Reopening Checklist for Special Education

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 general supervision.

Strategies/Resources
NOTE: This is not an exhaustive list and more resources are available (See embedded below hyperlinks).

✓ Determine the process for conducting Evaluations and Reevaluations that may have been delayed due to school closures to ensure IDEA compliance.

✓ Review Child Find Procedures and plan how evaluations will be conducted for students suspected of having a disability.

✓ Determine the process for conducting annual reviews that may have been delayed due to school closures.

✓ Provide IEP Teams with support and guidance on amending IEPs as appropriate to ensure IDEA compliance.

✓ Determine the process for scheduling staff using Georgia’s Path to Recovery for K-12 Schools options to consider: Distance/Remote Learning, Traditional and Hybrid.

✓ Communicate with parents about the process for reopening and document any individual concerns that may need to be addressed.

✓ Have a plan to assess individual special education student progress to determine if there has been any regression in learning. (Note: Tools used to assess gaps and progress for all students may also be used for students with disabilities.)

✓ Plan for transfer students with disabilities and how to provide comparable services as appropriate.

✓ Determine the professional development needed for new and returning special education teachers.

✓ Determine if any teacher certifications have expired with flexibility during school closures and need renewal.
Review and determine if new school facility plans are Americans with Disabilities Act (ADA) compliant and meet individual student needs.

Assess to determine if chemicals used to disinfect school buildings negatively impact individual students with disabilities that have chemical sensitivities or allergies and if additional accommodations should be considered by the IEP Team.

Assess to determine if the use of face coverings will adversely impact staff and individual students with disabilities and if additional accommodations should be considered by the IEP Team.

Prepare IEP Teams for distance/remote learning and the development of optional distance learning plans (see template) in case school closures occur again.

Websites:

Georgia Department of Education
General Supervision - Georgia's Continuous Improvement Monitoring Process (GCIMP)

Georgia Insights
Special Education
Families
Educators
LEAs
Distance Learning