CONTINUOUS EDUCATION
FOR STUDENTS WITH DISABILITIES
•ACCESSIBILITY OF INSTRUCTIONAL MATERIALS•

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 **Continuous Learning Toolkit** and is intended to help school systems expand accessibility across continuous learning formats. Whether school systems choose to implement low-tech or high-tech approaches to continuous learning, they should make high quality instructional materials accessible to students with disabilities as much as possible. School systems should continue to prioritize the use of **high quality core instructional materials** for all students while also providing flexibility, based on student need. It is critical that materials are provided in a manner that allows students with disabilities the same level of access to high quality instructional materials as their peers.

High-Tech Approaches	
Accessibility Considerations	**Resources**
Support students in using the accessibility features offered within operating systems, such as: • Narrator • Display and Readability Functions • Text-to-speech • Showsounds • On Screen Keyboard • Speech Recognition	• **Windows accessibility features** • **OS for Mac accessibility features**
Utilize accessibility features available within web browsers, such as: • Adjusting text and video size • High-contrast display • TalkBack • Read Aloud • Keyboard Access Include instructions for using accessibility features within lesson directions.	• **Google accessibility features** • **Firefox accessibility features**
Utilize the accessibility features available within delivery platforms such as: • Closed captioning • Automatic Transcripts • Speech-to-text functions • Screen Reader Support • Color contrasting • Zoom functions • Keyboard access Include instructions for using accessibility features within lesson directions.	• **ZOOM accessibility features** • **Google Hangout accessibility features** • **Skype accessibility features** • **Google Classroom**
Ensure documents are designed with accessibility considerations.	• **Word accessibility** • **PDF accessibility**
Utilize web resources that were designed to include accessibility features.	• **Web AIM Website Accessibility Tool**
Review additional accessibility resources for more support.	• **Google Access For All**

Low-Tech Approaches	
Accessibility Considerations	**Resources**
Ensure printed materials are accessible to all learners, including but not limited to accommodations such as braille, enlarged print, increased white space, highlighting, alternate fonts, or pictorial representations.	• **Louisiana AEM** » **AEM ELA Guidebook Accessible Instructional Materials** • **National Center for AEM**
When possible, provide audio versions of texts.	• **Audible** • **Barnes & Noble** • **Learning Ally** • Local Libraries

ADDITIONAL RESOURCES

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 Learning Tool Kit**

- **Continuous Learning for Students with Disabilities: Staffing Guidance**

- **Continuous Learning for Students with Disabilities: Accommodations**

- **Continuous Learning for Students with Disabilities: Direct Services**