



200 West Baltimore Street, Baltimore, Maryland 21201

Technical Assistance Bulletin

MarylandPublicSchools.org



Division of Early Intervention and Special Education Services | Bulletin # 20-03

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Date: Issued May 2020, Revised October, 2020

Providing Continuity of Learning to Students with Disabilities during COVID-19

Purpose

The Maryland State Department of Education (MSDE), Division of Early Intervention and Special Education Services (DEI/SES) has created this Technical Assistance Bulletin (TAB: # 20-03) to guide the provision of special education and related services to students with disabilities during the extended school closure due to the COVID-19 pandemic. The MSDE, DEI/SES recognizes that Local School Systems (LSSs) and Public Agencies (PAs) have rapidly shifted operations and service delivery from face-to-face instruction to virtual and/or distance learning while students are at home. The MSDE, DEI/SES remains committed to supporting LSSs/PAs as they navigate these rapidly evolving times. This guidance remains in effect until further notice. This TAB guides the development of changes to the Individualized Education Program (IEP) (if needed), remote implementation of the IEP, and evaluation of each student's progress within the virtual and/or distance learning environment. This TAB includes:

- Legal Drivers: The Provision of FAPE/IDEA
 - Continuity of Learning Provisions during Extended School Closure
 - Transitioning to Remote Learning: A Recursive Approach
- Process of Individualizing Continuity of Learning during Extended School Closure
- Development of an IEP during Extended School Closure
 - No Changes Needed to Current IEP (as Written)
 - Changes Needed to Current IEP (Amend or Revise)
- Implementation of the IEP through Virtual and/or Distance Learning Environment
 - Remote Learning Methods
- Evaluation of the IEP to Inform Future Actions
- Frequently Asked Questions
- Resources

This document is a supplement to TAB: # 20-01 *Serving Children with Disabilities under IDEA During School Closures Due to the COVID-19 Pandemic*, which is a guiding document that outlines the provision of a Free Appropriate Public Education (FAPE) for students with disabilities and the compliance requirements related to the Individualized Education Program (IEP).

Legal Drivers: The Provision of FAPE/IDEA

While the COVID-19 pandemic has resulted in the closing of school buildings, the right to a Free Appropriate Public Education (FAPE), and the obligation of the LSS/PA to provide FAPE to all students, including students with disabilities, remains unchanged.¹ FAPE must be provided in alignment with the IEP of the student (20 U.S.C.A. § 1401(9)(D)). The IEP must be “reasonably calculated to enable the student to make progress appropriate in light of the student’s circumstances” (*See Endrew F. ex rel. Joseph F. v. Douglas County Sch. Dist. RE-1*, 137 S. Ct. 988, 999 (2017)). Therefore, as LSSs/PAs provide special education and related services through virtual and/or distance learning methods to the general student population, each LSS/PA must also ensure that a student with a disability is provided FAPE consistent with their IEP; this is the provision of special education and related services through the delivery of specially designed instruction (SDI), to the greatest extent possible. The Individuals with Disabilities in Education Act (IDEA) defines SDI as adapting the content, methodology, or delivery of instruction to address the student’s unique needs that result from the student’s disability and ensure access to the general education curriculum so that the student can meet the educational standards that apply to all students (34 CFR § 300.39).

While there is no flexibility in the obligation to provide FAPE, at this time, *LSSs/PAs do have flexibility in the methods employed to implement the IEP*. Given the health and safety concerns present in the current pandemic, the way some services are provided may need to be delivered remotely, telephonically, or by other distance learning methods.

Continuity of Learning Provisions during Extended School Closure

Under the direction of Maryland’s State Superintendent of Schools, each LSS/PA is required to develop a system-wide *Continuity of Learning Plan* to address the continued education of students during this period of extended school closure. Each plan must include:

- an overall description of how the school system will deliver continuity of learning;
- the distance learning platform;
- available technology;
- how the system will provide instruction to students without access to technology or the internet;
- descriptions of the roles of administrators, teachers, staff, students, and parents;
- plans of accountability on monitoring and grading students;
- ***plans to meet the needs of students with special education needs;***
- a sample teacher and student day;
- an Equity Plan, ***including special education***, English language learners, academic needs, homeless students, and gifted students;
- professional development plans for staff; and
- resources for students, parents, staff.

¹ As of publication of this bulletin, all legal obligations under IDEA remain in place. Waiver of IDEA obligations can only be enacted by an act of Congress.

protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. Exceptional circumstances may affect how all educational and related services are provided. Schools may not be able to provide all services in the same manner they are typically provided ([US Department of Education](#), March 21, 2020).

As each LSS/PA implement their local *Continuity of Learning Plan*, school staff collaborate with the family to determine how the general education instruction offered to all students can be adapted for the student with an IEP, and how special education and related services can be provided consistent with each student's IEP. This requires reviewing the components of the student's current IEP to identify the services that can be delivered in the virtual and/or distance learning environment and redesigning services, modifications and/or accommodations, as needed, to continue providing FAPE to the student with a disability. Through this collaborative process, educators identify/develop strategies to provide instruction so that the student can **make progress** on their IEP goals and the general education curriculum grade-level standards and to **prevent regression** in learning, to the greatest extent possible, during this unprecedented time.

If school staff believe that the IEP needs to be temporarily amended, prior written notice should be provided and if the parent agrees, the amendment(s) will be documented and sent to the family and all service providers. If the parent does not agree with the proposed amendments, then the IEP team meets remotely to revise the IEP. If the parent cannot participate in this IEP meeting, then the IEP team must implement those services currently on the IEP that can be reasonably provided virtually, in a manner that does not change the student's program or placement. Once regular school operations resume, the IEP team will determine whether and to what extent a student has made progress and has gained or lost skills during the extended school closure to design their next steps. Transitioning from a face-to-face instructional model in school to a virtual and/or distance learning model in the home involves a recursive cycle of development, implementation, and evaluation.

Transitioning to Remote Learning: A Recursive Approach

To operationalize the transition, Figure 2 highlights the components of the IEP considered within the context of the virtual and/or distance learning environment. The process of development, implementation, and evaluation is cyclical. Once the plan is developed, it is implemented; data is collected to evaluate and inform educators, related service providers, and parents, and the team uses information about the effectiveness of the IEP to make revisions and develop new goals or revised services. Using the new data obtained in the virtual and/or distance learning environment, the team will revisit the IEP and begin the cycle again.

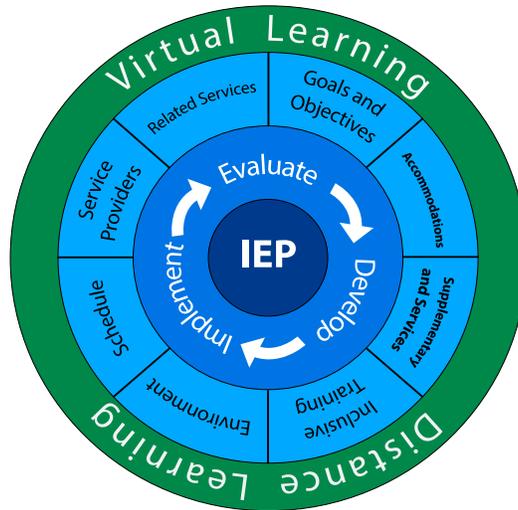


Figure 2. The recursive cycle of development, implementation, and evaluation of a student's Individualized Education Program (IEP).

Development of an IEP during Extended School Closure

Special education and related service providers, in collaboration with parent(s), review the components of the approved IEP to identify the services that can be delivered in the virtual or distance learning environment and redesign the goals and/or services, as needed, to continue providing FAPE to the student with a disability.

No Changes Needed to Current IEP (as Written)

After careful consideration of the student's IEP within the context of a virtual and/or distance learning environment, the LSS/PA determines if any changes are necessary to the IEP. Some students' IEPs will be able to be implemented as written, as changing the delivery mode from face-to-face instruction to virtual instruction does not necessarily require a change to the IEP. For example, some students with disabilities may be able to access their class program as the special educator adapts materials that may be posted online for student work or online peer collaboration on assignments. The accommodations on the IEP, such as extended time or frequent breaks, may be easily implemented at home, while related services may be provided through video conferencing or telephonically. For these students, the LSS/PA continues to implement their IEP as written.²

Changes Needed to Current IEP (Amend or Revise)

For many students, the extended school closure and shift to remote learning will necessitate a change to the IEP. This may be due to constraints of the home, the content of instruction available, the method of providing instruction, or the ability to deliver specially designed instruction (SDI) remotely. For example, some students may require in-person tutorials online rather than

² Even if a student's IEP can be implemented as written, the LSS or PA should continue to communicate with the parent to ensure there are no new or different needs arising from the change in educational environment that could necessitate a change.

participation in large or small group online instruction to access the curriculum. Some goals or objectives may not be possible to address in the home. Some goals may require physical supports or peer engagement that cannot be facilitated. If these or other limitations to IEP implementation are found, the team may recommend changes to the IEP.

Changes to the IEP may be documented in one of two ways:

- *Parent agreement to the amendment of the IEP.* School staff can propose changes to the IEP outside of the formal IEP team process. If the parent agrees, this will be documented through prior written notice and as an IEP amendment. The IEP amendment must be provided to the parent and staff responsible for implementing the plan and uploaded to the Maryland Online IEP or LSS IEP platform.
- *Revision of the IEP through an IEP Team meeting.* The IEP may be revised during an IEP team meeting. If the parent does not agree to an amendment of the IEP, then the LSS or PA will need to hold an IEP meeting to discuss necessary changes. The revised IEP can only be implemented after the parent has received prior written notice (PWN).³
 - If the parent is unable to participate in the IEP Team meeting, then no meeting shall be held; and only those services currently on the IEP that can be reasonably provided virtually, in a manner that does not change the program or placement, may be provided.

Some questions that the school staff (e.g., teacher or other service providers) can ask in conversation with the family to guide the decision about amendments to the IEP include.

Learning Environment and Schedule

- What is the student's daily schedule at home?
- How will the general education and special education classes be conducted?
- Can the student participate in the online or virtual education classes offered by their general and special education teachers?
- Does the general/special education teacher(s) and/or service provider(s) have online office hours assigned for students?
- Can the student with an IEP access the general education class, teacher office hours, or other platforms used by the general education teacher?
- If whole group and small group instruction are offered through the general education *Continuity of Learning Plan*, will the student with an IEP be able to participate in those grouping arrangements as specified on the IEP?
- Will the student need additional 1:1, specially designed instruction to make progress on the IEP goals and grade-level curriculum?
- How long and how often is instruction needed for the student to continue to make progress on IEP goals and the general education curriculum?
- How much time does the student need for learning and practicing new skills?
- How long can the student sustain attention in the new learning platform?

³ Each time the school proposes changes to the IEP, parents must receive prior written notice that includes a description of the action proposed, an explanation of why the school proposes the action, a description of the basis for the decision, a statement regarding procedural safeguards, sources for obtaining assistance, a description of other options considered, and a description of any other relevant factors.

IEP Goals and Objectives

- How can the student’s goals and objectives be implemented through the virtual and/or distance learning method?
- Identify the student’s goals and objectives that cannot be implemented through the virtual and/or distance learning method? Document why.
- Who will be responsible for implementation (special educator, related service provider, a general educator, paraeducator under the supervision of a special educator)?
- How can related service providers address goals related to their area of expertise?
- How can goals and objectives be monitored, and implementation documented?
- Can the evidence-based practices designed for delivery within the school setting be implemented within the new learning platform or another distance communication method?
- Are additional modifications to the general education instruction within the virtual learning environment needed in order to implement specially designed instruction?
- If the student requires alternate activities or additional resources (i.e., preloading information or re-teaching concepts), how will these be delivered?
- How will data be collected on the student’s response to learning activities and progress on IEP goals?

Accommodations, Supplementary Aids and Services, and Program Modifications

- Can accommodations, supplementary aids, and program modifications be implemented as written, or are changes necessary?
- How does the change from making accommodations for learning activities and assignments in the school setting impact implementation for distance learning assignments?
- Can the student’s service providers deliver supplementary aid and services and program modifications so the student can participate in the general education classes and assignments with peers without disabilities?
- Are new accommodations, supplementary aids and services, and/or program modifications needed?
- How will Assistive Technology (AT) be used to facilitate continued progress at home, as appropriate?

Inclusive Training and Support for Personnel

- Does the family need information, support, or training to assist their child in learning at home?
- Does the family need information, support, or training to support their child’s social-emotional well-being?
- Does the family need information, support, or training to implement behavioral interventions or functional skill development at home?
- Are additional specialists (e.g., psychologist, AT specialist) needed to assist the family with collaborating to implement the IEP at home?
- Do any of the service providers need additional training or support to deliver specially designed instruction to the student in the home setting?
- Can the training and support for the family or service providers currently written in the IEP be continued or offered through distant communication methods?

Service Provider Collaboration

- How will the special education and related service providers collaborate with each other and with the student’s general education teacher(s)?
- When will the service provider team meet?
- How are roles and responsibilities defined for planning and delivering specially designed instruction (SDI) and for evaluating progress and response to SDI?
- If a paraeducator is assigned to support the student, how will the service provider(s) develop plans for the paraeducator’s assistance? Can the paraeducator modify materials under the special educator’s direction? Is the paraeducator available to interact with the student in a manner aligned with the student’s schedule and communication method? Are there other assignments that the paraeducator can perform to support the team in implementing SDI?
- How will special and general educators collaborate to develop lessons, activities, and assignments that are accessible and individualized for each student based on the supports outlined in the IEP?
- How will the family be involved, and what level of communication works for the family considering their unique circumstances?

Implementation of the IEP through Virtual and/or Distance Learning Environment

Once the student’s special education program has been finalized and documented (e.g., the IEP implemented as is, amended, or revised), the student’s teachers and other service providers will begin the process of collaborating with each other and the family for implementation of specially designed instruction (SDI). Given the uniqueness of the current situation where students will be learning remotely, with family support and limited contact with classmates, teachers, and related service providers consider creative strategies to support the teaching and learning process.

Remote Learning Methods

The following list includes a range of no-tech, low-tech, and high-tech tools and modalities to facilitate SDI with implementation considerations for each. This list only provides examples, and the MSDE, DEI/SES, recognizes that a combination of these and other methods MAY be used to meet the individual learning needs of all students.

Printed Materials

- The team may post copies of documents on the commonly used remote learning site used by the LSS/PA (e.g., Schoology). They may also send home hard copy materials for students who cannot access the documents visually through various storage options (e.g., Google platform, MS Office, or Schoology).
- For students who cannot access printed materials in either hard copy or online, alternative ways to deliver the content may be developed, such as speech-to-text.
- Paraprofessionals may be given explicit direction on how to modify printed materials to make them accessible for a student, considering the unique impact of that student’s disability.
- Color code virtual folders for “to do,” “in process,” and “completed” tasks.
- Design a schedule to be sent by mail or email to the family to help them with home tasks as

well as school tasks and routines.

- Develop a behavioral regulation and feedback system that includes online reminders and affirmations of accomplishments.

Recorded Lessons

- Teachers may record lessons for students to access so that SDI is provided on IEP goals with directions for activities that may support learning, practice, or natural applications of an academic or functional skill.
- If teachers assign particular recordings such as webinars, podcasts, and read-alouds created and made available by subscriptions or to the general public,⁴ they will need to pay attention to accessibility, especially for students who may have significant cognitive disabilities, are blind or have low vision, are deaf/hard of hearing, or have significant reading needs.
- Record a verbal response to a question on an assignment or on an assessment that would ordinarily require a written response.
- Annotate tutorials, directions, or steps to complete tasks.

Teacher Check-ins/Tutorials

- Conferences, video, and traditional telephone calls may be used for teachers to explain directions, teach lessons, or provide individualized supports to students as determined by their IEP.
- Teachers can email accessible materials to families and students and share strategies and resources.
- Many teachers are offering “office hours” for students to access their teacher for additional assistance or to answer questions related to assignments.

Evaluation of the IEP to Inform Future Actions

As is the case during normal school operations, the collection of data on student progress is essential to evaluate the needs of the student and the appropriateness of the IEP. During this period of remote learning, data is critical for determining any potential new needs of the student stemming from the change in the instructional delivery method as well as for analyzing the impact on the student’s progress in the general education curriculum. As a reminder, once regular school operations resume, the IEP team will need to determine whether and to what extent a student has experienced regression and/or failed to make progress necessitating mitigation and recovery efforts (i.e., additional/new/different services and/or accommodations).

School staff should plan how data on student performance will be collected, and progress monitored frequently. On a regular basis, the IEP case manager, or other designated staff member, will review the data provided by the service providers. This data review should include updates on how well the service providers are able to actually implement SDI, and whether there are ongoing limitations to providing special education and related services to the student.

Educators should also consider ways to partner with the parent(s) to monitor the student’s response to the new learning context to evaluate the efficacy of providing remote services, accommodations,

⁴ All materials must be provided to families at no cost as a part of FAPE.

and/or modifications for the student. The instructional team may also consider a review of a service delivery log as a basis from which to make this determination. An example of a service delivery log is below.

Student Name: Juan						
Date	Focus	Service Provider	Service Provided	Individualization	Student Response	Notes
4/15/20	Math	Mrs. Rabin, Special Education Teacher	30-minute SDI through Google Hangout (<i>as part of daily direct instruction in math in a small group</i>)	Annotated problems sent ahead of time, with problem chunked in sections (<i>Supplementary Aids and Services that appear on the current IEP</i>)	Juan was able to complete the equation in the time given with verbal directions for each step and visual prompts for problem-solving.	The parent told Mrs. Rabin that Juan was distracted by his brother during the first lesson, the parent moved Juan and his iPad to a quiet room for the rest of the lesson.

When reviewing the student's performance and progress, the team will want to add some considerations to the discussion of goal attainment and grade-level performance. These include:

- How was the student's attendance and engagement in general education and special education lessons affected by extended school closure?
- Were there environmental factors that influence learning during instruction because of needing to learn at home?
- Were there sensory or other factors that influenced the student's ability to participate in remote learning?
- To what extent was the student able to engage in and complete learning activities and assignments?
- Are there any new behaviors that may interfere with learning?
- Were there any unanticipated barriers that became apparent during the time that schools were closed?

Some questions that the teacher or other service providers might ask to evaluate the IEP are provided below.

- How is progress toward general education standards being measured for all students during this time? What assignments are being collected and/or graded? Are grades or credits being earned?
- What progress monitoring system is in place for IEP goals and objectives, and how is progress routinely analyzed?
- What system is in place to document the nature and amount of services (including consultation with families/caregivers, etc.) being delivered to the student?

- How often are progress and student response reviewed and documented to inform instruction so the team can address barriers in a timely manner?
- How are families engaged in the process?
- Have barriers become evident that may need to be addressed? (Barriers may include difficulty engaging families, student attendance, increase in off-task behaviors, etc.)
- If new behaviors are interfering with student progress, how can these be addressed?
- How is data being stored, and who is the primary individual responsible?

Frequently Asked Questions

Q: How can school staff anticipate the needs of the student in the home setting if it is difficult to obtain information from the parent(s)?

A: It may be necessary to rely on previously collected data that will help clarify the impact of the disability in the virtual and/or distance learning situation to support the identification of the learning needs of the student. This may include recently completed assessments such as home rating scales and supplemental information located in functional behavior assessments. It is important to document attempts and conversations with the parent(s).

Q: What IEP goals and objectives are addressed during the extended school closure?

A: The IEP goals reflect those skills that the IEP team determined the student needs to master to access and make progress in the general education curriculum (i.e., FAPE). During the extended school closure, the IEP goals and objectives should be implemented to the greatest extent possible. Factors in the virtual and/or distance learning environment may impact skills differently.

Q: How can SDI be implemented for students whose families have limited or no access to technology and/or those significantly impacted by environmental factors (i.e., job loss, homelessness)?

A: It is important in these instances to rely on the collaborative structure of the school system and include relevant parties who would support the student during traditional times (i.e., a school counselor, Pupil Personnel Worker (PPW), school psychologist, or school social worker). When these unique situations arise, the following questions can support a solution finding approach to the situation. It is critical that heightened attention to the safety and health of students, family, and staff be considered for all circumstances.

1. When the situation occurred while schools were in normal operations, how was the situation managed? What resources support the solution? What specialists within the system have responsibility for the concern or can provide a guiding direction?
2. How does the State of Emergency Response to COVID-19 and the Governor's stay-at-home order impact or alter how the situation is addressed at this time?
3. Is the situation specific to special education services, or is it better managed by other system resources? What is the process to notify supportive resources (i.e., PPWs, counselors, school administrators)?
4. How does the situation impact the delivery of special education and related services through

the virtual and/or distance learning platform? What additional supports or accessibility accommodations are needed to reach this student and parent?

Q: What if the parent(s) of a student is refusing special education and related services?

A: In this instance, it is critical to document conversations and attempts to engage with the student and parent. Consider scheduled and regular contact with the parent as a best practice. For example, a parent may indicate that the student will not respond to virtual and/or distance learning. In this instance, it is important to ask guiding questions to understand the perceived challenges and attempt to troubleshoot a possible solution. If the parent refuses services, it is equally important to regularly check back with the parent to determine if their situation has changed, impacting their willingness/ability to have their child participate in IEP services. It is recommended to share with parents how they can access the necessary school personnel if they wish to engage with services during the extended school closure or if they wish to ask questions about what their child's services may look like. While flexibility is offered, documentation to support decisions is important to record efforts to support the provision of services.

Q: What does direct instruction mean in the use of a distance learning model during COVID-19 school closure?

A: Instruction may be provided by special education staff, including related service providers. Districts will need to assess translation and interpreting needs for students and families when developing and providing instructional materials. This can occur through a variety of means consistent with the distance learning section of this document. This includes:

- Paper packets and worksheets, which could be distributed daily by bus route or collected several times a week at a central location
- Textbooks
- Telephone instruction
- Online resources (consider the availability of broadband access)
- Instruction via the school's learning management system (LMS)

Q: How are special educators expected to provide co-teaching and direct instruction to students with disabilities?

A: A best practice is for the collaborative planning structures that existed prior to the school closure remain intact during this time. The shift in roles and responsibilities of staff may be necessary to account for the varied and individualized needs of students during this time, but defining times and outcomes of planning sessions, as well as the roles and responsibilities of general and special educators in applying modifications, accommodations and leading instruction, will support an equitable approach to planning for and delivering instruction. For example, a general and special educator may collaboratively plan a week's work of math lessons. For each of these, the special educator pre-loads individual accommodations onto the student's virtual worksheets. During instruction, the general educator leads the lesson and checks in for understanding as the students complete the accommodated assignments.

Q: What if a student is not responding to the virtual and/or distance learning instruction method(s) being used?

A: When challenges arise, and there are concerns that learning or access to instruction is not occurring as expected, the IEP may require amendments. A discussion with key members of the instructional team and the parent(s) may identify barriers or challenges that may not have been considered or other factors that impact learning or access to instruction. Changes to the plan and parent agreement to the new changes using the established process for the system are documented. It is important to rely on the recursive cycle of SDI development, implementation, and evaluation to continually address student needs.

Q: How are assignments graded for students with disabilities?

A: Grading for students with disabilities will follow local school system/public agency policies and procedures for grading all students. If, during traditional instruction, the student received modified assignments or modified grading, the instructional team determines how this will be implemented in the context of virtual and/or distance learning assignments. If this flexibility exists on the current IEP, it is a best practice to document as such and discuss during the review process so there is a clear understanding of how the student will be graded and on what types of assignments. If necessary, amendments to the IEP are documented.

Resources⁵

[NCSI Resource Library](#)

A number of resources vetted and made available through the National Center for Systemic Improvement (NCSI). Resources include evidence-based practices and guidance around stakeholder engagement, implementation strategies, and data collection and analysis.

[CASE Landing Page](#)

Council of Administrators of Special Education (CASE) COVID-19 guidance, including webinars, templates, and learning resources to support special education leadership in the development, implementation, and evaluation of virtual and/or distance learning for students with disabilities.

Specially Designed Instruction

[+225 Amazing Online Learning Resources](#)

A wide range of online learning resources within different core content areas supporting grades K-12. Most are free during COVID-19 to support online learning through June.

[CEC Teaching Special Education Online](#)

Council for Exceptional Children (CEC) provides strategies and resources for moving toward teaching SWD online.

[Audible audio stories](#)

Free audio stories for all children.

Behavior and Social-Emotional Learning (SEL)

[So Now What? Supporting SEL at Home](#)

The Collaborative for Academic, Social, and Emotional Learning (CASEL) produced a video that offers suggestions and strategies to support SEL within the home while working with families and students during COVID-19.

[How to Teach SEL When Students are not in School](#)

EducWeek suggests strategies to support SEL for students.

[Activities to Teach Impulse Control](#)

A variety of games and activities that support students with increased impulse control that can be implemented in the home setting and via virtual learning.

[Parents Help to Encourage Social Success at Home Too!](#)

Activities to share with parents to support SEL at home.

⁵ Resources are not endorsed by the DEI/SES, and information contained therein should not be construed to be the position of the DEI/SES.

Communication

[AAC in Telepractice](#)

Recorded webinar describing strategies for supporting students who use AAC through distance methods, including strategies for parent collaboration and coaching and service documentation.

Accessibility

[Supporting Students with IEPs during E-Learning](#)

This webinar serves as an introduction to resources from SETDA (State Education Technology Directors Association) and the AEM Center (federally funded Accessible Educational Materials Center at CAST). It also provides an overview of accessibility issues in distance learning.

[Resources for Access and Distance Education](#) from the AEM Center

Recorded webinars, tip sheets, and other tools to support the selection and development of learning materials that are usable by students with a wide variety of disabilities.

[WebAIM](#)

Includes webinars and other resources for creating accessible e-learning activities.

[Explore Access: Tools for Promoting Disability Access and Inclusion](#)

Basic directions and links to additional information on creating online learning activities (e.g., creating accessible documents, adding captions to videos, etc.)

[Open Dyslexic](#)

Open software to download a font that is accessible to students with dyslexia.

[Remember Accessibility in the Rush to On-Line Learning](#)

The National Deaf Center provides tips on accessibility in online learning environments. Although designed primarily for post-secondary instructors and institutions, the tips are relevant for K-12 contexts as well.

Screen Readers

[NVDA](#)

A free screen reader that can be downloaded on any computer.

[JAWS](#)

The most commonly used screen reader is offering free home downloads until June 30, 2020.

[Windows Narrator](#)

Microsoft has a built-in screen reader available for free on all Windows platforms.

[Natural Reader](#)

This Google Chrome extension is a text-to-speech reader that will read text aloud within Chrome.

For more information, call 410-767-0249
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