



IDEA Initial Budget Reopening Checklist for Special Education

Disclaimer: The list below is not all-inclusive but is intended to give you a great deal of guidance.

Summary

Considerations for Special Education Administrators when reopening after school closures.

Definition

To assist in organizing and planning for a reopening by considering important factors regarding special education and certain areas of [IDEA Budget, Grants and Consolidated Application](#).

Strategies/Resources

Teaching and Learning

- ✓ District leaders may need to conduct curriculum analysis to determine if current curriculum purchases still meet the student's educational needs and are still appropriate. As appropriate, ensure that contracts include requirements to support accessible materials.
- ✓ District leaders may need to engage their curriculum providers to identify the best way to use the publisher's material to identify student learning gaps, how their materials can be used in different ways (e.g., in-classroom instruction, remote learning, and hybrid learning), and how the provider can help give professional development for teachers in each modality.
- ✓ District leaders may need to consider printed resources and materials that students can take home.
- ✓ District leaders may need to review students' accommodations and additional supports to ensure every student can be served in the event of additional closures.
- ✓ District leaders may need to differentiate instructional strategies to meet students where they are. This could possibly include addressing schedules and instructional time, diagnostics, curriculum, and accountability.

Professional Development

- ✓ District leaders may need to include professional development tailored to the tools, services, and content districts use.
- ✓ Teacher improvement strategies (including observation, feedback, and coaching) may need to include the need to deliver online instruction and be modified accordingly.





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- ✓ District leaders may need to consider professional learning and training needs of families and students using different instructional models.

Transportation

- ✓ District leaders may need to develop contingency plans that anticipate the required numbers of buses and drivers and the budgetary implications.
- ✓ District leaders may need to anticipate issues regarding the health and safety of drivers and other transportation staff.
- ✓ District leaders may need to project what their situation will be for available drivers and plan accordingly.

Health and Safety

- ✓ District leaders may need to identify possible needed personal protective equipment public health officials recommend, including gloves, face coverings, hand soap, hand sanitizer, and disinfectant.
- ✓ District leaders may need to review the schools operational cleaning schedules that include classrooms, hallways, school buses, and other areas to help ensure regular deep cleanings to minimize the spread of COVID-19.

Whole Child Supports

- ✓ Districts leaders may need to consider a needs assessment to understand the full range of student and faculty needs.
- ✓ District leaders may need to offer counseling supports to address the numerous causes of trauma that result from the deaths of friends and family members, economic hardship from a parent losing his or her job, or other contributing factors.

Counseling Services

- ✓ District leaders may need to assess the need for additional counselors, social workers, school psychologists, and nurses.
- ✓ District leaders may need to explore whether there are better opportunities to deploy staff, temporarily draw support from community organizations, and partner with other community-based organizations.
- ✓ District leaders may need to consider taking advantage of any federal regulatory flexibility for telemedicine to quickly expand access to counseling services using online and videoconferencing systems.





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School Personnel – Staffing

- ✓ District leaders may need to consider how expedited credentialing, nontraditional classroom configurations, and relaxed class-size requirements might help address potential staffing shortages.
- ✓ Districts leaders may need to review all staff positions and develop contingency plans for individual personnel on a case-by-case basis.

Contracted Services Considerations

- ✓ Will fee schedules be paid on an hourly or per service basis?
- ✓ How will districts track the related service providers hours when hourly fees are paid?
- ✓ Will specific details of the case (e.g., complexity of the case) affect fees?
- ✓ Will fees be adjusted if new issues arise during the service?
- ✓ How and when the fee will be paid to the provider or third-party agency?
- ✓ Who will monitor the deliverables and the maximum amount allowed for the contractual services?
- ✓ Can the contractor use his/her own virtual platform to provide remote services?

In addition to fees, other expectations should be spelled out in the contract, including:

- ✓ Will district resources (e.g., testing materials) be made available to the service provider?
- ✓ What extent of involvement will the service provider have beyond conducting the assessment (e.g., attendance at IEP Team meetings, ongoing consultation, monitoring implementation of interventions, team or committee involvement)?
- ✓ What is the expected time frame for completion of the service?
- ✓ Will the provider provide feedback and/or a copy of the evaluation directly to the family or to the school district?

Resources:

- ✓ [IDEA Budget, Grants and Consolidated Application](#)
- ✓ [GaDOE COVID-19 K-12 Resource Website](#)
- ✓ [Georgia Department of Administrative Services](#)
- ✓ [Georgia Department of Audits and Accounts](#)
- ✓ [Georgia Department of Labor](#)
- ✓ [U.S Department of Education](#)

