



# 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.





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- ✓ 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](#)

