INTRODUCTION

When planning for continuous learning, school systems must ensure that, to the extent possible, students with disabilities are provided with equitable access to high-quality instruction and materials. This guide builds on the Academics Resource Guide and is intended to help school systems expand accessibility and extend accommodations in continuous learning formats. School systems should intentionally plan how accommodations will be delivered in a continuous learning environment to support students with disabilities in accessing high quality instructional materials and instruction. This guidance does not replace accommodations or modifications within a student’s IEP, but provides additional considerations to ensure these accommodations continue during continuous learning.

Accommodations to Consider Across Approaches

Assignment Organization
- Provide tools for self-monitoring such as checklists, or daily/weekly to-do lists. Provide flexibility for students and parents along with ideas to support student motivation.
- Provide clear, explicit directions for students. Some students with disabilities benefit from visual/pictorial directions.
- Provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs.
- Provide visual support like social stories and choice boards to reinforce expectations and support communication.

Reading & Writing
- Provide sentence stems or word banks for writing assignments. Consider the students’ needs for transcription and be sure to include those in the assignment directions.
- Use guided note templates with fill in the blanks to support students in synthesizing information. These materials may include pictures where appropriate.

Assistive Technology & Other Tools
- Support parents in continuing to use assistive technology during instructional time.
- Include directions in lesson assignments for fidget tools or other tools to help students focus.
- Provide suggestions and guidance for peer support at home or through digital platforms.
- Provide suggestions for ways to use household materials and toys to aid multi-sensory and hands-on experiences.

Accommodation Considerations for High-Tech Approaches
- Record videos or live lessons to support pause and replay options, if possible.
- Provide written and explicit directions or scripts for lessons and tasks along with verbal directions during video lessons.
- Include accessibility features within lesson directions. For example, open a PDF document and then turn on the magnification tool.
- Use read aloud resources such as Kurzweil 3000.
- Use digital mapping resources such as Coggle.
- Embed visual timers into lesson materials, where appropriate.
- Consider the motor functioning required to use technology and provide alternate modes of expression such as writing instead of typing, speech-to-text functions, recorded voice responses, and push button responses.

Accommodation Considerations for Low-Tech Approaches
- Offer one-on-one teleconferencing with support staff to review directions and model a portion of the assignment or task for students and parents.
- Provide support for read aloud including one on one phone calls and pre-recording.
For additional continuous learning resources to ensure that students with disabilities are provided with equitable access to high-quality instruction and materials, the following resources are available.

- Continuous Education Tool Kit
- Continuous Education for Students with Disabilities: Staffing Guidance
- Continuous Education for Students with Disabilities: Accessibility of Instructional Materials
- Continuous Education for Students with Disabilities: Direct Services