

Special Education Settings

Comprehensive Development Classroom (CDC)

The comprehensive development classroom is designed to meet the diverse and extensive needs of students ages 5-21 with the most significant disabilities. Instructional services are planned and implemented through a team approach to support the student's daily needs and lead to the attainment of individualized educational goals. The team works together to maximize each student's learning potential across all areas of development, including communication, self-help, personal-social, academic, and pre-vocational/vocational domains. A belief in each student's potential to learn and grow into independent adults guides all decision-making and instruction.

Developmental Preschool

In the developmental preschool, students with significant disabilities ages 3-5 receive instruction in a highly structured early childhood environment in the areas of self-help, personal-social, communication, motor, and pre-academics as determined by their IEP. The preschool schedule is filled with fun, educational activities designed to address all areas of development. Students' level of participation in the program is determined by the IEP team and based on educational need with the emphasis on keeping them in their regular environment (i.e. home, daycare, preschool etc.) to the maximum extent possible. Students with the most significant disabilities may attend fulltime to address the full range of their needs while students with more moderate delays may attend on an abbreviated schedule.

Behavior Support Program

The Behavior Support Program, currently available at the elementary and middle school levels, is a setting designed to meet the needs of students whose behaviors cannot be managed within the general education classroom or traditional special education setting. Students are educated in a highly structured environment with pro-social skills taught and reinforced at a high frequency. Referral to the program is contingent upon documentation of previous strategies addressing behaviors, implementation and revision of a behavior plan, and collaboration of an assessment team. Student reentry into the previous environment is determined by successful completion of program requirements, with exit from the program being an IEP team decision.

Primary Modified

The Primary Modified setting is designed to serve students in grades K-1 who experience delays in several areas: speech/language, fine and gross motor, cognitive (learning processes), self-help, and/or social behavior but are working on early elementary standards. Instruction is similar to a kindergarten classroom, with an added emphasis on structure, routine, and individualized instruction. The smaller classroom setting allows for instruction focusing on academic skills in a highly enriched language environment with students who need support for acquiring academic skills, developing appropriate social skills, and demonstrating the appropriate behavioral skills needed to support their success in school.

Intermediate Modified

The Intermediate Modified setting allows students in grades 2-5 access to their grade level curriculum with the supports and small group instruction needed to be successful. Core academic instruction occurs in a special education setting but students are provided opportunities to participate and interact with general education peers as determined appropriate by their IEP team.

Inclusion Services

Students with disabilities, supported in general education classes, receive specialized instruction within the context of the core curriculum and general class activities. Instruction provided in the inclusion setting is supported by special education personnel without removing the student from the general education classroom.

Resource/Modified Content

Special education services are provided to students who require remedial or supplementary instruction in core content areas. Students receive needed specialized instruction in a special education setting through small group instruction, targeting their specific academic areas of need. Instruction centers on grade level standards, with needed supports provided through the smaller class setting, alternate materials, and/or differentiated pacing.

Gifted

The gifted program serves students who are identified as Intellectually Gifted by Tennessee state standards, relying upon standardized academic testing, checklists of gifted characteristics, and an individually administered test of cognitive ability to determine eligibility. Students' services are determined based upon their IEPs and can range from consultative support to weekly or daily direct instruction.

Related Services

Occupational Therapy

Occupational therapy is a related service that serves a supportive role in helping the student participate in and benefit from special education. Services address skills necessary to access the student's school environment as well as benefit from a free and appropriate public education (FAPE). Educationally related OT services are provided within the context of the child's educational program, with service delivery occurring in the school environment where the need occurs. The goal of intervention is to assist the child in accessing the school setting by adapting the environment, revising functional tasks, and/or promoting elements of sensorimotor development, with service delivery determined by the student's IEP team.

Physical Therapy

Physical therapy is a related service that serves a supportive role in helping the student participate in and benefit from special education. Educationally related PT services are provided within the context of the child's educational program, with service delivery occurring in the school environment where the need occurs. Interventions, strategies, and adaptations focus on promoting functional mobility, positioning, and safe and efficient participation in school activities and routines, with service delivery determined by the IEP team.

Speech/Language

Speech/language services are provided to students ages 3-22 who have significant communication delays which negatively impact their ability to access their educational program. Speech/language services are provided only when the identified speech-language impairment directly impacts educational performance and requires the specialized expertise of a speech provider. Licensed speech providers collaborate with teachers and families in order to support student communication skills in the classroom. Speech and/or language services are available on a continuum and are provided as outlined in the student's IEP.

Vision Services

Vision services are direct or consultation services for students who qualify based on a medical diagnosis of visual impairment, including those with additional disabilities. The teacher of students with visual impairments (TVI) is responsible for providing instruction to support students' academic achievement in the existing curriculum and in the Expanded Core Curriculum (ECC), the body of knowledge and skills needed due to their unique disability-specific deficits.

Transportation

Students with disabilities are transported with students without disabilities to the maximum extent appropriate. It is the responsibility of the student's IEP Team to determine whether special transportation as a related service is necessary in order for an eligible student to receive appropriate services. Special transportation is provided to students placed in a program that is not located at their zoned school or whose disability prevents them from riding a regular bus.

Assistive Technology

An assistive technology device is any item or piece of equipment that is used to increase or maintain the functional capabilities of students with disabilities. The Assistive Technology Coordinator screens and/or evaluates students referred by the IEP Team. If it is determined the student requires assistive technology to receive an appropriate education the coordinator will procure the appropriate device and provide training or technical assistance to the student, family and school personnel as needed.



Clarksville-Montgomery County School System
Department of Exceptional Children Services
Special Education Programs and Services

www.cmcss.net
621 Gracey Avenue
Clarksville, TN 37040
931.920.7825