



Reopening Checklist for Georgia's Tiered System of Supports

Summary

Considerations for School and/or District Level Leadership (Special Education Administrators, Curriculum and Instruction Staff, Technology Staff, etc.) when reopening after school closures.

Definition/Explanation

- To support effective implementation of [Georgia's Tiered System of Supports for Students](#) at Tiers I, II and III for all students, including students with disabilities.
- To assist in evaluating and strengthening supports when providing [specially-designed instruction \(SDI\)](#), co-teaching, and evidence-based interventions for students with disabilities, whether served virtually or face-to-face.

Strategies/Resources

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

Tier I

- ✓ Determine the professional learning that is needed (in collaboration with Curriculum and Instruction) to support effective Tier I practices.
 - [High Leverage Practices for Special Education](#)
 - [High Leverage Practices \(Teachingworks\)](#)
 - Evidence-Based Practices (i.e., effective literacy practices, Standards for Mathematical Practices, etc.)
 - Instructional non-negotiables (i.e., three-part lesson, vocabulary instruction, unpacking standards, etc.)
- ✓ Evaluate the effectiveness of specially-designed instruction (SDI) being provided during the school year, especially during school closures.
- ✓ Provide professional learning on implementing specially-designed instruction (SDI) effectively in a face-to-face and virtual environment.
- ✓ Develop guidelines/expectations for [effective co-teaching in a virtual environment](#).
- ✓ Provide professional learning on effective co-teaching in a face-to-face and virtual environment.
- ✓ Provide professional learning for administrators on how to support implementation of co-teaching and specially-designed instruction (SDI) to help ensure fidelity of implementation.
- ✓ Determine a process to collect data on effectiveness of specially-designed instruction (SDI) at Tier I and use the [problem-solving cycle](#) to determine next steps. (green portion of the graphic)
- ✓ Determine a way to collect data on effectiveness of co-teaching and use the [problem-solving cycle](#) to determine next steps. (green portion of the graphic)
- ✓ Revisit expectations for documenting virtual learning supports to ensure a Free and Appropriate Public Education (FAPE) (i.e., [Georgia's Optional Distance Learning Plan](#) or other document provided by the district).





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- ✓ Provide professional learning on assistive technology (AT) to support Tier I instruction using [Consideration for AT / assistive technology](#).
- ✓ Collaborate with Curriculum and Learning to provide professional learning on planning for [culturally responsive teaching](#) to support virtual and face-to-face instruction.
 - [Culturally Responsive Strategies](#)
 - [Teaching Diverse Learners](#)
 - [Culturally Responsive Teaching Tips](#)
- ✓ Determine a calendar of dates with Curriculum and Instruction staff to review and analyze data collected for students with disabilities (i.e., co-teaching, SDI, etc.) to ensure collaboration and to determine next steps.

Data-Based Decision-Making

- ✓ Collect data/administer survey on evidence-based interventions to support students with disabilities.
- ✓ Collect data/administer survey on progress monitoring tools to support students with disabilities.
- ✓ Collect data on barriers with progress monitoring in a virtual environment.
- ✓ Determine explicit expectations/guidelines for progress monitoring within a virtual and face-to-face environment.
- ✓ Provide professional learning for teachers on progress monitoring expectations in a virtual and face-to-face environment.
- ✓ Review sample Distance Learning Plans or other document provided by the district to document virtual learning efforts and determine professional learning needs.
- ✓ Establish expectations for documenting progress monitoring data on the Distance Learning Plan or other document provided by the district.
- ✓ Provide support and professional learning for administrators on how to support documentation of intervention efforts to ensure fidelity at the school level.
- ✓ Determine a calendar of dates with Curriculum and Instruction staff to review and analyze data collected for students with disabilities (i.e., screening, progress monitoring, etc.) to ensure collaboration and to determine next steps.

Websites:

[Georgia's Tiered System of Supports for Students](#)

[Georgia Insights \(Special Education\)](#)

[GaDOE School and District Effectiveness](#)

[High Leverage Practices \(Teachingworks\)](#)

[IES Practice Guides](#)

[Iris Center \(Culturally Responsive Instruction\)](#)



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