



St. Mary's Ryken

A College Preparatory Catholic High School Located in the Heart of Leonardtown, Maryland

Support Services

**FOR STUDENTS WITH
LEARNING DIFFERENCES**

As part of our mission, St. Mary's Ryken offers support services to students with learning differences.

We are equipped with fully qualified staff, and students are admitted into the program through the regular admissions process.

SMR provides assistance for students with diagnosed learning disabilities, ADHD, autism spectrum disorders, and medical conditions that affect their performance in the classroom. Services include classroom and testing accommodations, and daily or weekly help with a resource specialist.

After reviewing the student's application for admission and the testing information provided by the family, the resource specialist will recommend one of three options tailored specifically to the student's needs:

1. An accommodation plan
2. An accommodation plan and a routine meeting with a resource specialist
3. An accommodation plan and daily resource period placement



TO OBTAIN SUPPORT SERVICES FOR YOUR CHILD:

1. Submit a St. Mary's Ryken admissions application and indicate that support services are needed.
2. Submit psycho-educational test results, the student's 504 plan, current IEP, or CAP plan, and letter of medical or ADHD diagnosis.
3. Once your test results are received, a resource specialist will contact you, and an accommodation plan will be prepared.
4. For more information about psycho-educational testing or for referrals to qualified testers, please contact:

Director of Learning Resources
Mrs. JoAnn Depperschmidt
joann.depperschmidt@smrhs.org
301-475-2814 ext. 462

Resource Specialist
Dr. Jill Tennyson
jill.tennyson@smrhs.org
301-475-2814 ext. 461

Resource Specialist
Mrs. Sarah Forte
sarah.forte@smrhs.org
301-475-2814 ext. 465

Levels of Support

for Students with Learning Differences

1. ACCOMMODATION PLAN

The first level of support is for students who have been successful in their previous school setting but will benefit from some academic accommodations. These accommodations may be used for the duration of the student's time at SMR.

Students who receive this level of support will meet with the resource specialist once quarterly and are encouraged to attend the Freshman Experience* program during the summer preceding their freshman year.

2. ACCOMMODATION PLAN AND ROUTINE MEETINGS WITH A RESOURCE SPECIALIST

The second level of support is for those students who will benefit from signing up for routine meetings with the resource specialist to ensure they are staying organized and are completing homework assignments. Students with this level of support are encouraged to attend the Freshman Experience* program during the summer preceding their freshman year.

3. ACCOMMODATION PLAN AND RESOURCE PERIOD PLACEMENT

The third level of support is for students who will be best served by a daily meeting with the resource specialist. During this daily meeting, the student will develop and increase reading, writing, memory and organizational skills. This level of support allows the resource specialist to support the student's needs individually and to ensure that difficulties are resolved quickly.

The resource specialist will work closely with the student's teachers and stay in contact with his/her parents. Students with this level of support are strongly encouraged to attend the Freshman Experience* program during the summer preceding their freshman year.

* For information on the Freshman Experience program, please visit <https://www.smrhs.org/freshmanexperience>.

FOR ADDITIONAL INFORMATION, PLEASE CONTACT THE ADMISSIONS DEPARTMENT:

301-373-4183 or admissions@smrhs.org

Reports may be sent to:

St. Mary's Ryken High School
Attn: Admissions Department
22600 Camp Calvert Road
Leonardtown, MD 20650



DOCUMENTATION

In order to be eligible to receive services, the following documentation is needed:

Copies of a current (dated within three years) cognitive (IQ) and academic testing report, provided before the start of the school year. The report must include the following information:

- Name, title and professional credentials of evaluator
- All reports must be on letterhead, typed, dated, and signed
- Actual test scores from standardized instruments must be provided from both the cognitive and academic tests
- Documentation must include a specific diagnosis. Use of the terms "suggests" or "is indicative of" is not considered a diagnosis
- If there is a diagnosis of ADHD, recent written documentation of this diagnosis is needed, in addition to test reports from the cognitive and academic testing
- Recent (within one year) medical documentation if the student will have a plan to address a medical disability, including visual or auditory
- Documentation must include specific recommendations for accommodations, such as extended time
- Documentation must describe the limitations presented by the learning disability and why specific accommodations are needed to help the student
- Include a copy of the student's current IEP, CAP plan or 504 plan (if applicable)

Once the complete testing reports are received, an accommodation plan will be prepared for each student. This plan includes a brief description of the student's learning disability and the accommodations recommended. Teachers will receive a copy of the accommodation plan, as well as a series of strategies for working with the student.

