

SPECIAL EDUCATION DEPARTMENT

The goal of Special Education services is to provide students with verified disabilities learning opportunities in the least restrictive environment, allowing maximum participation in general education settings. The student's IEP team identifies services and supports that are needed for participation and progress in the general curriculum. A continuum of services are available ranging from self-contained classrooms to full participation in general education courses with special education support. Contact your IEP case manager or building Special Education Department Head for further information.

Students with disabilities have a variety of course options at the high school level. The intent is to provide the maximum amount of participation in the general education setting through strategic interventions, collaborative teaching and direct instruction. Regular district assessments are administered. Students may participate in:

- general education classes with support in a resource period. Focus is given to developing learning and study strategies. Students will be expected to define compensatory skills to facilitate active learning in the general education classroom setting. Class activities will include but not be limited to time management, goal setting, problem solving, assignment analysis and self-advocacy.
- general education classes that are co-taught by a general education teacher and special education teacher. In a co-taught class, both teachers share instructional responsibilities for the students by co-planning, co-instructing and co-assessing.
- special education sections of core classes such as English, or mathematics. These classes cover the same standards but may utilize materials with modified reading levels while using a slower pace to cover the standards.

Students with more severe disabilities may participate in an alternate curriculum focusing on alternate standards and functional living skills. Most instruction for these students is provided by a special education teacher in the core areas with the students participating in general education classes and activities as appropriate. Progress is measured using the state alternate assessment. Students receive an adjusted diploma.

Department Chair – TBD – 402.557.3334

The following special education programs are available in our building:

Resource

This program serves students with a variety of disabilities. Special education staff provides interventions, accommodations and modifications that support the students' participation and progress in the general curriculum.

Alternate Curriculum Program

This program serves students with cognitive disabilities who require instruction focused on functional academic, social and vocational training. Students participate in this program because of the severity of their disabilities and the amount of support required to meet their individual needs. Students also participate in integrative classes and activities with their general education peers as appropriate.

Behavior Skills Program

This program focuses interventions on the social, emotional and behavioral needs of students while providing instruction to support the students' participation and progress in the general curriculum. Behavior intervention plans are individualized to meet the needs of each student. Students are integrated into general education classrooms whenever possible.

Hearing Impaired Program

This program serves students who are deaf or hard of hearing. Signing Exact English (SEE II) is the communication system used for instruction as well as with visual support for other students. Students participate in the general education curriculum with the support of sign language interpreters. Students also receive enhanced vocabulary and language development instruction.

Work Experience Program

Work-based experiences foster adult employment success for all youth, particularly for those with disabilities. Exposing youth with disabilities to work-based experiences helps them in identifying their career interests in building self-confidence. In addition, it provides an opportunity for them to learn about workplace culture and expectations and to make what they are learning in school more meaningful through real-world applications. This program is designed for high school students who are enrolled in any of the Special Education Programs and have earned 24 credits or are 17 years old.

Speech-Language Therapy Program

Speech-language therapy is available to students with diagnosed speech and/or language problems. Grade and credit options relate to the time commitment made by the student. Services are also available for students with visual impairments or acoustical handicaps and/or physical handicaps.

Possible courses for special education students may include:

CAREER STUDIES S 1-2

This course encourages students to evaluate their individual strengths and weaknesses as they relate to career choices. Career exploration, basic employment skills, job seeking and job keeping skills are emphasized. Students are given the opportunity to map out a career plan for themselves within the career cluster framework of their senior high. Students are prepared for enrollment in the OPS Special Education Work Experience Program which is available to students who are juniors or 17 years old.

WORK EXPERIENCE

This course involves training and evaluation experiences for which there is no pay. A second course component allows students to earn credit for competitive (paid) jobs held in the community. The work experience teacher assists students in gaining and maintaining community employment.

READING S 1-2

This course emphasizes word recognition, comprehension, reading experience and vocabulary development. The reading program is based on the identified individual needs of students. Teacher recommendation is required

AFFECTIVE SKILLS

This course addresses social skills that can be incorporated into the student's daily living. A practical approach with group discussion and classroom participation is emphasized. Students are encouraged to explore problem-solving skills, decision making skills, and skills for independence. Communication and positive self-esteem are fostered.

WRITING SKILLS

This course is designed to help students improve basic writing skills. The students will receive practice and instruction on preparing an outline, pre-writing, and revision. The six traits of writing will be used to guide the writing process.

WORLD LANGUAGES DEPARTMENT

The goal of the World Languages Department is the development of basic communicative skills in listening, speaking, reading, and writing in the target language. The emphasis is on what students can "do" with the language (functional use) as well as what students "know" about language. Emphasis will be placed on activities, which involve meaningful language use. Students should develop an awareness and appreciation of other languages and cultures, which will enable them to interact in an increasingly global society.

World language students have access to computer labs and software programs to reinforce and enhance their language skills. Word processing and Internet searches are a part of language learning at all levels of language study. Student trips abroad and state and metro competitions enhance the students' program of study.

Department Chair – Mrs. Erica Meyer – 402.557.3355

All courses count towards the elective requirements for graduation.

Required Courses:

None

Honors Courses:

Honors Chinese 5-6

Honors Chinese 7-8

Honors French 5-6

Honors French 7-8

Honors German 5-6

Honors German 7-8

Honors Spanish 5-6

Honors Spanish 7-8

Honors Spanish for Spanish Speakers 3-4

Honors Spanish for Spanish Speakers 5-6

Honors Latin 5-6

Honors Latin 7-8

AP Courses:

AP French Language 1-2

AP German Language 1-2

AP Spanish Language 1-2

AP Spanish Literature 1-2

Elective Courses:

Chinese 1-2

Chinese 3-4

French 1-2

French 3-4

German 1-2

German 3-4

Spanish 1-2

Spanish 3-4

Spanish for Spanish Speakers 1-2

Latin 1-2

Latin 3-4

CHINESE 1-2

FRENCH 1-2

GERMAN 1-2

SPANISH 1-2

This course in World Languages at the first-year level stresses interpretive, presentational, and interpersonal communication abilities to develop survival skills in the target language. Students become aware of the personal and economic opportunities that knowing a second language will bring them and how that knowledge will enable them to function better both in the United States and globally. They also begin to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

Prerequisites: None. Successful completion of core courses in middle school is strongly recommended.

Duration: 2 semesters

Credit: 1 per semester

Grade Level: 9, 10, 11, 12

CHINESE 3-4

FRENCH 3-4

GERMAN 3-4

SPANISH 3-4

This course in World Languages at the second-year level is a continuation and expansion of the principles and concepts of the first year. During this time, students continue to work extensively with interpretive, presentational, and interpersonal communication skills while also delving more extensively into language structure, reading for information and general composition. Students continue to develop an awareness and appreciation of the various cultures associated with that language as well as the impact these cultures have made on their own community, country, and world.

Prerequisites: Chinese 1-2, French 1-2, German 1-2, or Spanish 1-2

Duration: 2 semesters

Credit: 1 per semester

Grade Level: 9, 10, 11, 12