Insight for Today and Tomorrow: The World of Special Education

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Lynn University

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INSIGHT FOR TODAY AND TOMORROW....
THE WORLD OF SPECIAL EDUCATION

A Research Project submitted in partial fulfillment of the requirements

For the degree of

MASTER OF EDUCATION

To the faculty of the department of

EDUCATION

AT

LYNN UNIVERSITY

Boca Raton, Florida

By

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(Mentor's Signature)
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# TABLE OF CONTENTS

ACKNOWLEDGEMENT ................................................................. i

TABLE OF CONTENTS .......................................................... ii

INTRODUCTION ............................................................................. 2

CHAPTER 1 .................................................................................. 3

ORIGINS OF DISABILITIES AND EXISTENCE OF SPECIAL EDUCATION ........................................ 3

MAJOR COURT CASES THAT HAVE AFFECTED SPECIAL EDUCATION AND THE LIVES OF INDIVIDUALS WITH DISABILITIES PIONEERS FROM OUR PAST HAVE HELPED TO MAKE THESE ADVANCES POSSIBLE ............................................. 7

COURT CASES .............................................................................. 7

CHAPTER 2 .................................................................................. 9

TECHNOLOGY’S IMPACT ON SPECIAL EDUCATION SPECIFIC LEARNING DISABILITIES IN PARTICULAR ......................................................................................... 9

INTERVENTION ........................................................................... 11

TECHNOLOGY AND LD CHILD .................................................................................................................. 14

TECHNOLOGY & ADD/ADHD CHILD ......................................................................................................... 17

TECHNOLOGY & DYSGRAPHIA ................................................................. 19

THE FOLLOWING ACCOMMODATIONS ...................................................................................................... 23

1. When considering Rate: ............................................................................................................................ 23
2. Adjust the volume: ...................................................................................................................................... 23
3. Change the complexity: ............................................................................................................................. 23
4. Change the tools: ....................................................................................................................................... 24
5. Change of format: ...................................................................................................................................... 24

BENEFITS OF WORD PROCESSING ........................................................................................................... 24

TECHNOLOGY AND DYSCALCULIA ............................................................................................................. 29

CHAPTER 3 .................................................................................. 31

SOFTWARE AND CHILDREN WITH SPECIAL NEEDS .......................................................................................... 31

Select Mathematics Software for Students with Learning Disabilities ................................................................ 33

PROGRAM ...................................................................................... 34

CURRICULAR .................................................................................. 36

BENEFICIAL SOFTWARE FOR SPECIAL EDUCATION .......................................................................................... 36

Instructional Software for Teaching Typing or Keyboarding .............................................................................. 36

CHAPTER 4 .................................................................................. 37

DIRECTORY OF JOB OPPORTUNITIES REGARDING SPECIAL EDUCATION ................................................. 37

CHAPTER 5 .................................................................................. 110

CONCLUSION ................................................................................ 110

A LOOK INTO THE FUTURE .......................................................................................................................... 110

BIBLIOGRAPHY .............................................................................. 114
INTRODUCTION

These pages address the origin of disabilities and technologies impact on special education. The future of technology in special education, specific learning disabilities, common disorders, recommended computer software, and a directory of professional job opportunities related to special education will be addressed. With all these things in mind, this will be a guide to shape our perceptions and insights, regarding the world of special education and the exceptional child.
CHAPTER 1
ORIGINS OF DISABILITIES AND EXISTENCE OF SPECIAL EDUCATION

According to the Federal Definition, a “Specific Learning Disability”, “means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia”, (Lipson Wixon, 1997). A large amount of disabilities result from different sources. Not all disabilities are diagnosed the same way. A developmental disability is any physical or mental condition that can impair or limit a child’s skills, or that causes the child to develop language, thinking, personal, social and movement skills more slowly, than other children. (Pueschel, Scola, Weidenman, Bernier, 1995). There is a long list of characteristics students, with learning disabilities, demonstrate. Some of the major characteristics are: motor problems- with tasks that involve fine or gross motor skills, perceptual deficits- problems with auditory and visual perception, attention deficits- difficulty concentrating on tasks, memory disabilities- with long term and short-term problems, language disorders- difficulty with reception, processing and expression of language, social perception- difficulty with social skills, and emotional overlay- learning disabilities can cause emotional issues.

There is no exact reason for the causes of learning disabilities. Two possible causes that often have been cited in professional literature are the central nervous system disorder and genetic factors (McNamara, McNamara, 1995). According to research by Barry and Francine McNamara, nervous system damage may occur during
the birth process because of oxygen deprivation, the type of labor, or any agent that makes birth difficult. Additional research by the McNamara’s suggested an association between learning disabilities and genetic factors. Professionals point to cases where learning disabilities run in families. It's also known to be found in cases of twins.

The prevalence of learning disabled students seems to be three to 5 percent of the school-aged population (Ibid). This seems to be a small number. However, learning disabilities are highly publicized in the media. These may be due to the fact that in many school districts the majority of the students classified with any disability are put in the learning disabled category, which may account for 80 percent of all students. Nationally, the percentage of special education students who are classified as learning disabled is around 50 percent (Ibid).

Recent changes in attitudes, care, and services are available to children with developmental disabilities. In the past, children were hidden in institutions. Prior to 1975 when President Ford signed the Education for all Handicapped Children Act (PL94-142) children with disabilities were excluded from public schools. Their educational environments were weak. According to the Individuals with Disabilities Education Act (IDEA), (PL101-476) school districts must educate all children, together, to the maximum extent appropriate. This is based on the legal principle known as Least Restrictive Environment (LRE), which states, those students with disabilities should be educated as closely as possible with students without disabilities. Though in the principle, LRE, and the act, IDEA, gray areas exist. The second part of the LRE, seen in IDEA’S wording, “maximum extent appropriate” gives schools the power to overcome this presumptive right of equal education, allowing students to be placed in more
restrictive settings, when the general classroom is found to be insufficient. It would depend on each individual disability and person’s reflected needs. The purpose of IDEA is to make sure there is alternative placement for these children. It is also, to make sure that the environment is not too restrictive for their needs. The law does not mandate inclusion however; the law mandates what are the appropriate individual needs of a student. It is rather difficult at times to decide what is the least restrictive setting. One such court case Daniel R.R. vs. State Board of Education (1989) sets guidelines for determining the mainstreaming of a child (McNamara, B, McNamara F, 1995). Now we have insight as into how these children learn and grow, through medical advancement and modern technology. We have many more services, interventions, and treatments.

Most students who are “Special Needs” children learn in a regular classroom setting. They may receive special educational services in a resource center for part of the day. The resource center provides instruction for the children to function in a regular classroom setting. There are three types of educational resource placement programs for students with “Special Needs”. The Categorical Resource Room is a program where the child is placed based on his or her specific classification, for example, learning disabled, mentally challenged, or emotionally disturbed. Secondly, there is a Cross-Categorical Resource Room in which students are placed. This program is based on their needs, not on classification. Lastly, there is a Non-Categorical Resource Room program. This program may not be viewed strictly as a special education program, though the teacher is certified in special education. This program may consist of students who are “border line” special education. They may need assistance but are
not eligible for services (Ibid.). We are fortunate today to have so many services and programs available for our children.

Children with many developmental disorders are able to accomplish much more than was ever possible. They not only can participate in family life but they can go to school have friends enjoy recreational activities, and live and work in the community. We have many more insights as to how children learn and grow. Medical advances, recent technology, and ideas about individuals' rights have revolutionized our thinking and approaches to children with special needs.

Learning disabilities exist in these areas:

1. Reading and writing
2. Mathematics
3. Receptive and expressive language

Many professionals also identify motor, memory, and perceptual weaknesses as learning disabilities. (Pueschel, Scola, Weidenman, Bernier, 1995). Depending on a child's individual needs, specialists and professionals in areas of pediatrics, physical therapy, occupational therapy, social work, speech-language therapy, and psychiatry are all an important part of the evaluation team.

Today, special education is part of the curriculum for new teachers. They are receiving masters' degrees and being certified in the fields of special education which include but are not limited to, specific learning disabilities, learning disabilities, emotionally handicapped, mental retardation and what is known as "Varying Exceptionalities". There is a critical shortage of teachers in the field of educating the "exceptional child". With a Masters in Varying Exceptionalities there are many things
one can do in addition to being in classroom. The future of special education will therefore rely on many factors.

The most recent federal legislation on education is the Goals 2000: Educate America Act (PL 103-327). It provides monetary resources to states and communities to assist in the development and implementation of educational reforms related to virtually every aspect of education, including curriculum and textbooks, teaching practices, the user of educational technology, evolution and measurement of student progress and school administration and management. (Heward 1996). How this effect special education is unknown. The bill specifies “all children” and “all students”. This is intended to include the special needs student.

This project is devoted to the cure of dysgraphia and dyscalculia in the LD child. It also will present a compilation of employment opportunities for the special education student.

Major court cases that have affected special education and the lives of individuals with disabilities Pioneers from our past have helped to make these advances possible.

<table>
<thead>
<tr>
<th>COURT CASES</th>
<th>YEAR</th>
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<tbody>
<tr>
<td><em>Brown v. Board of Education of Topeka (Kansas)</em></td>
<td>1954</td>
</tr>
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<td>Established the right of all children to an equal opportunity for an education.</td>
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<td>Declared the track system, which used standardized tests as a basis for special education placement, unconstitutional because it discriminated against African American and poor children.</td>
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<td><em>Diana v. State Board of Education (California)</em></td>
<td>1970</td>
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<td>Declared that children cannot be placed in special education on the basis of culturally biased tests or tests given in other than the child’s native language.</td>
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<tr>
<td>Established the right of every child to an equal opportunity of education; declared that lack of funds was not an acceptable excuse for lack of educational opportunity.</td>
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<td><em>Pennsylvania Association for Retarded Citizens v. the Commonwealth of Pennsylvania</em></td>
<td>1972</td>
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<tr>
<td>Class action suit that established the right to free public education for all children with mental retardation.</td>
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<td>Year</td>
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<td>1972</td>
<td>Wyatt v. Stickney (Alabama)</td>
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<tr>
<td>1979</td>
<td>Larry P. v. Riles (California)</td>
</tr>
<tr>
<td>1982</td>
<td>Armstrong v. Kline (Pennsylvania)</td>
</tr>
<tr>
<td>1983</td>
<td>Abrabamson v. Hersbman (Massachusetts)</td>
</tr>
<tr>
<td>1982</td>
<td>Department of Education v. Katherine D. (Hawaii)</td>
</tr>
<tr>
<td>1984</td>
<td>Irving Independent School District v. Tatro (Texas)</td>
</tr>
<tr>
<td>1982</td>
<td>Smith v. Robinson (Rhode Island)</td>
</tr>
<tr>
<td>1984</td>
<td>Honing v. Doe (California)</td>
</tr>
<tr>
<td>1989</td>
<td>Timothy W. v. Rochester School District (New Hampshire)</td>
</tr>
</tbody>
</table>
CHAPTER 2
TECHNOLOGY'S IMPACT ON SPECIAL EDUCATION SPECIFIC LEARNING DISABILITIES IN PARTICULAR

Technology as it exists today, and expands tomorrow, has, and will have, a major influence on American life. According to President Clinton’s message dated November 1997, to the parents of United States, the top priority is to ensure that our children have the best education in the world. Clinton feels the best way to accomplish this is to give every child by the new millennium access to educational technology. It will be the first time in the Nation’s history that all children according to Clinton will have access to the same universe of knowledge and will have an opportunity to acquire the skills they need to succeed in the high-tech workplace. Vice President Gore coined the team “information superhighway” more than 17 years ago. This serves as an excellent metaphor because technology like our highways is constantly expanding in different directions connecting more and more people and places. The use of technology, as we enter the new millennium, is exploding on all aspects of our lives, specifically in our recreation and within the fields of science, business and media. We have become an information driven society. According to Richard Riley, Secretary of Education, our high quality of education offers Americans the best path to a rewarding career and a fulfilling quality of life. Technology based instruction is one way to help children achieve that learning success, (US Department of Education, 1997).

All children in our society, in order to enhance educational opportunities, and their overall quality of life, are increasingly using technology. (Holden-Brown and Parette, 1992) On February 15, 1996, President Clinton and Vice President Gore announced the “Technology Literacy Challenge”, envisioning a 21st century where all
students are technologically literate. (US Department of Education, 1996) Technological literacy means having both computer skills and the ability to use the computer to improve learning productivity and performance. Technological literacy, as it applies to this paper, has become as important as learning the traditional skills like reading, writing and arithmetic. Technology has come far since our first telephone, cable systems and video recorders. Today, we find such advances as digital cameras, scanners, satellite telephones. It is even possible to send email across the world from one's watch. We are only beginning to touch the surface and understand as we enter the 21st century. Computer technology might be important for all individuals, but it is critical for students with "Special Needs".

In a report to Congress, the National Office of Technology Assessment (1998) described technology as "freedom machines" that provide educational avenues previously not accessible to handicapped or learning disabled students (Eason, 1989). Computer solutions to the problems of visual, hearing, speech and mobility impairments rely primarily on assistive technology. Assistive technology, as defined by the individuals with Disabilities Education Act Amendments of 1997, is "any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities".

The Technology Related Assistance for Individuals with Disabilities Act, "The Tech Act" (PL 100-407), recognizes the need for assisted technology. It focuses on consumer involvement and allocates funds for a maximum of 10 years, to individual states, in order to help overcome any barriers in the way of appropriate selection, acquisition, and usage, and to make assistive technology more accessible to individuals. It provides
access to computerized information on the use of assistive technology. It provides demonstration centers. It provides consultant and referral services, as well as, providing training to individuals with disabilities (Learning Disabilities Association, 1998). The tool most commonly used is the microcomputer, subversion of the common laptop. Due to the computer revolution and its impact on the education of “Special Needs” children, it offers a powerful source of opportunity, information, and multidimensional thinking.

**Intervention**

Children with “Special Needs” (exceptional children) are those children whose exceptional education needs necessitate an individually planned program of education. Heward goes on to differentiate between Special Education and regular education by its curriculum. Some children with disabilities need intensive, systematic instruction to learn skills that typically developing children acquire naturally. It can be said, that in regular education, the school system dictates the curriculum, but that in special education, the child’s individual needs dictate the curriculum. (Leberman, 1997) In most cases this is not happening. Statistics show that many children who need individualized curriculum are being mainstreamed into regular educational settings. In fact, approximately 70 % of children with disabilities are educated in regular classrooms for at least part of the day (Heward, 1996). Therefore, intervention becomes important.

The main goal of intervention, for students of special need, is to eliminate or at least reduce the obstacles that might keep a child or adult, with disabilities, from full and active participation in school society. If these are successful, then the children could be mainstreamed without facing such hardships presented by the curriculum. There are three basic interventions: PREVENTIVE- Keeping possible problems from becoming a serious disability; REMEDIAL- Overcoming the disability through training or education;
COMPENSATORY- Giving the individual new ways to deal with the disability. (Heward, 1996)

Children with special needs, can often benefit from the use of assistive technology to support communication, self-expression and positive social interaction. (US Department of Education, 1997)

Gleason (1990) states there are over 15 million computers in American schools. The number of computers in the classroom will triple in the year 2000. Microcomputers will assist the needs of the exceptional population in learning, communication, mobility and development of job skills. The 1960’s brought computer-assisted instruction (CAI) to schools, according to Kirk and Gallagher (1993). The most widely used application of microcomputers, to meet the needs of special students, is CAI. The term CAI refers to learning accomplished with a computer. With the use of CAI, the computer acts as a non-judgmental tutor with limitless patience.

The computer allows a child with special needs to engage in a world all of its own, to feel free and autonomous, to experience the power of being in charge, to build self-esteem, and, at the same time, broaden his horizons. (Curitis, 1987) There are many devices or activities that allow the child this freedom. Computer programs can be tailored to the specific needs and abilities of the child. The computer’s flexibility allows it to be a motivator, luring a child in with its music, graphics, symbols, and movement. With adaptive devices it allows the severely handicapped an opportunity to speak, type or move. (Heyward, 1996)

At present the most assistive technology for individuals with learning disabilities is the computer. Assistive Technology Devices are “any times, pieces of equipment, or
product systems that are used to increase, maintain or improve functional capabilities of individuals with disabilities", (Behrmann, 1995), Most applications incorporate hardware and software targeted at general audiences, rather than products specifically designed for learning disabilities. There are many generic hardware and software technologies, today, which can be adapted to a specific learning disability. A technology good for one disability may by-pass the challenge of another. This assistive technology can help in such areas as organization, note taking, writing assistance, productivity, and access to reference materials, cognitive assistance, and material modification, (Lahm and Morrissette, 1994). As we move into the 21st century, technology provides a wealth of alternative. There is great potential, but we have not yet overcome all the barriers.

With the use of technology we now have an opportunity to open our society to the millions of disabled people in the United States. In addition to the human qualities of love, understanding, compassion, caring, support, and encouragement, the ideal situation for teaching people with learning disabilities includes the "superhuman qualities" of infinite patience, inexhaustible energy, and unlimited availability, (McWilliams, 1984). These are the things that can be provided by personal computers.

No matter how many tries it takes a child to learn, the computer will never become frustrated, angry or impatient. The microcomputer never gets tired and is always available.

The students with Specific Learning Disabilities such as ADD or ADDH are perfect candidates to work, and learn, with computers.

Learning disabilities was defined by Public Law 94-142 and further defined in Federal regulation issued in 1977. The definition of a learning disability is a disorder in
one or more of the basic psychological processes involved in understanding and involved in having an imperfect ability to listen, think, speak, write, spell or to do mathematical calculations. Learning disabilities, as mentioned in chapter 1, include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and development aphasia. Research shows that of those receiving special services, forty percent of those in special education were in learning disabilities programs, (Kavanagh and Truss, 1998).

The LD student has both academic strengths and weaknesses that impact learning. Lerner (1989) identified the fact that students with problems in academics often exhibit a lack of motivation, frustration, and behavior and attendance problems in school.

Technology and LD child

Mason and Engel (1995), found computers were highly effective, when used, as behavior reinforcement. CAI allows the teacher of LD students to use software to follow each student’s individual educational program, developed specifically for each student’s particular needs and goals. Mastery learning is particularly applicable for learners with disabilities. Computers aid mastery learning by allowing sufficient time and individual practice with feedback to specific objectives. CAI allows the teacher of LD students to use software to follow each student’s Individual Education Program.

Research by (Vockell and Mihail 1993) discovered numerous learning principles and techniques that computer assisted instruction offered to mildly handicapped students. Using direct instruction allows the student to master specific skills more efficiently, and automatically allows skills to be reinforced beyond the point of initial mastery. CAI promotes memorization skills to recall factual information to enhance
learning at all levels. It also promotes peer tutoring and cooperative learning by allowing productive group learning. It also provides prerequisite knowledge and skills to instruct lower-level skills before higher-level skills are mastered. CAI offers immediate feedback to each student in a clear, concise manner. LD students learning styles vary; CAI offers numerous modes of learning for student. By applying these computer strategies, teachers of LD students can use computers as a valuable tool.

Education, in formal settings such as schools, has traditionally involved the teacher in providing motivation, stimulus, and communication to his/her students. Although this may be the norm it may not be the most effective for students with special needs. For some learners, autonomy may be the key to cognitive and emotional growth, as Parnell, (1990) states, educational technologies can be powerful tools to improve education as vehicles to extend the learning process, particularly in serving exceptional students. The LD student receives motivation and the feeling of acceptance when using CAI. CAI offers private tutoring to the student without embarrassment or fear of failure before the teacher or peers. The traditional role of teacher as an authoritative expert changes.

When students use CAI, there is a change in the teacher's role; the teacher takes on the role of collaborator. The student tends to initiate questions to the teacher, answered on an individual basis to the specific individual, (Mehring and Colson, 1990). To investigate the effects of technology on the learning process a study was done examining teacher-student interaction in a computer lab, (Sills-Briegel, (1996). The main concern of the study was that computer education would interfere with the personal contact between teacher and student. Quite the contrary was found. Computer Based
instruction (CBI) classrooms were more student-centered and cooperative than regular classrooms and teaching was more, not less, individualized, when computers were involved. In addition students were more motivated and less threatened when learning on computers than when learning in regular classrooms, (Swann and Metrani, 1990). Schofield, (1995) identified that studies, of CAI uses, in special education classes, demonstrate changes in student behavior characterized by an increase in sense of competition and challenge, and by a decrease in fear of being embarrassed in front of his/her peer group. This arose from the reduced necessity to publicly pose a question to the teacher. CAI takes the pressure off the student and learning occurs without fear of failure or rejection. Selecting appropriate computer software is a key component for the success of CAI. The most common and the most criticized form of CAI computers that are used in the classroom is drill and practice. Drill and practice are the most criticized from of CAI. Drill and practice are used often when the student does not know the skill and can lead to frustration. When used appropriately though drill and practice offered the LD student a longer period of time needed for memory and learning.

Tutorials are used to introduce the student to new skills and material. Simulators allow the student to experience real-life situations without any risk of failure. LD students frequently experience deficits in social skills. Simulation programs allow the LD student to experience and decide what actions they should take, without the negative feedback received in real-life scenarios.

Problem-solving activities encourage a higher level of thinking for LD students. The use of problem-solving activities may be very beneficial. The student must work through a difficult problem to find the solution. Word-processing assists
students in learning how to write properly. The LD student often has difficulty with written expression, particularly with spelling. Spell-check and grammar tools facilitate writing skills (Lerner, J. 1989). This is where the success of CAI is most beneficial.

Along with CAI, there is also CAI or computer based Instruction. This differs from computer assisted Instruction in that the human teacher is more involved in CBI. In CBI the teacher is a stronger liaison between the student and the computer.

Students with LD may exhibit attention problems. In a recent study, Roberts, Pratt, and Leach 1991 reported that a group of students with mild disabilities were “off task” nearly twice as often as non-disabled students. The researchers suggest this “off task” behavior, which is related to attention, only adds to the learning problems experienced by students with disabilities, LD students often exhibited short attention span and distractibility, which makes learning very difficult.

Technology & ADD/ADHD Child
Students identified as having an attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD).

Children with attention deficit or hyperactivity may exhibit many of the following seven characteristics of the disorder.

- First, the child is inattentive to the appropriate activity.
- Second, the child is impulsive in social or educational situations.
- Third, the child has difficulty remaining seated.
- Fourth, the child has difficulty organizing and completing work.
- Fifth, the individual has difficulty following instructions.
- Sixth, the student fails to complete tasks.
- Seventh, the child has difficulty following rules (Smith, Finn & Dowdy, 1993).

Attention deficit and hyperactivity in children have a deviated impact on academic and social growth. Evidence has shown that these students often feel that they are unable to do anything right and a pervasive attitude of not caring begins. Frustration and low
self-confidence takes over and inhibits academic and social growth. Many students often become behavior problems in school, and home, because of this feeling of incompetence, (MacArthur, 1996).

The LD student feels that trying becomes useless, that failure will be the ultimate result of any endeavors. This sense of failure and inadequacy leads many LD students into trouble at school and possibly with the law. The feeling of inadequacy is one of the leading causes of student misbehavior (Magid and McKelvey, 1988).

The computer is especially effective when working with students with ADD and ADHD. Ford (1994) found the attention of the ADHD children increased when the software’s difficulty level was at their cognitive level. CAI allows these students to learn with the proper computer software. Clarke and Kostoe (1995) in a study involving students discovered CAI increased the pupil’s reading comprehension.

Utilizing computers in the classroom appears to have an impact on learning, motivation, and self-esteem. Computer training allows the student to be skilled in the use of technology. These skills may introduce the student to working with computers as a career choice. According to “Florida Industry and Occupational Employment Projections” the majority of future employment in both Dade and Broward County are computer related. Examples of computer related occupations included Computer engineer, System analyst, Data processing, Equipment repairer, and Computer support specialist. There still remains a question to whether learning – regarding CAI or CBI, is more affective when the teacher is in the classroom near the computer as opposed to the child being at the computer on his own, (Miller1998). conducted a study to find out the physical proximity of the classroom to the computer resources. The study proved
there was no difference in learning regarding the proximity. Teachers either worked closely with students, or they did not interact at all, and the results were the same. The effectiveness of a formal traditional educational setting vs. a more autonomous interactive setting with a computer can be broken down into concrete dimensions. Engagement and motivation can be empowered by interactive multimedia technology. This stimulates the child and they (MacArthur, Haynes, Malouf, 1986) stay on task. Effectiveness traditional tests measure learned applications. With technology the child can acquire a skill that he can continuously use.

Research has more effectively shown that computer assisted instruction offers achievement advantages in comparison to traditional instruction. In a study done by MacArthur, Haynes, Malouf (1986), they examined engaged time and interaction patterns with teachers and peers of individual computer assisted drills, practice, and seatwork, in special education classrooms. They found there to be a high engagement rate. Students stayed more on task. Computer related tasks consisted of booting the system, and figuring out how to run a program. Seatwork seemed to consist of getting materials and switching between tasks. Teachers spent about the same amount of time helping students with tasks related activities, such as operating the computer, and understanding the specific software directions.

Technology & Dysgraphia

It is important to look at how Specific Learning Disabilities are related to reading, writing, and mathematics. Many students struggle to produce neat and expressive written work. This is known simply as dysgraphia, a writing disorder (Crosby 1976). Dysgraphia is a Latin word. DYS means "difficulty with" and "GRAPHIA" refers to writing
process. It is one of the many aspects of learning disability or learning difference (Yahoo, 1999). Dysgraphia is not illegible handwriting or penmanship. It is a difficulty in expressing thoughts in writing. It is marked by faulty spelling, inconsistent lettering, mixture of upper/lower case letters or print, irregular letter size and shapes and unfinished letters.

Dysgraphia is not due to observable brain damage, but to developmental problem probably a genetic condition (Spafford, Grosser, 1996). Writing disorders in children are difficult to discuss. They can conceivably occur in several ways and may be of more than one variety (Crosby 1976). In adults neurologists look for lack of neatness, spacing of letters, words, the size of margins and slant of handwriting as a symptom of a disorder of the central nervous system. In children the diagnosis is much more difficult. In general, a child’s handwriting may not be neat. Based on their age they may also have trouble formulating letters. The ability improves with maturation, but the rates of development vary with each individual, so that it is hard to decide when untidiness is maturational and when it is evidence of neurological impairment (Crosby, 1976). Variations of dysgraphia are found in children with dyslexia. Dysgraphia is the inability to coordinate hand and arm muscles to write legibly (Jordan, 1972).

In the public school system the term dysgraphia is seldom used. Educational evaluations are done and a strict criterion is always met. Not all students considered dysgraphic are learning disabled. It appears that a child who is dyslexic can easily conceal it, but dysgraphia is much harder to conceal. Children who are dysgraphic form mental images of letters and words. Their disordered writing can aid in recognizing the dyslexic child. Some of the underlying causes of dysgraphia are:
Sequencing Problems Students have difficulty with sequential, rational information processing. They experience problems with letters and words as they write. In a child there is a fine line between what is dysgraphia, may have multiple struggles at the basic processing levels. Children that are Dyslexia have very poor spelling, which then interferes with their automatic use of writing. A child can be both dyslexia and dysgraphia resulting from a disturbance in the ability to read or learn to read, these children then experience difficulty with the mechanics of writing as well as spelling. (Jones, 1998).

Attention Deficit Hyperactivity Disorder Students experience difficulty organizing sequencing detailed information.

Auditory Processing Weakness Students experience difficulty learning and understanding language and language expression.

Visual Processing Weakness Students experience difficulty with writing spread, clarity due to the lack of visual or perceptual processing.

Fine Motor Difficulties Students experience difficulty using a writing tool, paper positioning.

As with dyslexia, dysgraphia is believed to be the result of visual or perceptual processing weakness. However, research on the brain has not, as yet, found much evidence to support a visual basis for dysgraphia. In some cases what may appear to be a perceptual problem may be a sequential/rational information-processing problem. For example, a child may reverse letters/numbers, write words backwards or out of order, or just write sloppily. Students who are considered to have Attention Deficit
Hyperactivity Disorder (ADHD) often experience difficulty with writing and penmanship. (Spafford, Grossen, 1996) Attention deficit disorders should not be confused with dyslexia or dysgraphia. Many individuals with dyslexia do not have attention deficits. Most children with learning disabilities who experience attention deficits do not display hyperactivity (the H in ADHD). Attention deficits can be correlated with such disorders as dyslexia/dysgraphia. (Spafford, Grosser, 1996)

Other students experience writing difficulties due to general auditory or language processing weaknesses often associated with dyslexia (Jordan, 1972). Most dysgraphic students do not have visual or perceptual processing problems, but a weakness in their processing. They do, however, have visual processing weaknesses and may experience difficulty with speed and clarity. (Jordan, 1972) Lastly dysgraphia maybe the result of poor fine-motor difficulties because the child is unable to execute, efficiently, the motor movements required to write or copy written letters or forms. Students may be unable to transfer the input of visual information to the output of fine-motor movement; or they may have difficulty in activities requiring motor or special judgments, (Lerner, 1997).

When writing becomes a barrier of learning knowledge then accommodation, modifications, and remediation strategies must be taken. Children with dysgraphia have trouble organizing and processing information. A teacher must evaluate the child’s writing deficiency and help that child reach a better approach. By accommodating the child you reduce the impact that writing has on learning or expressing knowledge. In order to modify, remediate the expectations to deal with dysgraphia, the following considerations should be taken: (Jones, 1998)
The following accommodations

1. **When considering Rate:**
   *The rate of producing written work, volume of the work to be produced*

   Allow more time for written tasks including note-taking, copying, and tests, allow students to begin projects or assignments early, encourage learning keyboarding skills to increase the speed and legibility of written work, have the student prepare assignment papers in advance with required headings (Name, Date, etc.)

2. **Adjust the volume:**
   *Reduce the copying elements of assignment and test*

   For example, if the student is to answer three questions that you may have selected, then let them answer the balance of the questions in phrases or words (or drawings). If students are expected to copy definitions, allow the student to shorten them or give him definitions and have him highlight the important phrases and words or write an example or drawing of the word instead of copying the definition. Reduce the length requirements on written assignments – stress quality over quantity.

3. **Change the complexity:**
   *The complexity of the writing task*

   Grade different assignments on individual parts of writing process, so that for some assignments "spelling doesn’t count," for others, grammar. Develop cooperative writing projects where different students can take on roles such as the ‘brainstormer, organizer of information’, ‘writer’.
4. Change the **tools:**

*Tools used to produce the written product*

Allow the student to use cursive or manuscript whichever is most legible. Encourage primary students to use paper with the raised line to keep writing on the line. Allow older students to use the line width of their choice. Keep in mind that some students use small writing to disguise its messiness or spelling, though. Allow student to use graph paper for math, or to turn lined paper sideways to help with lining up columns of numbers. Also allow the student to use the writing instrument that is most comfortable. Using pencil grips can ease hand strain.

5. Change of **format:**

*Format of the product*

Offer the student an alternative project such as an oral report or visual project. Establish a rubric to define what you want the student to include. You can evaluate the student's visual or oral presentation of that same information, in the alternative format (Jones, 1998).

**Benefits of Word Processing**

Computer technology offers the greatest support to students with dysgraphia. If emphasis is on application and word-processing, the possibilities are endless. Word processing can provide speech synthesis and a personalized word bank for creativity. The computer can assist in the basic process of transcription and sentence generation, including spelling checkers, word prediction and grammar and style checkers. In terms of application, the computer can support the cognitive process of planning, outlining, semantic mapping and multimedia application.
Word processors have several capabilities that influence the writing process. First, the editing features of the word processor allow writers to make frequent revision without recopying. Students with LD in particular, have a limited conception of revising as being an opportunity to correct error, and then revisions are restricted primarily to minor changes that do not affect the overall meaning or quality of writing (Mac Arthur, Graham, and Schwartz, 1991), simply having access to word processing has little impact on the revising of students with LD. For example, the researchers Mac Arthur and Graham (1987) found no difference in the number or type of nervous mistakes students made using paper and pencil compared to using word processing.

Furthermore, the final drafts of papers, written on a word processor, did not differ from those written by hand, on any of the measures used in the study, including overall quality; length; story structure; vocabulary; syntactic complexity; or errors in spelling, capitalization, and punctuation. Only minor differences were found between handwriting and word processing: More deletions were made with the former; and word processing resulted in more revisions during writing of the first draft, whereas, nearly all revisions with handwriting were made while writing the second draft.

However, instruction in revision, in combination with word processing, can significantly increase the amount and quality of revision by students with LD (Graham & MacArthur, 1998; MacArthur & Schwartz, & Graham, 1991; Stoddard & MacArthur, 1993).

Word processing can give students the power to produce neat, printed work and to correct error without messy erasures. Another feature of the word processor is visibility of the text on the screen, (MacArthur, 1998). The visibility, together with the use of
typing rather than handwriting, can facilitate collaborative writing among peers, and scaffolded interactions, between teacher and student. Finally, since handwriting is typically a barrier for the dysgraphic child, word processing is probably inherently easier.

Another useful tool is the spell checker. It offers the student a way to identify misspelled words. However, a limitation for the SLD student is that spell checkers fail to suggest correct spellings for words severely misspelled. Another problem maybe, that the dysgraphic student may have trouble identifying the correct word choice. However, with synthesized speech and word definition this limitation maybe overcome.

A recent study of middle school students with LD, who had moderate to severe spelling problems, provided data on overall usefulness of spell checkers (MacArthur, Haynes, & Graham, 1994). Twenty-six students wrote stories and revised their spelling using a spell checker. They misspelled 4% to 35% of their words. The spell checker flagged 63% of their errors, missing 37% that were homonyms, or other correct words. The correct spelling was suggested for 58% of the flagged words, or 36% of all errors. Students were able to correct 82% of the errors with correct suggestions, and 23% of errors, when the correct suggestion was not offered. Overall, students corrected 36% of their errors using the spell checker.

Speech synthesis gives the dysgraphic student an advantage. The speech software translates text into speech. Word processors with speech synthesis enables students to hear what they have written, and to read what others have written. This capability may support writing by allowing students with writing problem to use their general language sense, to monitor the accuracy of their writing (Rosegrant, 1986). The only draw back with the adoption of speech synthesis is the quality. Using expensive
hardware is nearly as comprehensible as recorded speech, but less expensive hardware has been found to have serious comprehensibility problems (Mirenda & Beukelman, 1982).

Experienced writers typically devote a substantial portion of writing time to planning activities. They set goals in terms of the intended audience, generate content through memory search and information gathering, and organize their material carefully (Flower & Hayes, 1981). Students with LD may have difficulty with all of these component processes (Englert et al., 1989; Graham et al., 1991). Typically, they begin writing after devoting minimal time to planning. They often have problems generating sufficient appropriate content, and thus, produce short compositions with limited information. They, typically lack awareness of common text structures that could help them in organizing material and generating more content. In addition, limited background knowledge may interfere with both their reading comprehension and their writing (Garner, Alexander, & Hare, 1991). Outlining and semantic webbing are common practices for organizing ideas prior to writing. Early computer programs for semantic webbing were restricted by screen size and limited by graphics.

A sophisticated program for semantic webbing, Inspiration (1994), is available for Macintosh computers. The program permits the creation of semantic webs on the screen with elements that can be easily rearranged for experimentation with different arrangements of ideas. Hidden notes can be attached to the main ideas in the web. The entire web including notes can be automatically converted into an outline prior to writing. Most of the semantic webbing activities that teachers use on paper can be carried out on the computer, using this program. For example, teachers can create blank webs that
model particular text structures (e.g., compare/contrast, description). If a student is both dyslexic and dysgraphic, then mechanical aspects of writing, as well as spelling, are difficult. Technology can enhance the students writing experience. With the use of a computer, spell checker technology can recognize words based on sounds. As seem in this example; a 7th grade student who is both dyslexic and dysgraphic wrote the following writing story (Richard, 1999). It seems almost impossible for him to think about content, at the same time he thinks about spelling and writing mechanics. Because the process of writing is so very laborious for him, he types all of his papers. His first step was to type his ideas, fluently, while they “flowed”. His assignment was “write about a bumpy ride”. He was given no other cues. He typed,

“The way I decided a bumpy ride is like wothgan mowtsarts mowsek. Eshe bumby rowd is like a song. Eshe bumb is the a note eche uncon at the same time ste is. That was the mewstere to mowts mowsuk it was vare metereus and uperdekable. So the next time you drive down a bumpy theak of mowtsart.”

His next task was to use his Franklin Language Master 6000 and begin to proof and correct the story. Because he has a solid background in phonics, especially multi-sensory techniques, he was able to take the words one at a time, sound them out, and correct their spelling. It was a long process, but the end result is a fine example of the extent of his high level thinking. What is amazing is that he can correct the spelling, but he cannot think of the sounds and the content at the same time. For him, he must separate the two processes. His corrected story is,

“The way I describe a bumpy ride is like Wolfgang Mozart’s music. Each bumpy road is like a song. Each bump in the road is a note. Each bump is uncontrolled at the same time it still is controlled. That was the magic to Mozart’s music. It was very mysterious and unpredictable. So the next time you drive down a bumpy road, think of Mozart.

Regardless of how hard the dysgraphic tries he cannot satisfy the literate world because of his awkwardness in handing the handwritten code. (Jordan, 1972) Yet, it is
not impossible with the aid of technology. Being dysgraphic does not have to limit your writing. Dealing with writing problems is, also, both uncontrollable and controllable. Going slowly, developing skills, and using compensation can create the magic of good creative communication through writing (Richards, 1994). “

Technology and Dyscalculia

Another type of specific Learning Disability that will benefit from technology is dyscalculia. “Dyscalculia” means difficulty performing math calculations. Dyscalculia, a severe disability in learning and using mathematics, is analogous to dyslexia. Dyscalculia is defined as a specific disturbance in learning mathematical, concepts and computation and is associated with a central nervous system dysfunction. (Rourke, 1993 Gordon, 1992, Baroody & Gunsburg, 1991)

Often a child won’t perceive shapes and will confuse arithmetic symbols (Wingent, Kantrowitz, 1997). Dyscalculia has no clearly defined criteria for special education. In most cases, when a child is having a severe degree of math difficulty he is labeled as having “dyscalculia”. These students show a visual processing weakness. They are unable to visualize numbers and math situations. Students have trouble sequencing or organizing detailed information. They have difficulty remembering specific facts and formulas.

Computer technology is changing the ways we use mathematics; consequently, the content of mathematics programs, and the methods by which programs and the methods by which math is taught are changing (Van de Walle, 1994).

The revolution in computers has benefited us in many ways, although there are no specifically designed software programs for students with dyscalculia, many mathematical programs are useful. Computer motivates students, and the mathematics
software programs can individualize, provide feedback, and offer repetition. (Bahr, Keith, 1990)

The programs should question the student frequently. Asking the student if he is confident with his answer? They should also provide immediate feedback. To the student, math programs range from drill and practice programs to problem-solving programs. (Lerner, 1997)

Calculators have also revolutionized functional arithmetic (Lerner, 1997). Calculators are suggested for lessons that aim to teach math reasoning, not calculation, per se. With a calculator a student can put their energies into understanding concepts. The calculation is also easily accessible and handy. It is used to calculate basic facts as well as a complicated fact process (Lerner, 1997).

A talking calculator is another option. A talking calculator is simply a calculator with speech synthesizer. When number, symbol, or operation keys are pressed, they are “vocalized/spoken” by a built-in speech synthesizer. In this way, the user receives simultaneous auditory feedback in order to check the accuracy of visual-motor operations. Once calculations are performed this may be problematic, since it takes longer to have operations spoken than displayed. Secondly, some students may experience “stimulus overload,” having to contend with both visual and auditory feedback. But the majority of the students will benefit from this dual feedback. These learning disabilities should not sender the students helpless. With proper guidance and technology students can develop the necessary skills to find success in everyday life.
CHAPTER 3
SOFTWARE AND CHILDREN WITH SPECIAL NEEDS

Access to computer has allowed the general population the promise of convenience and order to busy cluttered lives. For people with disabilities the potential is much greater. People who previously needed human assistance to read a document, write a letter, or play a game can now do so independently with adaptive aids. These aids were developed to replace or augment input and output devices. Input aids, such as simple switches, which provide easier access to turning computer apparatus on and off; which provide a keyboard template making it easier to guide one's hands; and the sophisticated speech recognition device which provides a way for one to speak to one's computer, have made computers more accessible for many people with physical disabilities. On the output side, screen reader systems that can speak what the computer displays, have been developed for people with visual impairments (Education Access, 2000).

Computer technology provides an undeniable benefit for special education and the special education classroom environment. It allows children, with varying exceptionalities, the opportunity to learn in a highly interactive setting. The graphical elements of many educational software programs help retain the attention of special education students with comparatively low powers of concentration, and programs are useful in many subjects of learning (Holzberg, 1998). The computer serves as the perfect venue for challenging simulations, problem-solving, and visual stimulus. It motivates the students to think critically and provides the opportunity for decision-making.
The following is an annotated list of beneficial software for Special Education.
This list is but a small random sample of suggested computer software for the exceptional child their teachers and caregivers.
Select Mathematics Software for Students with Learning Disabilities

Level:
P= Primary
E= Elementary
S= Secondary
A= Adult

Operating System:
A= Apple II or Apple II Gs
M= Macintosh
I= DOS (IBM or IBM compatible)
W= Windows

<table>
<thead>
<tr>
<th>Program</th>
<th>Publisher</th>
<th>Level</th>
<th>Operating System</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Mathematics Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Mathematics Skills</td>
<td>Optimum Resources</td>
<td>P,E</td>
<td>M,W</td>
<td>Available in</td>
</tr>
<tr>
<td>Stickybear’s Math Town</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Early Math</td>
<td>Sierra</td>
<td>P.E</td>
<td>M,I</td>
<td>Early math skills</td>
</tr>
<tr>
<td>Kids Math Early</td>
<td>Great Wave</td>
<td>P.E</td>
<td>M,W</td>
<td>Early math skills</td>
</tr>
<tr>
<td>Millie’s Math House</td>
<td>Edmark</td>
<td>P.E</td>
<td>M,I</td>
<td>Interactive early math</td>
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<tr>
<td>Math Computation Facts</td>
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<td></td>
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<tr>
<td>Math Computation Facts Whole Numbers,</td>
<td>Gamco</td>
<td>E</td>
<td>A,I</td>
<td>Drill and practice</td>
</tr>
<tr>
<td>Decimals, and fractions</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Basic Mathematical Concepts</td>
<td>EPC</td>
<td>E</td>
<td>M</td>
<td>Practice on Concepts</td>
</tr>
<tr>
<td>Mathematical Concepts</td>
<td>Edunetics</td>
<td>E,S</td>
<td>M,I</td>
<td>Correlates with</td>
</tr>
<tr>
<td>On-Line Series</td>
<td></td>
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<tr>
<td>Basic Mathematical Facts</td>
<td>EPC</td>
<td>E</td>
<td>M</td>
<td>Practice in number facts</td>
</tr>
<tr>
<td>Math Rabbit</td>
<td>Learning Company</td>
<td>E</td>
<td>M,W</td>
<td>Practice in number facts</td>
</tr>
<tr>
<td>Math Munchers Deluxe</td>
<td>MECC</td>
<td>E</td>
<td>M,W</td>
<td>Practice in number facts</td>
</tr>
<tr>
<td>A+ LS Mathematics Series</td>
<td>AFC</td>
<td>E,S</td>
<td>M,W</td>
<td>Good management system</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
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</tr>
<tr>
<td>Concepts and Time</td>
<td>Intelligent Tutor</td>
<td>S</td>
<td>M,I</td>
<td>Secondary Math Series</td>
</tr>
<tr>
<td>Practice and Review</td>
<td>Intelligent Tutor</td>
<td>S</td>
<td>M,I</td>
<td>Secondary Math</td>
</tr>
<tr>
<td>Math Trek 7,8,9</td>
<td>Nectar</td>
<td>S</td>
<td>M,W</td>
<td>Secondary math based on</td>
</tr>
<tr>
<td>Math Shops Series</td>
<td>Scholastic</td>
<td>E</td>
<td>M,I</td>
<td>Shopping mall setting</td>
</tr>
<tr>
<td>Program</td>
<td>Publisher</td>
<td>Level</td>
<td>Operating</td>
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<td><strong>Games</strong></td>
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<td>Math Football Series</td>
<td>Gamco</td>
<td>E,S</td>
<td>A,I</td>
<td>Game format</td>
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<td>Word Problem Games</td>
<td>Gamco</td>
<td>E</td>
<td>A,I</td>
<td>Game format</td>
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<tr>
<td>Fractions-Oids 3</td>
<td>Mind Play</td>
<td>E</td>
<td>A,M,W</td>
<td>Games, practice in factions</td>
</tr>
<tr>
<td>Counting on Frank CD</td>
<td>Electronic Arts</td>
<td>E</td>
<td>M,W,CD</td>
<td>game format</td>
</tr>
<tr>
<td><strong>Money and Time</strong></td>
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<td></td>
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<tr>
<td>Money</td>
<td>Gamco</td>
<td>E</td>
<td>A,I</td>
<td>Activities with money</td>
</tr>
<tr>
<td>Telling Time</td>
<td>Gamco</td>
<td>P</td>
<td>A,I</td>
<td>Arcade style game</td>
</tr>
<tr>
<td>Quarter Time Math</td>
<td>Barnum</td>
<td>E</td>
<td>I</td>
<td>Game style automation</td>
</tr>
<tr>
<td>Coin Critters</td>
<td>Nordic</td>
<td>E</td>
<td>M,W</td>
<td>Teachers money</td>
</tr>
<tr>
<td>Clock</td>
<td>Hartley Courseware</td>
<td>E</td>
<td>W</td>
<td>Teachers time</td>
</tr>
<tr>
<td><strong>Spreadsheet/Graphing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Cruncher</td>
<td>Davidson</td>
<td>E</td>
<td>M</td>
<td>Teachers spreadsheets</td>
</tr>
<tr>
<td>The Graph Club</td>
<td>Tom Snyder Production</td>
<td>E,S</td>
<td>M</td>
<td>Teachers graphing, graphs</td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math Blaster Mystery</td>
<td>Davidson</td>
<td>E</td>
<td>M</td>
<td>Problem-solving activities</td>
</tr>
<tr>
<td><strong>Literacy</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arthur’s Birthday</td>
<td>Living Books</td>
<td>P,E</td>
<td>M</td>
<td></td>
</tr>
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<td>Arthur’s Teacher Trouble</td>
<td>Living Books</td>
<td>P,E</td>
<td>M</td>
<td></td>
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<tr>
<td>Bookworm</td>
<td>Broderdund</td>
<td>S</td>
<td>CD,I,M</td>
<td></td>
</tr>
<tr>
<td>Explore-a-Story Series</td>
<td>Wm-K,Bradford</td>
<td>E</td>
<td>A,M,I</td>
<td></td>
</tr>
<tr>
<td>Folktales</td>
<td>Discis</td>
<td>S</td>
<td>CD,M</td>
<td></td>
</tr>
<tr>
<td>Reading Magic Library</td>
<td>Tom Snyder Productions</td>
<td>P,E</td>
<td>A,M,I</td>
<td></td>
</tr>
<tr>
<td>Stickybear’s Reading Room</td>
<td>Optimum Resources</td>
<td>P</td>
<td>I,M,W</td>
<td></td>
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<tr>
<td><strong>Sight Words</strong></td>
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<tr>
<td>Basic Sight Vocabulary for</td>
<td>Micro-Ed</td>
<td>E</td>
<td>M</td>
<td></td>
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<tr>
<td>Beginning Readers</td>
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<td>Edmark Reading Program, Level I and II</td>
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<td>P,E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hint and Hunt</td>
<td>SRA</td>
<td>E,S</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Reading Blaster junior</td>
<td>Davidson</td>
<td>P</td>
<td>CD,M</td>
<td>Word</td>
</tr>
<tr>
<td>Word Launch</td>
<td>Teachers Support</td>
<td>E,S</td>
<td>I,M</td>
<td></td>
</tr>
<tr>
<td>Word Munchers</td>
<td>MECC</td>
<td>E</td>
<td>A,M,I</td>
<td></td>
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<tr>
<td>Program</td>
<td>Publisher</td>
<td>Level</td>
<td>Operating</td>
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<tr>
<td>Word Recognition/Phonics</td>
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<tr>
<td>Academic Skill Builders</td>
<td>SRA</td>
<td>E,S</td>
<td>A,M,I</td>
<td></td>
</tr>
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<td>Phonics Prime Time</td>
<td>MECC</td>
<td>E</td>
<td>A</td>
<td></td>
</tr>
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<td>Reader Rabbit</td>
<td>Learning Co.</td>
<td>P,E</td>
<td>A,M,I</td>
<td></td>
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<td>Davidson</td>
<td>E,S,A</td>
<td>I,M</td>
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<td>Parrott Software</td>
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<td>Taylor</td>
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Benificial Software for Special Education

The following programs are but a small random sample of suggested computer software for the exceptional child.

### Instructional Software for Teaching Typing or Keyboarding

<table>
<thead>
<tr>
<th>Name</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>Ultra Key</td>
<td>Bytes of Learning</td>
<td>Mac/Win</td>
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<td>All the Right Type</td>
<td>Disatch Software</td>
<td>Mac/DOS</td>
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<td>Mavis Beacon Teacher Typing</td>
<td>Mindspace</td>
<td>Mac/DOS/Win</td>
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<td>Optimum Resources</td>
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<td>Mario Teachers Typing</td>
<td>Interplay</td>
<td>Mac/Win</td>
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<td>Typing Tutor 6</td>
<td>Que Software</td>
<td>Dos/Win</td>
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(Lerner, 1997)
CHAPTER 4
DIRECTORY OF JOB OPPORTUNITIES REGARDING SPECIAL EDUCATION

Because we want to educate the future teachers of students with Learning Disabilities, Mental and Physical Handicaps, the following directory was compiled to assist those participants in Special Education. It provides a wide array of employment opportunities for students of special education. While achieving a true education can be quite challenging for special education students, the past education years can be equally as challenging, if not more so. A competitive job market can present intimidating barriers and daunting obstacles to students majoring in special education, who are ready for life beyond school. Given all we know, people do not realize how fat growing and diverse the field of special education has become. I felt a model was needed to show what other available opportunities exist. This directory will help to break down these barriers and obstacles by making many of the possible opportunities available.

These opportunities include various local health related services, drug and alcohol psychiatric facilities, state department agencies, various clubs and organizations, schools, and hospitals as well.

Each entry provides the organizations name, address, local phone number, a brief description of the services provided by the facility, and the qualifications necessary for job applicants.
The Professionals Directory of Employment Opportunities in The Field of "Varying Exceptionalities".

1999-2000
The Professionals Directory of Employment Opportunities in The Field of “Varying Exceptionalities”
The following positions/opportunities are in the field of varying exceptionalities and are offered in The Palm Beach and Broward County schools districts.

**Exceptional Student Educator** – Oversees the daily operations of the E.S.E. program.

**Behavioral Specialist** – E.S.E Deals specifically with behavioral modification and providing expertise for other staff.

**Support Facillitor** – Assist both the regular Education teacher and the exceptional student in achieving his/her goals.

**Education Evaluators**- Psychologists/Social Workers/Special Ed.Teachers who test children.
Table of Contents

Acronyms:

Education:

Health Related Services

• Special Health... Health Physical
• Mental Retardation Development and Disabilities...
• Alcohol & Drugs

Drug\Alcohol Psychiatric Facilities

• Treatment Centers

Florida State

• Dept of Health & Rehabilitative Services...
• Advocacy

Activities

• Clubs & Organizations

Schools/Universities

Hospitals
ACRONYMS

AE – Alternative Education
ARC – Association for Retarded Citizens
EH – Emotionally Handicapped
EMH – Educatable Mentally Handicapped
ESE – Exceptional Student Education
FIRN – Florida Information Resources Network
HI – Hearing Impaired
HRS – Health and Rehabilitative Services
IRT – Intermediate Resource Teacher
LD – Learning Disabled
LLD – Language and Learning Disabled
MR – Mental Retardation
PH – Profoundly Handicapped
PI – Physical Impaired
PMH – Profoundly Mentally Handicapped
PT\OT – Physical \ Occupational Therapy
SEH – Severe Emotionally Handicapped
SLD – Specific Learning Disability
SLI – Special / Language Impaired
TAP – Teachers as Advisors Programs
TMH – Trainable Mentally Handicapped
VE – Varying Exceptionalities
VI – Visually Impaired
The Master of Education M. Ed in Varying Exceptionalities.

Varying Exceptionalities represents a distinct category of Certification provided by the State of Florida Department of Education. Certification requires completing 36 Credit hours of course work in Varying Exceptionalities, characterizing a diverse group of handicapped students in a K-12 setting. Included in this category are students who may be emotionally handicapped, mentally handicapped or learning disabled.

(Lynn University, Graduate Catalog)
Health Related Services

Provider Name: Alzheimer’s Disease and Related Disorders Association, Inc.

Provider Address: 1325 S. Congress, Suite 203
Boca Raton 33487
Provider Phone Number: 740-1180
(800)-681-7826

Present Director: MaryAnn Theurer

Provider Description: Residential School for Children with Multiple Disabilities.

Qualifications: Depending on position and Internships are welcome. Call for an appointment with Director of Patient Family Education Services.
Provider Name: American Cancer Society

Provider Address: 5 Harvard Circle Suite 110
West Palm Beach, FL 33409

Provider Phone Number: (561) 394-7751

Provider Description: Assist cancer patients in research and other related areas.

Qualifications: Depending on position.
Provider Name: Aid to Victims of Domestic Assault, Inc.

Provider Address: PO Box 667
Delray Beach, FL 33447

Provider Phone Number: (561) 265-3797
Fax: (561) 265-2102

Present Director: Jane Wagley

Provider Description: Offers counseling and shelter for battered women and their children.

Qualifications: Depending on Position.
Provider Name: Healthy Mothers/Healthy Babies of Palm Beach County

Provider Address: 211 South Federal Hwy
Boynton Beach, Fl

Provider Phone Number: (561) 732-2110
Fax: (561) 735-3325

Present Director: Debbie Simon

Provider Description: Provides access to prenatal care for uninsured, underserved teens and women.

Qualifications: Depending on Position.
Provider Name: Sexual Assault Program

Provider Address: 205 North Dixie Hwy, Suite 511
West Palm Beach, FL 33401

Provider Phone Number: West Palm: (561) 233-4601
Fax: (561) 233-4604

Provider Description: Provides support through the criminal justice system (police, hospital, and court). Provides sexual abuse education and tips.

Qualifications: Depending on position. Send resume to recruitment and selection department.
Provider Name: Lupus Foundation of America Southeast Florida Chapter

Provider Address: 75 NW 6th Ave.
Delray Beach, FL 33483

Provider Phone Number: (800) 339-0586
Fax: (561) 279-9772

Present Director: Jack McAllster

Provider Description: Dedicated to improving the quality of life of lupus patients and their loved ones with support, information, education and referral. Also, dedicated to public awareness activities and supporting research efforts.

Qualifications: Depending on Position.
Provider Name: Muscular Dystrophy Association

Provider Address: 8895 North Military Trail Suite 304D
Palm Beach, Fl 33410

Provider Phone Number: (561) 627-4300
Fax: (561) 625-6492

Present Director: Susan Wreitman

Provider Description: Provides care for patients with a physician’s diagnosis of one of the 40 neuromuscular disorders.

Qualifications: Depending on Position.
Provider Name: Scoliosis Association of South Florida

Provider Address: 4881 NW 5th Lane
Boca Raton, FL 33431
Provider Phone Number: (561) 994-4435

Provider Description: Assist in school screening offers non-medical advice for family and general public. Handles variety of spinal problems.

Qualifications: Depending on position. Not always hiring call for more information.
Provider Name: Palm Beach County Kidney Association, Inc.

Provider Address: 321 Northlake Blvd. Suite 112
North Palm Beach, Fl 33408

Provider Phone Number: (561) 966-8116
Out of the area: (800) 640-0585

Provider Description: Provides transportation limited emergency financial aid, partial medical costs, loan of medical equipment, camperships for young dialysis patients. Organ donation, blood pressure/urine testing, outreach programs, counseling, Health Fairs, peakers Bureau.

Qualifications: Depending on position. Send your resume by mail to the Program Director Mrs. Hosier. Internships welcome contact Mrs. Scotten.
Provider Name: Crisis Pregnancy Center

Provider Address: 1119 South Flagler Dr.
West Palm Beach, Fl 33401

Provider Phone Number: (561) 650-7474

Provider Description: Gives free pregnancy testing, alternative counseling, prenatal development and abortion education.

Qualifications: Depending on position. Internships and Volunteer are welcome call Iris for an appointment.
Provider Name: Deaf Service Center of Palm Beach County

Provider Address: 3111 S Dixie Hwy Suite 237  
West Palm Beach. FL 33405

Provider Phone Number: (561) 802-3353  
Fax: (561) 802-3356

Present Director: Joan GindlesPerger

Provider Description: Interpreting telephone/TDD relay, client assistance, information and referral.

Qualifications: Depending on Position.
Provider Name: Epilepsy Services of South Florida

Provider Address: 5730 Corporate Way, Suite 220
West Palm Beach, Fl 33407

Provider Phone Number: (561) 478-6515

Provider Description: Provides services for any person suspected of having a seizure disorder or any interested person.

Qualifications: Depending on Position. Call for more information.
Provider Name: Exceptional Student Education
              Florida Diagnostic and Learning Resources System

Provider Address: 600 S.E. 3rd Avenue
              Ft. Lauderdale, FL 33301

Provider Phone Number: (954) 767-8536

Present Director: Karey Asworth

Provider Description: Serving Broward County, is one of the 18 Statewide Network of Federally/State Funded Centers located though FDLRS/Reach is the entry point for ESE Services for birth to five year old children and families in Broward County. Also provides support and guidance to the family network on disabilities.

Qualifications: Depending on Position.
Provider Name: First Care Pregnancy Center

Provider Address: 644 Glades Rd
                Boca Raton, FL 33431

Provider Phone Number: (561) 392-3446

Provider Description: Provides emotional, physical and spiritual education. Give assistance to women or teenagers facing a crisis pregnancy.

Qualifications: Depending on Position. Call for more information.
Provider Name: The Haven

Provider Address: 21441 Boca Raton Rio Rd.
Boca Raton, FL 33433

Provider Phone Number: (561) 483-0962

Provider Description: Provides therapeutic group residence for abused & abandoned children.

Qualifications: Depending on Position. Call for more information.
Provider Name: United Cerebral Palsy of Miami, Inc.

Provider Address: 1411 NW 14th Avenue
                 Miami, FL 33125

Provider Phone Number: (305) 325-1080
                       Fax: (305) 325-1044

Provider Description: Provides many services to individuals of all ages with cerebral palsy. Some of the services are education, therapeutic services, medical and social services, transportation, supported employment, vocational and residential services.

Qualifications: Depending on position. Position available are Tech aid, Personal care PCI on call, Home Manger Companion, childcare work, LPN, RN. Call for an appointment.
Provider Name: United Cerebral Palsy of Palm Beach

Provider Address: 3030 South Dixie Hwy, Suite 5
West Palm Beach, Fl 33409

Provider Phone Number: (954) 584-7178
Fax: (954) 584-3151

Present Director: Jerry Nicastro

Provider Description: Provides referral and advocacy for those with Cerebral Palsy and other development disabilities.

Qualifications: Depending on Position. Mail in resume to [REDACTED].
Provider Name: United Way of Palm Beach County, Inc

Provider Address: P.O Box 20809
    West Palm Beach, FL 33416

Provider Phone Number: (561) 375-6600

Present Director: Rhonda Sabol

Provider Description: Volunteer organization supporting services for nearly 70 programs providing health and human services to people in Palm Beach.

Qualifications: Depending on Position. Internships welcome call more information. To contact the Program Director call [redacted] or Email: [redacted] Web Site Unitedway PBC. org
**Provider Name:** United Ostomy Association, Inc. Palm Beach County Chapter

**Provider Address:** 5 Harvard Circle  
West Palm Beach, Fl 33409

**Provider Phone Number:** (561) 616-9370  
**Fax:** (561) 616-9371

**Provider Description:** Provides aid to Ostomy patients for rehabilitation and return to normal, productive lives.

**Qualifications:** Depending on position. Volunteer and Internship welcome. Call for more information.
Provider Name: Association for Retarded Citizens of Palm Beach County

Provider Address: 500 East Spanish River Blvd.

Provider Phone Number: (561) 391-1504

Present Director: Jackie Rosen

Provider Description: Provides programs and services for the Developmentally Disabled. “Kids on the Block” program for county schools.

Qualifications: CPR and First Aid. Check web site: www.Flinet.com/ARCPB. Call for more information and contact the Program Director at (561) 739-9313.
Health Related Services

Mental Retardation \ Developmental Disabilities

Provider Name: Association for Retarded Citizens of Palm Beach County

Provider Address: 1201 Australian Ave
               Riviera Beach, Fl

Provider Phone Number: (561) 842-3213
               Boca Raton: (561) 391-1504

Provider Description: Provides programs and services for the Developmentally Disabled. "Kids on the Block" program for county schools.

Qualifications: CPR and First Aid Certifications required. Check website for job listing www.Flinet.com/ARCPB. Students may work part time with children, adults with developmental disabled and infants. Contact Jackie Rosen at (561) 739-9313.
Provider Name: Ann Stork Center

Provider Address: 1790 SW 43rd Way
Ft Lauderdale, Fl 33317

Provider Phone Number: (954) 584-8000

Provider Description: The Ann Stork Center, a local non-profit organization, proudly serves more than 200 children and adults with physical and mental disabilities. From infancy through adulthood, we provide a multitude of services designed to foster learning and self-worth for special needs children and adults as well as their families. The philosophy of “discovering abilities and building independence” is woven into each of our programs. Which also provides: Developmental Preschool
* Developmental Training Program
* Residential Program
* Pembroke Pines Cluster
* Specialized Group Homes

Qualifications: Based on Position. Bachelor’s Degree in Special Education Temporary or Permanent Florida Certificate Childcare Training Certificate. Positions are Special Education Teachers, Social Workers, and Behavioral Specialists.
Provider Name: Family Network on Disabilities of Broward County

Provider Address: Media Center/ Broward City Library
100 South Andrews Ave
Ft. Lauderdale, Fl 33301

Provider Phone Number: (954) 765-6722
(954) 765-6962

Provider Description: The Family Network on disabilities is based on the philosophy that parent, who have experienced the joys and frustrations of parenting a special child, can offer other parents understanding and emotional support as well as valuable information on resources available. We provide support, information, and training to parents of children with any sensory, physical, learning, or emotional disability as well as parents of medically involved, at risk, chronically ill, and children who are developmentally delayed. Family Network on Disabilities is a non-profit organization.

Qualifications: Depending on Position. Call for more information.
Provider Name: Exceptional Student Education/ Florida Diagnostic and Learning Resources System.

Provider Address: 600 SE 3rd Ave
Ft. Lauderdale, Fl 33301

Provider Phone Number: (954) 767-8536

Provider Description: Serving Broward County, is one of the 18 statewide Network of federally\ state funded Centers located through FDLRS/ Reach is the entry point for ESE Services for birth to five year old children and families in Broward County. Also provides support and guidance to the family Network on Disabilities.

Qualifications: Depending on position. Contact the Director, Secretary of ESE Karey Ashworth.
Provider Name: ARC Broward Incorporated

Provider Address: 10250 N.W. 53 Street
Sunrise, Fl 33351

Provider Phone Number: (954) 746-9400
Fax: (954) 746-2954

Provider Description: ARC Broward, Inc. is a non-for-profit organization serving individuals with developmental disabilities for over thirty years. ARC Broward offers a continuum of services including parent training, preschool and infant stimulation, adult residential service, vocational training and employment, consumer advocacy, case management and statewide planning. The Board of Directors, clientele, administration and professional staff invite you to join us in a lifelong relationship of growth and caring.

Qualifications: Depending on position. Check the job Hotline at (954) 746-5021.
Provider Name: Jewish Association for Residential Care

Provider Address: 9901 Donna Klein Blvd.
Boca Raton, Fl 33428

Provider Phone Number: (561) 852-3174

Provider Description: Provides group homes, programming and social services for adults with developmental disabilities.

Qualifications: Depending on Position. Call for more information.
Provider Name: Habilitation Center

Provider Address: 22313 Boca Rio Rd.
Boca Raton, FL 33433

Provider Phone Number: (561) 483-4200

Provider Description: Provides pre-vocational and vocational training programs to developmentally disabled adults.

Qualifications: Depending on Position. Call for more information.
Provider Name: Children with Attention Deficit Disorders

Provider Address: 13420 SW 128th Street
Miami, Fl 33186

Provider Phone Number: (305) 270-0550

Provider Description: This is a private non-profit organization which provides teachers and parents with information and support groups. Monthly meetings are held the 2nd Tuesday of each month at 7:30pm. Call for location.

Qualifications: Depending on Position. Call for more information.
Provider Name: Autism Society Therapeutic Recreation, South Florida Chapter

Provider Address: Thomas Jefferson Middle School  
Dade County Public Schools System  
525 NW 145th Street  
Miami, FL 33168

Provider Phone Number: (305) 937-1416  
Fax: (305) 688-5912

Provider Description: This non-profit organization provides autistic and mentally handicapped teenagers with various social activities. Periodical field trips and social gatherings are scheduled. Focusing on providing various services to parents of autistic children. Provides parents with support groups, information, newsletters and membership to Florida International University Library.

Qualifications: Depending on Position. Call to see what is available first.
Provider Name: Autistic Care Inc.

Provider Address: 830 South Lakeside Dr.
Lake Worth, Fl 33460

Provider Phone Number: (561) 582-5739

Provider Description: Provides pre-vocational training for persons with autism or autistic-like characteristics.

Qualifications: Depending on Position. Call for more information.
Provider Name: Miami Shores Community Center

Provider Address: 9617 Park Drive  
Miami Shores, Fl 33138

Provider Phone Number: (305) 758-5912

Provider Description: Group meets every 2nd Tuesday of the month at 7 pm. Call for exact location of meeting. Provides support and information for parents with autism.

Qualifications: Depending on Position. Call for more information.
Provider Name: Up with Down’s Syndrome Foundation

Provider Address: 9270 SW 150th Avenue #301
Miami Shores, FL 33196

Provider Phone Number: (305) 252-2552
Fax: (305) 252-8353

Provider Description: This is a private non-profit organization providing a variety of special services to children and adults with Down’s Syndrome. Some of the services available are: day care, infant stimulation, adult on the job training, and family counseling.

Qualifications: Depending on Position. Call for more information.
Provider Name: Association for retarded Citizens of Dade- ARC

Provider Address: 5555 Biscayne Blvd.
   Miami, Fl 33137
Provider Phone Number: (305) 759-8500
   Fax: (305) 757-2540

Provider Description: This large non-profit organization provides many services to individuals who are developmentally disabled. They offer a wide variety of services in English, Spanish, French and Creole. Some of the services provided are: citizen advocacy, group homes, guardianship, information and referrals for local state and national resources, intervention therapies (speech, occupational, physical) and independent living skills.

Qualifications: Depending on position. Send your resume to Ms. Ivette Marin.
Provider Name: Broader Opportunities for Learning Disabled

Provider Address: PO BOX 54-6309
Surfside, FL 33154

Provider Phone Number: (305) 866-3262

Provider Description: This is a private non-profit organization to help provide teachers and parents with a variety of resources for helping children of all ages with learning disabilities. They provide information through seminars and workshops, as well as assisting with private testing to ensure appropriate educational placement.

Qualifications: Depending on Position. Call for more information.
Provider Name: Alcohol and Drugs

Provider Address: West Palm Beach

Provider Phone Number: (561) 478-0335

Provider Description: Offers support to families and friends of alcoholics through group meetings.

Qualifications: Depending on Position. Call for more information.
Provider Name: Alcoholics Anonymous

Provider Address: 2424 North Congress Ave. Suite I
West Palm Beach, FL 33049

Provider Phone Number: (561) 687-8800

Provider Description: Provides alcoholism counseling and mutual support groups.

Qualifications: Depending on position.
Provider Name: Comprehensive Alcoholism Rehabilitation Programs, Inc.

Provider Address: 5400 East Ave
   West Palm Beach, FL 33407

Provider Phone Number: (561) 844-6400
   Fax: (561) 844-2006

Provider Description: Offers comprehensive Alcohol Drug Treatment Programs.

Qualifications: Depending on position. Please fax resume to Diana or Claudia.
Provider Name: Beachcomber Family Center for Alcoholism

Provider Address: 4493 North Ocean Blvd.
Delray Beach, FL 33483

Provider Phone Number: (561) 734-1818

Provider Description: Provides alcoholism counseling and mutual support groups.

Qualifications: Depending on position.
Provider Name: Palm Beach Institute, The

Provider Address: 1014 N Olive Ave.
West Palm Beach, FL 33401

Provider Phone Number: (561) 833-7553
Fax: (561) 655-5327

Provider Description: Provides Drug and Alcohol treatment.

Qualifications: Depending on position. Call for more information.
Send your resume to Shelly.
Provider Name: Drug Abuse Foundation of Palm Beach County, Inc.

Provider Address: 400 South Swinton Ave.  
Delray Beach, FL 33444

Provider Phone Number: (561) 732-0800  
Fax: (561) 776-8852

Provider Description: Provides all levels of drug treatment.

Qualifications: Depending on position.
Provider Name: Children Medical Services

Provider Address: West Palm Beach

Provider Phone Number: (561) 881-5040

Provider Description: A clinic that provides medical help.

Qualifications: Depending on Position.
Provider Name: Beachcomber Family Center For Alcoholism

Provider Address: 4493 North Ocean Blvd.
Delray Beach, Fl 33483

Provider Phone Number: (561) 734-1818

Qualifications: Depending on Position. Call for more information.
Provider Name: Alcohol, Drug Abuse & Mental Health

Provider Address: 111 Sapodilla
West Palm Beach, Fl 33401

Provider Phone Number: (561) 837-5800
Fax: (561) 837-5794

Provider Description: Provides support for Alcohol and Drug Abuse families.

Qualifications: Depending on position. Send in your resume to the Human Resources.
Provider Name: Advocacy Center for Persons with Disabilities

Provider Address: 2671 Executive Circle West
Webster Bldg. #100
Tallahassee, FL 32301

Provider Phone Number: (800) 342-0823
Fax: (904) 488-8640

Provider Description: This is a private non-profit organization focusing on the human and legal rights of people with disabilities. They aim to protect people through the use of information and advocacy.

Qualifications: Depending on position. Calls to see what position are available before applying.
Provider Name: South Florida Association for Disability Advocacy/ Peer Mentoring & Disability Advocacy.

Provider Address: 501 NE 1St Ave Suite 102
Miami, Fl 33132

Provider Phone Number: (305) 379-6650
Fax: (305) 799-6653

Provider Description: Provides peer support groups, mentoring and advocacy to either individuals or groups. Any child or adult with a disability is eligible for services. Services are available in English, Spanish, Sign Language and TDD.

Qualifications: Depending on position. Calls to see what position are available before applying.
Provider Name: The Pacesetter

Provider Address: 4826 Chicago Avenue South
Minneapolis, MN 55417

Provider Phone Number: (800) 248-0822
Fax: (612) 827-3065

Provider Description: Pacer Center expands opportunities and enhances the quality of life for children and young adults with disabilities and their families.

Qualifications: Depending on position. Check web site for the current position and apply over the internet. The address is: www.pacer.org.
Provider Name: Jewish Community Center of South Palm Beach

Provider Address: Boca Raton

Provider Phone Number: (561) 852-3177

Provider Description: Provides help where every needed in the local community.

Qualifications: Depending on position. Call for more information.
Activities

Clubs & Organizations

Provider Name: Boy's and Girls Clubs of Palm Beach County

Provider Address: 2247 Palm Beach Lakes Blvd.
West Palm Beach, Fl 33409

Provider Phone Number: (561) 683-3287
Fax: (561) 683-1618

Provider Description: Provides after school care camps, tutoring programs and more.

Qualifications: Depending on position.
Provider Name: Big Brothers/Sisters of Greater Miami, Inc.

Provider Address: 100 Almeria Avenue #310
Coral Gables, Fl 33134

Provider Phone Number: (305) 441-9354
Fax: (305) 441-2070

Provider Description: This large non profit organization provides citizens an opportunity to volunteer as a positive role model for children between the ages of 5 and 14 who have either hearing or physical impairments. Services are provided in both English and Spanish.

Provider Name: Best Buddies International, Inc.

Provider Address: 1 International Place, #1990
Miami, Fl 33131

Provider Phone Number: (305) 374-2233

Fax: (305) 374-5305

Provider Description: This organization provides college students or adults an opportunity to volunteer to become friends with people who are mild to moderately mentally handicapped. Volunteers are encouraged to build a long lasting relationship with their best buddy.

Qualifications: Depending on position. Call for more information.
Provider Name: YMCA of Boca Raton

Provider Address: 6631 Palmetto Circle S
Boca Raton, FL 33433

Provider Phone Number: (561) 395-9622

Provider Description: Provides activities for youth growth and learning development.

Qualifications: Depending on position. Call for more information.
Provider Name: 4-H Youth Programs

Provider Address: 559 North Military Trail
West Palm Beach, Fl 33415

Provider Phone Number: (561) 233-1731

Provider Description: Provide programs to help the youth in growth and development.

Qualifications: Depending on position. Call for more information.
Provider Name: Jewish Federation South PB County

Provider Address: 9901 Donna Klein Blvd
Boca Raton, FL 33428

Provider Phone Number: (561) 852-3100

Provider Description:

Qualifications: Depending on position. Call the job hotline to check the position available. (954) 852-5051
Provider Name: Girl Scouts-Palm Glades Council

Provider Address: 2728 Lake Worth Rd.
Lake Worth, Fl 33461

Provider Phone Number: (561) 582-5362

Provider Description: Camps and many more activities.

Qualifications: Depending on position.
Provider Name: American Red Cross

Provider Address: 500 NE Spanish River Blvd.
Boca Raton, Fl 33431

Provider Phone Number: (561) 368-6622

Provider Description: Provides help where every needed in the local community.

Qualifications: Depending on position. Volunteers welcome call for more information.
<table>
<thead>
<tr>
<th>School</th>
<th>Contact Person</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delray Beach Academy</td>
<td>Joe Green</td>
<td>1101 NW 2nd Street, Delray Beach, FL 33444</td>
<td>278-3500</td>
<td>278-3504</td>
</tr>
<tr>
<td>Ed Venture</td>
<td>Rosalie Catalano</td>
<td>115 East Coast Ave., Hypoluxo, FL 33462</td>
<td>582-1454</td>
<td>582-0692</td>
</tr>
<tr>
<td>Joseph Littles-Nguzo Saba</td>
<td>Amefika Geuka</td>
<td>2105 N. Australian Ave., West Palm Beach, FL 33407</td>
<td>683-2044</td>
<td>655-0469</td>
</tr>
<tr>
<td>Palm Beach Maritime Academy</td>
<td>Martin J. Coyle</td>
<td>4512 Poinsettia Ave., Suite 305, West Palm Beach, FL 33407</td>
<td>842-8202</td>
<td>844-1636</td>
</tr>
<tr>
<td>Partnership Academy of the Glades</td>
<td>Barbara Litinski</td>
<td>101 NW Ave. &quot;C&quot;, Belle Glade, FL 33430</td>
<td>993-5000</td>
<td>993-5001</td>
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<tr>
<td>Potentials</td>
<td>Rosie Portera-Vaughn</td>
<td>1201 Australian Ave., Riviera Beach, FL 33404</td>
<td>842-3213</td>
<td>863-4352</td>
</tr>
<tr>
<td>Renaissance Learning Center</td>
<td>Wanda Taylor</td>
<td>4077 Holly Drive, Palm Beach Gardens, FL 33410</td>
<td>776-0961</td>
<td>625-3484</td>
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<tr>
<td>St. Mary's Preschool for Children with Autism</td>
<td>Claudia Clark</td>
<td>5325 Greenwood Ave., Suites 101 &amp; 201, West Palm Beach, FL 33407</td>
<td>881-2822</td>
<td>881-0934</td>
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<tr>
<td>School Name</td>
<td>School #</td>
<td>Address</td>
<td>Phone</td>
<td>Fax</td>
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<tr>
<td>Palm Beach Marine Institute</td>
<td>3005</td>
<td>13425 Ellison Wilson Rd., Juno Beach, FL 33408</td>
<td>624-6941</td>
<td>624-6944</td>
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<tr>
<td>Palm Beach Regional Juvenile Detention Ctr.</td>
<td>3006</td>
<td>1100 - 45th St., West Palm Beach, FL 33407</td>
<td>881-5020</td>
<td>848-3889</td>
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<tr>
<td>Palm Beach Youth Ctr.</td>
<td>3007</td>
<td>1100 - 45th St., West Palm Beach, FL 33407</td>
<td>840-3152</td>
<td>840-3156</td>
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<tr>
<td>R.J. Hendley Ctr.</td>
<td>3012</td>
<td>2800 Ave. R, Riviera Beach, FL 33404</td>
<td>881-9861</td>
<td>840-0716</td>
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<tr>
<td>S. County Group Treatment</td>
<td>3008</td>
<td>901 N. 8th St., Lantana, FL 33462</td>
<td>540-1292</td>
<td>540-1290</td>
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<tr>
<td>Sabal Palm</td>
<td>261</td>
<td>4400 Australian Ave., West Palm Beach, FL 33407</td>
<td>881-4797</td>
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<tr>
<td>Stockade</td>
<td>3009</td>
<td>673 W. Fairground Rd., West Palm Beach, FL 33411</td>
<td>688-4851</td>
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<td>Truancy Interdiction</td>
<td>3029</td>
<td>1199 W. Lantana Rd., Lantana, FL 33462</td>
<td>540-8693</td>
<td>540-1290</td>
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<tr>
<td>School Name</td>
<td>School #:</td>
<td>Address</td>
<td>Phone</td>
<td>Fax</td>
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<tr>
<td>Court School</td>
<td>3021</td>
<td>201 Dixie Hwy., West Palm Beach, FL 33401</td>
<td>355-3787</td>
<td>355-6701</td>
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<tr>
<td>Data House II</td>
<td>3003</td>
<td>2636 Westgate Ave., West Palm Beach, FL 33409</td>
<td>615-8200</td>
<td>615-8592</td>
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<tr>
<td>Distance Learning (On-line High School)</td>
<td>3025</td>
<td>70 E. 30th St., Riviera Beach, FL 33404</td>
<td>840-3208</td>
<td>840-3208</td>
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<tr>
<td>Eagle Academy</td>
<td>3026</td>
<td>8800 State Rd. 80, Belle Glade, FL 33430</td>
<td>992-1071</td>
<td>992-1075</td>
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<tr>
<td>Elementary Education</td>
<td>3030</td>
<td>70 E. 30th St., Riviera Beach, FL 33404</td>
<td>881-4721</td>
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<tr>
<td>Highridge</td>
<td>3024</td>
<td>4200 Australian Ave., West Palm Beach, FL 33407</td>
<td>840-4540</td>
<td>840-4545</td>
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<tr>
<td>PACE</td>
<td>3010</td>
<td>601 W. Canal St., Belle Glade, FL 33430</td>
<td>996-6008</td>
<td>996-6131</td>
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<tr>
<td>Pahokee Youth Correctional Ctr.</td>
<td>3011</td>
<td>500 Bay Bottom Rd., Pahokee, FL 33476</td>
<td>924-5922</td>
<td>924-5966</td>
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<tr>
<td>Palm Beach County Jail</td>
<td>3002</td>
<td>3229 Gun Club Rd., West Palm Beach, FL 33406</td>
<td>688-3000</td>
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<tr>
<td>Palm Beach Halfway House</td>
<td>3004</td>
<td>901 North 8th St., Lantana, FL 33462</td>
<td>450-1292</td>
<td>540-1290</td>
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</table>
### Alternative Education Schools Office
School #: 3000  
Address: 70 E. 30th St., Riviera Beach, FL 33404  
Phone: 881-4720  
Fax: 881-3724

### Area 1 Outreach - Delray Full Service Center
School #: 3016  
Address: 40 NW 4th Ave., Delray Beach, FL 33444  
Phone: 243-1566  
Fax:

### Area 2 Outreach - South Area High School
School #: 3017  
Address: 1509 Barton Rd., Lake Worth, FL 33460  
Phone: 533-6364  
Fax: 533-6417

### Area 3 Outreach - Roosevelt Service Ctr.
School #: 3018  
Address: 1601 Tamarind Ave., West Palm Beach, FL 33407  
Phone: 822-0276  
Fax: 822-0290

### Area 4 Outreach - West Area Admin. Office
School #: 3019  
Address: 1901 NW 16th St., Belle Glade, FL 33430  
Phone: 996-4900  
Fax: 996-4912

### Banyan Work Release
School #: 3001  
Address: 1199 W. Lantana Rd., Bldg. 3, Lantana, FL 33462  
Phone: 540-8693  
Fax: 540-1207

### Brown School
School #: 3013  
Address: 4152 W. Blue Heron Blvd., #105, Riviera Beach, FL 33404  
Phone: 863-8485  
Fax: 863-8586

### Building Trades
School #: 3027  
Address: 1119 W. Lantana Rd., Lantana, FL 33462  
Phone: 540-1292  
Fax:

### CARP
School #: 3014  
Address: 5400 East Ave., West Palm Beach, FL 33407  
Phone: 844-6400  
Fax: 844-7575

Revised: October 1, 1999
Whispering Pines Elementary
Area: South-1781
Grade: K-5
Principal: Alan Goldstein
Address: 9090 Spanish Isles Blvd., Boca Raton, FL 33496
Phone: 218-5800 (PX: 55800)  Fax: 218-5805
Web Address:
Directions: 2 blocks N. of Yamato and Lyons; corner of Lyons Rd. and Spanish Isles Blvd.

William T. Dwyer High
Area: North-2201
Grade: 9-12
Principal: Ellen Gray
Address: 13601 N. Military Trail, Palm Beach Gardens, FL 33418
Phone: 625-7800 (PX: 47800)  Fax: 625-7870
Web Address: www.palmbeach.k12.fl.us/WilliamTDwyerHS/
Directions: I-95 to Donald Ross Rd. to Military Trail South.

Woodlands Middle
Area: South/Central-1921
Grade: 6-8
Principal: Bettye Roth
Address: 5200 Lyons Rd., Lantana, FL 33467
Phone: 357-0300 (PX: 40300)  Fax: 357-0307
Web Address:
Directions: I-95 to Lantana Rd. West 9 miles to Lyons Rd. right.

Wynnebrook Elementary
Area: North/Central-1391
Grade: K-5
Principal: Kenneth Swain
Address: 1167 Drexel Rd., West Palm Beach, FL 33417
Phone: 640-5086 (PX: 25086)  Fax: 688-5247
Web Address: www.palmbeach.k12.fl.us/WynnebrookES/
Directions: I-95 to Belvedere Rd. West 4 miles to Drexel Rd. North 2 blocks.

AREA EXECUTIVE DIRECTORS

Area 1 – South
Carol Shetler
Phone: 241-2050 (PX: 22050)
Calusa Elementary School

Area 2 - South-Central
Elizabeth Decker
Phone: 434-3397 (PX: 23397)
Palm Springs Elementary School

Area 3 - North-Central
Beverlyann Barton
Phone: 820-8260 (PX: 28260)
Roosevelt Service Center

Area 4 - West
G. Eugenia Jones
Phone: 996-4900 (PX: 44900)
St. Road 715, Belle Glade, FL 33430

Area 5 - North
Ulysses Smith
Phone: 881-4718 (PX: 24718)
80 E. 30th St., Islands Plaza, Riviera Beach, FL 33404
<table>
<thead>
<tr>
<th><strong>West Gate Elementary</strong></th>
<th><strong>Colors:</strong> Green &amp; White</th>
<th><strong>Mascot:</strong> Gator</th>
</tr>
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<tbody>
<tr>
<td><strong>Area:</strong> North/Central-0481</td>
<td><strong>Grade:</strong> K-5</td>
<td></td>
</tr>
<tr>
<td><strong>Principal:</strong> Thais Villanueva</td>
<td><strong>Address:</strong> 1545 Loxahatchee Dr., West Palm Beach, FL 33409</td>
<td></td>
</tr>
<tr>
<td><strong>Phone:</strong> 640-5081 (PX: 25081)</td>
<td><strong>Fax:</strong> 688-5292</td>
<td></td>
</tr>
<tr>
<td><strong>Web Address:</strong></td>
<td><strong>Directions:</strong> I-95 to Okeechobee Blvd. West to Congress Ave. to Westgate Ave. West to Loxahatchee Dr. South.</td>
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<table>
<thead>
<tr>
<th><strong>West Riviera Elementary •</strong></th>
<th><strong>Colors:</strong> Blue &amp; White</th>
<th><strong>Mascot:</strong> Mustang</th>
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</thead>
<tbody>
<tr>
<td><strong>Area:</strong> North-1401</td>
<td><strong>Grade:</strong> K-5</td>
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<tr>
<td><strong>Principal:</strong> Pamela Patterson</td>
<td><strong>Address:</strong> 1057 W. 6th St., Riviera Beach, FL 33404</td>
<td></td>
</tr>
<tr>
<td><strong>Phone:</strong> 881-4769 (PX: 24769)</td>
<td><strong>Fax:</strong> 840-3215</td>
<td></td>
</tr>
<tr>
<td><strong>Web Address:</strong> <a href="http://www.palmbeach.k12.fl.us/WestRivieraES/">www.palmbeach.k12.fl.us/WestRivieraES/</a></td>
<td><strong>Directions:</strong> I-95 to 45th St. East to Australian Ave. North to 6th St. East.</td>
<td></td>
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<table>
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<tr>
<th>**West Tech. Ed. Center ***</th>
<th><strong>Colors:</strong> Royal Blue &amp; White</th>
<th><strong>Mascot:</strong></th>
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<tbody>
<tr>
<td><strong>Area:</strong> West-1591</td>
<td><strong>Grade:</strong> 10-12/Adult</td>
<td></td>
</tr>
<tr>
<td><strong>Principal:</strong> Cynthia Smith</td>
<td><strong>Address:</strong> 2625 State Rd. 715, Belle Glade, FL 33430</td>
<td></td>
</tr>
<tr>
<td><strong>Phone:</strong> 996-4930 (PX: 44930)</td>
<td><strong>Fax:</strong> 996-4993</td>
<td></td>
</tr>
<tr>
<td><strong>Web Address:</strong> <a href="http://www.palmbeach.k12.fl.us/WestTech/WTEC.htm">www.palmbeach.k12.fl.us/WestTech/WTEC.htm</a></td>
<td><strong>Directions:</strong> I-95 to Southern Blvd West. SR 441 to Hooker Hwy. until it dead-ends. Turn left. School is located 1/4 mile on left.</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>Western Pines Middle</strong></th>
<th><strong>Colors:</strong> Gold &amp; Maroon</th>
<th><strong>Mascot:</strong> Tiger</th>
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<tbody>
<tr>
<td><strong>Area:</strong> West-2451</td>
<td><strong>Grade:</strong> 6-8</td>
<td></td>
</tr>
<tr>
<td><strong>Principal:</strong> Peggy Campbell</td>
<td><strong>Address:</strong> 5949 140th Ave. N., West Palm Beach, FL 33411</td>
<td></td>
</tr>
<tr>
<td><strong>Phone:</strong> 792-2500 (PX: 52500)</td>
<td><strong>Fax:</strong> 792-2530</td>
<td></td>
</tr>
<tr>
<td><strong>Web Address:</strong> <a href="http://www.palmbeach.k12.fl.us/WesternPinesMS/">www.palmbeach.k12.fl.us/WesternPinesMS/</a></td>
<td><strong>Directions:</strong> Turn North onto Royal Palm Beach Blvd. from Okeechobee Blvd. Left on Persimmon to 140th Ave. N. right.</td>
<td></td>
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<table>
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<tr>
<th><strong>Westward Elementary •</strong></th>
<th><strong>Colors:</strong> Green &amp; Gold</th>
<th><strong>Mascot:</strong> Panther</th>
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<tbody>
<tr>
<td><strong>Area:</strong> North/Central-0351</td>
<td><strong>Grade:</strong> K-5</td>
<td></td>
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<tr>
<td><strong>Principal:</strong> Deloris Walker</td>
<td><strong>Address:</strong> 1101 Golf Ave., West Palm Beach, FL 33401</td>
<td></td>
</tr>
<tr>
<td><strong>Phone:</strong> 802-2130 (PX: 22130)</td>
<td><strong>Fax:</strong> 802-2135</td>
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<tr>
<td><strong>Web Address:</strong> <a href="http://www.palmbeach.k12.fl.us/WestwardES/">www.palmbeach.k12.fl.us/WestwardES/</a></td>
<td><strong>Directions:</strong> I-95 Exit Palm Beach Lakes Blvd. East; turn right after 7th St., follow to Golf Ave. right.</td>
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<tr>
<td>School</td>
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<tr>
<td>Waters Edge Elementary</td>
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<td>Teal, Khaki &amp; Gray</td>
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<td>Wellington Elementary</td>
<td>West-1671</td>
<td>Blue &amp; White</td>
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<td>Wellington Landings Middle</td>
<td>West-1701</td>
<td>Orange &amp; Turquoise</td>
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<td>Suncoast High *</td>
<td>North-0151</td>
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<td>Timber Trace Elementary</td>
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<tr>
<td>U.B. Kinsey/Palmview Elementary *</td>
<td>North/Central-0361</td>
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<td>Washington Elementary *</td>
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<tr>
<td>South Area High</td>
<td>All-0722</td>
<td>9-12</td>
</tr>
<tr>
<td>Principal: Samuel Watson</td>
<td>Address: 1509 Barton Road, Lake Worth, FL 33460</td>
<td>Phone: 533-6364 (PX: 26364)</td>
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<tr>
<td>South Olive Elementary</td>
<td>North/Central-0572</td>
<td>K-5</td>
</tr>
<tr>
<td>Principal: Margaret Daniels</td>
<td>Address: 7101 S. Olive Ave., West Palm Beach, FL 33405</td>
<td>Phone: 533-6359 (PX: 26359)</td>
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<tr>
<td>South Tech. Ed. Center</td>
<td>South/Central-1571</td>
<td>10-12/Adult</td>
</tr>
<tr>
<td>Principal: James Rasco</td>
<td>Address: 1300 S.W. 30th Ave., Boynton Beach, FL 33426</td>
<td>Phone: 369-7000 (PX: 47000)</td>
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<tr>
<td>Spanish River High</td>
<td>South-1681</td>
<td>9-12</td>
</tr>
<tr>
<td>Principal: Bonnie Fox</td>
<td>Address: 5100 Jog Rd., Boca Raton, FL 33496</td>
<td>Phone: 241-2200 (PX: 22200)</td>
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<tr>
<td>Starlight Cove Elementary</td>
<td>South/Central-0771</td>
<td>K-5</td>
</tr>
<tr>
<td>Principal: Susan Saint John</td>
<td>Address: 6300 Seminole Drive, Lantana, FL 33462</td>
<td>Phone: 357-6100 (PX: 46100)</td>
</tr>
<tr>
<td>Directions: I-95 to Lantana Rd. East to Andrew Redding Rd. Left to Barton Rd.</td>
<td></td>
<td></td>
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<tr>
<td>Directions: 2 blocks South of Forest Hill Blvd. between Dixie Hwy. and South Olive Ave.</td>
<td></td>
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<tr>
<td>Directions: On SW 30th Ave. off Congress Ave. 1 mile South of Woolbright and 2.5 miles North of Atlantic Ave.</td>
<td></td>
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<tr>
<td>Directions: I-95 to Yamato Rd. West to Jog Rd.</td>
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<td>Sabal Palm</td>
<td>All-0261</td>
<td>Red &amp; White</td>
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<td>School of Choice</td>
<td>All-1132</td>
<td>Blue &amp; Gold</td>
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<td>0-Adult</td>
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<tr>
<td>Royal Palm Beach High *</td>
<td>West-2331</td>
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<td>Plumosa Elementary</td>
<td>South-0871</td>
<td>K-5</td>
</tr>
<tr>
<td>Rolling Green Elementary</td>
<td>South/Central-0781</td>
<td>K-5</td>
</tr>
<tr>
<td>Roosevelt Elementary</td>
<td>North/Central-0341</td>
<td>K-5</td>
</tr>
<tr>
<td>Roosevelt Middle *</td>
<td>North/Central-0311</td>
<td>6-8</td>
</tr>
<tr>
<td>School Name</td>
<td>Area/Code</td>
<td>Colors</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Palm Springs Elementary</strong></td>
<td>South/Central-0651</td>
<td>Blue &amp; White</td>
</tr>
<tr>
<td><strong>Palmetto Elementary</strong></td>
<td>North/Central-0561</td>
<td>Blue &amp; Gold</td>
</tr>
<tr>
<td><strong>Panther Run Elementary</strong></td>
<td>West-2161</td>
<td>Red, Gray &amp; Black</td>
</tr>
<tr>
<td><strong>Pine Grove Elementary</strong></td>
<td>South-0911</td>
<td>Green &amp; White</td>
</tr>
<tr>
<td><strong>Pioneer Park Elementary</strong></td>
<td>West-2371</td>
<td>Navy Blue, White &amp; Gold</td>
</tr>
</tbody>
</table>
### Pahokee Middle/Sr. High
- **Area:** West-1771
- **Colors:** Royal Blue & White
- **Principal:** May Gamble
- **Address:** 900 Larrimore Rd., Pahokee, FL 33476
- **Phone:** 924-6400 (PX: 46400)
- **Fax:** 924-6417
- **Directions:** I-95 to Southern Blvd. West to light at SR 715. North 9 miles to light. Left then right onto Main St. 3/4 mile to Larrimore Rd. right.

### Palm Beach Gardens Elementary
- **Area:** North-0111
- **Colors:** Blue & Gold
- **Principal:** Lori Bonino
- **Address:** 10060 Riverside Dr., Palm Beach Gardens, FL 33410
- **Phone:** 694-7364 (PX: 27364)
- **Fax:** 775-7249
- **Directions:** I-95 to Northlake Blvd. West to Military Trail North to Holly Dr. East.

### Palm Beach Gardens High *
- **Area:** North-1371
- **Colors:** Blue & Orange
- **Principal:** Paul Houlihan
- **Address:** 4245 Holly Dr., Palm Beach Gardens, FL 33410
- **Phone:** 694-7300 (PX: 27300)
- **Fax:** 691-0515
- **Directions:** West of I-95 on Military Trail between PGA Blvd. and Northlake Blvd.

### Palm Beach Lakes High *
- **Area:** North/Central-1851
- **Colors:** Burgandy & Gray
- **Principal:** Nathan Collins
- **Address:** 3505 Shiloh Dr., West Palm Beach, FL 33407
- **Phone:** 640-5000 (PX: 25000)
- **Fax:** 688-5340
- **Directions:** 1 block South of 45th St. on Military Trail.

### Palm Beach Public
- **Area:** North/Central-0421
- **Colors:** Green & Gold
- **Principal:** Marilyn Brady
- **Address:** 240 Cocoanut Row, Palm Beach, FL 33480
- **Phone:** 802-2115 (PX: 22115)
- **Fax:** 802-2120
- **Directions:** I-95 to Okeechobee Blvd. East across Royal Palm Bridge. North at first light.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Area</th>
<th>Colors</th>
<th>Grade</th>
<th>Mascot</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Web Address</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Okeeheeleee Middle</td>
<td>North/Central-2151</td>
<td>Teal, Royal Blue &amp; White</td>
<td>6-8</td>
<td>Warriors</td>
<td>2200 Pinehurst Drive, West Palm Beach, FL 33413</td>
<td>434-3200 (PX: 43200)</td>
<td>434-3244</td>
<td></td>
<td>I-95 to Forest Hill West past Military Trail and Jog Roads. South at Pinehurst School. School is on left.</td>
</tr>
<tr>
<td>Olympic Heights High *</td>
<td>South-2181</td>
<td>Black &amp; Gold</td>
<td>9-12</td>
<td>Lion</td>
<td>20101 Lyons Rd., Boca Raton, FL 33434</td>
<td>852-6900 (PX: 26900)</td>
<td>852-6974</td>
<td></td>
<td>I-95 to Glades Rd. West to Lyons Rd. North 1/4 mile.</td>
</tr>
<tr>
<td>Orchard View Elementary</td>
<td>South-2351</td>
<td>Hunter Green &amp; White</td>
<td>K-5</td>
<td>Panther</td>
<td>4050 Germantown Rd., Delray Beach, FL 33445</td>
<td>279-1770 (PX: 21770)</td>
<td>279-1793</td>
<td></td>
<td>I-95 to Linton Blvd. West to Old Germantown Rd. South to school.</td>
</tr>
<tr>
<td>Pahokee Elementary</td>
<td>West-1101</td>
<td>Blue &amp; White</td>
<td>K-6</td>
<td>Little Devil</td>
<td>560 East Main Place, Pahokee, FL 33476</td>
<td>924-6466 (PX: 46466)</td>
<td>924-6469</td>
<td></td>
<td>I-95 to Southern Blvd. West to light at SR 715. North 9 miles to light. Left then right onto Main St. 3/4 mile to Larrimore Rd. right.</td>
</tr>
<tr>
<td>School Name</td>
<td>Area Code</td>
<td>Colors</td>
<td>Grade</td>
<td>Mascot</td>
<td>Principal</td>
<td>Address</td>
<td>Phone</td>
<td>Fax</td>
<td>Web Address</td>
</tr>
<tr>
<td>--------------------------</td>
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<td>--------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>North Grade Elementary</strong></td>
<td>South/Central-0681</td>
<td>Blue &amp; White</td>
<td>K-5</td>
<td>Tiger</td>
<td>Ian Saltzman</td>
<td>715 South &quot;K&quot; St., Lake Worth, FL 33460</td>
<td>533-6397 (PX: 26397)</td>
<td>533-6453</td>
<td></td>
</tr>
<tr>
<td><strong>North Palm Beach Elementary</strong></td>
<td>North-0131</td>
<td>Green &amp; White</td>
<td>K-5</td>
<td>Dolphin</td>
<td>Carol Blankenhorn</td>
<td>401 Anchorage Dr., North Palm Beach, FL 33408</td>
<td>881-4747 (PX: 24747)</td>
<td>840-3202</td>
<td></td>
</tr>
<tr>
<td>**North Tech. Ed. Center ***</td>
<td>North-1461</td>
<td></td>
<td>10-12/Adult</td>
<td></td>
<td>Patricia Nugent</td>
<td>7071 Garden Road, Riviera Beach, FL 33404</td>
<td>881-4600 (PX: 24600)</td>
<td>881-4668</td>
<td></td>
</tr>
<tr>
<td><strong>Northboro Elementary ●</strong></td>
<td>North/Central-0291</td>
<td>Blue &amp; White</td>
<td>K-5</td>
<td>Mustang</td>
<td>Edward M. Harris</td>
<td>400 40th St., West Palm Beach, FL 33407</td>
<td>881-4752 (PX: 24752)</td>
<td>840-3217</td>
<td></td>
</tr>
<tr>
<td><strong>Northmore Elementary ●</strong></td>
<td>North/Central-0271</td>
<td>Blue &amp; White</td>
<td>K-5</td>
<td>Panther</td>
<td>Virginia Smith</td>
<td>4111 N. Terrace Dr., West Palm Beach, FL 33407</td>
<td>881-4759 (PX: 24759)</td>
<td>840-3200</td>
<td></td>
</tr>
</tbody>
</table>
**Meadow Park Elementary**

<table>
<thead>
<tr>
<th>Area: North/Central-0591</th>
<th>Colors: Blue &amp; Orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: K-5</td>
<td>Mascot: Eagle</td>
</tr>
<tr>
<td>Principal: Sandra Hume</td>
<td></td>
</tr>
<tr>
<td>Address: 956 Fla. Mango Rd., West Palm Beach, FL 33406</td>
<td></td>
</tr>
<tr>
<td>Phone: 641-1270 (PX: 21270)</td>
<td>Fax: 642-1022</td>
</tr>
<tr>
<td>Web Address:</td>
<td></td>
</tr>
<tr>
<td>Directions: 1-95 to Forest Hill Blvd. West to Florida Mango Rd. North 1 mile.</td>
<td></td>
</tr>
</tbody>
</table>

**Melaleuca Elementary**

<table>
<thead>
<tr>
<th>Area: North/Central-1441</th>
<th>Colors: Red, White &amp; Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: K-5</td>
<td>Mascot: Eagle</td>
</tr>
<tr>
<td>Principal: Sharon Barwick</td>
<td></td>
</tr>
<tr>
<td>Address: 5759 W. Gun Club Rd., West Palm Beach, FL 33415</td>
<td></td>
</tr>
<tr>
<td>Phone: 640-5071 (PX: 25071)</td>
<td>Fax: 688-5222</td>
</tr>
<tr>
<td>Web Address:</td>
<td></td>
</tr>
<tr>
<td>Directions: 1-95 to Southern Blvd. West to Military Trail South to Gun Club Rd.</td>
<td></td>
</tr>
</tbody>
</table>

**Middle School of the Arts**

<table>
<thead>
<tr>
<th>Area: North/Central-2511</th>
<th>Colors: Silver &amp; Blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: 6-8</td>
<td>Mascot: Star</td>
</tr>
<tr>
<td>Principal: Elizabeth Perlman</td>
<td></td>
</tr>
<tr>
<td>Address: 3701 North Shore Dr., West Palm Beach, FL 33407</td>
<td></td>
</tr>
<tr>
<td>Phone: 882-3870 (PX: 23870)</td>
<td>Fax: 882-3879</td>
</tr>
<tr>
<td>Web Address:</td>
<td><a href="http://www.palmbeach.k12.fl.us/MiddleSchooloftheArts/">www.palmbeach.k12.fl.us/MiddleSchooloftheArts/</a></td>
</tr>
<tr>
<td>Directions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1-95 to 45th St. East to Northshore Dr. South on the right.</td>
</tr>
</tbody>
</table>

**Morikami Park Elementary**

<table>
<thead>
<tr>
<th>Area: South-1951</th>
<th>Colors: Royal Blue, Hunter Green &amp; Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: K-5</td>
<td>Mascot:</td>
</tr>
<tr>
<td>Principal: Elizabeth Kennedy</td>
<td></td>
</tr>
<tr>
<td>Address: 6201 Morikami Park Road, Delray Beach, FL 33484</td>
<td></td>
</tr>
<tr>
<td>Phone: 266-0960 (PX: 20960)</td>
<td>Fax: 266-0965</td>
</tr>
<tr>
<td>Web Address:</td>
<td></td>
</tr>
<tr>
<td>Directions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>South of Linton Blvd. on Jog Rd., East on Morikami Park Rd.</td>
</tr>
</tbody>
</table>

**New Horizons Elementary**

<table>
<thead>
<tr>
<th>Area: West-2051</th>
<th>Colors: Orange &amp; Yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: K-5</td>
<td>Mascot: Conestoga Wagon</td>
</tr>
<tr>
<td>Principal: Matthew Shoemaker</td>
<td></td>
</tr>
<tr>
<td>Address: 13900 Greenbriar Blvd., Wellington, FL 33414</td>
<td></td>
</tr>
<tr>
<td>Phone: 795-4966 (PX: 24966)</td>
<td>Fax: 795-4988</td>
</tr>
<tr>
<td>Web Address:</td>
<td></td>
</tr>
<tr>
<td>Directions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I-95 to Forest Hill Blvd. West to State Rd. 7. Left at light on South Shore Blvd. Right onto Greenview Shores. Left on Greenbriar Blvd. School on left.</td>
</tr>
<tr>
<td>Elementary School</td>
<td>Area</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td><strong>Limestone Creek Elementary</strong></td>
<td>North-2031</td>
</tr>
<tr>
<td>Grade: K-5</td>
<td></td>
</tr>
<tr>
<td>Principal: Paula Nessmith</td>
<td></td>
</tr>
<tr>
<td>Address: 6701 Church Street, Jupiter, FL 33458</td>
<td></td>
</tr>
<tr>
<td>Phone: 744-7985 (PX: 27985)</td>
<td>Fax: 744-7977</td>
</tr>
<tr>
<td>Web Address: <a href="http://www.palmbeach.k12.fl.us/LimestoneCreekES/">www.palmbeach.k12.fl.us/LimestoneCreekES/</a></td>
<td></td>
</tr>
<tr>
<td>Directions: I-95 to Exit 59A East to Central Blvd. North to Church St. West on Church St. to school.</td>
<td></td>
</tr>
<tr>
<td><strong>Lincoln Elementary •</strong></td>
<td>North-0211</td>
</tr>
<tr>
<td>Grade: K-5</td>
<td></td>
</tr>
<tr>
<td>Principal: Francina Bain</td>
<td></td>
</tr>
<tr>
<td>Address: 1160 W. 10th St., Riviera Beach, FL 33404</td>
<td></td>
</tr>
<tr>
<td>Phone: 881-4712 (PX: 24712)</td>
<td>Fax: 840-3227</td>
</tr>
<tr>
<td>Web Address:</td>
<td></td>
</tr>
<tr>
<td>Directions: East on Blue Heron Blvd. to Australian Ave. South to 10th St. West on 10th to Avenue N North to school.</td>
<td></td>
</tr>
<tr>
<td>**Loggers' Run Middle ***</td>
<td>South-1751</td>
</tr>
<tr>
<td>Grade: 6-8</td>
<td></td>
</tr>
<tr>
<td>Principal: Judith Klinek</td>
<td></td>
</tr>
<tr>
<td>Address: 11584 W. Palmetto Pk. Rd., Boca Raton, FL 33428</td>
<td></td>
</tr>
<tr>
<td>Phone: 883-8000 (PX: 28000)</td>
<td>Fax: 883-8027</td>
</tr>
<tr>
<td>Web Address: <a href="http://www.palmbeach.k12.fl.us/LoggersRunMS/">www.palmbeach.k12.fl.us/LoggersRunMS/</a></td>
<td></td>
</tr>
<tr>
<td>Directions: I-95 to Palmetto Park Rd. West. School is 1.5 miles West of State Rd. 441.</td>
<td></td>
</tr>
<tr>
<td><strong>Loxahatchee Groves Elementary</strong></td>
<td>West-1901</td>
</tr>
<tr>
<td>Grade: K-5</td>
<td></td>
</tr>
<tr>
<td>Principal: Michael Proctor</td>
<td></td>
</tr>
<tr>
<td>Address: 16020 Okeechobee Blvd., Loxahatchee, FL 33470</td>
<td></td>
</tr>
<tr>
<td>Phone: 795-4961 (PX: 24961)</td>
<td>Fax: 791-9318</td>
</tr>
<tr>
<td>Web Address:</td>
<td></td>
</tr>
<tr>
<td>Directions: I-95 to Southern Blvd. West 12 miles to Seminole Pratt Whitney Rd. North to Okeechobee, East to 162nd St.</td>
<td></td>
</tr>
<tr>
<td><strong>Manatee Elementary</strong></td>
<td>South/Central-2241</td>
</tr>
<tr>
<td>Grade: K-5</td>
<td></td>
</tr>
<tr>
<td>Principal: T. Neal Trafford</td>
<td></td>
</tr>
<tr>
<td>Address: 7001 Charleston Shores Blvd., Lake Worth, FL 33467</td>
<td></td>
</tr>
<tr>
<td>Phone: 642-1080 (PX: 21080)</td>
<td>Fax: 642-1082</td>
</tr>
<tr>
<td>Web Address:</td>
<td></td>
</tr>
<tr>
<td>Directions: South of Hypoluxo Rd., West of Job Rd. in the Lake Charleston development.</td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td>Area</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Lake Worth Middle</td>
<td>South/Central-2131</td>
</tr>
<tr>
<td>Lantana Middle *</td>
<td>South/Central-0761</td>
</tr>
<tr>
<td>Lighthouse Elementary</td>
<td>North-1931</td>
</tr>
<tr>
<td>School</td>
<td>Area</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>K.E. Cunningham/Canal Point Elementary</td>
<td>West-1831</td>
</tr>
<tr>
<td>Lake Park Elementary</td>
<td>North-0141</td>
</tr>
<tr>
<td>Lake Shore Middle</td>
<td>West-1232</td>
</tr>
<tr>
<td>Lake Worth High * •</td>
<td>South/Central-0691</td>
</tr>
<tr>
<td>School Name</td>
<td>Area</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>John F. Kennedy Middle</td>
<td>North-0201</td>
</tr>
<tr>
<td>Grade: 6-8</td>
<td></td>
</tr>
<tr>
<td>Principal: Joseph Powlis</td>
<td></td>
</tr>
<tr>
<td>Address: 1901 Avenue &quot;S&quot;, Riviera Beach, FL 33404</td>
<td></td>
</tr>
<tr>
<td>Phone: 845-4500 (PX: 54500)</td>
<td>Fax: 845-4537</td>
</tr>
<tr>
<td>Web Address: <a href="http://www.jfkmiddleschool.com">www.jfkmiddleschool.com</a></td>
<td></td>
</tr>
<tr>
<td>Directions: I-95 to Blue Heron Blvd. East to Ave. S. South.</td>
<td></td>
</tr>
<tr>
<td>John I. Leonard High * ●</td>
<td>South/Central-1361</td>
</tr>
<tr>
<td>Grade: 9-12</td>
<td></td>
</tr>
<tr>
<td>Principal: Nora Rosensweig</td>
<td></td>
</tr>
<tr>
<td>Address: 4701 10th Ave., N., Greenacres, FL 33463</td>
<td></td>
</tr>
<tr>
<td>Phone: 641-1200 (PX: 21200)</td>
<td>Fax: 357-1102</td>
</tr>
<tr>
<td>Web Address: <a href="http://www.palmbeach.k12.fl.us/JohnILeonardHS/">www.palmbeach.k12.fl.us/JohnILeonardHS/</a></td>
<td></td>
</tr>
<tr>
<td>Directions: I-95 to 10th Ave. North, go West 2.5 miles.</td>
<td></td>
</tr>
<tr>
<td>Jupiter Elementary</td>
<td>North-0071</td>
</tr>
<tr>
<td>Grade: K-5</td>
<td></td>
</tr>
<tr>
<td>Principal: Ann Wark</td>
<td></td>
</tr>
<tr>
<td>Address: 200 S. Loxahatchee Dr., Jupiter, FL 33458</td>
<td></td>
</tr>
<tr>
<td>Phone: 744-7979 (PX: 27979)</td>
<td>Fax: 743-6006</td>
</tr>
<tr>
<td>Web Address:</td>
<td></td>
</tr>
<tr>
<td>Directions: I-95 Jupiter East exit to Loxahatchee Dr. South.</td>
<td></td>
</tr>
<tr>
<td>Jupiter Farms Elementary</td>
<td>North-2091</td>
</tr>
<tr>
<td>Grade: K-5</td>
<td></td>
</tr>
<tr>
<td>Principal: Marilyn Weisgerber</td>
<td></td>
</tr>
<tr>
<td>Address: 17400 Haynie Lane, Jupiter, FL 33478</td>
<td></td>
</tr>
<tr>
<td>Phone: 744-7967 (PX: 27967)</td>
<td>Fax: 744-7972</td>
</tr>
<tr>
<td>Web Address: <a href="http://www.palmbeach.k12.fl.us/JupiterFarmsES/">www.palmbeach.k12.fl.us/JupiterFarmsES/</a></td>
<td></td>
</tr>
<tr>
<td>Directions: I-95 to Indiantown West Exit. 6 miles to Alexander Run Intersection South to 174th Ct. N. left and follow road to school.</td>
<td></td>
</tr>
<tr>
<td>Jupiter High * ●</td>
<td>North-0081</td>
</tr>
<tr>
<td>Grade: 9-12</td>
<td></td>
</tr>
<tr>
<td>Principal: Marisol Ferrer</td>
<td></td>
</tr>
<tr>
<td>Address: 500 N. Military Trail, Jupiter, FL 33458</td>
<td></td>
</tr>
<tr>
<td>Phone: 744-7900 (PX: 27900)</td>
<td>Fax: 744-7978</td>
</tr>
<tr>
<td>Web Address: <a href="http://www.palmbeach.k12.fl.us/JupiterHS/">www.palmbeach.k12.fl.us/JupiterHS/</a></td>
<td></td>
</tr>
<tr>
<td>Directions: I-95 to Jupiter/Indiantown Rd. East to Military Trail South 1/8 mile.</td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td>Area</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Indian Pines Elementary</td>
<td>South/Central</td>
</tr>
<tr>
<td>Indian Ridge School</td>
<td>West</td>
</tr>
<tr>
<td>J.C. Mitchell Elementary</td>
<td>South</td>
</tr>
<tr>
<td>Jefferson Davis Middle</td>
<td>North/Central</td>
</tr>
<tr>
<td>Jerry Thomas Elementary</td>
<td>North</td>
</tr>
</tbody>
</table>

**Indian Pines Elementary**
- **Area:** South/Central-1861
- **Colors:** Aqua & White
- **Grade:** K-5
- **Principal:** Gail Pasterczyk
- **Address:** 6000 Oak Royal Drive, Lake Worth, FL 33463
- **Phone:** 641-1295 (PX: 21295)
- **Fax:** 642-1049
- **Web Address:**
- **Directions:** I-95 to Lantana Rd. West to Edgecliff Ave. North and West to Oak Royal Dr.

**Indian Ridge School**
- **Area:** West-2411
- **Colors:**
- **Grade:** Ages 6-21
- **Principal:** Sherle Stevenson
- **Address:** 1950 Benoist Farms Road, West Palm Beach, FL 33411
- **Phone:** 681-0000 (PX: 20000)
- **Fax:** 681-0023
- **Web Address:**
- **Directions:** 1.5 miles West of the turnpike on the corner of Okeechobee Blvd. and Benoist Farms Rd.

**J.C. Mitchell Elementary**
- **Area:** South-0931
- **Colors:** Blue & Gold
- **Grade:** K-5
- **Principal:** Nancy Owens
- **Address:** 2401 N.W. 3rd Ave., Boca Raton, FL 33431
- **Phone:** 338-1468 (PX: 41468)
- **Fax:** 338-1474
- **Web Address:**
- **Directions:** I-95 to Yamato Rd. East to NW 2nd Ave. South to NW 23rd St. West to NW 3rd Ct.

**Jefferson Davis Middle**
- **Area:** North/Central-0611
- **Colors:** Maroon & Gray
- **Grade:** 6-8
- **Principal:** Sandra M. Jinks
- **Address:** 1560 Kirk Rd., West Palm Beach, FL 33406
- **Phone:** 434-3300 (PX: 23300)
- **Fax:** 434-3303
- **Web Address:**
- **Directions:** I-95 to Forest Hill Blvd. West to Kirk Rd.

**Jerry Thomas Elementary**
- **Area:** North-1651
- **Colors:** Yellow & Red
- **Grade:** K-5
- **Principal:** Michael J. Murgio
- **Address:** 800 Maplewood Dr., Jupiter, FL 33458
- **Phone:** 744-7990 (PX: 27990)
- **Fax:** 743-6015
- **Web Address:** www.palmbeach.k12.fl.us/JerryThomasES/
- **Directions:** I-95 to Jupiter East 1.5 miles to Maplewood Dr. turn right.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Area</th>
<th>Colors</th>
<th>Grade</th>
<th>Mascot</th>
<th>Principal</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Web Address</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.L. Johnson Elementary</td>
<td>West-1761</td>
<td>Blue &amp; Gold</td>
<td>K-5</td>
<td>Jaguar</td>
<td>Penny Lopez</td>
<td>1000 Crestwood Blvd. N., Royal Palm Beach, FL 33411</td>
<td>795-4955 (PX: 24955)</td>
<td>795-4937</td>
<td></td>
<td>School is 1.8 miles North of Okeechobee Blvd. on the corner of Royal Palm Blvd. and Crestwood.</td>
</tr>
<tr>
<td>H.L. Watkins Middle</td>
<td>North-0121</td>
<td>Blue &amp; Orange</td>
<td>6-8</td>
<td>Seminole</td>
<td>George Mitchell Jr.</td>
<td>9480 MacArthur Blvd., Palm Beach Gardens, FL 33403</td>
<td>776-3600 (PX: 53600)</td>
<td>775-7234</td>
<td><a href="http://www.palmbeach.k12.fl.us/HLWatkinsMS/">www.palmbeach.k12.fl.us/HLWatkinsMS/</a></td>
<td>One mile East of I-95 and 1/4 mile North of Northlake Blvd.</td>
</tr>
<tr>
<td>Hagen Road Elementary</td>
<td>South/Central-1421</td>
<td>Green &amp; White</td>
<td>K-5</td>
<td>Roadrunner</td>
<td>Gary Hagemann</td>
<td>10439 Hagen Ranch Rd., Boynton Beach, FL 33437</td>
<td>369-7052 (PX: 47052)</td>
<td>364-7946</td>
<td></td>
<td>Boynton Beach exit I-95 to Hagen Ranch Rd. South 3/4 mile.</td>
</tr>
<tr>
<td>Hammock Pointe Elementary</td>
<td>South-2081</td>
<td>Blue &amp; White</td>
<td>K-5</td>
<td>Hawk</td>
<td>Jeanne Mier</td>
<td>8400 S.W. 8th St., Boca Raton, FL 33433</td>
<td>852-6980 (PX: 26980)</td>
<td>852-6983</td>
<td><a href="http://www.palmbeach.k12.fl.us/HammockPointeES/">www.palmbeach.k12.fl.us/HammockPointeES/</a></td>
<td>I-95 to Palmetto Park Rd. West to Lyons Rd. South to SW 8th St. East.</td>
</tr>
<tr>
<td>School Name</td>
<td>Area</td>
<td>Grade</td>
<td>Colors</td>
<td>Mascot</td>
<td>Principal</td>
<td>Address</td>
<td>Phone (PX)</td>
<td>Fax</td>
<td>Web Address</td>
<td>Directions</td>
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</tr>
<tr>
<td>Gold Coast Community School</td>
<td>All-1641</td>
<td>7-12</td>
<td>Black &amp; Gold</td>
<td>Gladiator</td>
<td>Dorothy McKinon</td>
<td>4260 Westgate Ave., West Palm Beach, FL 33409</td>
<td>640-5091</td>
<td>640-5093</td>
<td><a href="http://www.palmbeach.k12.fl.us/GoldCoastES/">www.palmbeach.k12.fl.us/GoldCoastES/</a></td>
<td>School is located one block South of Okeechobee Blvd. and one block East of Military Trail.</td>
</tr>
<tr>
<td>Golden Grove Elementary *</td>
<td>West-2421</td>
<td>K-5</td>
<td>Green &amp; Gold</td>
<td>Gator</td>
<td>Barbara Altman</td>
<td>5959 140th Ave. N., West Palm Beach, FL 33411</td>
<td>792-5200</td>
<td>792-5226</td>
<td><a href="http://www.palmbeach.k12.fl.us/GoldenGroveES/">www.palmbeach.k12.fl.us/GoldenGroveES/</a></td>
<td>Okeechobee Blvd. West to Royal Palm Bch. Blvd. North to 4th traffic light turn West on Persimmon Blvd. to Avocado Blvd. Turn right on Avocado to 54 Lane N. Left on 54 Lane to 140th Ave. Right on 140th.</td>
</tr>
<tr>
<td>School Name</td>
<td>Area Code</td>
<td>Colors</td>
<td>Mascot</td>
<td>Grades</td>
<td>Principal</td>
<td>Address</td>
<td>Phone</td>
<td>Fax</td>
<td>Web Address</td>
<td>Directions</td>
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</tr>
<tr>
<td>Forest Hill High *</td>
<td>North/Central-0581</td>
<td>Red, White &amp; Blue</td>
<td>Falcon</td>
<td>9-12</td>
<td>Carlos Rosello</td>
<td>6901 Parker Ave., West Palm Beach, FL 33405</td>
<td>540-2400</td>
<td>540-2440</td>
<td></td>
<td>Two blocks east off I-95 and Forest Hill Blvd.</td>
</tr>
<tr>
<td>Forest Park Elementary</td>
<td>South-0831</td>
<td>Green &amp; White</td>
<td>Tiger</td>
<td>K-5</td>
<td>Ethelene Powell</td>
<td>1201 S.W. 3rd St., Boynton Beach, FL 33435</td>
<td>369-7056</td>
<td>364-7905</td>
<td></td>
<td>I-95 to Woolbright Rd. East to SW 2nd St. Four blocks to SW 11th Ave. West one block.</td>
</tr>
<tr>
<td>Galaxy Elementary</td>
<td>South-0821</td>
<td>Navy Blue &amp; White</td>
<td>Star</td>
<td>K-5</td>
<td>Sherry Jones</td>
<td>301 Galaxy Way, Boynton Beach, FL 33435</td>
<td>369-7090</td>
<td>369-7041</td>
<td></td>
<td>I-95 intersection with Boynton Beach Blvd. East to Boynton Beach Blvd.</td>
</tr>
<tr>
<td>School</td>
<td>Area</td>
<td>Colors</td>
<td>Mascot</td>
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<tr>
<td>Del Prado Elementary</td>
<td>South-1741</td>
<td>Blue &amp; Green</td>
<td>Florida Panthers</td>
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<tr>
<td>Delray Full Service Center *</td>
<td>All-0904</td>
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<tr>
<td>Eagles Landing Middle</td>
<td>South-2461</td>
<td>Teal &amp; Silver</td>
<td>Soaring Eagle</td>
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</tr>
<tr>
<td>Egret Lake Elementary</td>
<td>North/Central-2101</td>
<td>Purple &amp; Teal</td>
<td>Egret</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Forest Hill Elementary</td>
<td>North/Central-0621</td>
<td>Red, White &amp; Blue</td>
<td>Owl</td>
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</tr>
</tbody>
</table>

**Principal:**
- Joyce Swaffield
- Jay Alligood
- Ira Margulies
- Jack Meeds

**Address:**
- 7900 Del Prado Circle, Boca Raton, FL 33433
- 301 S.W. 14th Ave., Delray Beach, FL 33444
- 19500 Coral Ridge Drive, Boca Raton, FL 33498
- 5115 47th Place N., West Palm Beach, FL 33498
- 5555 Purdy Lane, West Palm Beach, FL 33415

**Phone:**
- 338-1490 (PX: 41490)
- 243-1566 (PX: 21566)
- 470-7000 (PX: 57000)
- 688-5314 (PX: 25314)
- 641-1258 (PX: 21258)
- 688-5317
- 642-1019

**Fax:**
- 338-1496
- 243-1591
- 470-7030
- 688-5317
- 642-1019

**Web Address:**
- www.palmbeach.k12.fl.us/DelPradoES/
- www.geocities.com~Athens/StyxJ2293/

**Directions:**
- I-95 to Palmetto Park Rd. West to Palmetto Park Circle right to Del Prado Circle turn left.
- I-95 to Atlantic Ave. East. South at first light (SW 12th Ave.) School is 4 blocks on right.
- I-95 to Atlantic Ave. East. South at first light (SW 12th Ave.) School is 4 blocks on right.
- I-95 to Atlantic Ave. East. South at first light (SW 12th Ave.) School is 4 blocks on right.
- I-95 to Palmetto Park Rd. West to Palmetto Park Circle right to Del Prado Circle turn left.
- 1-95 to Atlantic Ave. East. South at first light (SW 12th Ave.) School is 4 blocks on right.
- 1-95 to Atlantic Ave. East. South at first light (SW 12th Ave.) School is 4 blocks on right.
- 1-95 to Atlantic Ave. East. South at first light (SW 12th Ave.) School is 4 blocks on right.
- 1-95 to Atlantic Ave. East. South at first light (SW 12th Ave.) School is 4 blocks on right.
Coral Sunset Elementary
Area: South-1811
Grade: K-5
Principal: Mary B. Smith
Address: 22400 Hammock Street, Boca Raton, FL 33428
Phone: 852-6660 (PX: 26660)
Fax: 852-6664

Crestwood Middle
Area: West-1691
Grade: 6-8
Principal: Vera Garcia
Address: 64 Sparrow Dr., Royal Palm Beach, FL 33411
Phone: 753-5000 (PX: 55000)
Fax: 753-5035
Web Address: www.palmbeach.k12.fl.us/CrestwoodMS/
Directions: I-95 to Okeechobee Blvd. West to Military Trail and S.R. 7 to Royal Palm Beach Blvd. South to Sparrow Dr. West 2 blocks.

Crystal Lakes Elementary
Area: South/Central-2121
Grade: K-5
Principal: Sue Slone
Address: 6050 Gateway Blvd., Boynton Beach, FL 33437
Phone: 364-7900 (PX: 47900)
Fax: 364-7903

Cypress Trails Elementary
Area: West-1941
Grade: K-5
Principal: Elizabeth Taylor
Address: 133 Park Road N., Royal Palm Beach, FL 33411
Phone: 795-4950 (PX: 24950)
Fax: 791-9305
Web Address:
Directions: I-95 to Okeechobee West to Royal Palm Beach Blvd. left. First right is Sparrow Dr., over large canal turn left on Park Rd. North.

D.D. Eisenhower Elementary
Area: North-1541
Grade: K-5
Principal: Jacqueline Dunn
Address: 2926 Lone Pine Rd., Lake Park, FL 33410
Phone: 694-7359 (PX: 27359)
Fax: 775-7238
Web Address:
Directions: I-95 to PGA Blvd. East to Alt A1A to Florida Blvd. East 1 mile to school.
<table>
<thead>
<tr>
<th>School</th>
<th>Area</th>
<th>Colors</th>
<th>Mascot</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Web Address</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christa McAuliffe Middle</td>
<td>South/Central-1821</td>
<td>Blue, Green &amp; Silver</td>
<td>The Shuttle</td>
<td>6500 Le Chalet Blvd., Boynton Beach, FL 33437</td>
<td>374-6600 (PX: 46600)</td>
<td>374-6636</td>
<td><a href="http://www.palmbeach.k12.fl.us/ChristaMcAuliffeMS/">www.palmbeach.k12.fl.us/ChristaMcAuliffeMS/</a></td>
<td>I-95 West to Hypoluxo Rd. Turn Left on Military Trail to LeChalet. Turn right, 1.5 miles.</td>
</tr>
<tr>
<td>Citrus Cove Elementary</td>
<td>South/Central-2071</td>
<td>Peach &amp; Teal</td>
<td>Panther</td>
<td>8400 Lawrence Road, Boynton Beach, FL 33436</td>
<td>369-7031 (PX: 47031)</td>
<td>364-7920</td>
<td></td>
<td>I-95 to Hypoluxo Rd. West to Lawrence Rd. South.</td>
</tr>
<tr>
<td>Congress Middle *</td>
<td>South/Central-1581</td>
<td>Red, White &amp; Blue</td>
<td>Cougar</td>
<td>101 S. Congress Ave., Boynton Beach, FL 33426</td>
<td>374-5600 (PX: 55600)</td>
<td>374-5642</td>
<td><a href="http://www.palmbeach.k12.fl.us/CongressMS/">www.palmbeach.k12.fl.us/CongressMS/</a></td>
<td>I-95 to Boynton Beach Blvd. West to Congress Ave. South 4 blocks.</td>
</tr>
<tr>
<td>Conniston Middle *</td>
<td>North/Central-0541</td>
<td>Blue &amp; Gold</td>
<td>Blue Devil</td>
<td>673 Conniston Rd., West Palm Beach, FL 33405</td>
<td>802-5400 (PX: 55400)</td>
<td>802-5409</td>
<td><a href="http://www.conniston.com">www.conniston.com</a></td>
<td>I-95 to Southern Blvd. East to Parker Ave. North 1/2 block.</td>
</tr>
<tr>
<td>Coral Reef Elementary</td>
<td>South/Central-2581</td>
<td>Aqua Blue &amp; Teal</td>
<td>Dolphin</td>
<td>6151 Hagen Ranch Rd., Boynton Beach, FL 33467</td>
<td>649-6000 (PX: 46000)</td>
<td>649-6005</td>
<td></td>
<td>Go west on Lantana Rd. to Hagen Ranch Rd. Hagen Ranch Rd. is 1 mile west of Jog Rd. Go south on Hagen Ranch Rd. ¼ mile. School is on west side.</td>
</tr>
</tbody>
</table>
Boca Raton High *
Area: South-0961
Grade: 9-12
Principal: Diana Harris
Address: 1501 N.W. 15th Ct., Boca Raton, FL 33486
Phone: 338-1400 (PX: 41400)
Web Address:
Directions: I-95 to Glades Rd. East to NW 15th Ave. South 3 blocks.

Colors: Blue & Gold
Mascot: Bobcat

Boca Raton Middle *
Area: South-1491
Grade: 6-8
Principal: Burley "Butch" Mondy
Address: 1251 N.W. 8th St., Boca Raton, FL 33486
Phone: 416-8700 (PX: 58700)
Web Address:
Directions: I-95 exit Palmetto Park Rd. East to NW 12th Ave. North, 8 blocks.

Colors: Green & Gold
Mascot: Cobra

C.O. Taylor/Kirklane Elementary
Area: North/Central-1531
Grade: K-5
Principal: Agartha Gragg
Address: 4200 Purdy Lane, Palm Springs, FL 33461
Phone: 641-1263 (PX: 21263)
Web Address: www.palmbeach.k12.fl.us/COTaylorES/
Directions: Two blocks East of Military Trail.

Colors: Red, White & Blue
Mascot: Sailing Ship

Calusa Elementary
Area: South-1911
Grade: K-5
Principal: Steve Blinder
Address: 2051 Clint Moore Rd., Boca Raton, FL 33496
Phone: 241-2255 (PX: 22255)
Web Address:

Colors: Pink, White & Blue
Mascot: Flamingo

Carver Middle *
Area: South-2041
Grade: 6-8
Principal: Carol Blacharski
Address: 101 Barwick Road, Delray Beach, FL 33445
Phone: 638-2100 (PX: 52100)
Web Address:
Directions: I-95 to Atlantic Ave. West to Barwick Rd. North to school.

Colors: Blue & White
Mascot: Eagle
<table>
<thead>
<tr>
<th>School Name</th>
<th>Area</th>
<th>Colors</th>
<th>Grade</th>
<th>Mascot</th>
<th>Principal</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Web Address</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belle Glade Elementary</td>
<td>West-2401</td>
<td>Red &amp; White</td>
<td>K-5</td>
<td>Eagle</td>
<td>Glenda Garrett</td>
<td>500 N.W. Ave. L, Belle Glade, FL 33430</td>
<td>993-4490 (PX: 4490)</td>
<td>993-4491</td>
<td></td>
<td>I-95 to Southern Blvd., West 40 miles to Court House. Left at light on US 441, North for 3 miles to Avenue L.</td>
</tr>
<tr>
<td>Belvedere Elementary</td>
<td>North/Central-0531</td>
<td>Blue &amp; White</td>
<td>K-5</td>
<td>Bees</td>
<td>Keely Spinelli</td>
<td>3001 Lake Ave., West Palm Beach, FL 33405</td>
<td>802-2100 (PX: 2100)</td>
<td>802-2105</td>
<td></td>
<td>I-95 to Belvedere, East to Lake Ave. South.</td>
</tr>
<tr>
<td>Binks Forest Elementary</td>
<td>West-2561</td>
<td></td>
<td>K-5</td>
<td></td>
<td>Lynne McGee</td>
<td>15101 Bent Creek Road, Wellington, FL 33414</td>
<td>792-5250 (PX: 5250)</td>
<td>792-5255</td>
<td></td>
<td>I-95 to Southern west. Left onto Binks Forest. First left is Bent Creek Rd.</td>
</tr>
</tbody>
</table>
### Allamanda Elementary
- **Area:** North-0101  
- **Colors:** Yellow & Green  
- **Mascot:** Yellowjacket  
- **Principal:** Cynthia Pino  
- **Address:** 10300 Allamanda Dr., P.B. Gardens, FL 33410  
- **Phone:** 694-7355 (PX: 27355)  
- **Fax:** 775-7232  
- **Web Address:**  
- **Directions:** I-95 to Northlake Blvd., East to Prosperity Farms Rd., then North to Allamanda Lane (left).

### Atlantic High *
- **Area:** South-0862  
- **Colors:** Green & White  
- **Mascot:** Eagle  
- **Principal:** Kathleen Weigel  
- **Address:** 2501 Seacrest Blvd., Delray Beach, FL 33444  
- **Phone:** 243-1500 (PX: 21500)  
- **Fax:** 243-1532  
- **Web Address:** www.atlantichs.org  
- **Directions:** Between Atlantic Ave. & Woolbright Rd. I-95 north from Atlantic.

### Banyan Creek Elementary
- **Area:** South-1891  
- **Colors:** Royal Blue & White  
- **Mascot:** Bear  
- **Principal:** William J. Fay, Jr.  
- **Address:** 4243 Sabal Lake Road, Delray Beach, FL 33445  
- **Phone:** 638-2151 (PX: 52151)  
- **Fax:** 638-2155  
- **Web Address:**  
- **Directions:** I-95 West to Atlantic Ave. to Barwick Rd., North to Sabal Lakes Rd., East on Sabal Lakes, school on left.

### Barton Elementary
- **Area:** South/Central-0741  
- **Colors:** Maroon & White  
- **Mascot:** Charging Bull  
- **Principal:** Delorisa Brown  
- **Address:** 1700 Barton Rd., Lake Worth, FL 33460  
- **Phone:** 540-9100 (PX: 29100)  
- **Fax:** 540-9128  
- **Web Address:**  
- **Directions:** I-95 to Lantana Rd., East to Andrew Redding Rd., North to Barton Rd.

### Bear Lakes Middle
- **Area:** North/Central-1981  
- **Colors:** Navy Blue & Gold  
- **Mascot:** Bruin  
- **Principal:** Andrea Peppers  
- **Address:** 3505 Shenandoah Blvd., West Palm Beach, FL 33409  
- **Phone:** 615-7700 (PX: 27700)  
- **Fax:** 615-7756  
- **Web Address:**  
- **Directions:** I-95 to Okeechobee, West to Military Trail, North 2 miles to Shenandoah Blvd., school on corner.
<table>
<thead>
<tr>
<th>School Name</th>
<th>Area</th>
<th>Colors</th>
<th>Grade</th>
<th>Mascot</th>
<th>Principal</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Web Address</th>
<th>Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Acreage Pines Elementary</strong></td>
<td>West-2141</td>
<td>Blue, Green &amp; White</td>
<td>K-5</td>
<td>Fox</td>
<td>Stephen Sills</td>
<td>14200 Orange Blvd., Loxahatchee, FL 33470</td>
<td>795-4994</td>
<td>795-4996</td>
<td><a href="http://www.miznermarlins.com">www.miznermarlins.com</a></td>
<td>I-95 to Okeechobee Blvd.; west to Royal Palm Beach Blvd.; north to Orange Blvd.; west 2 miles, school is on the left.</td>
</tr>
<tr>
<td><strong>Adult Ed. Center</strong></td>
<td>North/Central-0331</td>
<td></td>
<td>Adult</td>
<td></td>
<td>Mona Jensen</td>
<td>2161 N. Military Trail, West Palm Beach, FL 33409</td>
<td>640-5074</td>
<td>688-5209</td>
<td></td>
<td>I-95 at Okeechobee West. Continue west to Military Trail, right.</td>
</tr>
<tr>
<td><strong>Alexander W. Dreyfoos., Jr School of the Arts</strong></td>
<td>North/Central-0395</td>
<td>Black, White &amp; Gold</td>
<td>9-12</td>
<td></td>
<td>Amelia Ostrosky</td>
<td>501 S. Sapodilla Ave., West Palm Beach, FL 33401</td>
<td>802-6000</td>
<td>802-6059</td>
<td></td>
<td>I-95 to Okeechobee Blvd., East to Tamarind Ave., North past the school to Fern St., East.</td>
</tr>
</tbody>
</table>

* Community School
● Magnet School

Revised: October 1, 1999
Public Affairs Office
Hospitals

Bethesda Memorial Hospital
2815 South Seacrest Blvd.
Boynton Beach, Fl 33435
Main ..........737-7733
Behavior Medicine...ext 4250
Maternity information...ext4516

Boca Raton Community Hospital
800 Meadows Rd.
Boca Raton , Fl 33486
Main..............395-7100
Physician’s Referral...393-4087
Women’s Center.....362-5000

Columbia Hospital
2201 45 St.
West Palm Beach, Fl 33407
Main..............842-6141
Emergency Room.....863-3900
Psychiatric Pavilion...881-2601

Delray Community Hospital
5352 Linton Blvd.
Delray Bch, Fl 33484....498-4440

Doctor’s Hospital
2829 10th Ave North
Lake Worth,FL 33461...967-7800

Good Samaritan Medical Center
1309 N. Flager Dr.
West Palm Beach, Fl 33401
Main......................655-5511

JFK Medical Center
5301 South Congress Ave.
Atlantis, Fl 33462.......965-7300

Jupiter Hospital
1210 South Old Dixie Hwy.
Jupiter, FL.......747-2234
Jupiter Covalescence..744-4444
Salhaven Home ........743-5060
Ella Mibank Soshay Cancer Treatment Center......744-4400

Palm Beach Gardens Medical
3360 Burns Rd.
Palm Beach, FL 33410.622-1411
Emergency Room......694-7172
Women’s Diagnostic ...694-7185
Cardiac Rehab ........694-7126

Palms West Hospital
13001 Southern Blvd.
(State Rd 80)
Loxahatee, FL 33470.....798-3300

PineCrest Rehabilitation
5360 Linton Blvd.
Delray Beach, Fl 33484
Main......................495-0400

St. Mary’s Hospital
901 45 St.
West Palm Beach,Fl 33407
Main.....................844-6300
Emergency Room.......881-2900
Physicians Referral......650-6240

Wellington Regional
10101 Forest Hill Blvd.
West Palm Beach, Fl 33414
Main....................798-8500

West Boca Medical Center
21644 State Rd 7
Boca Raton, Fl 33428...488-8000
CHAPTER 5
CONCLUSION
A LOOK INTO THE FUTURE

As we face the New Millennium with some of the challenges of special education behind us, there are still tomorrow’s challenges and the ever-present changes of technology and our society. We are right in the middle of a “digital revolution” (U.S. Department of Education 1996). As the great author Alvin Toffler predicted in 1970 “we are in a collision with the future.” This prophecy has become a reality. Toffler’s future is our today. There are so many unanswered questions about where we are headed but at least, now, we are far more ready to deal with these issues then when Toffler made his prediction. As a society, we are embracing what is happening to us. Now we have visions of wonderful tomorrows with continued advances in medicine, science and special education. There is no cure for children with Special needs, but we have come to understand and diagnose what is happening and are, therefore, more aware of the student’s needs, and willing to adapt our educational system in order to accommodate them. Today more than half of all American households have at least one computer for every six children (Finnigam, 1999). Babies, long before they learn to read write or set foot in a classroom, are learning to point and click and say M-O-U-S-E (White, 1999). Children are taught not just to gather information but also to access it and evaluate it. Technology is an integral part of the revolution of culture (Buckley, 1999).

Vice President Gore in his 1997 Internet Online Summit: focus on Children states that the Internet is not a luxury or a diversion it is an essential tool for children. And its
use is fast becoming an essential skill for adults. He further goes on to say that before the use of computers we had to learn to store information outside of our own brains. Now with the use of the computer and the internet our civilization has made a quantum leap forward, dramatically changing the way we relate to this rapidly growing amount of knowledge that’s stored outside the brain and it is now accessible to people all over the world. According, to Vice President Gore in 1997 ten million children were already on the Internet. That’s four times as many as in prior years. From this Internet\Online summit the computer was coined an effective, easy-to-use “digital toolbox” of user empowerment tools. This statement is a very powerful one that puts us in the New Millennium in a year where the computer is in the forefront of education. Secretary of Education, Richard Riley, recently stated that the Department of Labor suggests students will have 10 to 14 distinct careers in there lifetime, because their jobs will use technology that hasn’t been invented yet, in order to solve problems that we haven’t even thought of yet, (Technology and Learning 2000). With the growth of computer technology, children with special needs can conquer many unknown words they might never have had a chance to conquer before.

For those students who cannot leave their beds, or lift a finger, or even learn at the same rate as others, their window to the world sits right in front of them. With technology becoming a fundamental part of our children’s lives we still enter a world of unknowns. How do we keep our children safe while protecting the First Amendment and preserving the medium that changes form and content on a daily basis (Summit, 1997)? How can we bridge the gap between our children and their parents? Children are becoming far more technologically advanced and literate than their parents. How does
this affect the future of Special Education? If our children can only communicate most effectively through a digital tool, how do we bridge this gap?

We can only hope, as more in-service teachers train for the diversity of Special Education, that we can accommodate the field and make the opportunities available to them. Directories such as set forth in The Professionals Directory of Employment opportunities can show where effective job placement can occur, and with that, hopefully, our children’s needs may be met. The students have the tools, and the computer programs, but technology is not a substitute for teachers and education. It is simply a tool to improve the effectiveness of teaching and learning. Technology is not a substitute for people with skills and experience; it only embraces the abilities of those who are already skilled (Jukes, 1999). Technology doesn’t solve the problems of special education, but it does help the students solve their own special needs.
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