



### **160-4-7-.10 DELIVERY MODELS.**

**(1) PURPOSE.** The local school system/state-operated program (LSS/SOP) shall ensure a continuum of alternate placements is available to meet the needs of students with disabilities. [refer to 34 CFR 300.551]

**(2) SERVICE DELIVERY LOCATION.** Refers to the place that services will be delivered.

**(a) Community-based program.**

1. For preschool-age students. The service provider travels to a community setting to provide services to the child, consult with staff or parents, modify the environment, and/or modify the curriculum or materials. Services generally consist of direct teaching to the children through a combination of individual and group activities, as well as staff development and consultation.

2. For school-age students. In order to participate in community-based instruction programs and be reported as receiving services, a student shall meet the eligibility requirements for the area of exceptionality being reported and have an individualized education program (IEP) that specifies community-based instruction.

(i) For students who are receiving community-based instruction as indicated in the student's IEP, there shall always be supervision by the appropriately certified teacher, the special education community study coordinator or designated school system personnel.

(ii) For students receiving community-based vocational instruction there shall be a written agreement between the community business and the school system.

**(b) Home-based program.** The IEP Committee determines that services should be provided in the home for non-medical reasons. The amount of time served and the person(s) to deliver home-based services shall be determined by the IEP Committee. For students with disabilities who have a medically diagnosed physical condition, refer to the hospital/homebound program section.

**(c) Hospital/homebound instruction program (H/H).** The hospital/homebound model is used for students with disabilities who are enrolled in a special education program and have a medically diagnosed physical condition that restricts them to their home or a hospital for a period of time that will significantly interfere with their education.

1. A medical referral form shall be completed and signed by a physician, as defined in state law and licensed by the appropriate state agency or board. The physician shall

project that the student will be absent a minimum of 10 consecutive school days and is physically able to participate in educational instruction, unless the physician certifies that the student has a chronic health condition causing the student to be absent for intermittent periods of time, i.e., of greater than, equal to or less than 10 days on each occasion, during the school year. In case of the latter situation, re-documentation of the chronic or recurring condition is not required upon each period of absence.

2. When H/H services are necessary, the IEP Committee shall convene to review the IEP for any necessary changes and to recommend H/H services.

3. Students with disabilities are not eligible to be served if absence is due to any of the following:

(i) Communicable diseases, subject to Rule 160-1-3-.03 Communicable Diseases and provisions specified in other sections of Rules 160-4-7 Special Education.

(ii) Cases of pregnancy not requiring abnormal restriction of activities as prescribed by a licensed physician.

4. The student is counted present each day if served a minimum of three hours per week.

5. Instruction may be offered in home or hospital settings or through telecommunication devices, individually or in small groups. An adult shall be present during home instructional periods.

6. The responsibility for students hospitalized under the above criteria in facilities outside the LSS lies with the student's LSS. The LSS may make appropriate arrangements for hospital instruction with the school system or appropriately certified teachers in the area in which the facility is physically located.

**(d) Local school facility.** Students are provided services in the school building they would attend if non-disabled and where their same-age peers without disabilities attend school.

**(e) Psychoeducational program.** Services for students with severe emotional and behavioral disorders or autism, if placed in an appropriate class for an autistic student, may be provided by psychoeducational programs as identified by the student's IEP.

**(f) Residential program.** In instances when students cannot function educationally in any of the other described delivery models and residential-related services are needed, such a program shall be provided. Whenever a student is placed by an LSS/SOP in an approved private school or private facility it shall be at no cost to the parent(s)/guardian(s)/surrogate(s). It is the responsibility of the LSS/SOP to make final arrangements for the total costs for special education, including room and board and related services as described in the student's IEP.

**(g) Special day-school program.** In instances when students cannot function in a regular school setting, special day-school programs may be provided. A special dayschool program is one in which children and youth with disabilities receive special education and related services for greater than 50 percent of the school day in separate facilities.

**(h) State-Operated Schools.** Students presenting severe sensory impairments and/or multiple disabilities may be considered for education services at a state-operated school. Local school systems may refer these students for placement consideration.

**(3) SERVICE DELIVERY PROGRAMS.** Refers to the amount of time that services will be delivered.

**(a) Resource program.** A resource program is defined as one in which the student is enrolled in the regular program while receiving special education services for no more than one half of the instructional segments.

**(b) Self-contained program.** A self-contained program is designed for the student who requires specially designed instruction for over one half of the instructional segments per day in special education. In most cases, the chronological age range for self-contained special education classes shall not exceed three years.

**(4) SERVICE DELIVERY MODELS.** Service delivery models describe the way in which services will be delivered to students who are receiving special education.

**(a) Team/collaborative model.** The special education teacher works with the identified student and the regular teacher within the regular classroom setting.

**(b) Consultative model.** The special education teacher assists the regular education teacher in understanding the needs of the student with a disability and in developing appropriate modifications and adaptations to meet the student's needs within the regular classroom. At a minimum, the special education teacher should work directly with the student with a disability one segment per month.

**(c) Departmental model.** The departmental model is designed for academic instruction for a student with a disability. The academic instruction as specified by the student's IEP may be provided by a variety of special education-certified teachers; however, the student shall be served at least one segment per day by a special education teacher certified in the student's primary area of disability.

**(d) Related vocational instructional program (RVI).** A related vocational instructional program provides support services to secondary students with disabilities enrolled in vocational education programs. The RVI teacher acts as a liaison to help the student with a disability function within the vocational education program.

**(e) Support services.** Those services provided for students whose IEP specifies

specially designed instruction or supplemental aids or services in alternative placements and/or especially in the regular classroom. The services provided must be from personnel such as paraprofessionals, interpreters, job coaches and other assistive personnel.

**(5) This rule shall become effective July 1, 2000.**

Authority O.C.G.A. § 20-2-240.

**Adopted: August 10, 2000 Effective: July 1, 2000**