

The IEP Process during Virtual Learning

What Parents Need to Know

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THE IEP: A REVIEW OF THE BASICS

The Individualized Education Program (IEP) identifies special education and related service supports needed for a student with a disability.

It is a written, legal document outlining **the who, what, when, why, where, and how of instruction and related services** that are to be provided.

It is required by the **Individuals with Disabilities Education Act (IDEA)** for children with disabilities who need additional services to succeed.

The Steps in Maryland's Special Education Process



Normal Operations v. the Alternative Service Delivery Model

Timelines are not to be waived or extended.

IEPs are meant to be delivered to the fullest extent possible.

1

Referral

During the Alternative Service Delivery Model

No change in the process

Parents may send a written referral (request for evaluation) to the principal

Teachers may refer a student for testing

There may be delays in scheduling the initial IEP meeting to discuss the referral

All IEP meetings will be held virtually

2

Evaluation & Assessment

During the Alternative Service Delivery Model

No change in the process

Once parents agree to the initial assessment, the team is to complete the evaluation and meet with parents

Some assessments that require face-to-face meetings or observations cannot be administered in the virtual environment

There may be delays in scheduling the necessary in-person assessments due to HCPSS staff availability and fewer testing centers

3

Eligibility

During the Alternative Service Delivery Model

No change in the process

After the initial evaluation is complete, the IEP team meets to determine eligibility

Due to delays in the assessment process, the eligibility determination meeting may also face delays

4

IEP Development

5

Implementation

During the Alternative Service Delivery Model

No change in the process

After the initial evaluation is complete, the IEP is developed, and the IEP team meets to approve; once parents consent, the IEP should be implemented as soon as possible

There may be delays in scheduling IEP team meetings

The IEP as written may not be able to be fully implemented in the Alternative Service Delivery Model

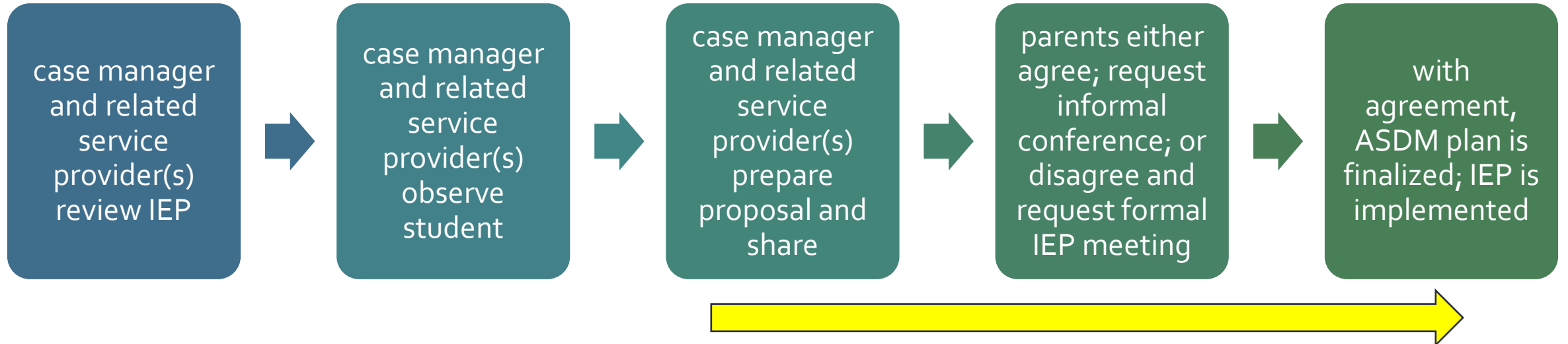
THE ASDM PLAN FOR SPECIAL EDUCATION SERVICES

The Alternative Service Delivery Model (ASDM) plan is an amendment to the IEP.

It is only in place while students are receiving instruction/services while in virtual, blended, or small group learning.

It is individualized and 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 Development Process



ASDM PLAN DEVELOPMENT PROCESS:

By now, parents should have received 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.

By September 21

ASDM Plan proposals should have been sent to parents

If parents have not heard from the case manager by now, parents are encouraged to email the administrator and/or special education instructional team leader at their child's school

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: 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.

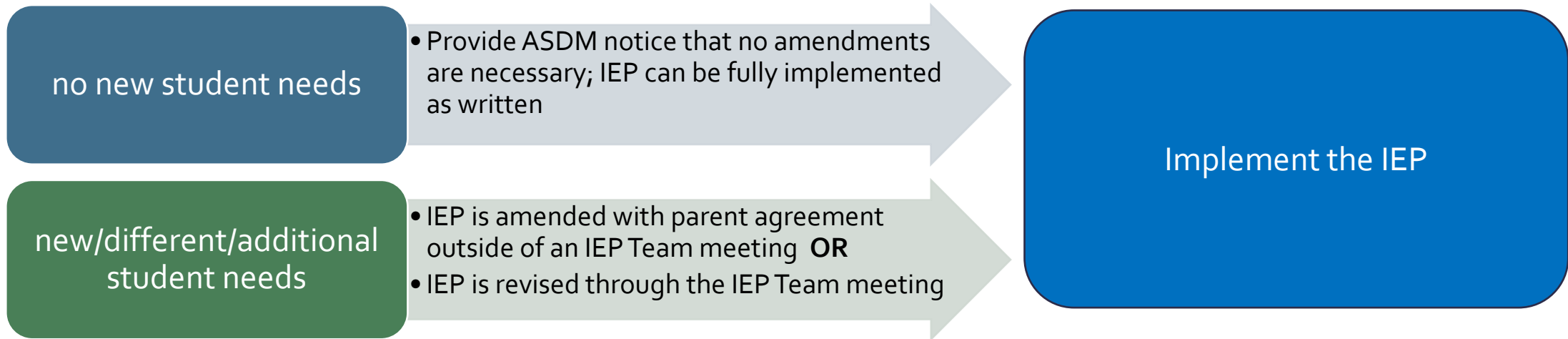
Note:

- 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



6

Progress Monitoring

Normal operations v. the Alternative Service Delivery Model

No change in the process

Data will be collected and progress monitored according to your child's IEP unless otherwise documented in the Alternative Service Delivery Model Plan

Refer to "Section IV. Goals" on your child's IEP – under each goal, look for "Evaluation Method"

FAPE REQUIREMENTS

Normal operations v. the Alternative Service Delivery Model

No change

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

7

Annual Review

Normal operations v. the Alternative Service Delivery Model

No change in the process

IEP team will meet to review child's progress and determine services

Some parents and teams may have deferred the annual review (data may not have been accessible during school closures)

There may be delays in scheduling the IEP meeting

All IEP meetings are being held virtually at this time

8

Reevaluations

Normal operations v. the Alternative Service Delivery Model

No change in the process

IEP team will discuss whether new evaluations are necessary (at least once every three years)

Some assessments that require face-to-face meetings or observations may not be able to be administered in the virtual environment

There may be delays in scheduling necessary in-person assessments due to HCPSS staff availability and fewer testing centers

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.

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

A Parent's Guide to Understanding Your IEP Rights and Responsibilities in Maryland Page 1



Division of Early Intervention and Special Education Services Parent's Guide to Understanding Your Individualized Education Program (IEP) Rights and Responsibilities in Maryland
Revised September 2018

This guide is designed to help you understand your rights and responsibilities as a member of your child's Individualized Education Program (IEP) team. The federal Individuals with Disabilities Education Act (IDEA) and the Code of Maryland Regulations (COMAR) provide parents certain protections called procedural safeguards. This document does not replace your procedural safeguards in Maryland's Parental Rights: Maryland Procedural Safeguards Notice. To view the full version of [Parental Rights: Maryland Procedural Safeguards Notice](#), available in 18 languages on the Maryland State Department of Education [website](#).

Parents and Maryland's Individualized Education Program (IEP) Team Process

IEP Team and IEP Team Meetings

Parent's Guide to Understanding Your Individualized Education Program (IEP) Rights and Responsibilities in Maryland

Maryland State Department of Education
Division of Early Intervention / Special Education Services

<http://marylandpublicschools.org/programs/Documents/Special-Ed/IEP/ParentsGuidetoIEPRightsinMaryland.pdf>

RESOURCES

**MARYLAND STATEWIDE
INDIVIDUALIZED EDUCATION PROGRAM (IEP)
PROCESS GUIDE
August 1, 2019**

**Maryland State Department of Education
Division of Early Intervention/Special Education Services**



Maryland Statewide Individualized Education Program (IEP) Process Guide

Maryland State Department of Education
Division of Early Intervention / Special Education
Services

<http://marylandpublicschools.org/programs/Documents/Special-Ed/IEP/MarylandIEPProcessGuide.pdf>

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) **COVID-19 RESOURCES**

MSDE Technical Assistance Bulletins

Disability Rights Maryland Guidance

HCPSS Updates

Parents Place of Maryland (ppmd.org)

1:1 IEP Assistance is Available!

Howard County Autism Society -- info@howard-autism.org

HCPSS Family Support and Resource Center – fsrc@hcpss.org

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

Special Education Citizens Advisory Committee – secacchair@gmail.com

ADDITIONAL QUESTIONS ?





HOWARD COUNTY AUTISM SOCIETY

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HCPSS FAMILY SUPPORT & RESOURCE CENTER

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