

WHY LCS SP?

LCS Special Programs (SP) faculty members have master's degrees and are ESE certified by the state of Florida. Their collective and various teaching methods provide students the opportunity to learn from well-qualified teachers who understand the process of teaching to various learning styles and who are familiar with the general classroom teachers' expectations.

TESTING & PLACEMENT

At LCS, we recognize that students have different academic needs and often learn at different paces. Through the Special Programs Department, LCS seeks to provide a resource setting for students with mild disabilities and/or attentional issues who are mainstreamed into the rigorous academic curriculum in the general classroom.

SP faculty determines all student placement levels based on ability and assessment of needs. The opportunities for success are maximized when a student is fully invested in the educational experience; involvement in SP does not guarantee specific classroom grades.

To qualify and remain eligible for Special Programs, students must have:

- Full psychological test results current within three years documenting a diagnosis.
- Annual Professional Medical Diagnosis Form on file for non-learning disability diagnoses.
- Prior accommodation plan from a previous school.
- Academic re-evaluation every three years to monitor progress and to evaluate continued need of services.
- Additional evaluations required at the discretion of SP faculty.
- Active involvement in the learning process and demonstration of ongoing need for support.

NEW STUDENT APPLICANTS

Upon submission of the LCS application, there will be an initial review of documentation to determine academic eligibility in Special Programs. A student determined to need daily SP support is required to be enrolled in Special Programs for admission or re-enrollment. Please refer to the LCS website for a list of the required ESE documentation which is necessary to assess suitability of our program for the needs of your child.

TUITION & FEES

Costs of services are in addition to tuition and graduated based on the level of support required. A description of services associated with these billing levels can be found inside this brochure. Billing levels and fees will be reassessed by the Special Programs faculty during the school year to verify appropriate levels of support are provided. The SP faculty determines the level of support a student needs in order to progress academically, socially, and emotionally.

Annual Fees	
Level 1	\$500
Level 2	\$1,500
Level 3	\$3,000
Level 4	\$4,000

All levels require ongoing student engagement and participation in order to maintain enrollment in the program.

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LAKELAND CHRISTIAN SCHOOL

SECONDARY SPECIAL PROGRAMS

2021-2022



SECONDARY SERVICES

Special Programs (SP) provides academic support for 6th through 12th grade students with mild disabilities who are mainstreamed into the rigorous curriculum in the general classroom. A whole child approach to learning is used to prioritize all developmental and personal needs of a student in addition to their academic achievements.

Daily SP services provide a strong focus on the executive functioning skills that are critical for success in school and life, as well as social, psychological, cognitive, and character development. Continuous training in the areas of organization, planning, time management, task initiation, impulse control, self-monitoring, flexibility, working memory and emotional control take priority as academic support is provided. SP faculty focus on providing a supportive, caring environment that students can count on so that they gain the power to put these skills into effect.

MISSION & PURPOSE

The Special Programs Department endeavors to meet the special needs of students who have been professionally diagnosed with mild or moderate disabilities. The goal is to partner with families and teachers while providing an opportunity for students to increase independence and achieve academic success aligned with the student's ability.

MIDDLE SCHOOL SERVICE LEVELS

LEVEL ONE

Student receives an IEP/504 Plan due to a documented diagnosis. Student attends a regular study hall and all accommodations are implemented and monitored by the general classroom teacher.

LEVEL TWO

Student participates in a daily supported Learning Lab for directed study skills. SP faculty works collaboratively with classroom teachers for implementing and oversight of accommodations in the general classroom. Student receives academic monitoring and is expected to finish and submit any incomplete assignments as homework.

LEVEL THREE

Student receives a whole child approach to learning with a heavy emphasis on executive functioning strategies. Pre-teaching and re-teaching of key concepts focus on English and math with supplemental skill-building reinforcement in academics and social/emotional behaviors. Student is responsible for elective courses.

LEVEL FOUR

Student receives two daily supported classes: an intervention course with an emphasis in reading/math and a Learning Lab with a focus on executive functioning strategies/study skills. Ongoing outside resources may be necessary for success at this level.

HIGH SCHOOL SERVICE LEVELS

LEVEL ONE

Student receives an IEP/504 Plan due to a documented diagnosis. Student attends a regular study hall and advocates for plan accommodations which general classroom teachers provide and monitor. College Board/ACT accommodations request submitted upon communication from parent/guardian.

LEVEL TWO

Student receives academic monitoring as needed and may advocate to meet with SP faculty on a prearranged basis for organizational help/planning strategies and questions concerning test accommodations. SP faculty works collaboratively with classroom teachers for implementing and oversight of accommodations in the general classroom. SP faculty administers College Board/Pre-ACT exams.

LEVEL THREE

Student receives a whole child approach to learning and is given support in a daily directed-study Executive Strategies course to work on skills critical for academic success (such as time management, organization, planning, and goal setting). Student also receives accountability for task/test completion. Administration of semester exams is coordinated by SP faculty.

LEVEL FOUR

Student receives intensive academic support and re-teaching of key concepts covered in the general classroom setting as needed. Frequent communication between SP faculty, classroom teachers, and the family occurs. Ongoing outside resources may be necessary for success at this level.

** The SP faculty determine the level of support a student needs in order to progress academically, socially, and emotionally. Each higher level includes services of previous levels.*