



## Learning Support Program Philosophy

Rosslyn Academy's Learning Support program recognizes that:

- Diversity of ability is necessary for complete community
- We experience God's love through belonging in community
- We bring glory to God when we live, learn, serve, and worship together in interdependent community (source: *All Belong, a Christian Center for Inclusive Education*- [Link](#))

“All children are valued equally by God, who created them in God's image and for God's purposes.

It is part of the mission of the Christian school community to bring the good news of healing and wholeness, and of shalom, the webbing together of all people in justice and delight, to its own members and to the world” (*All Belong- Center for Inclusive Education*). To this end, Rosslyn Learning Support endeavors to help students access, engage and learn to the best of their abilities within the Rosslyn curriculum, given limited resources and personnel.

The Learning Support Department at Rosslyn Academy consists of personnel who work with students who have been identified as having specialized academic needs. Currently this includes students identified as having Specific Learning Disabilities/Disorders (SLD), Attention Deficit/Hyperactivity Disorder (ADHD), and ASD (typically Level 1). This may also include students with high functioning Autism, depending on individual needs. Students who meet the criteria for an Emotional Disability or Communication Disorder are provided with limited accommodations within the classroom setting. Communication Disorders may be partially addressed within the Learning Support context, but these students will also most likely be referred out to a speech-language pathologist.

Rosslyn Academy follows the current edition of the *Diagnostic and Statistical Manual of Mental Disorders* for current terminology, definitions, and diagnoses. Due to the ever-evolving nature of research and learning needs, please see current publications and legislation. Rosslyn also endeavors to follow the federal laws of the United States (i.e. Public Law 94-142, IDEA, etc.) as guidelines in determining eligibility and appropriateness of educational services, but does have flexibility in determining appropriateness of services.

The program advocates early identification and intervention with goals (a) to improve/remediate the issue and/or the provision of life-long skills for dealing with the disability, and (b) exiting those students from the program as they become capable of being academically successful in the regular classroom, taking individual needs into consideration. We strive to help students reach consultation or independent status by the time they reach the end of high school. It is not our goal to be primarily tutorial in order to help a student make it through academic studies, though there may be necessary aspects of tutoring within the remediation – particularly with high school students. The program design is primarily full-inclusion within regular education classrooms with Learning Support services offered in a Learning Support classroom or within the classroom in a “push-in” model.



In Middle and High School, services are provided mainly in a pull-out setting with a “Learning Support Study Hall” as one of the classes offered, but can also include push-in support for core classes. Pull out classes are typically limited to a maximum of one period/day and they typically only service students with minimal to moderate learning needs. There may be some students who received a modified curriculum for a core class. In Elementary, more in-class support may be given.

Services may be provided at personnel’s discretion and schedule. Intervention services for a struggling student may be administered before a diagnosis is made utilizing the RTI (Response to Intervention) process and at the discretion of the Learning Support personnel. Using the RTI framework, all efforts will be made to support and train teachers to work with specific students first, before pulling them for interventions.

The Learning Support Department provides Individualized Education Plans (IEP) and 504 Accommodation Plans for students who have been identified with learning disabilities/disorders, ADHD, Emotional Disability, or Communication Disorders. This is contingent on room in the program, appropriateness and need as determined by school administration, teachers, and Learning Support Team, and parent permission. The presence of a documented disability/disorder does not ensure automatic qualification for the program.

Based on the information provided by the referral and evaluation process (usually a full Ed Psych evaluation or equivalent), along with input from the student, teachers, and parents, an IEP or 504 accommodation plan may be developed. When a student needs one-on-one or small group direct intervention, this is generally referred to as direct services or instruction, and an IEP will be developed for the student. If a student has a documented disability but only requires accommodations and not direct services, a 504 accommodation plan may be developed. Students with 504 plans typically have a documented diagnosis that necessitates accommodations. However, Learning Support specialists, in conjunction with administration, may make an exception to provide a 504 plan to students without a documented diagnosis. This is usually due to special circumstances that prevent the student from receiving a formal evaluation. 504 plans (rather than IEPs) are typically created for students with Occupational Therapy or emotional needs only (with no other academic testing).

Rosslyn strives to maintain adequate assessment materials and a list of outside specialist providers. For a current list, contact the Learning Support Head or the School Psychologist.

Most students served in the LS program have mild to moderate learning needs. Students are considered for Admission on a case-by-case basis.

