



# 2024–2025

## APPLICATION PACKET

Applicant's Name:

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Applying for Grade:

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Date Submitted:

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### **Roberts Academy**

1140 Frank Lloyd Wright Way  
Lakeland, FL 33801-5698

863.680.3741 Phone

863.680.3971 Fax

[robertsacademy@flsouthern.edu](mailto:robertsacademy@flsouthern.edu)

[facebook.com/TheRobertsAcademy](https://facebook.com/TheRobertsAcademy)

*The mission of The Roberts Academy is to prepare talented students with dyslexia to achieve academic success through dynamic educational programs.*

# Application must be completed in full.

(Please see page 8 for application checklist)

Applicant's name \_\_\_\_\_  
First Middle Last  
Nickname \_\_\_\_\_ | ☐ Male ☐ Female | Applying for grade \_\_\_\_\_ Current grade \_\_\_\_\_  
Race/Ethnicity Am. Indian or Alaska Native Asian Black or African Am. Hispanic/Latino Pacific Islander White (Not Hispanic)  
Current school \_\_\_\_\_ DOB \_\_\_\_\_  
Home address \_\_\_\_\_ City \_\_\_\_\_ St \_\_\_\_\_ Zip \_\_\_\_\_

## FAMILY INFORMATION

Mother's name \_\_\_\_\_ Father's name \_\_\_\_\_  
Name called \_\_\_\_\_ Name called \_\_\_\_\_  
Home address (If different from above) \_\_\_\_\_ Home address (If different from above) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Home phone \_\_\_\_\_ Home phone \_\_\_\_\_  
Cell phone \_\_\_\_\_ Cell phone \_\_\_\_\_  
E-mail \_\_\_\_\_ E-mail \_\_\_\_\_  
Occupation \_\_\_\_\_ Occupation \_\_\_\_\_  
Employer \_\_\_\_\_ Employer \_\_\_\_\_  
Employer address \_\_\_\_\_ Employer address \_\_\_\_\_  
\_\_\_\_\_  
Business phone \_\_\_\_\_ Business phone \_\_\_\_\_  
Emergency Contact Name \_\_\_\_\_ Phone Number \_\_\_\_\_  
☐ Yes, the emergency contact has permission to pick-up my child.  
Are parents divorced? ☐ Yes ☐ No If yes, who has legal custody? \_\_\_\_\_  
Name(s) of step-parent(s), if any \_\_\_\_\_  
Siblings' names, ages, schools/occupations \_\_\_\_\_  
Describe any learning issues among other family members \_\_\_\_\_

## CHILD AT HOME

Please write a short paragraph describing your child in his or her home environment including any special talents, interests, and other information you would like to provide.

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## SCHOOL HISTORY

School & District

Year(s)

Grade(s)

Has your child ever repeated a grade? ☐ Yes ☐ No Which grade? \_\_\_\_\_  
Why? \_\_\_\_\_

Has your child previously attended an FSC program? ☐ Yes ☐ No

If yes, when and which program or test? \_\_\_\_\_

Who referred you to The Roberts Academy? \_\_\_\_\_

Please describe your child's specific school needs: \_\_\_\_\_

## OUTSIDE SERVICES

Has your child been recommended for evaluation for any of the following services? (Check all that apply.)

☐ Tutoring ☐ Counseling ☐ Speech/Language Therapy ☐ Occupational Therapy ☐ Medication

Please list the following information about services your child is receiving or has received.

	PROVIDER	DATES OF SERVICE	RESULTS
Tutoring			
Counseling			
Speech/Language Therapy			
Occupational Therapy			
School Services			
Other			

## HEALTH INFORMATION

The Roberts Academy requires medical information from the diagnosing physician /psychologist to accompany all applications. The Roberts Academy is designed to prepare talented students with **dyslexia** and **dyslexia-related** differences that cause difficulty with reading to achieve academic success.

My child has an ☐ IEP ☐ 504 Plan ☐ Neither

Does your child receive speech services? ☐ Yes ☐ No

My child has been diagnosed with ☐ Dyslexia ☐ ADHD ☐ ADD ☐ Dysgraphia

☐ Other (please list) \_\_\_\_\_

Pediatrician's name \_\_\_\_\_ City \_\_\_\_\_

Date of last examination \_\_\_\_\_

Allergies \_\_\_\_\_

Vision/hearing problems \_\_\_\_\_

Other medical concerns or issues/Conditions that require specific care or caution \_\_\_\_\_

Regular medications taken \_\_\_\_\_

*We verify that the information provided on this application is correct and complete to the best of our knowledge.*

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

## NOTICE OF NON-DISCRIMINATION

The Roberts Academy does not discriminate on the basis of race, color, nationality, religion, or ethnic origin in the administration of its educational policies or other administered programs.

## ADMINISTRATOR CONFIDENTIAL EVALUATION FORM

**Parents:** Please complete the top portion of this form and ask the appropriate school-based administrator of your child's current school to complete the rest of the form. This evaluation should be mailed, faxed, or scanned by the school to The Roberts Academy at 863.680.3971, robertsacademy@flsouthern.edu along with the student's transcripts.

Applicant's name \_\_\_\_\_

Applying for Grade \_\_\_\_\_ Current school \_\_\_\_\_

*I authorize you to release to The Roberts Academy a copy of the complete transcripts for my child, including all grades and test scores. I understand that all recommendations become the confidential property of The Roberts Academy and are not subject to parental review.*

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

Name of person completing form \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_ Telephone \_\_\_\_\_

Address of school \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

1. Please check your overall recommendation:

- |  |   |
|--|---|
| <input type="checkbox"/> Recommend with enthusiasm | <input type="checkbox"/> Recommend with reservation |
| <input type="checkbox"/> Recommend                 | <input type="checkbox"/> Cannot recommend           |

*You are welcome to use a separate page in answering any of the following questions.*

2. Has the student had excessive absences or tardiness? ☐ Yes ☐ No

If yes, please explain. \_\_\_\_\_  
\_\_\_\_\_

3. Has the student ever been expelled or suspended/have a history of conduct problems? ☐ Yes ☐ No

If yes, please explain. \_\_\_\_\_  
\_\_\_\_\_

4. Will the applicant be permitted to re-enroll in your school for the upcoming school year? ☐ Yes ☐ No

If no, please explain. \_\_\_\_\_  
\_\_\_\_\_

5. Are there any special strengths, circumstances, or problems of which we should be aware? ☐ Yes ☐ No

If yes, please explain. \_\_\_\_\_  
\_\_\_\_\_

6. Please discuss any aspects of the student's family relationships that could affect student performance.

\_\_\_\_\_  
\_\_\_\_\_

7. We welcome any additional comments that you believe should be taken into consideration when evaluating this applicant \_\_\_\_\_  
\_\_\_\_\_

# TEACHER CONFIDENTIAL EVALUATION FORM

**Parents:** Please complete the top portion of this form and ask your child's teacher to complete the rest of the form. Evaluator may either mail, fax, or scan to The Roberts Academy at 863.680.3971, robertsacademy@flsouthern.edu

Applicant's name \_\_\_\_\_ Applying for grade \_\_\_\_\_

Current school \_\_\_\_\_

I understand that all recommendations become the confidential property of The Roberts Academy and are not subject to parental review.

Parent's signature \_\_\_\_\_ Date \_\_\_\_\_

Name of teacher completing form \_\_\_\_\_ Date \_\_\_\_\_

1. Please check your overall recommendation.

☐ Recommend with enthusiasm ☐ Recommend with reservation ☐ Recommend ☐ Cannot recommend

2. Is there a gap between this student's performance and ability? ☐ Yes ☐ No

3. Are the parent's expectations for this student appropriate? ☐ Yes ☐ No

If no, please explain \_\_\_\_\_

4. Are there family dynamics that negatively impact this student's performance? ☐ Yes ☐ No

If yes, please explain \_\_\_\_\_

5. What are some phrases or adjectives that come to mind when you think of this student? \_\_\_\_\_

6. Please provide any additional information that you feel may be helpful to a teacher working with this applicant. \_\_\_\_\_

7. Please complete the table below.

Please rank skills listed below	Above Average	Average	Below Average
<b>ACADEMICS</b>			
Reading-decoding			
Reading-comprehension			
Spelling			
Written expression			
Math			
Oral expression of ideas			
Memory/long-term retention			
Intellectual curiosity			
Academic potential			
<b>WORK SKILLS/SOCIAL SKILLS:</b>			
Fine motor skills			
Gross motor skills			
Follows verbal directions			
Follows written directions			
Organizes materials			
Completes class work on time			
Is responsible for homework completion			
Uses time constructively			
Works effectively in a group			
Follows established rules and routines			
Shows self control			
Participates in a respectful and cooperative manner			
Demonstrates motivation and initiative			
Respects rights, opinions, feelings, and property of others			
Responds age-appropriately to peers and teachers			

Signature of Teacher \_\_\_\_\_

Date \_\_\_\_\_

## TRANSCRIPT RELEASE & CONFIDENTIALITY FORM

### Parents

Please complete and sign this form, which gives permission to forward your child's records to The Roberts Academy. By law, this written permission must be granted by you, the parent. Give the signed form to your child's school. The Roberts Academy, Florida Southern College, 1140 Frank Lloyd Wright Way, Lakeland, FL 33801-5698, fax 863.680.3971, robertsacademy@flsouthern.edu

Student's Name \_\_\_\_\_

Current School \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

### To the student's school

*Please mail, scan and email, or fax the following with this transcript release to The Roberts Academy. Fax: 863.680.3971, email: robertsacademy@flsouthern.edu*

1. Grades
2. Test scores
3. Immunization records
4. IEP or 504 (if applicable)
5. Completed Administrator Confidential Evaluation Form (submitted to your school by parent)
6. Completed Teacher Confidential Evaluation Form (submitted to your school by parent)

# ADMISSIONS PROCESS & CHECKLIST

## Admissions Process

1. Parent submits completed application packet and \$80 application fee.  
<http://www.flsouthern.edu/roberts-academy/enrollment-info.aspx>
2. Student's current school returns teacher and administrator evaluations and school records.
3. All applications are reviewed including the psych-educational evaluation from a licensed psychologist.
4. If the file appears to be a good fit for the Roberts Academy you will receive a call to schedule two Shadow Days. During Shadow Days your student will sit with their current grade and spend the day as if they are a Roberts Academy student.
5. After the Shadow Days you will have a follow up call to discuss the official admissions decision. Selection for admission is based on the child's inherent capabilities and ability to benefit from the dynamic educational programs of The Roberts Academy.

## Admissions Checklist

Please send the following items together (with the exception of the teacher and administrator evaluations and student's school records) to complete your application. After all information has been received, the file will be reviewed and parents will be contacted.

### To be sent by the parent, with all items listed below submitted at one time:

- ☐ Application form (pages 1-4)
- ☐ \$80 non-refundable application fee - paid online <https://www.flsouthern.edu/roberts-academy/enrollment-info.aspx>
- ☐ Psycho-educational testing results (*Please do not send originals, as these cannot be returned*). Testing must include, but is not limited to, the WISC V and an appraisal of language functioning, phonemic awareness, working memory and processing speed. Testing must have been conducted within two years prior to the date of application.
- ☐ Photo of child.
- ☐ Typical, unassisted writing sample, i.e., a short paragraph in the student's own handwriting.

### To be sent by the student's current school:

*Please provide the evaluation and transcript release forms (pages 5-7) to your child's school. Please have them mail, scan and email, or fax the following to The Roberts Academy. Fax: 863.680.3971, email: robertsacademy@flsouthern.edu.*

- ☐ Administrator Confidential Evaluation Form—must be filled out by personnel from the school your child is currently attending. (page 5)
- ☐ Most recent school records (i.e., report cards, evaluations).

### To be sent by the student's current teacher:

*Please provide the evaluation form to your child's teacher, have them mail, scan and email, or fax the following to The Roberts Academy. Fax: 863.680.3971, email: robertsacademy@flsouthern.edu.*

- ☐ Teacher Confidential Evaluation Form (page 6)

## TUITION & FEES *Payment options are available.*

### 2024–2025

Tuition Grades 1-5 .....	\$10,000
Tuition Grades 6-8 .....	\$10,500
Non-refundable deposit due upon acceptance (FES- UA Scholarship).....	\$350
Non-refundable deposit due upon acceptance (non-FES).....	\$1,000

## ACADEMY OVERVIEW

From the moment we opened our doors in fall 2010, The Roberts Academy has worked diligently to fulfill our mission to prepare talented students with dyslexia to achieve academic success through dynamic educational programs. As the first transitional school for children with dyslexia in the state of Florida and one of only a few comprehensive schools for such students in the United States, The Roberts Academy provides a full complement of academic programs, as well as support and training for parents and teachers of students with dyslexia.

Students experiencing difficulty in their current schools can attend The Roberts Academy in grades 2–8 until they have mastered the skills to accommodate their learning differences and are fully prepared to succeed in a traditional school setting.

Dyslexia can rob children of the ability to achieve their full academic potential and can undermine self-esteem. Often gifted in many ways, such children can face an assortment of learning difficulties and exhibit deficits in reading, comprehension, and pronunciation; spelling; math concepts; and handwriting.

The Academy's small classes provide a dynamic, personalized instructional approach. Each student has access to a broad array of the College's teaching and learning resources, enabling students to develop a strong foundation in language, reading, and mathematics while stimulating their excitement for learning.

Instructors are certified by The Academy of Orton-Gillingham Practitioners and Educators and use its proven strategies to teach Roberts Academy students word structure, word rules, and learned words.

Roberts Academy students are encouraged to enjoy outdoor activities on two custom-designed playgrounds and explore reading adventures in the Hollis-Hays Library. In addition to the state-of-the-art facilities of The Roberts Academy, students have access to the rich resources of the Florida Southern campus for innovative learning opportunities. Students benefit from science and computer labs, music facilities, art studios, a comprehensive library, and sports facilities. They experience adventure field trips and are mentored not only by their committed and caring teachers, but also by Florida Southern Education majors who provide one-to-one assistance in each classroom.

Situated at Frank Lloyd Wright Way and Hollingsworth Road, The Roberts Academy at Florida Southern College was established through a generous gift from Lakeland business and civic leaders Hal and Marjorie Roberts. Hal and Marjorie were amazed at how the right learning environment transformed the lives of their grandchildren and wanted to make similar resources available to children in Central Florida. Having served on the College's Board of Trustees, Marjorie Roberts and her husband, Hal, saw Florida Southern as the perfect home for their vision of a school where talented students struggling with dyslexia could learn and achieve and eventually make a smooth transition back to mainstream education.



## FLORIDA SOUTHERN COLLEGE: A NATIONAL LEADER IN EDUCATION

As the oldest private college in the state, Florida Southern College is dedicated to the education of teachers who aspire to make a difference in the lives of their students. This commitment is evident through our long and distinguished history of preparing students to lead and serve in today's classrooms. In fact, 40 percent of the teachers in Polk County were educated at Florida Southern.

Our multitude of undergraduate and graduate education programs encompass research-driven practices, state-of-the-art technology, strong content requirements, and engaging learning experiences in a variety of educational settings. Florida Southern offers every student an internship, Junior Journey, travel abroad, and great opportunities for student-faculty collaborative research and performance. As an indicator of its quality, the School of Education at Florida Southern has a 100 percent placement rate of majors in elementary, art, and music education, and our elementary education program was ranked the number one private college elementary education program in the Florida by the state Department of Education.

In addition to its degree options, the College's Preschool Lab provides a one-of-a-kind learning experience for students ages 3–5. Each day, our youngest learners are immersed in a nurturing environment where they can freely explore their world while expert teachers and researchers from within the School of Education provide current, relevant, and hands-on activities to ensure each child's success.

Florida Southern is honored to be home to the Roberts Center for Learning and Literacy and The Roberts Academy. The Center was established in 2006 by Hal and Marjorie Roberts to train teachers how to identify learning differences among young students, especially in reading and literacy, so that interventions can be implemented as early as possible. Additionally, the Center hosts seminars and workshops for community educators and Florida Southern College education majors. The Roberts Center sponsors the highly regarded Roberts Lecture Series, which brings leading national authorities in the fields of dyslexia, sensory-processing challenges, and other learning differences to Florida Southern to share expertise with students, teachers, parents, and the community.

Founded in the fall of 2010 and funded by generous gifts from the Roberts family, The Roberts Academy, is the first transitional school for talented children with dyslexia in Florida. Its mission is to prepare talented students to achieve academic success through dynamic educational programs.

At Florida Southern, our formula for success in all of our outstanding programs includes parents, students, educators, and the community working collaboratively to ensure the maximum learning experiences at every level.

## **DYSLEXIA – FREQUENTLY ASKED QUESTIONS**

### **What is dyslexia?**

Dyslexia is a learning difference characterized by difficulties with written word recognition, which may be manifested through spelling, reading, and/or writing. Specifically, children with dyslexia have trouble with early reading skills, hearing individual sounds within words, analyzing whole words in parts, and blending sounds to make words. There often is an issue with translating language into thought or thought into language.

### **What are the common signals of dyslexia?**

- Does not like to read
- Has problems with identifying single words
- Finds reading comprehension difficult
- Struggles with spelling
- Cannot understand word sounds
- Has trouble with rhyming words or phrases
- Becomes frustrated with school
- Confuses directions
- Experiences speech delays
- Has difficulty learning to write
- Confuses opposites (black/white, in/out, full/empty, etc.)
- Transposes letters in words
- Has trouble working mathematics word problems

### **When should parents suspect dyslexia?**

Dyslexia is the most common cause of reading, writing, and spelling difficulties. If your child exhibits several of the characteristics listed above, you might consider contacting a trained professional.

### **Who is best qualified to diagnose dyslexia in children?**

If parents suspect their child may have dyslexia, they should consult with a pediatrician, teacher, child/school psychologist, guidance counselor, or other private health consultant. At The Roberts Academy, formal testing is required and must include IQ, working memory, processing speed, and achievement test scores in reading, writing, and mathematics. Test results, Individual Education Plan (IEP) and/or 504 Plan must be submitted at the time of application. Students who submit an application and are in need of private psychological testing may contact any licensed psychologist to schedule an evaluation for those prospective students who have not previously received formal screening.

### **What does a diagnosis of dyslexia say about a child's abilities?**

People with dyslexia learn differently from others. While intelligence level has nothing to do with the condition, most children with dyslexia are talented. However, if not addressed effectively, dyslexia often creates a gap between aptitude and achievement. Every child with dyslexia has different strengths and weaknesses. Many have unusual talent in architecture, art, athletics, drama, engineering, graphics, and/or music, which require the ability to integrate sight, spatial skills, and coordination. There have been many well-known successful people with dyslexia, including General George Patton, Winston Churchill, Thomas Edison, Leonardo da Vinci, Ted Turner, Steven Spielberg, Agatha Christie, Tom Cruise, Whoopi Goldberg, and Robin Williams.

### **Is dyslexia hereditary?**

Dyslexia can be inherited. An older family member may not have been diagnosed, but probably would have grown up with a number of the characteristics listed above. If a parent has dyslexia, his or her child may have an increased propensity for the learning difference.

### **What is the Orton-Gillingham Approach?**

Orton-Gillingham instruction starts with the basics, focusing on the structure of language. Gradually, it moves to weave the skills of reading, spelling, and writing into an integrated whole. Feedback is immediate, so students master skills step-by-step to achieve literacy and self-confidence and become more capable of achieving their full potential. Read more about the Orton-Gillingham Approach on page 14.

## WHAT IS THE ORTON-GILLINGHAM APPROACH?

Named after neuropsychiatrist and pathologist Samuel T. Orton (1879–1948) and educator and psychologist Anna Gillingham (1878–1963), the Orton-Gillingham Approach is a clinically proven method for overcoming the difficulties associated with dyslexia. Orton was a pioneer in reading and language-processing difficulties who had identified dyslexia as an educational issue by 1925. With Orton's encouragement, Gillingham compiled and published instructional materials beginning in the 1930s that provided the foundation for teacher training and student education and soon gained acclaim as the "Orton-Gillingham Approach." The curriculum content and instructional practices derive from a body of time-tested knowledge and practice, as well as from scientific evidence about how people learn to read and write; why some have difficulty doing so; how dyslexia makes achieving literacy harder; and which instructional practices are best-suited for teaching dyslexics to read and write.

### The Orton-Gillingham Approach is:

**Personalized, diagnostic, and prescriptive:** The focus is always on the student's learning style. Dyslexic students require more help than others to sort, recognize, and organize language skills, which need to be taught directly and systematically. Teachers must be flexible and ensure that students understand what they are learning. If there is confusion about a previously taught rule, it is retaught from the beginning.

**Multisensory:** The method uses all the means of learning—seeing, hearing, feeling, and awareness of motion—which are reinforced by having the child read, listen, speak, and write. For example, the student may be taught to see the letter "S," say its name and sound, and write it, all at the same time. Instructors use action-oriented multisensory methods to teach children in easily understandable ways.

**Language-based:** The approach is based on the technique of studying and teaching language, understanding the nature of language, and understanding the mechanisms involved in the language-learning process.

**Cognitive:** Children are taught to understand the reasons behind what they are learning and the strategies they use to learn. They learn the history and rules of the English language, which allows them to gain confidence in their ability to apply their newly gained knowledge to continue to develop reading, spelling, and writing skills.

**Structured, sequential, and cumulative:** As students master each level of language skills, they move forward step by step from simple to increasingly complex material. Children begin by reading and writing sounds, which are then blended into syllables and words. Vocabulary, sentence structure, composition, and reading comprehension are taught the same way. Even as new material is learned, old material is reviewed until it becomes automatic.

**Success-oriented and emotionally validating:** Children's feelings about themselves and about learning are critically important. Orton-Gillingham focuses on providing the experience of success, which increases self-confidence and motivation.