


STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF STUDENT SUPPORT SERVICES

April 17, 2020

TO: Complex Area Superintendents, Principals (All), District Educational Specialists, Student Service Coordinators, Special Education Department Heads, Special and General Education Teachers, Public Charter School Executive Director, Public Charter School Directors

FROM: Heidi Armstrong 
Assistant Superintendent

SUBJECT: **Fourth Quarter Individualized Education Program Progress Reports Documentation Requirements for Students with Special Needs During School Closures**

On Friday, April 17, 2020, the Hawaii State Department of Education (HIDOE) announced school facilities will remain closed to students through May 28, 2020. This decision is based on the latest guidance and information from health officials and elected leaders. Pending any changes due to COVID-19, traditional in-school instruction, is on hold until schools reopen to students.

During the facilities closure, the HIDOE schools will continue to provide learning opportunities through both online and paper packet enrichment activities to all students. To provide all students, including students with disabilities, equal access to these enrichment activities, schools should focus on what can be done to achieve appropriate and reasonable support. Schools must, to the greatest extent possible, provide the special education and related services identified in the student's Individualized Education Program (IEP) or Section 504 plan. This means focusing on what is appropriate and reasonable for all students.

Fourth Quarter IEP Progress Reports Documentation Requirements

In addition to providing special education and related services to the greatest extent possible, the Individuals with Disabilities Education Act and the Hawaii Administrative Rules § 8-60-44 require schools to continue to measure and document a student's progress as follows:

A description of: (A) How the student's progress toward meeting the annual goals described in paragraph (2) will be measured; and (B) When periodic reports on the progress the student is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

Therefore, fourth-quarter IEP progress reports will be issued concurrently with the final report cards for School Year 2019-2020. The information from the final progress reports will assist the IEP team to determine if there was a loss of skills or goals/objectives that were not addressed during the school closure and the need for compensatory services once school resumes.

When determining student's progress towards meeting the annual IEP goal(s), consider the following:

- Was the student able to access the activities?
- Did the student participate in the activities?
- How did the student respond to the activities?
- Reasons why a goal or objective could not be worked on, as well as the school's efforts to provide Free Appropriate Public Education to the greatest extent possible, should be documented in the electronic Comprehensive Student Support System. Please see the April 9, 2020 memo *Documentation Requirements for Students with Special Needs During School Closures* for specific documentation requirements.
- Review progress monitoring documentation regarding how the student was able to access enrichment activities and the delivery of special education and related services identified in the student's IEP to gather information and data. The *Enrichment Plan Parent Letter and Parent Communication & Services Provided Documentation*, and documentation tools are available for your use.

Given the current circumstance, the implementation of the IEP is different, therefore, the comments in the fourth quarter progress reports will differ as well. When completing the fourth quarter progress reports, include in the comments section for each IEP objective, what and how progress was measured, including any data. The following are some examples:

- During weekly phone calls with the parent(s)/legal guardian(s), she/he reported the student had a total of ten episodes of tantrum behavior lasting 10 to 30 minutes each.
- Weekly checklists completed by the parent(s)/legal guardian(s) indicates, student read two out of nine assigned short stories and answered the end of the story questions.
- Twice-weekly virtual classroom with the student confirms student is able to complete a three-paragraph essay without prompts.
- During weekly speech therapy through video conferences, the Speech-Language Pathologist observed students taking turns while playing card games with his siblings appropriately and with no behaviors during the five sessions.
- Weekly virtual meeting with the student confirms the student follows two-step directions while cooking with the parent(s)/legal guardian(s).
- During weekly sessions through video conferences, the Occupational Therapist observed student cutting within one-fourth of a straight line in three of five opportunities.
- Student's work submitted to the teacher shows that the student is able to write personal information on an envelope accurately and legibly.
- Parent(s)/legal guardian(s) shared with the teacher that she/he observed her/his child was able to complete a reading assignment in 20 minutes with no assistance.

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For the goals/objectives that were not addressed, use the following language in the progress report comments sections:

“Not applicable: Unable to work on goal/objective due to COVID-19 school closure for the following reason (cite specific reason/s such as could not reach parents after continuous attempts).”

The information in this memo is based on the information that is currently available to the HDOE at this time and is subject to change as new information is provided. For resources, visit our [Continuity of Education](#) website, Special Populations tab.

If you have any questions, please contact Ms. Annie Kalama, Director, Exceptional Support Branch, at (808) 305-9806 or via email at annie.kalama@k12.hi.us.

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c: Superintendent
Assistant Superintendents
State Public Charter School Commission