

HCPSS Department of Special Education

Frequently Asked Questions regarding the Alternative Service Delivery Model Plan

1. What is the Alternative Service Delivery Model?

The Alternative Service Delivery Model (ASDM) refers to the school system's service delivery model while we are in virtual, blended or small group learning. In order remain consistent with guidance from the Maryland State Department of Education, HCPSS adopted "Alternative Service Delivery Model" (ASDM) to replace the term "Continuity of Learning" (COL).

2. What is the Alternative Service Delivery Model (ASDM) Plan for students receiving special education services?

The ASDM plan amends the IEP to include any revisions based on the method of service delivery. This amendment addresses how the student's specially designed instruction and IEP services will be implemented and evaluated.

The ASDM amendment to the IEP may be implemented through co-teaching by special education teachers during general education instruction, individual or small-group instruction, adaptations to assignments to support access and to address IEP goals, related services via teletherapy, and opportunities for students to engage in instruction and social interactions with peers.

The ASDM amendment to the IEP requires individual, child-specific determinations about the delivery of specially designed instruction and IEP implementation. Collaboration with parents is also required.

3. What is included in the Alternative Service Delivery Model (ASDM) Plan?

The details of the student's *individual* program of specially designed instruction are included in the ASDM amendment to the IEP. Depending on the student's IEP and needs, this amendment will address any specific changes related to a student's goals/objectives, supplementary aids and services, related services, accommodations, and service hours.

4. When should I expect my student's case manager to contact me about the ASDM amendment to the IEP?

Case managers and related service providers will begin to define ASDM proposals (drafts) during the first two weeks of school. The proposal will be sent home for family review. Parents are encouraged to check voicemail and email for messages from the case manager. (Note: "No Caller ID" may appear when the case manager calls.)

If parents do not hear from the case manager by September 21, parents are encouraged to email the administrator and/or special education instructional team leader at their child's school.

5. Can I provide parental input on the ASDM amendment to the IEP?

Yes, family input is critical to the IEP process and, likewise, to the preparation of the student's ASDM amendment to the IEP. Families may contribute information about the students' access to virtual learning and performance in the spring distance learning model. Families may also provide input on a student's current progress on IEP goals and objectives, priorities during virtual learning,

accommodations and adaptations that may be necessary, any scheduling concerns that may exist, etc.
Be sure to provide parental input in writing.

6. Do I have the option to accept OR reject the ASDM amendment to the IEP proposal?

Yes, parents are given the option of accepting the proposal as is, conferencing with the case manager to discuss the proposal, or requesting a meeting with the IEP team. Parent's signature on the proposal confirms the selection of one of the following options.

If parents agree with the proposal as it is first written, parents may accept the proposal and sign the form confirming their selection.

If parents have questions about the proposal, they may request an informal conference.

If parents do not agree with proposal (which again should be considered a draft for review and consideration), parents may state that they do not agree and request an IEP meeting. Simply check the box on the ASDM amendment to the IEP proposal that reads, "I do not consent to make an ASDM plan without a formal IEP team meeting. I understand that the IEP team will be convened virtually. I understand the meeting will be held as soon as possible and, in the meantime, virtual learning opportunities and services may be implemented for my child until the IEP team meeting can be held."

The parent's signature on the Notice of the ASDM Plan does not constitute a waiver of implementation of the child's full IEP when we return to normal operations or a waiver of parental rights at any time.

7. What if I do not fully understand the ASDM amendment to the IEP proposal?

Parents are encouraged to confer with their student's case manager whenever there are questions or concerns. If parents disagree with the ASDM amendment to the IEP they may request an IEP meeting.

8. What if my child cannot access or benefit from virtual learning?

Some students cannot benefit from distance learning or cannot benefit without extensive in-person assistance by trained personnel. Families and teachers may have witnessed this during spring and summer virtual learning, and it may be well documented in IEP Progress Reports for Quarter 3, Quarter 4, and ESY. It is important that families exercise their rights to request an IEP meeting to discuss what alternatives are possible. FAPE requirements dictate that the school system make alternatives available.

As appropriate, IEP teams will consider alternatives to supplement or replace computer-based virtual instruction, including physical materials and learning tools, paper-based instructional packets, manipulatives, resources available in the student's environment, etc. It may also require consideration of in-person services or contracted services.

To speak with someone about educational rights and resources, please contact:

The HCPSS Family Support & Resource Center FSRC@hcpss.org

The Parents' Place of Maryland <https://www.ppmmd.org/contact/>

Howard County Autism Society info@howard-autism.org

HCPSS Special Education Citizens' Advisory Committee secacchair@gmail.com



Flyer provided for parents in collaboration with SECAC and HCAS.
Together, we can do more!