



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

OFFICE OF STUDENT SUPPORT SERVICES

April 9, 2020

TO: Complex Area Superintendents, Principals (All), District Educational Specialists, Public Charter School Executive Director, Public Charter School Directors (All), Special Education Teachers

FROM: Heidi Armstrong   
Assistant Superintendent

SUBJECT: **Documentation Requirements for Students with Special Needs During School Closures**

On Tuesday, March 24, 2020, the Hawaii State Department of Education (HIDOE) announced school facilities will remain closed to students through April 30, 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 students with disabilities equal access to these same enrichment activities, schools should focus on what can be done to achieve appropriate and reasonable support.

**Documentation of Special Education and Related Services**

Schools must, to the greatest extent possible, provide the special education and related services identified in the student's Individualized Education Program or Section 504 plan. This means focusing on what is appropriate and reasonable. These exceptional circumstances will affect how all educational and related services and supports are provided, and a Free Appropriate Public Education (FAPE) may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically.

Documentation of the schools' efforts to provide FAPE to the greatest extent possible, must be captured in electronic Comprehensive Student Support System (eCSSS). Schools must maintain documentation of parent(s)/legal guardian(s) communication, parent(s)/legal guardian(s) participation, and the provision of special education and related services. Documentation should include, at a minimum, the following:

- > Parent(s)/legal guardian(s) communications (date, time, mode of communication and purpose)
- > Teacher plans for ongoing communication
- > Special education and related services
  - learning and enrichment activities
  - mode of delivery
  - accommodations/modifications
  - frequency
  - Parent(s)/legal guardian(s) approval or non-approval for the student to receive related services via virtual platform (e.g., telepractice) if applicable.

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All documentation should be uploaded on eCSSS as a PDF under the Supports Tab in the COVID-19 Documents and/or entered into the event and/or service log. The *Enrichment Plan Parent Letter* and the *Parent Communication & Services Provided Documentation* templates, found on the [Continuity of Education](#) under the Special Populations tab, may be used as documentation tools.

In addition to these templates, the Office of Student Support Services, Exceptional Support Branch (ESB), has developed a suite of tools to assist teams in identifying appropriate accommodations and/or modifications when preparing for remote enrichment opportunities. These tools can also be found on the [Continuity of Education](#) website.

The information in this memo is based on the information that is currently available to the HIDOE at this time and is subject to change as new regulatory guidance is provided.

If you have any questions, please contact your Special Education District Educational Specialists or Ms. Annie Kalama, Director, Exceptional Support Branch, at (808) 305-9806 or via email at [annie.kalama@k12.hi.us](mailto:annie.kalama@k12.hi.us).

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c: Superintendent  
Assistant Superintendents  
State Public Charter School Commission