

Once a Student Qualifies...

Once a student enters the program, his/her education becomes the joint responsibility of his general and special program teachers. Coordinated teaching efforts may include sharing of teaching materials, reinforcing concepts in the content mastery setting, etc. Periodic conferences between general education teachers and special education teachers are held and documented for the purpose of coordinating instruction.

The law mandates that all students be mainstreamed (placed in general education settings) as much as possible. This necessitates careful planning for joint instructions for students with disabilities.

At least once yearly, an Individual Education Plan (IEP) team meets to review a student's progress and continuing educational needs. A student may be dismissed from special education services at any time through IEP recommendation, or s/he may continue receiving services through age 21, or until high school graduation, or based on new evaluations.

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School District of Seward

Division of
Special Services
Special Education
Programming
Ages 3-21 years

School District of Seward

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What is the Program?

The Special Education Program is designed to provide a free appropriate public education for students with disabilities which interfere with educational functioning ranging in ages from 3 through 21.

At Seward Public School District, all buildings serve students with disabilities through a variety of educational settings and services based on the student's needs. These services may include full-inclusion, resource, and self-contained rooms, as well as, physical, occupational, vision, and speech therapy supports.

Students eligible to receive services from the Special Education Program are those which have been found to exhibit one of 13 disabling conditions recognized by the State of Nebraska. Determination of a disabling condition is made after a full individual evaluation is completed. If a disabling condition is determined, which results in an educational need, Special Education Services may be provided.

Not all disabling conditions result in a need for Special Education Services. For example, a student with hearing problems may be adequately educated in a regular program setting if his/her teachers allow him/ her to sit close to the front of the classroom, repeat instructions to him/her on a one-to-one basis, etc. A student may be referred to special education only after other options within regular education have already been tried.

Getting into the Program?

The referral process may be initiated by a parent, teacher, physician, community agency, or other group or organization.

Appropriate data then must be collected by the classroom teacher for presentation to each building's principal. Data will include, but not limited to, the following information:

1. The student's current educational status, including attendance record
2. Grades and achievement data and classroom observation
3. Previous educational efforts and strategies provided for the student and the results of those efforts
4. Documentation of recent vision and hearing screening tests
5. A current health history inventory or documentation from recent medical conditions that may be affecting the student's current educational achievement
6. Information reported by the parent

Referrals are then processed through a Building Level student support committee. Referrals of students 3 to 5 years may be referred directly to the Special Services Director.



Learning Knows No Bounds

Disabling conditions recognized by the State of Nebraska

Orthopedic Impairment - Physical abnormalities or problems in gross or fine motor functioning which interfere with educational functioning

Other Health Impairment - Health abnormalities, health problems, diseases or physical conditions, chronic or acute, as determined by a physician which limit strength, vitality or alertness (including a heightened alertness to environmental stimuli)

Hearing Impaired - Hearing problems which interfere with educational functioning

Visual Impairment - Vision problems which interfere with educational functioning

Deaf-Blind - Combination of both handicaps

Intellectual Disability - Intellectual functioning and adaptive behaviors which are significantly below the mean

Emotional Disturbance - Significant problems in emotional-behavioral factors which interfere with educational functioning

Specific Learning Disability - Intellectual ability maybe within normal range but educational functioning in academic or development areas seem to be significantly below ability

Developmental Delay - Children birth to 8 years old who display developmental delays in cognition and other areas

Traumatic Brain Injury - Trauma to the brain resulting in sensory and/or processing impairment

Multiple Disabilities - One or more disabilities which severely impairs performance in two or more areas of psychomotor skill, self-care skills, communication, cognition, or social/emotional development

Autism or Autism Spectrum Disorder - Developmental disability significantly affecting verbal and nonverbal communication social interaction, generally evident before the age of 3, which adversely affects a child's educational performance

Speech Impairment - A communication disorder such as stuttering, impaired articulation language impairment, or a voice impairment that appears to adversely affect the student's educational performance