



Exceptional Student Education

Lake Wales Charter Schools' Exceptional Student Education Department serves more than 800 students from Kindergarten through 22 years of age. They include students with various disabilities as well as gifted learners.

An exceptional student is one who has special learning or behavioral needs. Special assistance received in school is called Exceptional Student Education Services, ESE, or Specially Designed Instruction. Our goal is to provide every exceptional student with a free appropriate public education (FAPE), help them progress in school, and prepare for life after school. Some examples of support services include occupational therapy, physical therapy, speech therapy, mental health counseling, and Analytical Behavior Analysis,

Thank you for visiting our department.

Exceptional Student Education Programs

Autism Spectrum Disorder (ASD)

Autism Spectrum Disorder is characterized by an uneven developmental profile and a pattern of qualitative impairments in social interaction or communication, and the presence of restricted, repetitive, and/or stereotyped patterns of behavior, interests, or activities.

Deaf/Hard of Hearing (DHH)

A student who is deaf or hard-of-hearing has hearing loss that, aided or unaided, impacts the processing of linguistic information, and which adversely affects performance in the educational environment. The degree of loss may range from mild to profound

Developmental Delay (DD)

A student is classified as developmentally delayed when:

He or she is between birth and 2 years of age and has a delay in one or more of the following:

Adaptive or self-help development

Cognitive development

Communication development

Social/emotional development

Physical/motor development

Or the child is 3-5 years of age and is developmentally delayed in one or more of the following areas:

Adaptive or self-help development

Cognitive development

Communication development

Social or emotional development

Physical development, including fine, gross, or perceptual motor

Emotional/Behavioral Disability

A student with an emotional/behavioral disability has persistent — meaning they are not sufficiently responsive to implemented evidence-based interventions — and consistent emotional or behavioral responses that adversely affect performance in the educational environment that cannot be attributed to age, culture, gender, or ethnicity.

Definition includes the terms:

“Persistent” — Not sufficiently responsive to implemented “observed” evidenced- based interventions; exhibited for an extended period of time (six months prior to referral)

“Consistent” — Exhibited in two or more settings; one setting must be school, others may be home, community, and/or transitioning to/from school

Requires that emotional/behavioral characteristics be present for at least six months prior to referral, except in “extraordinary circumstances.”

Allows for “extraordinary circumstances.”

For eligibility determination (prior to six months) to address acute onset of mental illness.

Exception must be approved by ESE director.

IEP team reviews placement within one year.

Adversely affects educational performance in the educational environment that cannot be attributed to age, culture, gender, and ethnicity (compared to peer group.)

Requires that schools and evaluation teams consider the student’s response to academic and behavioral interventions (RtI), which have been implemented with fidelity, before making a determination of Emotional Behaviors Disabilities.

Eligibility criteria includes both internal and external factors to identify students:

Students may be considered as having an emotional/behavioral disability if they present internal factors that show as feelings, symptoms, or fears.

These factors may result in both internal and external manifestations.

Must prove that “external” factors are a result of “internal” factors.

Cannot be eligible if only “external” factors are present.

Functional Behavioral Assessment and a Positive Behavioral Intervention Plan are required for eligibility determination. Must show that the BIP has been implemented with fidelity.

Intellectual Disability (InD)

An intellectual disability is defined as significantly below average general intellectual and adaptive functioning manifested during the developmental period, with significant delays in academic skills. Developmental period refers to birth to eighteen (18) years of age.

Language Impairment (LI)

Language impairments are disorders of language that interfere with communication, adversely affect performance and/or functioning in the student's typical learning environment, and results in the need for exceptional student education. A Language impairment is defined as a disorder in one or more of the basic learning processes involved in understanding or in using spoken or written language. These include:

Phonology – Phonology is defined as the sound systems of a language and the linguistic conventions of a language that guide the sound selection and sound combinations used to convey meaning;

Morphology – Morphology is defined as the system that governs the internal structure of words and the construction of word forms;

Syntax – Syntax is defined as the system governing the order and combination of words to form sentences, and the relationships among the elements within a sentence;

Semantics – Semantics is defined as the system that governs the meanings of words and sentences; and

Pragmatics – Pragmatics is defined as the system that combines language components in functional and socially appropriate communication.

The language impairment may manifest in significant difficulties affecting listening comprehension, oral expression, social interaction, reading, writing, or spelling. A language impairment is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Orthopedic impairment

Orthopedic impairment means a severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g. including but not limited to skeletal deformity or spina bifida), and impairments resulting from other causes (e.g., including but not limited to cerebral palsy or amputations).

Other Health Impaired (OHI)

A student who requires occupational therapy is one whose physical, motor, or neurological deficits result in a significant dysfunction in daily living skills, academic learning skills, adaptive, social or emotional behaviors in the educational setting. A student is eligible only when there is an existing ESE eligibility area and additional support from the occupational therapist is needed to achieve T/IEP goals.

Orthopedic Impairment (OI)

Orthopedic impairment means a severe skeletal, muscular, or neuromuscular impairment. The term includes impairments resulting from congenital anomalies (e.g. including but not limited to skeletal deformity or spina

bifida), and impairments resulting from other causes (e.g., including but not limited to cerebral palsy or amputations).

Specific Learning Disability (SLD)

A specific learning disability is defined as a disorder in one or more of the basic learning processes involved in understanding or in using language, spoken or written, that may manifest in significant difficulties affecting the ability to listen, speak, read, write, spell, or do mathematics. Associated conditions may include, but are not limited to, dyslexia, dyscalculia, dysgraphia, or developmental aphasia. A specific learning disability does not include learning problems that are primarily the result of a visual, hearing, motor, intellectual, or emotional/behavioral disability, limited English proficiency, or environmental, cultural, or economic factors.

Speech Impairment (SI)

Speech impairments are disorders of speech sounds, fluency, or voice that interfere with communication, adversely affect performance and/or functioning in the educational environment, and result in the need for exceptional student education.

Speech sound disorder – A speech sound disorder is a phonological or articulation disorder that is evidenced by the atypical production of speech sounds characterized by substitutions, distortions, additions, or omissions that interfere with intelligibility. A speech sound disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Phonological disorder – A phonological disorder is an impairment in the system of phonemes and phoneme patterns within the context of spoken language.

Articulation disorder – An articulation disorder is characterized by difficulty in the articulation of speech sounds that may be due to a motoric or structural problem.

Fluency disorder – A fluency disorder is characterized by deviations in continuity, smoothness, rhythm, or effort in spoken communication. It may be accompanied by excessive tension and secondary behaviors, such as struggle and avoidance. A fluency disorder is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Voice disorder – A voice disorder is characterized by the atypical production or absence of vocal quality, pitch, loudness, resonance, or duration of phonation that is not primarily the result of factors related to chronological age, gender, culture, ethnicity, or limited English proficiency.

Traumatic Brain Injury

A traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects educational performance. The term applies to mild, moderate, or severe, open or closed head injuries resulting in impairments in one (1) or more areas such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, or speech. The term includes anoxia due to trauma. The term does not include brain injuries that are congenital, degenerative, or induced by birth trauma.

Visual Impairment (VI): Blind and Partly Sighted

Students who are visually impaired include students who are blind, have no vision, or have little potential for using vision or students who have low vision. The term visual impairment does not include students who have learning problems that are primarily the result of visual perceptual and/or visual motor difficulties.

Gifted

These students possess above average intellectual development and can demonstrate high performance in the areas of leadership, creativity, motivation and academic learning.

Lake Wales Charter Schools' Gifted Education Program provides opportunities to enhance the learning experience of gifted students. The program helps these students develop their intellectual potential and address their special needs.

Goals of Gifted Education

The Gifted Education Program serves students with a special curriculum and resources that include:

- Academic acceleration
- Academic enrichment
- Gifted consultation

In order to meet these goals, students may receive specific instruction in the following skills:

- Critical thinking
- Creative thinking
- Problem-based learning
- Socioemotional

Lake Wales Charter Schools High School Transition Program

Lake Wales High School transition program supports students and families with their successful transition from school to careers.

Post-High School Transition Program

The Post-High School Transition Program provides students with disabilities employment opportunities on and off campus through private businesses, technical centers and college campuses.

Lake Wales High School's Transition Services provide this post-high school instruction to promote employability and independence through work experience. Students develop marketable and transferable job skills as well as confidence in their own abilities

This program serves students with disabilities who are 18 through 22 years of age with an IEP and have met high school graduation requirements yet deferred receipt of their diploma.

Parent Involvement Council (PIC)

The Parent Involvement Council explores ways to improve services for students with various disabilities as well as gifted learners.

This Exceptional student education advisory council includes family members of children who participate in Exceptional Student Education programs, representatives from various community support agencies, and educators. Meetings are open to the public, and all are welcome to attend. For more information or to get involved in the LWCS Parent Involvement Council, please call Dr. Barbara Jones (863 679-6560).

PIC Meetings:

- October 29 9:00 AM- LWCS Central Office
- December 10 9:00 AM- Lake Wales Medical Center
- February 18 9:00 AM- LWCS Central Office
- April 14 9:00 AM- LWCS Central Office

ESE Parent workshops

▪ January 13, 2020, 5:30 PM - Polk Avenue Elementary
Topic: State provided academic resources for ESE students such as home reading passages and parent information on how to navigate the ESE journey

▪ March 10, 2020, 5:30 PM - Hillcrest Elementary
Topic: Parent use of Visual Schedules with their children and Book Share resources conducted by FLDRS. Community Resource Organizations representatives will also be available

▪ April 28, 2020, 5:30PM - BOK South
Topic: ESE Transition Services
Franklin Coker: Speaker
Regional Director - Project 10
Transition Community Resources such as Vocational Rehabilitation Center for Independent Living, Project Search

Exceptional Student Education Department Contacts:

Dr. Barbara Jones - Lake Wales Charter Schools

Exceptional Student Education Director

Phone: 679-6560

Email: barbara.jones@lwchartercholls.com

Syreeta Rusley - ESE Administrative Assistant

Phone: 679-6560

Email: syreeta.rusley@lwcharterschools.com

Lake Wales Charter Schools ESE Contacts:

ESE Referral Coordinators/ LEA Facilitators

Elementary Schools

ESE Contact

Babson Park

Michele Black

Hillcrest

Elizabeth Borders

Janie Howard Wilson

Tina Stegman

Polk Avenue

Melanie Fletcher

Middle Schools

BOK Academy

Pam Babington

BOK Academy North

Gladys Melendez

High School

Lake Wales High School

Beverly Riley

Parent Information Resources

FLDRS

The Florida Diagnostic and Learning Resources System (FDLRS) is a network of state and federally funded centers that provide support services to exceptional student educators, children, parents, and community agencies.

FDLRS Parent Services provides information, training, and support to districts and families, to promote effective parent participation in the education of children who are exceptional and/or have special needs.

Parent services include assistance in the development of family-friendly programs, training and support for services for children with disabilities, and the support of partnerships between schools and parents to support student achievement.

A Sampling of Services offered by the Parent Services staff

FDLRS helps and support in the appropriate use of a variety of technologies for students, teachers, professional staff, and parents. Support services are available in the areas of:

- Active Parenting

- AIM/NIMAS Florida Services
- Assignment of Surrogate Parent
- Assistive Technology
- Coordination/Support for Local Parent Conferences/Events
- Creating Family Friendly Schools
- Instructional Technology
- Parental Involvement in Education
- Technical Assistance
- Universal Design for Learning (UDL)
- Variety of Workshops for Parent Groups and Conferences
- Virtual/Online Instruction

FDLRS Contact Information:

Dr. Poinsetta Tillman, Senior Manager

poinsetta.tillman@polk-fl.net Phone: 863-535-6486

[Stephanie Brooks](#), Parent Service Specialist

stephanie.brooks@polk-fl.net Phone: 863-535-6486

Community ESE Parent Resource List: (This list is also available in Spanish)



ESE Parent Resource List

Able United Trust Fund

Contact: 888-524-ABLE (2253)
 Email: customerservice@ableunited.com
www.ableunited.com

(A financial resource that allows families to save financial assets while receiving SSI/disability benefits)

Agency for Persons with Disabilities

Contact: Mollie Brown-Ferrier 863-413-3377
 Email: mollie.brown-ferrier@apdcares.org
www.apd.myflorida.com

(Provides support services for Floridians with disabilities via Medicaid Waivers)

Alternative Behavioral Concepts

Contact: Keith Jordan 863-206-7000
 Email: keithj.abcinc@gmail.com

(Provides behavior analysis, behavior supports, and respite care)

Autism Speaks

Contact: Central Florida/Orlando 407-478-6330

(Provides tools and resource on autism spectrum disorder to

Autism Response Team 888-288-4762
Email: familyservices@autismspeaks.org
www.autismspeaks.org

individuals and families)

Behavior Analysis Consultants of Mid Florida
248 N Kentucky Ave, Lakeland, FL 33801
Contact: 863-614-0048
www.bacmf.com

(Provides behavior analysis and behavior supports)

B Street Community Center
Contact: 863-679-8091
www.bstreetcommunitycenter.org

(Offers support services [health, education, finances] to families in the community)

Bright Feats Directory
Contact: Rori Becker 407-620-9355
www.brightfeats.com

(Medical, educational, special needs directory)

Care to Dance
305 W Main Street, Bartow, FL 33830
Contact: 863-533-8912
www.suttonlawfirm.net

(Adaptive dance)

Career Source Polk
Davenport, Lakeland, and Winter Haven
Contact: 863-508-1100
www.careersourcepolk.com

(An equal opportunity employer/program)

Center for Autism and Related Disabilities (CARD)
Resource Office: 800-333-4530
Card-usf@usf.edu

(Provides therapy programs for the treatment of autism & Related disorders)

Center for Independent Living
www.cilorlando.org

(Provides resources & accessibility options for people with disabilities)

Central Florida Health Care
305 W. Central Ave, Lake Wales, FL 33853
Contact: 866-234-8534
www.cfhconline.org

(A non-profit health organization that provides access to numerous medical services)

Challenger League of Lake Wales
Contact: 863-632-3396
www.jimmaggard.lwll@gmail.com

(Adaptive baseball)

Children's Medical Services

Contact: Lakeland 863-413-3580

www.floridahealth.gov/alternatesites/CMS-kids

(Health programs for eligible children with special needs)

Circle of Friends

105 E Stuart Ave, Lake Wales, FL 33853

Contact: 863-679-2507

www.circleoffriendsministry.org

(Supporting, empowering, & bringing inclusion to adults with disabilities)

Citrus Connection

Contact: 863-534-5500

www.ridecitrus.com

(Polk County public transportation)

Disability Rights of Florida

Contact: 800-342-0823

www.disabilityrightsflorida.org

(Provides advocacy services, community placement, & help gaining access to publicly funded benefits)

Early Learning Coalition of Polk County

Contact: Melinda Tew 863-577-2450

www.elcpolk.org

(Provides childcare resources to families to help children enter school healthy & ready to learn)

Exceptional Student Education Advisory Council

Contact: Lisa Miller 863-698-6240

Lisa.miller@polk-fl.net

(Provides educational resources for for exceptional student learning)

Family Care Council

Contact: Manyvone Champavannarath 863-413-3387

Manyvone.champavannarath@apdcares.org

(Advocates, educates, & empowers individuals with disabilities & their families)

Families First of Florida

Contact: 813-290-8560

www.familiesfirstfl.com

(Provides emotional & mental health support services)

Family Network on Disability

Contact: Nikki Torres or Jessica Moody 727-523-1130

(Family support information sharing network)

Florida Alliance for Assistive Services & Technology (FAAST) (Provides support services

Contact: 813-844-7591

Email: faastcen@tgh.org

access to assistive technology)

Florida Developmental Disabilities Council

Contact: 800-580-7801

www.fdcc.org

(Provides information, support services & programs to improve the quality of life for individuals)

Florida Division of Vocational Rehabilitation

Contact: 863-680-5534

www.rehabworks.org

with disabilities)

(Helps individuals who have mental/physical disability get or keep a job)

Florida Health and Transition Services (FL HATS)

Contact: Janet Hess 813-259-8604

Email: jhess@health.usf.edu

www.floridahats.org

(Provides supports for youth to transition into adult life)

Florida Rural Legal Aid Society

Contact: 800-277-7680

www.frls.org

(Provides legal services to families)

Goodwill's Life Skills Development

3033 Drane Field Road, Lakeland, FL 33811

Contact: 863-701-1351

www.goodwill-suncoast.org

(Provides services to enable persons with disabilities to participate in work activities to transition to community employment)

Guardianship Attorney

Contact: Jim Joiner 863-299-1284

www.jjoiner@joinerpa.com

(Provide legal advice for guardianship)

Interagency Council for Adult Transition Services (ICATS)

(Provide transition services)

Contact: Kathy Sangster 863-680-5534

Email: Kathy.sangster@vr.fldoe.org

Lake Wales Care Center

Contact: 863-676-6678

www.lakewalescarecenter.com

(Faith based community organization that helps provide basic needs)

Learning Resource Center of Polk County Inc.

Contact: Cathie Wright 863-688-9477

www.lrcpolk.com

(Provide personalized supplemental education programs)

National Autism Network

www.nationalautismnetwork.com

(Provides comprehensive resources to the autism community)

Noah's Ark

Contact: Jack Kosik 863-687-0804

<http://noahsarkflorida.org/>

(Community of independence living for individuals with disabilities)

Out of the Box Troupe Performance

Contact: Maureen0421@gmail.com

(Free performing arts program)

Partner in Care Pediatric Program

A Good Shepherd Hospice Program

Contact: 800-544-3280

www.floridahospice.org/find-a-shopice/chapters-health-system-with-the-following-affiliates-good-shepherd-hospice-hph-hospice-and-lifepath-hospice/

(Provides support services and respite care)

Peace River Center

Contact: Luis Rivas 863-512-1280

Email: LRivas@peacrivercenter.org

(Mental health counseling & treatment)

Project 10 Transitional Education Services

Contact: Franklin Coker at: project10@stpete.usf.edu

(Provides assistance with career development, & independent living For individuals with disabilities)

Serving Children and Reaching Families (SCARF)

Contact: Billie Jo Owens 321-236-1540

www.scarffl.com

(Mental Health counseling & treatment)

Social Security Administration

Contact: Shelly Henry 863-934-0261

www.specialolympicsflorida.org/polk

(Financial & medical support)

Special Olympics Florida-Polk County

Contact: Shelly Henry 863-934-0261

www.specialolympicsflorida.org/polk

(Provides sport training & competition for individuals with disabilities)

Spirit Gymnastics

21 Spirit Lake Road, Winter Haven, FL 33880

Contact: 863-875-4839

www.gymdancecheer.com

(Recreational gymnastics for all abilities)

The Autism Notebook Magazine

Contact: 954-559-5872

www.autismnotebook.com

(Provides articles & informational resources to families)

Top Soccer

www.lakewalessoccer.com

(Adaptive soccer)

United Way of Central Florida

Dial: 2-1-1 or 863-648-1515, 800-811-8929

www.uwcf.org

(Support services)

Vocational Rehabilitation

500 E Lake Howard Drive 3rd floor, Winter Haven, FL 33881

Contact: 863-291-5280

www.rehabworks.org

(Provides vocational training & placement services for persons with disabilities)

Lake Wales Charter Schools Parent Involvement Council

Consists of a group of parents, community agencies, and school and district staff who are interested in exceptional student education. This group provides input to district on issues regarding students with disabilities. Everyone is welcome to participate.

Please visit the ESE Facebook page at: <https://www.facebook.com/LWCSESE/>

You can also view ESE information on the LWCS website ESE link:

www.lwcharterschools.com

Contact: Dr. Barbara Jones

Exceptional Student Education Director

Phone: 863-679-6560

Fax: 863-679-6565

Email: barbara.jones@lwcharterschools.com