

*At lunch, a classmate turns away mid-conversation.*

*After school, a text message goes unanswered.*

For many students, these moments pass quickly. For others—especially those with language-based learning differences—they linger. They may replay them over and over, wondering: Did I do something wrong? Are they mad? Did I miss something?

Social awareness and relationship skills help children make sense of moments like these. They allow students to read social cues, understand others' perspectives, communicate clearly, and build meaningful connections. When these skills are hard to access, friendships can feel confusing, fragile, or exhausting.



# What Are Social Awareness and Relationship Skills?

While the Basics article (p.12) introduced all five CASEL domains, here we explore social awareness and relationship skills, which are two closely connected components of Social and Emotional Learning (SEL). Together, they help individuals understand others and navigate social situations with empathy, flexibility, and intention.

These skills are essential for friendships, classroom participation, teamwork, and eventually workplace success. They are also deeply language-based—which is why they can be especially challenging for students with language-based learning differences (LBLD).

## Social Awareness

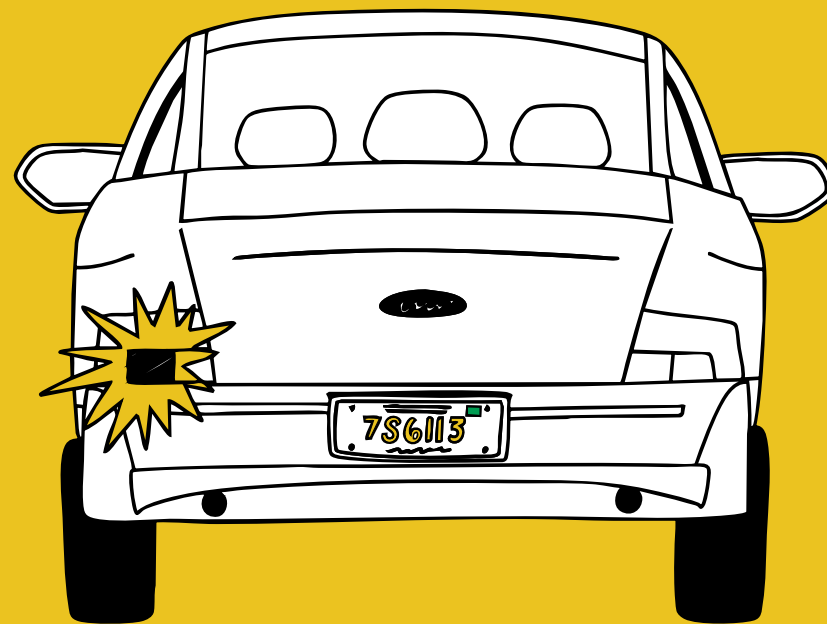
Social awareness is the ability to:

- Notice and interpret social cues.
- Understand others' thoughts, feelings, and perspectives.
- Recognize social norms and expectations.
- Show empathy and respect for differences.

## Relationship Skills

Relationship skills help students:

- Communicate clearly.
- Listen and respond appropriately.
- Cooperate with peers.
- Resolve conflicts.
- Ask for help and set boundaries.



# Why Explicit Instruction Matters

For many students, including those with learning differences, social skills are not intuitive. They must be taught deliberately—just like reading, writing, or spelling.

This means treating **social skills as a form of literacy**. Just as children learn how letters form words, they can also learn how tone changes meaning, perspective shapes reactions, and how to repair misunderstandings.

### Explicit Instruction May Include:

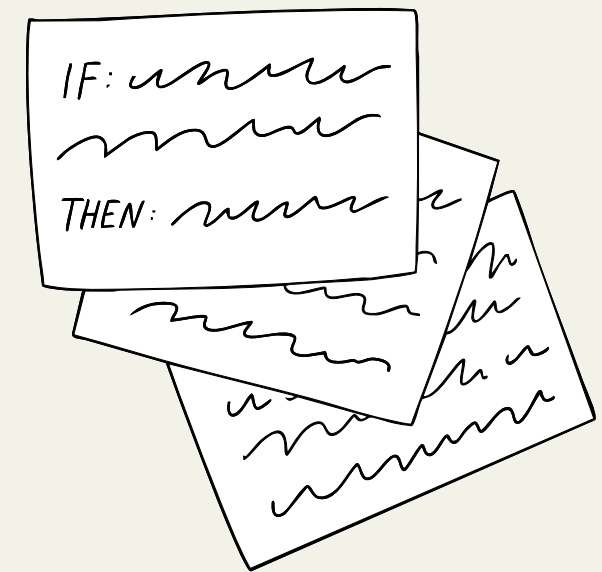
- Naming social expectations.
- Teaching scripts for common situations.
- Practicing responses ahead of time.
- Breaking interactions into steps.
- Reflecting after social moments.

At school, this instruction may come from teachers, counselors, or social skills groups. Some students benefit from outside supports such as speech-language therapy or counseling focused on social pragmatics.

What matters most is that children are not expected to “just know.”

### How Landmark Does it:

At Landmark School's Elementary•Middle School campus serving grades 2-8, students experience explicit instruction in social skills ranging from “reading the room” and “tone of voice,” to use of “social filter” and monitoring one's “reaction size.” Similar programming exists at the High School, where many students benefit from social pragmatics classes that highlight expected behaviors in a range of social situations and help students explore their relationship with the social world while building skills explicitly.



## ✓ In Real Life

### Scenario: Repairing a Friendship

#### SITUATION:

A middle schooler feels left out after seeing friends hang out without them.

#### INITIAL RESPONSE:

Withdraw. Assume rejection.

#### WITH SUPPORT:

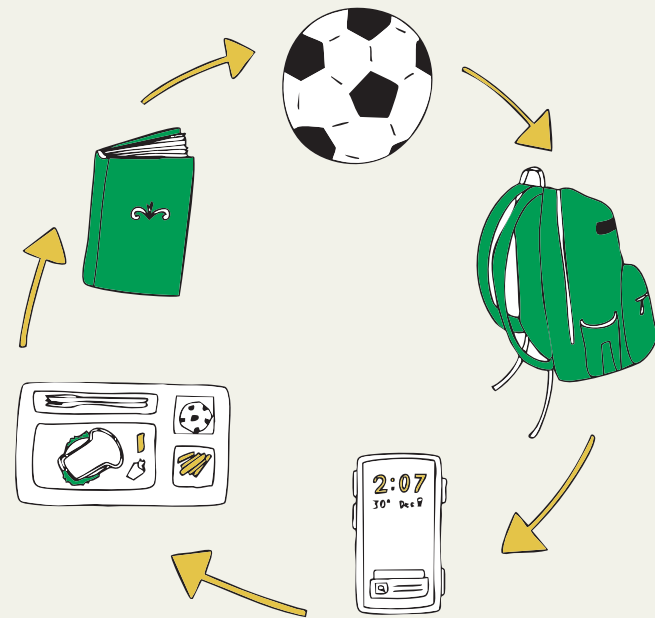
They learn to ask: “I noticed I wasn't there yesterday. Did I miss something?” That single question opens space for clarity instead of assumption.

## Seeing the Bigger Social Ecosystem

Students operate within a complex social ecosystem that includes: classrooms, lunchrooms, sports teams, playdates or friend groups, online spaces, family gatherings, and more. Understanding social awareness means helping them see that:

- Different settings have different expectations.
- People bring their own experiences and emotions.
- Misunderstandings are common—and repairable.

Perspective-taking is not about guessing perfectly. It's about learning to *hold more than one possible explanation* at a time.

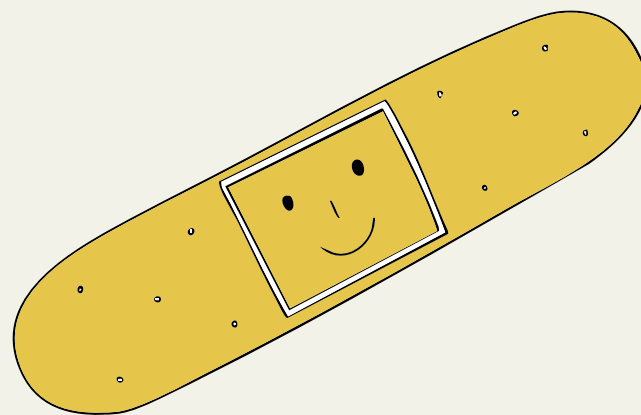


## Connection Over Perfection

Social awareness *and* relationship skills develop over time. They look different at different ages—and that's expected. The goal is not to get every interaction right, but to build progress, flexibility, and the ability to repair misunderstandings.

**At their core, these skills are about belonging.** When children feel supported rather than judged, they are more willing to reflect, try again, and stay connected. With patience, explicit teaching, and care from families and schools, students can build meaningful relationships that support them throughout life.

*One conversation. One reframe. One connection at a time.*



### ✓ In Real Life

#### Scenario: Reading the Room

##### SITUATION:

A fourth grader keeps talking about their favorite topic during group work, even as classmates stop responding and turn away.

##### WHAT THE STUDENT MIGHT THINK:

"I'm explaining it well." or  
"They're listening."

##### WHAT'S ACTUALLY HAPPENING:

Peers are overwhelmed and want a turn to speak.

##### WITH SUPPORT:

An adult helps the student notice body language and introduces a simple check-in strategy: "I've been talking a lot. What do you think?"

Over time, the student learns to pause, scan the group, and invite others in—strengthening both social awareness and relationship skills.

## What Families Can Do at Home

Parents and caregivers play a powerful role in helping their students build social understanding. The goal is not to script every interaction—but to give them tools they can draw on when moments feel confusing and time to practice these new skills.

### 1. Role-Play Social Scenarios

Practice common situations like joining a game, disagreeing respectfully, responding to teasing, or asking for help. Keep it low-pressure. Humor helps.

### 2. Use Books and TV Shows to Teach Perspective

Pause and ask questions like, "What do you think they're feeling?" "What might they be thinking?" "What else could be going on?" This builds flexible thinking in a safe and indirect manner.

### 3. Teach Social Scripts

Scripts give children language when words are hard to find. Try phrases like "Can I play too?" "That wasn't funny to me." "Can we talk about what happened?" Scripts are not rigid rules; they're starting points.

### 4. Ask: "What's Another Possible Explanation?"

This simple question helps shift thinking away from self-blame and toward curiosity. Try questions like: "What else could that look mean?" or "What might they have been dealing with?"

### 5. Support Conflict Resolution

Help students name what happened, express how they felt, listen to another perspective, and think about next steps.

### 6. Talk About Social Media and Digital Communication

Online interactions remove tone, facial expressions, and context. Help students pause before reacting, interpret texts cautiously, and understand that silence doesn't always mean rejection. Some families find it helpful to delay smartphones or use landlines/shared devices to reduce social pressure while skills are still developing.



### ✓ In Real Life

#### Scenario: Online Misunderstandings

##### SITUATION:

A high school student sends a group text and receives no reply. Hours pass.

##### INITIAL INTERPRETATION:

"They're ignoring me." or "I said something wrong."

##### WHAT MIGHT ALSO BE TRUE:

Friends are busy. Phones are away. Someone read the message but didn't know how to respond.

##### WITH GUIDANCE:

The student practices flexible thinking and waits before reacting. Later, they follow up with a neutral message or ask a trusted friend for clarification. This helps the student learn that silence—especially online—is not always a social message.

# Responsible Decision-Making

**FOR STRUGGLING LEARNERS**

**How children, teens, and adults learn to make thoughtful choices—one decision at a time.**

*A third grader grabs a pencil without asking because they need it quickly.*

*A sixth grader goes along with a friend's risky after-school plan without thinking ahead.*

*A junior in high school rushes through an English assignment just to "get it over with" and misses key steps.*

*An adult with dyslexia nervously stays silent in a meeting feeling confused but afraid to speak up.*

Each of these moments reflects the complex skills of responsible decision-making. When struggling learners or even adults learn how to pause, predict outcomes, and select alternatives, everyday decisions become opportunities for growth.

This article builds on Landmark's SEL Basics guide (p.12) and takes a deeper look at how this skill develops—and how families can support it at home, school, and beyond.



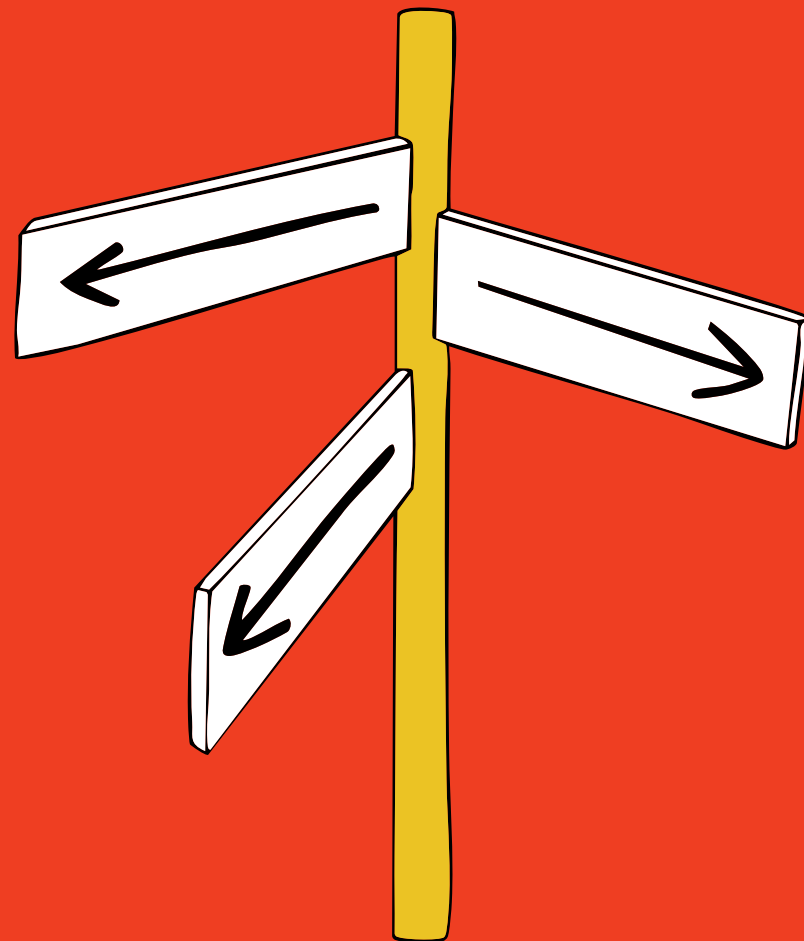
# What Is Responsible Decision-Making Anyway?

Responsible decision-making is the ability to stop, consider the choices at hand, think through the various options, and then choose actions that align with one's values and safety. For many students—especially those with learning differences—this skill isn't instinctive. It requires time, modeling, and explicit practice.

When a learner makes a choice, it reflects a blend of emotions, thoughts, past experiences, and their capacity to process information in the moment. If language moves too quickly or emotions rise fast, the student may react impulsively or follow peers without fully understanding the situation.

Responsible decision-making grows from learning to ask internal questions such as: What's happening? How do I feel? What might happen next? What do I want to choose on purpose?

Over time, this reflective process helps students shift from reacting to responding with intention and confidence.

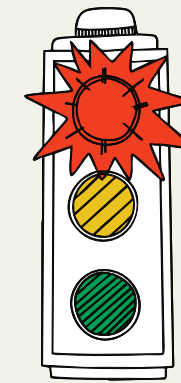


## Decision-Making Tips and Strategies

### Use Visual Tools to Slow Down the Moment

**What this looks like in action:**

A fourth grader has a friend over to play after school. They choose to play a game and the student loses. In the past she always became very frustrated and stomped off, leaving her friend alone. Now, with support from a parent, the fourth grader uses a visual, like the Stop-Think-Act chart to take a moment when feeling the disappointment of losing. She makes the choice to shift to a snack with her friend and then she is able to engage in more play.



### Use Simple Frameworks

**What this looks like in action:**

A college student considers dropping a club they love due to an increase in academic work. They really enjoy the club and social connections, but they are worried about homework building up and increasing their stress. The student makes a pros/cons list to help them pause, think through their options, and respond to the situation in a proactive way.



### Ask Guiding Questions

**What this looks like in action:**

A seventh grader wants to hang out with peers at the mall, but he knows sometimes they can get into trouble. He is asked to join a hang-out and is flattered to be included. The student can ask himself, "What could I do if my peers are making choices that make me uncomfortable? Am I prepared to walk away if I need to, or should I say I'm busy that day?"



### Build Supported Independence

**What this looks like in action:**

A child resists starting homework. They tend to escalate until they are unable to focus on the work. In preparation for starting homework, an adult at home offers choices, "Start now or after snack?", to support autonomy.



### Model Your Own Decision-Making Aloud

**What this looks like in action:**

You are frustrated and need to respond to a stressful email. You want to reply in the moment to have the issue be over and move on. You model taking a moment to reassess the situation by saying aloud, "I'm pausing until I feel calmer so I can respond thoughtfully." This models strategic thinking for learners of all ages.



### The Big Picture

Responsible decision-making takes practice—not perfection. Slowing down, visualizing choices, and talking through options builds confidence and competence. With supportive guidance at home, school, and work, we can all develop thoughtful decision-making skills that serve us better today and in the future.

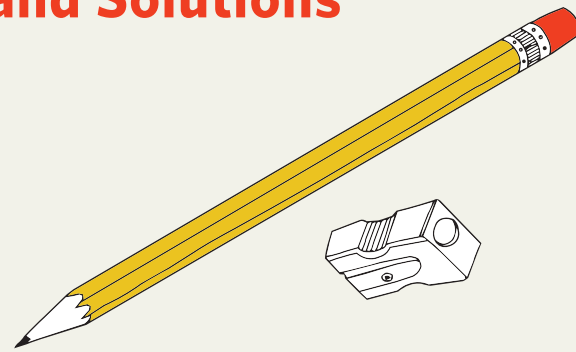
## Decision-Making Challenges and Solutions

### Ages 10 and under

**Situation:** Ethan takes a classmate's pencil without asking.

**Initial response:** They grab it because it's nearby and they need it now.

**More strategic alternative:** They learn to ask, "Can I borrow that when you're done?"

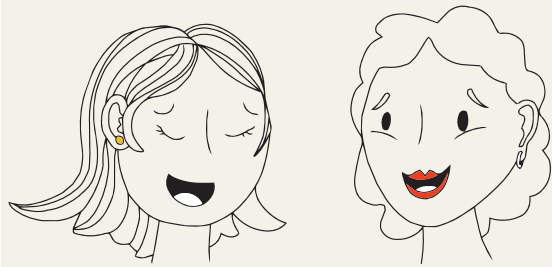


### Ages 11-14

**Situation:** Luisa feels that her classmates are making fun of her for getting emotional in class after doing poorly on a test.

**Initial response:** Defensively, she gets angry and detaches from classroom action but wonders if what she feels is real or imagined.

**More strategic alternative:** Luisa gathers her confidence and asks one of the other kids why they're laughing.



### 14+

**Situation:** Marco is a high school senior who wants to enroll in more challenging classes in preparation for applying to college.

**Initial response:** He feels overwhelmed and has second thoughts about course choices and overcommitting himself, so he avoids the sign up altogether.

**More strategic alternative:** Marco checks in with an advisor at school, they examine workload visually and lay out a calendar with task lists for his selected classes. Together, they choose one or two of the more challenging classes mixed with the regular level classes.

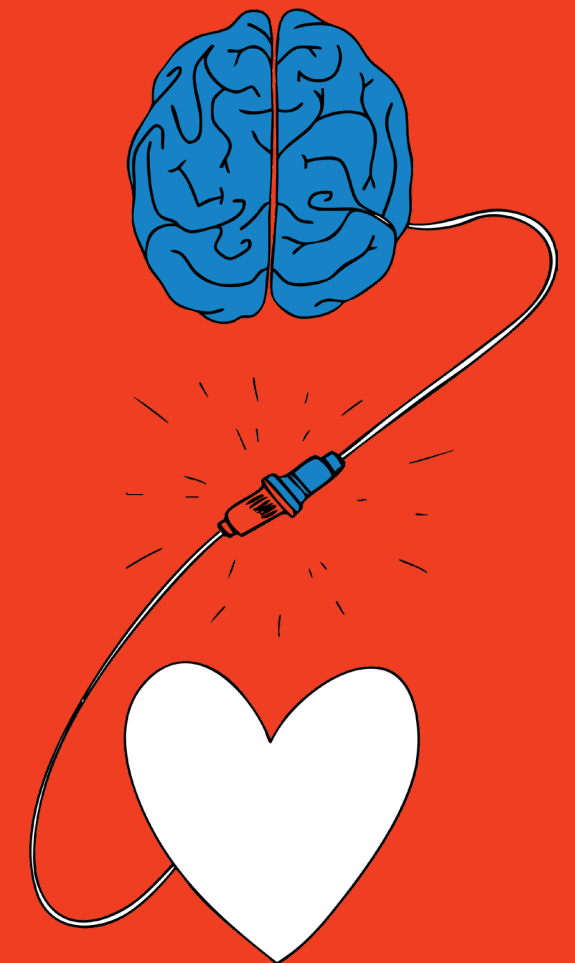


## How Decision-Making Develops

Decision-making develops gradually as cognitive and emotional skills mature. Young children tend to make choices based on immediate feelings, while adolescents face increasing peer pressure and more complex social situations. Students with learning differences may need additional support because tasks like interpreting nuance, predicting outcomes, or weighing consequences often depend on language, processing speed, and executive functioning—all areas that may require scaffolding.

When situations unfold quickly or carry emotional weight, learners may struggle to keep track of all the moving pieces. The emotional brain often responds faster than the thinking brain. But with guided practice, reflection, and supportive modeling, students learn to slow down and consider alternatives. As they grow into young adults, decision-making becomes tied more closely to personal values, identity, and long-term goals.

For struggling learners, explicit teaching is key to helping students build decision-making skills. With these tools, the outcome is the same: greater clarity, independence, and thoughtful choices.



## Resources/Credits

1. CASEL. (2024). What does the research say? Collaborative for Academic, Social, and Emotional Learning.
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4. Zhao, Y., & Sang, B. (2025). The Effect of SEL Programs on Academic Achievement: A Meta-Analytic Review. Behavioral Sciences, 15(11), 1527.
5. RAND Corporation. (2022). Social and emotional learning interventions in K-12 education.

# TURNING WEIRD INTO WOW

How does a school bring lofty values like **Exploration**, **Character**, and **Empowerment** to life—and make them truly meaningful? Landmark recently challenged Andy J. Pizza—a New York Times best-selling author/illustrator, podcaster, and public speaker—to do just that.

BY SUSAN TOMASES



This fall, Andy J. Pizza visited Landmark's campuses to share his story, sources of inspiration, and creative process with audiences of all sizes.

### A Brain Built for Creativity

Andy's books and illustrations burst with color, surprise, hidden worlds, and big feelings—perfect for readers who like imagination with a twist. For anyone who's ever felt "different," Andy's message is powerful: "Different isn't something you hide—different is something you use."

Andy talks openly about having ADHD and being red-green colorblind. Instead of treating these challenges as obstacles, he treats them as assets. "My distractions hit me like dominoes," he told students. "One idea knocks into another, and suddenly I've dreamed up something wild."

Even his storytelling style is unique. "I always start at the end," Andy said. "Once I know where I want a story to land, I just build the adventure backward." His book *A Sundae With Everything On It* was born exactly that way.

### From Invisible Things to Big Adventures

Andy loves drawing the things most people can't see. His best-selling picture book *Invisible Things* turns emotions, sounds, memories, and everyday magic into charming, creature-like characters. He even illustrated synesthesia—"what it might look like to see sound," he explained.

His upcoming book, *Mysterious Things*, ventures into big, imaginative territory. "Kids ask the best questions," Andy said. "Where do lost things go? What don't we know yet? I want to celebrate that kind of curiosity."

### Where His Ideas Come From

Andy didn't always plan on becoming an illustrator. In high school, he fell in love with music, band posters, and album art. One of his earliest professional jobs was creating an indie-rock coloring book. Since then, he has created giant public murals, art for Warby Parker's retail interiors, a limited-edition Xbox controller, and more.

KELLY HOWARD (4)



**"Different isn't something you hide—different is something you use."**

To stay focused, Andy uses what he calls "mini-habits." "I trick my brain into starting small," he said. "A timer, a tiny task, 15 minutes to warm up—and suddenly I'm in the zone."

### Creative Pep Talk: Helping Artists Find Their Way

Andy is also the creator of the popular weekly podcast, *Creative Pep Talk*, which helps kids, teens, and adults build confidence and find their creative voice. He started with a simple intention: "I wanted to share my art and let other neurodivergent artists know they weren't alone."

Today, the podcast reaches thousands.

### His Message to Kids

Andy's advice is simple—and powerful. "Know your taste. Notice what excites you. Don't hide your weird—it's your superpower."

And with every book, every drawing, and every visit, Andy J. Pizza proves it.



# One for the Record Books By Brook Sumner

All-State performances, NEPSAC championship play, tenacity, resilience, and outstanding teamwork—just a few of the qualities that defined the 2025 Girls and Boys Varsity soccer seasons.



## Girls Varsity Soccer: Character On and Off the Field

On August 27, a diverse group of athletes stepped onto Collins Field—some seasoned leaders, others brand new to Landmark. Over the next 11 weeks, they shaped themselves into a family grounded by four pillars: communication and trust, speed and aggression, relentless work ethic, and the pursuit of collective and individual potential. Guided by these values, the Lady Vikings delivered a standout 10-5-3 season, finishing second in the Independent Girls Conference (IGC). The team advanced to the IGC Championship, earned a NEPSAC Class D Tournament berth, and celebrated a record-breaking 28-goal season from their top scorer. Their greatest achievements, however, came in the tight bonds built during long bus rides, post-game meals, and shared moments in between.

## Boys Varsity Soccer: Turnaround Team

On the boys' side, the Vikings made history of their own. After winning just once the previous year, the team engineered a dramatic turnaround, finishing 10-5-2 and securing Landmark's first-ever NEPSAC Tournament qualification. With Dominic E. '28 (13 goals and 3 assists) and Shane F. '27 (14 goals and 13 assists) and an energetic offense averaging three goals per match, the boys established themselves as one of the most exciting teams in Class D. Their record for the season was an outstanding 8-1-2 within their division.

Though both the boys' and girls' seasons ended in hard-fought quarter-final losses, both teams raised the bar for Landmark athletics. More importantly, they embodied what sports at Landmark are truly about—growth, teamwork, perseverance, and pride. Together, the 2025 soccer programs didn't just compete; they also made history and forged memories that will inspire players and fans for years to come.

Thank you to the dedicated coaches who led our teams this season: Joe Rose, Rachel Kilker, and Chris Murphy for the girls, and Dean Sidell, Ben Albee, Daniel Sebens, and Bruce Miller for the boys.



CINDY SPREER (3)



## Special Recognition

### Taylor L. '28

- > 28 goals\*, 4 Assists - 32 points\*
- > Landmark Girls Varsity Soccer Player of the Year
- > Independent Girls Conference (IGC) All League Team
- > New England Prep School Athletic Council (NEPSAC) All League Team
- > Selected to Massachusetts All-State Team
- \* Landmark School record

### Shane F. '27

- > Eastern Independent League (EIL) All-League
- > New England Prep School Athletic Council (NEPSAC) All League Team
- > Eastern Independent League (EIL) Junior All-Star

### Zerihun F. '26

- > New England Prep School Athletic Council (NEPSAC) All League Team
- > Eastern Independent League (EIL) Senior All-Star

# LITERATURE MEETS PURE IMAGINATION



You've just received a golden ticket to fun and frolic. So come with me...and you'll be... in a world of pure imagination. Welcome to Landmark's Elementary•Middle School (EMS) annual Literary Day!

Staff and students chose this year's theme: *Willy Wonka & the Chocolate Factory*. Throughout the fall, tutors, literature classes, and house leaders helped build students' understanding of the story's plot, setting, characters, and deeper meaning.

**A SCENE OF PURE IMAGINATION** Each EMS house represented a unique setting from the book as its home base. **Meridies** served as the TV Room—a brightly lit space full of cameras and screens designed to transmit chocolate through television. **Occidens** adorned their home base with a variety of sweets to represent Willy Wonka's Chocolate Room. **Oriens** created a Squirrel Room, brimming with trained squirrels cracking nuts in search of candy bars. Lastly, **Septentrio** selected the Inventing Room, a high-tech laboratory filled with bubbling, whirring machines and wild experiments. In the Main Lobby/Marble Room, teachers pulled out all the stops, engineering and building a chocolate

**"You can't help but get caught up in the positivity. Literary Day is pure magic!"**

river, candy trees, and other larger-than-life sweet-treat decorations. Faculty member M.J. Martin said, "Setting up the colorful decorations and working together as a faculty" was her favorite part of this special day.

**LEARNING BY DOING** As students arrived, they received a t-shirt that corresponded to their house color. From there, a "scrumdiddlyumptious" smorgasbord of Willy Wonka, story-based activities entertained and challenged students throughout the day. Students designed candy bars reflecting features of their personalities, answered Willy Wonka trivia questions, cracked codes, solved puzzles, went on scavenger hunts, and uncovered clues through a Wonka-inspired workshop, and more. Elise V. '33 said, "I love searching all around

the school to solve problems with friends from my house." To celebrate the end of another substantive and memorable Literary Day, everyone gathered in the gym for the Everlasting Energy Game. Students, faculty, and staff played whimsical games that brought the Willy Wonka theme to life as a community. Will M. '31 said, "The Everlasting Energy part of the day was my favorite because there was so much spirit. It was fun for teachers and students to work together to find golden tickets and earn house points." Faculty, staff, parents, and students went above and beyond to make Literary Day 2025 so special. Registrar Leslie Victorine summed it up best: "You can't help but get caught up in the positivity. Literary Day is pure magic!"



New Tradition

# High School Semi-Formal Dance



**To add some brightness** to the dark days of winter, a small group of our High School seniors planned a semi-formal dance for all high school students. What was predicted to be an intimate gathering of 70-80 attendees swelled to over 220 students.

With less than a week before the event was to take place, student organizers and High School administrators jumped into high gear to find a new venue that would accommodate the crowd.

Enter our friends at Endicott College. The students were able to dance the night away in the very elegant Tupper Manor, complete with passed hors d'oeuvres, an ice cream bar, soft drinks, and even a popular billiard room.

With such a wildly successful event in the record books, the Winter Semi-Formal will likely be the start of an annual tradition for our high school community.

Thank you to our seniors for taking the initiative to organize and promote this festive, positive, and welcoming event.

# Choosing Change

BY CHRIS KASABULA '26

**G**ROWTH IS DESCRIBED AS “the process of developing or maturing physically, mentally, or spiritually.” This definition perfectly describes my journey through high school. When I started my freshman year at Landmark, I decided to treat this new experience as nothing but a school. I didn’t think I needed friends, so I didn’t plan on making any or getting involved at school. Many of these issues stemmed from low self-confidence. I was very concerned about what others thought of me, so I didn’t really talk to anyone. However, throughout my first three years of high school, I became a person who doesn’t let life pass by, but instead chooses to be active in my community and take chances.

## WHO I WAS

Before I started high school at Landmark, I went to my hometown’s public middle school. As many people would agree, middle school is not the best experience for anyone. My time there made me self-conscious and feel like I wasn’t smart. I became so insecure because of how I was treated, that I unintentionally did as little as possible. I was also behind when it came to my reading and writing skills, making me doubt my ability to learn. When I left middle school, I had such low confidence that I thought I was not only a bad student, but a bad person, too.

That first year at Landmark, I only did things because I had to—not because they could be fun or because getting involved might actually make me feel better. I only decided to do cross country for a gym credit. I didn’t talk to anyone, so by the end of the school year, I only had three real friends.

## A SHIFT IN MINDSET

Over the summer, going into sophomore year, my whole mentality changed. During those two and a half months, I didn’t speak to any of the three friends I had made during my freshman year and rarely left the house. I felt so isolated that it made me realize I had to put myself out there. As a sophomore, I knew I needed to change things. I ran cross country, winter track, and spring track instead of just going home after school. I noticed significant improvements in my reading fluency, which helped me be more conversational and make new friends. At Landmark, I never felt judged. After my sophomore year, I finally felt like I was getting back on track and feeling happier.

## COMING INTO MY OWN

When I started my junior year, I got my driver’s license, which gave me a

lot of confidence. This empowered me to stay after school and get involved on campus. I made even more friends and joined more clubs. That spring, I went on a school trip to New York City, something I never would have done during my freshman year. At the end of my junior year, I made a choice that my freshman self would never have made: to live on campus for my senior year. I made this choice for two reasons: one, because I had the same routine for three years and was ready for a change. And more importantly, I wanted to be more independent to find who I was away from my home.

My time at Landmark has influenced who I am today, and I know I have become a better person overall. I still have a lot more room to grow, but I am grateful for those not-so-great years because they shaped me into who I am today. 📖



KELLY HOWARD



# Ariel Martin-Cone

TWO DECADES OF DRIVING LANDMARK FORWARD  
BY BILL BARRETT

**INTENSITY. IMMERSION.** Information Overload. Impactful Student Voices. Long Days. Lifelong Friends. Extraordinary Snacks. Every Landmark High School teacher has a distinct memory of new faculty training. Likely the weather was hot, the campus was quiet, and they were surrounded by polite strangers, all about to embark on a journey about which they knew very little.

## THE EARLY DAYS

Like hundreds of faculty before her, Ariel Martin-Cone started her Landmark career in the summer of 2004. She arrived armed with a degree from Colby College, her tutorial manual, the book *Overcoming Dyslexia*, and a desire to teach students strategies to navigate some of the same challenges she had encountered in high school. She was also primed to immerse herself in the Landmark community through teaching and coverage, moving into Bain House (with furniture from her college dorm), and coaching lacrosse. Twenty years later, with a home and family, Ariel pushes forward to help drive Landmark into its future.

## COMMITTED TO INDIVIDUALIZATION

Ariel's career arc is immediately noticeable in its breadth and impact as the Academic Dean at the High School. She oversees the herculean efforts of 180 teachers, all helping to deliver an individualized program for each student—a task that seldom fits into a typical work week. Alongside these weighty responsibilities, Ariel is immeasurably proud of her family, lifelong Landmark friends, and her work to fulfill her vision of everyone in the community feeling safe and able to reach their full potential.

## RAISING UP OTHERS

Behind her outwardly cheerful manner, she is driven by a very serious passion to recognize all Landmark students and staff not only as teachers and learners, but also as human beings. She has maximized her extraordinary work ethic and communication skills and has been involved with almost every initiative designed to make Landmark more inclusive and supportive. Ariel highlights collective achievements, consistently directing recognition toward others. When setbacks occur (and they do), she doubles down on her innate optimism that people are inherently good and can make our community better, both academically and socially.

Through two transformative decades, Ariel's work is far from finished; she continues to dedicate her passion to building a future where every member of our community can thrive. 📖

## What Ariel likes to do on a typical Sunday



- 7:00 a.m.:** A cup of strong coffee on the couch with the *New York Times*—the actual paper!
- 8:30 a.m.:** Run to Costco and Trader Joe's
- 10:00 a.m.–2:00 p.m.:** More errands and running kids to/from activities and friends
- 3:00 p.m.:** Working on a quilt for a present
- 5:30 p.m.:** Weekly dinner with The Ood (current and former Landmark staffers: Katie and Khiet Chhu and kids.)
- 8:30 p.m.:** Catching up on emails and lesson planning before bed
- 10:00 p.m.:** Reading. Recent favorites were *Buckeye* by Patrick Ryan and *Wreck* by Catherine Newman



Ariel joined Landmark School in 2004 as an enthusiastic, recent Colby College graduate, where she dove into teaching, coaching, and dorm life.

KELLY HOWARD

FALL/WINTER 2026



**EXTRA! EXTRA!**  
**Breaking News:**  
Ariel Martin-Cone accepts new position as **Dean of Learning** at Landmark's Elementary+Middle School to begin in the Summer of 2026.



As the Academic Dean of the High School, Ariel also teaches an Applied Study Skills class for underclassmen and leads an Advisory for seniors.

# Class of 2021

## Five Years Later

BY MICHELLE GRANESE

**F**OR STUDENTS in high school during the COVID pandemic, the repercussions were immense. And yet, when we tracked Landmark alumni from the class of 2021, what we found were young people with grit and resilience taking on challenges optimistically and confidently.

As they approach their five-year reunion, we checked in with a handful of these alums to learn how the past five years have been and what lies ahead.

### Landon Alpaugh

After graduating from Landmark, I attended Colby College and completed a year of study at the London School of Economics (LSE), focusing on history and economics. At Colby, I served as captain and president of the Colby Club Soccer team, the Colby Student Investment Association, and the LSE Alternative Investment Conference.



The summer after graduating from college, I worked as a division head at Camp Dudley and traveled. In December, I started a new role at Fidelity Investments in New York. Attending Landmark was one of the most impactful experiences I have had.

### Heather Graham

Since graduating from Landmark, my life has been full of new beginnings, friendships, and incredible experiences. I attended Elon University, where I majored in strategic communication and minored in professional sales. I leveraged my experience as Landmark Student Council secretary to serve as secretary of my sorority, Phi Mu. A highlight of my college journey was studying in Florence, Italy, where I traveled throughout Europe, explored new cultures, visited historic museums and sites, and lived with a host family.



I am currently working as a sales development representative for CyberArk, a cybersecurity company. I've learned the importance of grit, discipline, communication, and strategic thinking—skills that help drive both personal growth and organizational success. Recently, I started a new chapter, living with friends in South Boston.

### James Grayken

After graduating from Landmark, I took a gap year and traveled around Central America, Eastern Europe, and the U.S.

I'm now in my fourth year at the University of Virginia, where I am majoring in international politics and playing men's varsity polo. I am currently applying for a master's degree program in international relations and hope to end up at Tufts University back in the New England area.



**"My time at Landmark inspired a desire to support students whose families may need financial assistance to access the educational resources they need."**

—NICHOLAS NOLD '21



### Nicholas Nold

During my senior year at Landmark, I completed a real estate internship and ran a boat-cleaning business during the summers—early experiences that helped shape my interest in entrepreneurship and leadership. Since graduating, I've founded several companies and now reside in Fort Lauderdale, Florida, where I serve as CEO of Abode N Beyond and The Entrepreneur Club. I'm also the Founder and Chairman of Born Ready Inc. One of my most meaningful endeavors has been founding this nonprofit providing financial support for students with diagnosable learning disabilities by helping cover the costs of testing, advocacy, schooling, and guidance. My time at Landmark inspired a desire to support students whose families may need financial assistance to access educational resources. Born Ready exists to help bridge that gap. Alumna Margaret Hamilton '20 serves as the organization's Director of Development, and together we share a strong commitment to empowering limitless learning. Learn more at [BornReadyInc.org](https://BornReadyInc.org). Find out more about Margaret on p 60 in Alumni Notes.



### Mia Silverman

After Landmark, I attended New York University, where I earned a bachelor's degree in psychology with a minor in child and adolescent mental-health studies. I am now pursuing my master's degree in clinical psychology at Columbia University, where I am continuing to explore my passion for mental health.

Alongside my studies, I've built a career in food-allergy advocacy on social media with a following of more than 230,000 people. I have been featured in a *Glamour* magazine video that highlights the first-ever needle-free epinephrine device, Neffy; spoken at national food-allergy conferences; and appeared on several podcasts, including BBC's *What in the World*.

I also volunteer at a center that supports U.S. service members as they transition from military to civilian life, which has been an incredibly meaningful part of my work.

My long-term goal is to become a clinical psychologist specializing in helping individuals with food allergies and other dietary restrictions improve their mental health and overall quality of life.



### Laylah Tsay

After graduating from Landmark, I attended Plymouth State University, where I received my bachelor's degree in adventure education. While I was there, I had the opportunity to spend a semester with the National Outdoor Leadership School (NOLS) on an 80-day wilderness expedition in the Pacific Northwest. We focused on alpine mountaineering, sailing, wilderness first aid, coastal backpacking, and rock climbing.

Since graduating in 2025, I have worked at Youth Enrichment Services (YES) as a youth program coordinator, leading outdoor and youth-development programs. Let's connect on LinkedIn!

# A Home Away from Home

TRUSTEES KAREN AND MICHAEL ALTMAN P'26  
BY BERNIE ROMANOWSKI

**W**HEN I CONNECTED with the Altmans just after Thanksgiving, their household was brimming with a specific kind of magic. Their daughter, Samantha '26, was home from Landmark, and had just received her acceptance from her top-choice college: Tulane University in New Orleans.

For the Altmans, this milestone was about more than just a college acceptance; it was the next chapter of a journey that began with a difficult decision to send Samantha from Georgia to Landmark's boarding program in Massachusetts.

## FINDING FLIGHT IN THE BOARDING PROGRAM

Samantha's road to Landmark wasn't always linear. Coming from Atlanta, the idea of sending Samantha to a boarding school so far from home was filled with uncertainty. However, since enrolling in 2022, Samantha has done more than just adapt—she has thrived. Now a senior in the Williston House dorm, Samantha has emerged as a leader in both athletics and academics.

Samantha often speaks of the deep, "live-in best friend" bonds she has formed with her roommates and the vibrant community spirit found in events like the Landmark Olympics and our volleyball program. Academically, the transformation has been equally profound. Samantha credits Landmark with giving her the tools to master her learning difference, fostering a level of self-awareness that has prepared her for the rigors of higher education.

"Samantha has matured into a competent, independent young woman," Karen shared. "She is ready for this next stage of her life in a way we couldn't have imagined a few years ago."

## THE ROAD TO GRADUATION: THE CAPSTONE JOURNEY

As a senior, Samantha is now working to select her Capstone project, a three-week intensive experience in May where seniors step away from their traditional academic schedules to apply their learning beyond the classroom.

Working closely with her teachers and advisors, Samantha has been developing a plan that bridges her academic skills with her future aspirations in architecture and interior design for a real-world experience.

## A LEGACY OF SUPPORT

The Altmans have remained deeply committed to Landmark School. As Trustees, they bring a unique "long-distance" perspective to the board, ensuring that Landmark remains a welcoming and transformative home for students from every corner of the globe. As official Family Ambassadors, they now help other families navigate the same path they walked, proving that while the distance may be great, the Landmark community is always close at hand. 📖



## JOINING FORCES: THE ALTMAN IMPACT

Karen and Michael are dedicated to strengthening the Landmark community through several key initiatives:

- ▶ **Family Ambassadors:** Serving as a primary point of contact for long-distance families considering the boarding program.
- ▶ **Boarding Advocacy:** Consulting on student life initiatives to enhance the "home-away-from-home" experience in the residence halls.

COURTESY OF THE ALTMAN FAMILY



Despite living over 1,000 miles away, the Altmans, including their son Andrew, are on campus frequently throughout the year, attending meetings and events and supporting Samantha.



# Events

## ➔ Leading the Year With Heart

From the first weeks of the school year, Landmark buzzed with connection, creativity, and spirit. Through new initiatives and beloved traditions, students, families, faculty, and friends came together to celebrate what makes Landmark so special. Here's a look back at some of the memorable moments that have defined the year so far.

### **Ninth- and Tenth-Grade Family Dinner** *Friday, September 19*

This fall, the High School introduced a new tradition designed to welcome families of younger students into campus life. The Ninth- and Tenth-Grade Family Dinner brought together 120 students and their families for an evening of connection and celebration on the High School campus. Before dinner, guests explored recent campus enhancements, then gathered outdoors to enjoy sweeping ocean views and a spectacular sunset.

### **Landmark Cares Week: How We Lead With Heart** *Saturday, September 20 - Friday, September 26*

Landmark Cares Week is an annual, week-long, school-wide celebration of spirit, service, and philanthropy. This year's theme, "Lead with Heart," came to life across both campuses.

Here are some highlights of how we Led With Heart:

- Homecoming 5K/1K Races and Fall Festival brought us together for a day of fun and celebration.
- Students visited the Landmark Cares Kiosk to make "Lead with Heart" pledges.
- Community Service Day empowered students to give back by supporting Beverly Bootstraps.
- Faculty and Staff Appreciation Day honored the dedicated individuals who make Landmark extraordinary.
- Bob Broudo Excellence in Service Awards distributed to faculty/staff for 20-30 years of service.
- EMS Movie Night and High School Community Night provided joyful, shared experiences for all.



Along the way, Landmark Cares raised more than \$225,000 for the Landmark Fund. We are deeply grateful for the support that makes our mission possible. Thank you!

### **Fall High School Arts and Athletics Showcase and Dinner** *Wednesday, October 22*

Another exciting new initiative this year, the Fall High School Arts and Athletics Showcase, invited parents and guardians to campus to enjoy home games of the fall sports teams, a family-style dinner, the art gallery's opening reception, and a performing-arts showcase. The evening beautifully captured the energy, pride, and creativity that define the Landmark experience.



### **North Shore Parent Social** *Thursday, November 6*

Parents and guardians of EMS and High School students gathered for the annual North Shore Parent Social, an evening dedicated to connection and conversation among Landmark families.

Thanks to Sheilagh Mylott P'27, who has generously hosted this event for several years. Her continued hospitality helps foster the strong relationships that are such an important part of our community.

### **LPA EMS Winter Crafting Night** *Friday, December 5*

The EMS campus was filled with holiday spirit during Winter Crafting Night, hosted by the Landmark Parents' Association. Dozens of happy families gathered for an evening of gingerbread house decorating, pizza, and fun.

Thank you to our middle school students who volunteered to help set up, distribute candy, and assist younger students—wonderfully demonstrating leadership, generosity, and school pride: Daniel C. '30, William K. '31, Ava L. '31, and Zachary L. '30.

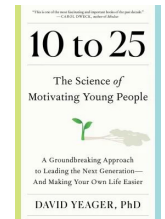


**Strengthening Family Engagement: LPA Restructuring**

Over the summer, the Landmark Parents' Association (LPA) undertook a thoughtful restructuring of its Executive Board to be more effective in fostering continuity and engagement across both campuses. Improvements include:

- Establishing High School Class Representative roles for each grade.
- Creating EMS House Representative positions for Meridies, Occidens, Oriens, and Septentrio.
- Expanding the President's role into Lead President and Associate President to support succession planning.
- Launching Family Engagement Committees to parents interested in helping plan community-building activities.

**Upcoming and ongoing initiatives include:**



- Half-day coffee meet-ups
- Winter family activity gatherings
- A Parent/Guardian Book Club

**Experience Dyslexia Simulation**

More than 40 Landmark parents and guardians joined the Landmark Parents' Association (LPA) for its biannual Experience Dyslexia Simulation™ on January 24, 2026. Developed by the International Dyslexia Association (IDA), the simulation features a series of hands-on activities in a "traditional" classroom setting, designed to help participants better understand the challenges and frustrations experienced by individuals with dyslexia and other language-based learning disabilities.

The morning concluded with a group brunch in the EMS Student Dining Room, where guests reflected on what they learned about their children's experiences and discussed how Landmark School is uniquely equipped to support students who learn differently.

# Landmark Golf Benefit



Hit the links with parents, alumni, students, faculty/staff, and friends to support Landmark School and have fun.

**WHEN**  
June 1, 2026

**WHERE**  
Ipswich Country Club

**REGISTER/SPONSOR**  
[landmarkschool.org/golf-benefit](http://landmarkschool.org/golf-benefit)



# #Crew

Alumni Notes & Community News



## Alumni Notes

**1974**

**John Colwell '74**  
Dana McCarriston (photo below) and I met in 1972 at Landmark. We used to walk to the Prides Crossing candy store all the time. Boy, do I miss those days. Dana went on to Curry College and graduated in 1980. He currently works for Eversource. I graduated from Rhode Island School of Design in 1984 and am a graphic designer, where I live in Iowa. Dana lives in Massachusetts. Landmark friendships last a lifetime.



Dana McCarriston '74

**1977**

**Jonathan Rock '77**  
I attended Landmark from 1972-1974 and have carried the lessons I learned there with me ever since. After high school and a few years of drifting, I found my path in tech—starting in electronic publishing at Dow Jones & Co. in 1982 and retiring 41 years later as a senior director in the software industry. I learned to lean on subject-matter experts, analyze data, and lead with purpose. The self-doubt that followed me for years finally lifted as I stepped into my

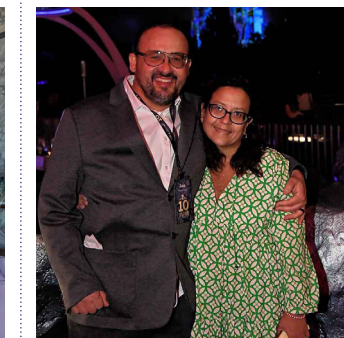


Jonathan Rock '77

own success. Last summer, my wife and I celebrated retirement with a trip to her hometown in Bavaria and a 2,500-mile road trip through the American South. I still keep in touch with Torr Delloro '77, a friend from those early Landmark days and look back on our time as the "litmus test" for future students. I'm especially grateful to teachers like Mr. and Mrs. Dudley, whose impact on my life is lasting.

**1992**

**Belinda Cushing '92**  
I have been living in California for 25 years, working as a senior strategic account manager at Rewards Network, where I have been employed for seven years.



Juna (Juancho) Carolos Perez Subira '93

**1993**

**Juna (Juancho) Carolos Perez Subira '93**  
I have been working for more than 10 years with the Walt Disney World Resorts and live in Orlando, Florida.

**1995**

**Adam Gauthier '95**  
I am a proud member of the Landmark School Class of 1995, and I am grateful for the foundation the school provided during an important turning point in my life.

I recently published a new book titled *Wired to Rise*, which shares my personal journey through dyslexia, resilience, and finding purpose.



Adam Gauthier '95



Tyler Castagno '03



Kevin Whelan '08 and family



Martha DeNatale-Carbonara '15 and family



Anna Gupta '15



Chris Amoroso '05



Carlos Creamer '13 and Phoebe Britton '13



Kyle Dzugas-Smith '15



Dylan Shrier '15

2003

Tyler Castagno '03

I am a detective sergeant in the Wayland, Mass., police department. Landmark gave me the tools to succeed. I don't believe I would be where I am today without the dedication of Landmark's faculty and staff. Their support, guidance, and unwavering belief in my potential made all the difference.

2005

Chris Amoroso '05

I currently work in the IT industry as a program manager. I also sit on the Board of Governors at the Boston North Children's Dyslexia Center (a Scottish Rite Masonic charity) located in Lowell, Mass.

2008

Kevin Whelan '08

My wife, Catherine, and I are

busy raising our three young children and a puppy. We live in Topsfield in a house that I built and completed last year. I recently started my own construction company called KMW Construction, specializing in custom-built homes and large renovation projects around the North Shore.

2011

Amanda Ryan '11

On December 18, Amanda gave birth to Molly James Ryan. Read more in the faculty and staff news section.

2013

Carlos Creamer '13 and Phoebe Britton '13

We got engaged recently!

2015

Benjamin Battista '15

I've been employed with the same company for five years,

and on the weekends I work security at Gillette Stadium. I'm paying off my motorcycle and making memories on the way. I've also been selling a few of my art pieces throughout the years.

Martha DeNatale-Carbonara '15

I own a daycare and am currently looking to expand to more commercial properties. My husband, sister, and brother-in-law all graduated from Landmark, too.

Kyle Dzugas-Smith '15

I am a property manager and a local handyman. I control my schedule, and I wouldn't have it any other way. At some point, I think I might just live on a bicycle for a bit with a backpack and a tent. Houses keep you stuck in one spot.

Anna Gupta '15

After graduating from Landmark, I went to Westfield

State University and earned my BSN and RN licenses. I'm currently a school nurse at Landmark, and it's a dream come true. I love this community and am happy to give back to it. It's gratifying to show the current students a glimpse into the possibilities and opportunities that are waiting for them. Success looks different for everyone, and my goal is to use the tools I acquired here to help students apply what they've learned to higher education and the workforce.

Dylan Shrier '15

I'm working at Enhanced Games as a lead graphic designer. This past October, I ran the Chicago Marathon.

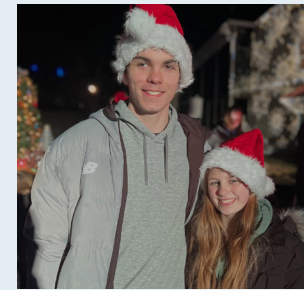
Rhea (Malafeew) Winckowski '15

I recently graduated with my master's in Applied Behavior Analysis and am applying to PhD programs, hoping to

*continued on p. 60*

Winter Wonderland Reunion!

In its third year, Winter Wonderland has become a beloved tradition. Alumni came back in force this year to reconnect and celebrate the season.



Class of '05 friends gather

Left to right: Kathryn Hagale (Brian Hagale's wife), Jacob Pike '05, Brian Hagale '05, Kristen Guinane '04, Ashley Howard '05, Christopher Amoroso '05, Vivienne Lowe Brefini '05

Alumni/Faculty Basketball

In January, we kicked off the new year with a spirited Alumni/Faculty and Staff Basketball game. It was a blast to come together for some friendly competition. Congrats to the alumni team for dominating this year.



Back row, left to right: John Carney '16, Adam McNamara (faculty), Brittany Acosta Dzugas '12 (faculty), Pat Sullivan '14 (faculty), Tim Burke (faculty), Jordan Yorks '09, Ronan King (faculty), Andrew Reed '09, Paul Moses (faculty), Carlton Winslow (faculty), Scott Blanchette (faculty), Brian Hulley '11, Brian Kriedberg '17, Sean Hardiman '12, AJ Carey Marujo '23, JP Murphy '23, Landon Alpaugh '21, Jackson Reed '21, Dillon Below '23.

Bottom row, left to right: Khiet Chhu (former faculty) and kids, John Michaud (faculty), Charlie Levine (faculty), Scott Jamieson P'31 (faculty), Eliza Keefe '20, Jeff Fauci (faculty), Jagger Langdon '16, Theo Masella '25, Steve Bangs '21, George Athanasiadis '21, Josh Appelstein '21, Patrick Rose '25, Cam Lane Mathews '17, Joe Rose (faculty).

10th Reunion

On an icy January night, a lively crowd of alumni from the classes of 2014, 2015, and 2016 gathered to celebrate their "10th" reunion. Festivities kicked off with tours on the High School campus of the Alexander building upgrades and the new Student Center. As the sun was setting, everyone convened at the Mission Boathouse to reconnect with Landmark faculty and catch up with each other.

From left to right: Rebekah Jacobs '15, Joseph Ferri '15, Abby McNulty '15, Locke Prescott '16, Nathan Hammond '15, Marcus Wright '16, Dylan Shrier '15, Jake Falk '15, Jack Young '15, Ailey Rivkin '15, Cole Burbage '15, Jaime Blouin '16, Mari Ansara '15, Benjamin Battista '15, Liam Burbage '15, Ali Ansara Dubinski '15





**Olivia Demetri '16**

start in the spring of 2026. I got married this past year and am now living in Florida!

## 2016

### **Olivia Demetri '16**

I graduated from the Prep Program with the help and care of Landmark teachers and administrators. Life as a teenager is tough, and Landmark carried me through it with grace and empathy. I'm currently working as a special education paraprofessional. Landmark set me up with so many good habits, and I still use everything I learned about executive functioning. A piece of advice I'd give to my younger self is "accept the help." Not everyone gets the privilege of going to a school like Landmark. It's been 10 years since I graduated, and I think of what the school gave to me every day. I hope all my fellow alumni are well!

### **Hallie MacDonald '16**

I went to Landmark for two summers as well as my sophomore and junior years. I went to nursing school but stopped to be a full-time mom. I have two girls and two boys. One of my children has dyslexia, and Landmark taught me a lot of great tools to help them. In the future, when all of my children are in



**Hallie MacDonald '16**

grade school, I hope to work in special education at our small community K-12 school serving about 50 students.

## 2017

### **Jake Sallaway '17**

Landmark High School faculty member Sarah Ciras reports, "I ran into Jake Sallaway last summer at the Renaissance Faire, and he is doing really well. He has completed his associate's degree in electrical engineering and is earning his bachelor's while working as an inspector for the MBTA."

### **Ady Tibrewal '17**

We recently spotted Ady receiving a well-deserved shoutout from his company, EDA Contractors, a construction company in Pennsylvania. When asked to reflect on his favorite thing about working at the company, Ady shared, "Even on the more stressful days, there's always someone ready to help out, brainstorm a solution, or crack a joke at the right moment. There's something incredibly rewarding about standing on-site and realizing that piece by piece, with creative problem-solving and teamwork, you helped bring something real into the world."



**Gwei Strong Allen '18, left**

## 2018

### **Gwei Strong Allen '18**

This year is my second year as an AmeriCorps member for the state of Washington as a literacy tutor at an elementary school. I assist students who need extra reading and spelling practice outside their own classroom. I also assist teachers in their classrooms. I just finished my TESOL English Teaching Certification Final Assessment, so I will be able to teach English abroad next year.

## 2020

### **Margaret Hamilton '20**

Over the past year, I have joined forces with Landmark alumnus Nicholas Nold '21 as the Director of Development for Born Ready Inc., a nonprofit supporting students with learning disabilities. Alongside this work, I continue to serve my community in Cape Cod through elder services, balancing my commitment to education and service with hands-on community engagement. See pg. 51 for more details on Born Ready Inc.



**Margaret Hamilton '20**

### **Nick Leslie '20**

I graduated from Worcester Polytechnic Institute in the spring of 2025 with a degree in computer science. I've started a job as a machine learning operations (MLOPs) engineer for a startup called Nrby. This is a specialized role that applies DevOps principles to machine learning (ML) systems, focusing on automating and managing the entire lifecycle of ML models, from development to production, deployment, monitoring, and maintenance. They act as a crucial link between data scientists who create models and the operational systems that run them, ensuring models are reliable, scalable, and efficiently integrated into applications.

### **Alden Martin '20**

In May 2025, I earned my master's degree from High Point University, where I developed a strong foundation in leadership, communication, and business strategy. Shortly after graduating, I completed AT&T's highly selective Sales Development Program in Dallas, Texas—a four-month, immersive experience that strengthened my technical knowledge, customer-focused approach, and ability to sell complex solutions. Now, I'm pursuing a long-term career



**Alden Martin '20**

in sales at AT&T, driven by a passion for building relationships, delivering value, and helping clients leverage innovative technology to achieve their goals.

## 2021

### **Taylor Nault '21**

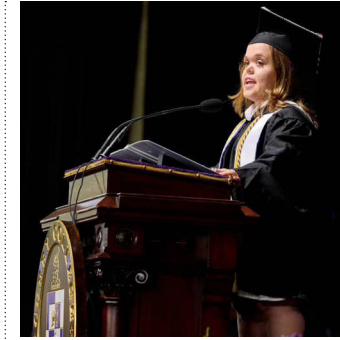
I graduated magna cum laude from Curry College last spring and was the class graduation speaker! I am so grateful for all that Landmark has given me.

*Check out page 50 for a spotlight on other alumni from the Class of 2021 marking their 5-year alumni milestones!*

## 2022

### **Caitlyn Moore '22**

I'm currently a senior at Savannah College of Art and Design and will be graduating this May. I'm studying technical animation and enjoying learning the principles of the 3D pipeline. Our program encourages collaboration, so I recently worked on a short film, *Pinball Panic*, as the technical animation lead. In that role, I oversaw much of the production, including 3D modeling, textures, and lighting. We recently released it on YouTube.



**Taylor Nault '21**



**Anna Steffen '23**

I'm very excited to be working on my senior capstone film, *Me in a Nutshell*. It's recently been greenlit, and I am thrilled to be the post-production lead!

## 2023

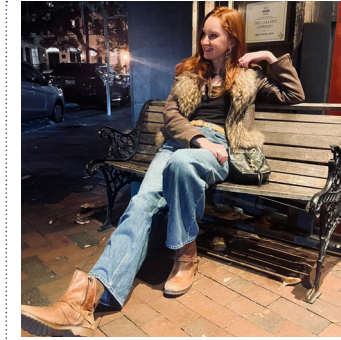
### **Anna Steffen '23**

I am a junior at the University of Denver, where I am doing well and love attending hockey games. I am a part of the Board Game Club, and I have loved getting to know people from all over the country. I studied in Sweden and Finland over the December break.

## 2024

### **Derek Cannuscio '24**

I'm studying Hospitality and Tourism Management at the College of Charleston in South Carolina and am happy to report that I am



**Caitlyn Moore '22**



**Luke McCann '24, right**

on the President's List. Since I graduated from Landmark High School, I've been growing my business, Events by Derek, serving clients across New England, Charleston, and the Hamptons. I'm so grateful for my time at Landmark, where I developed the discipline and drive that help me every day.

### **Luke McCann '24**

I am a sophomore at the University of Alabama, currently studying abroad at the University of Barcelona. I'm majoring in Advertising and Entrepreneurship and have been on the Dean's List several semesters thus far. Above I am pictured with fellow Landmark alums Evan Johnston '24 and Nick DiBurro '23 at my fraternity house before the Bama - Vanderbilt football game.



**Derek Cannuscio '24**



**Conor McCann '26, right**

## 2025

### **Anders Imbrie '25**

I visited Landmark this fall to share software that I created that enables teachers not only to monitor students' AI usage, but also control what students can and cannot do with AI for their class. For example, a teacher can allow students to brainstorm but not rewrite an essay or complete homework using AI. I started as a freshman at Santa Clara University this fall.

## 2026

### **Conor McCann '26**

I'm completing my senior year at Cohasset High and will be going to Northeastern University next year, starting as a freshman on one of their European campuses in the fall. I plan to major in Business and am looking forward to participating in their co-op program.



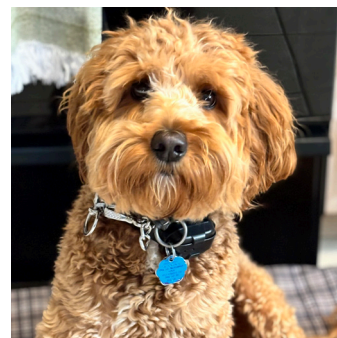
Debby Blanchard



Helen (Cadorette) Blanchard



Amanda (Whelan) Farrer



Benson Gosse



Emily Gregory's children,  
Vivi and Walt



Mark Richard



Matt and Grace Walkowicz, with  
baby Henry



Manny DeCruz, in Memoriam

# Faculty/Staff News

## Debby Blanchard

I am making the most of retirement life on Chebacco Lake in Essex, Mass., and I continue to enjoy sewing children's clothing and spending time with grandchildren. Since my husband Bob's heart transplant, we have been volunteering for New England Donor Services, spreading the word about the importance of organ donation.

## Helen (Cadorette) Blanchard

Between 1983-1989, I taught at Landmark North (now Landmark Elementary•Middle School), and am grateful to have begun my career working with so many wonderful students and colleagues. After 42 years as a special educator and reading specialist, I recently retired and am enjoying family time, especially with our 2-year-old granddaughter. I am enjoying ski season, and we are eagerly awaiting the arrival of our grandson this spring.

## Carol Ann Dumond

I was the librarian at Landmark High School from 1988-2009. Upon retirement, I moved to Mount Pleasant, South Carolina. I am now a historic interpreter at The Charleston Museum, where I also volunteer in their Archives Department. I look upon my days at Landmark and in that beautiful part of New England fondly.

## Amanda (Whelan) Farrer

I taught at the Elementary•Middle School from 2011-2019. In 2020, my husband, Ben, and I moved to Nashville, Tenn. We have three children ages 6, 4, and 2, and have been enjoying endless entertainment, beautiful weather, and exploring the area. Every summer, we head back to New England to visit family and friends and spend time at the beach and at Lake Winnepesaukee. The family photo above is from last summer's wedding of our youngest brother, Jack Whelan.



Scott Frey

## Scott Frey

I taught at Landmark from 2001-2011. Now, my family and I live in northern Connecticut, where my wife, Meryl, is teaching history at the Masters School, and I'm teaching English at Pine Meadow Academy. We've got three kids: Will, 16; Ben, 13; and Josie, 9. I've also been pursuing a writing career, which has led to two award-winning books: *Heavy Metal Nursing* and *Strange Vigil*.

## Sarah Gosse

I introduced a new friend into the Bain House family earlier this fall. Meet Benson, our 1.5-year-old Golden Doodle. The girls absolutely adore this hypoallergenic bundle of energy and love.

## Kimberly Gore

Landmark has always been a special place for me. From 1982-1985 I taught at South Campus (now the High



Kimberly Gore

School) and the Beverly Farms campus as a tutor and math teacher. I also enjoyed coaching and being a dorm parent. Surrounded by experienced faculty and awesome students, I soon learned the Landmark way and carried the practices and friendships with me throughout my career!

In 2020, after raising my three children, I left Brewster Academy in Wolfeboro, NH, as their Academic Dean of Support Services and moved to Sarasota, Fla. I continue to tutor students online and enjoy living closer to my family. It's been a lot of fun attending Landmark reunions and staying in touch with many faculty and former students. Landmark is truly a special place, and I'm so happy to see it thriving!



Adam Hickey

## Emily Gregory

I taught tutorials at the Elementary•Middle School from 2016-2019. We moved to Tennessee last summer! Our kids, Walt and Vivi, love playing in the creek and are enjoying their homeschool days. We are looking forward to getting some bees, cows, goats, and chickens soon and hopefully building a flower and vegetable garden along with an apple orchard.

## Charley Haynes

This fall, I had the wonderful experience of chairing a 1-1/2 year effort to revise the International Dyslexia Association's (IDA) definition of dyslexia. The goal was to infuse a more global perspective on dyslexia as well as update the definition to address the last 20+ years of research. I am indebted to Landmark's Head of School, Josh Clark, then president of IDA's Board, for inviting me to

lead this effort with amazing co-chairs Drs. Hugh Catts and Malt Joshi. Read the new definition and supporting information on the IDA website.

I am currently Professor Emeritus at MGH Institute of Health Professions. I've always known that Landmark School had a profound impact on my teaching and research. I am eternally grateful to my past and present colleagues and students there. Keep up the excellent work!

## Adam Hickey

We're proud to share that Adam Hickey, Landmark's Research Coordinator and Outreach Lead Faculty member, has received the Alice H. Garside Award from the Massachusetts Branch of the IDA for his outstanding contributions to the field. His leadership and dedication have made a lasting impact

on students, educators, and families at Landmark and beyond.

## Janet (Foley) Jentilet

I was a teacher, tutor, house parent, and duty master at the High School from 1986-1988. I'd love to be back in touch with students and faculty from that time, and often wonder where life has led you. My path has taken me to many companies in several states. East Tennessee has been my home for 20 years.

## Mark Richard

I taught in three Landmark programs from 1982-1996: the Elementary•Middle School (then North), the Prep Program (then Landmark Transition School), and Landmark College. I now serve as Professor of History and Canadian Studies at the State University of New York at Plattsburgh.

## Andrew and Amanda Ryan '11

On December 18, Molly James Ryan was born to former High School faculty members, Andrew Ryan and Amanda Ryan '11. Amanda is a Landmark alumna and our Admission Coordinator. Congratulations Ryans!

## Grace Walkowicz

Grace Walkowicz, head of the High School Math Department, and her husband, Matt, welcomed their son Henry Clark Walkowicz on Dec. 27. Congratulations from your whole Landmark family!

## In Memoriam

### Manny DeCruz

Manny was a beloved member of the Landmark community. He taught at the High School during the 70s and 80s. Manny's patience and investment in students were his hallmark. Even before the school had an Athletic Department, Manny founded the boys' basketball team, creating opportunities to play against other schools. In 1984, he moved to Rockport Public Schools to work in their Special Education Department, where he retired as Director in 2011. In his retirement, Manny returned to Landmark from 2013-2017 as an assistant coach to mentor our young basketball coaches and players. Manny's wife, Roberta, also worked at Landmark and was a valued member of the Counseling Department.

**POST-SECONDARY  
FAIR**

**for Students who Learn Differently**

HOSTED BY LANDMARK SCHOOL  
**March 26, 2026**  
6-8 p.m.



**Hosted by  
Landmark School:**  
The leading institution  
for students with dyslexia  
and other language-based  
learning differences

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**Elementary•Middle School**  
**Representative**

## Landmark's Mission

Landmark's mission is to enable and empower students with language-based learning disabilities (LBLD) to reach their educational and social potential through an exemplary school program complemented by outreach and training, assessment, and research.

**WHEN**  
Thursday, March 26, 2026  
6-8 p.m.

**WHAT**  
Meet representatives from college and university admissions and student support services, gap year programs, technical schools, and other non-traditional options.

**WHO**  
This event is FREE and open to the public.

**WHERE**  
Landmark School (Athletic Center), 447 Hale Street, Prides Crossing, MA

**HOW**  
No RSVP necessary—Come with questions and ready to learn more!



**Contact:**  
Kelly Scimone,  
Director of Transition  
and Guidance  
kscimone@  
landmarkschool.org

Learn More



MEET  
*The Attmans*  
See page 52





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**Spring Fundraiser and Auction**

**Friday, March 27, 2026 | 6:00-9:00 p.m.**

OLIO | 43 MAIN STREET | PEABODY, MASSACHUSETTS

**Come for the experience. Stay for the energy.**

**Leave knowing you helped illuminate a bright future.**



6:00-7:00 P.M.

**COCKTAIL  
HOUR**



7:00-8:00 P.M.

**PRESENTATION  
& AUCTION**



8:00-9:00 P.M.

**ILLUMINIGHT  
AFTER DARK**



NOW!

**BUY  
TICKETS**