



HOWARD COUNTY  
AUTISM SOCIETY



Disability  
Rights  
Maryland



HOWARD COUNTY  
PUBLIC SCHOOL SYSTEM

# Understanding the Alternative Service Delivery Model Plan

Preparing for Initial Conferences with Your Child's Special Educator

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# 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.

# THE ASDM PLAN FOR SPECIAL EDUCATION SERVICES

In order remain consistent with guidance from the Maryland State Department of Education, HCPSS adopted “Alternative Service Delivery Model” (ASDM) Plan to replace the term “Individual Continuity of Learning” (ICOL) Plan.

**The ASDM plan is an amendment to the IEP. It is only in place while students are receiving instruction/services through the new temporary service delivery model.**

It is based on the student’s IEP and the school system’s virtual service delivery model. It is a plan to address how the student’s specially designed instruction and IEP services will be implemented and evaluated.

# ASDM PLAN

## Note:

The existing IEP is meant to be implemented to the fullest extent possible.

The ASDM plan addresses only the services, goals, accommodations, etc., that cannot be provided as written in the IEP while in virtual, blended, or small group learning.

# ASDM PLAN: IMPLEMENTATION

The ASDM plan may be implemented through

- co-teaching by special education teachers during general education instruction,
- individual or small-group instruction (virtual),
- adaptations to assignments to support access and to address IEP goals,
- related services via teletherapy, and/or
- opportunities for students to engage in instruction and social interactions with peers

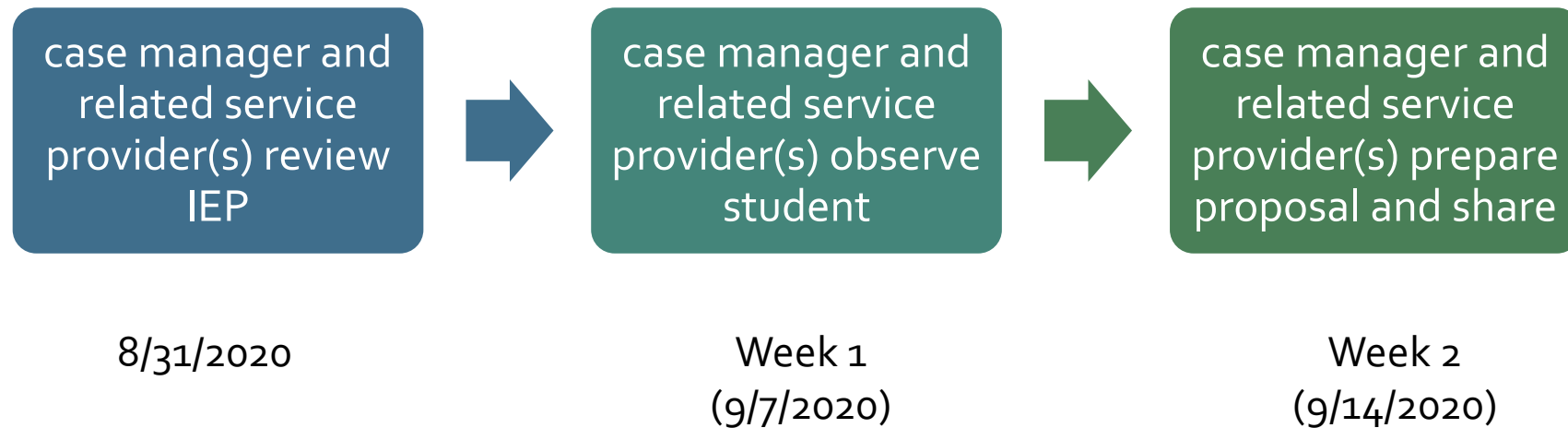
# ASDM PLAN: INDIVIDUALIZED

The ASDM plan requires individual, child-specific determinations about the delivery of specially designed instruction and IEP implementation.

Depending on the student's IEP and needs, the ASDM plan will address **(in detail) any specific changes related to:**

- annual goals/objectives
- supplementary aids, services, and program modifications
- communication
- technology / assistive technology devices and services
- behavioral intervention
- accommodations (instructional, testing, presentation, response, timing)
- transition activities
- special education services
- career and technology education
- related services

# ASDM Plan Development Process: Step 1



# ASDM PLAN DEVELOPMENT PROCESS: STEP 1 (in detail)

Case managers will review the appropriateness of the IEP in effect and consider the following:

Can the IEP in effect be implemented as written through the alternative service delivery model?

Are there any new student and/or family-specific needs to be addressed resulting from the alternative service delivery model?



# ASDM Plan Development Process: Step 2

## Identify student needs

no new student needs

- Implement the IEP as written

new/different/additional  
student needs

- Amend the IEP with parent agreement outside of an IEP Team meeting **OR**
- Revise the IEP through the IEP Team meeting

# ASDM PLAN DEVELOPMENT PROCESS: STEP 2 (FORMS)

Parents will receive two documents:

**(1) Notice of Alternative Service Delivery Model (ASDM) Plan**

A letter that explains how special education and related services will be provided until HCPSS returns to normal operations.

**(2) Alternative Service Delivery Model (ASDM) Plan**

The proposed amendment to the student's IEP, noting how the student's specially designed instruction and IEP services will be implemented and evaluated.

**September 21, 2020**

**ASDM Plan proposals should be received by parents**

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

**Keep in mind: “Amend the IEP” =  
Amendment TO your child’s existing IEP**

The ASDM Plan is NOT your child’s IEP. It is only an amendment to your child’s IEP while schools are in virtual, blended, or small group learning.

When schools fully reopen, your child’s IEP will be fully implemented.

# ASDM PLAN: PARENT INVOLVEMENT

Collaboration with parents is **required**.

The plan is a **DRAFT** (proposal) when it is first shared with parents.

It is not finalized until the case manager and parent agree to the plan. This may require an informal parent-teacher conference. It may also require an IEP Team meeting.

There are several options on the proposed ASDM Plan for parents to consider.

# ASDM PLAN: PARENT INPUT

Parent input is critical to the IEP process and, likewise, to the preparation of the student's ASDM plan.

The following information may be helpful to share:

- Was the student able to access virtual learning in the spring and/or during ESY?
- What supports were necessary?
- What was the student's performance in the spring distance learning model?
- Has the student made progress on IEP goals and objectives in the last six months?
- Has there been any notable regression in the last six months?

- What are your priorities for your student during virtual learning?
- What accommodations and adaptations may be necessary?
- What materials does your child need at home to support their learning?
- Are there any concerns around your child's schedule?

**Be sure to provide parental input in writing.**

# ASDM Plan Development Process: Step 3

## Parents respond

Once parents receive the ASDM Plan proposal, they should review it carefully and be prepared to respond in writing in the space provided on the proposal.

**There are several options to consider. Parents will select one.**



## Option 1

I agree with the proposal and do not require an informal phone conference to specifically address what has been proposed by my child's service providers. I understand I will receive follow-up documentation and additional communication from my child's school team during the closure.

Parent signs and dates at the bottom.

Parent returns the document to the case manager by email.

## Option 2

- I agree with the proposal but would still like to discuss my child's programming through an **informal phone conference**. I am available on the date and time you proposed.

## Option 3

- I agree with the proposal but would still like to discuss my child's programming through an **informal phone conference**. However, I am not available on the date and time you proposed. Please email me additional date/time options.

Parent signs and dates at the bottom.

Parent returns the document to the case manager by email.

#### Option 4

- I am not sure how I feel about the proposal and would like to discuss I through an **informal phone conference before I agree or disagree**. I am available on the date and time you proposed.

#### Option 5

- I am not sure how I feel about the proposal and would like to discuss I through an **informal phone conference before I agree or disagree**. However, I am not available on the date and time you proposed. Please email me additional date/time options.

Parent signs and dates at the bottom.

Parent returns the document to the case manager by email.

## Option 6

- I do not agree with your proposal and would like to discuss it through an **informal conference**. I am available on the date and time you proposed.

## Option 7

- I do not agree with your proposal and would like to discuss it through an **informal conference**. However, I am not available on the date and time you proposed. Please email me additional date/time options.

Parent signs and dates at the bottom.

Parent returns the document to the case manager by email.

## Option 8

- 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 that 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.

Parent signs and dates at the bottom.

Parent returns the document to the case manager by email.

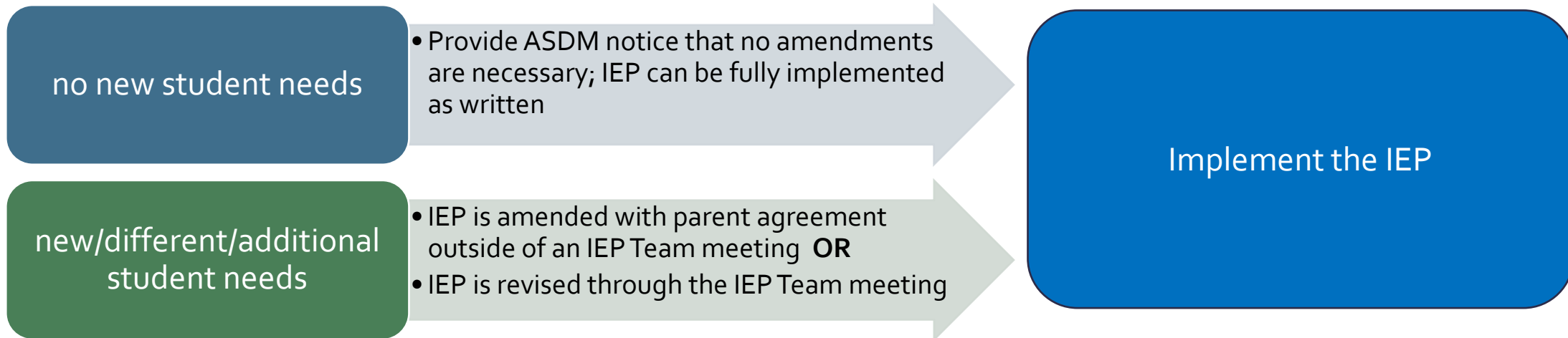
## Note:

- Questions/concerns may be listed on the document—space is provided.

Parents may attach a separate list of questions/concerns if they prefer. Note in the space provided: “see attached parental input.”

- Parents should sign, date, and return the document regardless of which option they choose. Signing and dating the document affirms your selection of an option.
- Whether parents are agreeing to the proposal, requesting an informal conference, or disagreeing with the proposal and requesting an IEP Team meeting, they should still make a selection, sign, date, and return the form.

# September 28, 2020 – October 2, 2020



## ASDM Plan Development Process: Step 4

Upon the family's agreement, elements of the Alternative Service Delivery Model (ASDM) Plan will flow into the student's IEP.



**How will progress be monitored in the Alternative Service Delivery Model?**

# PROGRESS MONITORING

Data will be collected and progress monitored according to the student's IEP **unless otherwise modified in the Alternative Service Delivery Plan.**

\*\*Refer to "Section IV. Goals" on the student's IEP

\*\*Under each goal in Section IV: Goals, look for "Evaluation Method"  
this lists specifically the ways that progress is to be monitored

# Addressing students who cannot access or benefit from virtual learning

# 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 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.

# HCPSS ALTERNATIVES

As appropriate, IEP teams will consider alternatives to supplement or replace computer-based virtual instruction.

This may include:

- physical materials and learning tools
- paper-based instructional packets
- manipulatives
- resources available in the student's environment

It may also require consideration of in-person services or contracted services.

# FAPE REQUIREMENTS

Free Appropriate Public Education (FAPE) activities for students with disabilities include the following:

- ongoing progress monitoring of the student
- ongoing communication with families, teachers, and services providers
- ongoing documentation of the student progress and services delivered

# WHO IS ACCOUNTABLE?

- Schools are accountable for providing instruction and FAPE
- If virtual instruction is not working, the parent cannot be held accountable
- Maintain the accountability where it belongs—with schools

# WHO IS ACCOUNTABLE?

- It is the IEP team's responsibility to determine when virtual instruction is not working
- It is the IEP team's responsibility to determine alternative ways of delivering instruction
- Parents should document attempts to participate or to complete virtual assignments
- Parents should document regression
- Parents should document any private/additional services they provide



# COMPENSATORY EDUCATION

- Not an hour for hour calculation
- Based on individual assessments of the student
- IEP teams will have to meet when schools reconvene to determine present levels of performance before designing a program and placement
- Services will have to be provided based on assessed needs

# RESOURCES



200 West Baltimore Street, Baltimore, Maryland 21201

## Technical Assistance Bulletin

MarylandPublicSchools.org



Division of Early Intervention and Special Education Services | **Bulletin #20-09**

Birth – Age 4     Birth – K     Age 3 – K     Birth – 21     Age 3 – 21

**Date: June 9, 2020**

### **Recovery Efforts: Addressing the Provision of FAPE through Alternative Service Delivery Models for Students with Disabilities during the Re-Opening of Schools**

This document has been developed in alignment with Technical Assistance Bulletin (TAB) #20-01, *Serving Children with Disabilities under IDEA during School Closures due to the COVID-19 Pandemic* and TAB #20-03, *Providing Continuity of Learning to Students with Disabilities during COVID-19*.

# RESOURCES

Howard County Autism Society ([howard-autism.org](http://howard-autism.org)) **COVID-19 RESOURCES**

MSDE Technical Assistance Bulletins

Disability Rights Maryland Guidance

HCPSS Updates

Parents Place of Maryland ([ppmd.org](http://ppmd.org))

**1:1 IEP Assistance is Available!**

Howard County Autism Society -- [info@howard-autism.org](mailto:info@howard-autism.org)

HCPSS Family Support and Resource Center – [fsrc@hcpss.org](mailto:fsrc@hcpss.org)

Parents Place of MD ([ppmd.org](http://ppmd.org)) -- <https://www.pickatime.com/PPMD>

Special Education Citizens Advisory Committee – [secacchair@gmail.com](mailto:secacchair@gmail.com)

# ADDITIONAL QUESTIONS ?





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