



The Fishburne Learning Center at Blue Ridge School has been serving students with learning disabilities and attention difficulties since 1994.

Since that time, the model for this program has been presented at a national conference for small boarding schools, published in *Classroom Leadership*, and shared with other independent schools in the United States and in Canada.

The Center sets Blue Ridge School apart from other boarding schools for boys with learning disabilities. We work best with boys who have mild to moderate learning disabilities and or ADD/ADHD, particularly when the differences are linked to memory, executive function, reading comprehension and processing speed. The student doesn't have to understand his difference but has to realize that he is a non-traditional learner and will thus benefit from non-traditional methods. The successful student from this category comes to BRS to achieve academic success by using strategies specifically tailored to that individual.

Based on the assertion that all students, including those with a learning difference, need and deserve an interactive, multisensory and considerate learning environment, the Center has evolved into a resource for the entire student body.

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**AVERAGE
CLASS SIZE 3**

Approximately 30% of the School's student body uses the services of the Learning Center on a regular basis. Some drop in for help with a particular subject; some participate in the Center's evening Homework Assistance Program; and approximately 45 students attend the Learning Center as a part of their school schedule.

**SERVING STUDENTS
SINCE
1994**

FLC students demonstrate a good deal of success both at Blue Ridge and later in college. Many Learning Center students have earned places on the academic honors list at Blue Ridge, and several have been elected to student leadership positions – including student body president. Informal tracking of our students' progress at the college level has them completing a four-year degree at or slightly above the average for their peers without learning disabilities.

3:1 RATIO STUDENT/FACULTY

Our program works, better than similar programs at other schools, because of the structure of the program, the emphasis on metacognition, learning strategies and self-advocacy as well as the extraordinary degree of cooperation and communication between learning specialists and content teachers. Only a small school with a mission such as ours can do this sort of work, and we are proud to serve in this capacity.