Continuity of Learning Plan (CLP) Submission Template

# Purpose

The purpose of this template is to assist supervisory unions/supervisory districts in developing and submitting the required Continuity of Learning Plan (CLP) under [Governor Scott’s Directive Number 5 of March 26, 2020](https://governor.vermont.gov/sites/scott/files/documents/Directive%205%20-%20Continuity%20of%20Learning%20Planning%20_0.pdf).

# Structure and Design

This template is comprised of four sections:

1. Communication and Routines
2. Structures for Student Success
3. Instruction and Assessment
4. Ensuring Accessibility

Each Section has 3-4 *Essential Elements*, including Recommended Resources, Questions to Consider, and a place for your plan. In your plan, please:

1. Provide a description of how you will meet each essential element broken down by PreK, K-6, and 7-12 students in your SU/SD.
2. Identify any SU/SD-wide activities.
3. Identify the person(s) responsible for implementing essential elements.

Questions to Consider are offered as prompts for the kinds of thinking you should consider in developing your plan. They are not exhaustive; feel free to address additional issues, questions, topics in your CLP.

These design elements were developed to ensure compliance with [Governor Scott’s Directive,](https://governor.vermont.gov/sites/scott/files/documents/Directive%205%20-%20Continuity%20of%20Learning%20Planning%20_0.pdf) provide guideposts for SUs/SDs to identify and address potential equity gaps for learners, and organize useful resources for the plan development process. Initial CLPs should be sent to Heather.Bouchey@vermont.gov by the end of the day on Wednesday, April 8, 2020. The Vermont Agency of Education (AOE) will provide feedback on your plan within 48 hours of submission. An SU/SD may make amendments to its CLP in response to AOE feedback. Final CLPs, to be put on file at AOE, should be submitted by Monday, April 20, 2020.

Follow-up guidance from AOE will provide additional information to assist you in plan implementation.

**Submitted by:** **email:**

**Supervisory District/Union:**

# Communication and Routines

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| **Essential Element**  | **Related Resources** |
| **Describe the process you will use to connect with students and families,including how you will evaluate and track the best modes by which to communicate with them.*** How will you be able to connect with every student, every day?
* What is your attendance mechanism and who will be responsible for tracking attendance?
* How will you utilize existing homerooms, advisory programs or other systems for connecting with students?
* How can you leverage phone calls and video chats to connect with your students?
* How can you best connect with hard to reach students/families who may have no or limited internet access?
 | [Recommended Daily Contact Procedures for Continuity Plans (from VTVLC)](https://docs.google.com/document/d/12BWTsVgfWEA2dNB_3ZVV_QKXDCUIRlgW1KJMQLu4IUw/edit)[Teach from Home (from Google)](https://teachfromhome.google/intl/en/)[9 Uses for Smartphones in the Classroom](https://www.govtech.com/education/news/cellphones-in-classrooms-part-2.html)[Leveraging Skype to Connect with Students through Landlines or Mobile Phones](https://www.skype.com/en/) |
| **Your Plan:** PreK:K-6:7-12:District-wide:Person(s) responsible: |

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| **Essential Element**  | **Related Resources** |
| **Develop communication plans/routines for student to teacher, teacher to student, staff to staff, and staff to family/community.*** How will you keep ALL families informed about updates, changes, and/or general information?
* How will you assist students and families in setting up schedules and routines for their remote education experiences?
* How can you support families and caregivers as they facilitate learning at home?
* Do families have the physical resources they need to meet their students’ academic needs? If not, how will you ensure they do?
* How will you ensure that administration, teachers and staff communicate with each other? With what frequency?
 | [Communicating with Districts, Schools, Parents and Students (SETDA)](https://www.setda.org/main-coalitions/elearning/communication/) [Creating a new schedule for remote learning (from Tarrant Institute)](https://tiie.w3.uvm.edu/blog/creating-a-new-schedule-for-remote-learning/#.Xn98aJNKjs0)[Talking with Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks](http://store.samhsa.gov/product/Talking-With-Children-Tips-for-Caregivers-Parents-and-Teachers-During-Infectious-Disease-Outbreaks/PEP20-01-01-006) |
| **Your Plan**PreK:K-6:7-12:District-wide:Person(s) responsible: |

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| **Essential Element**  | **Related Resources** |
| **Describe your system/structure for ensuring that all students get enough help (academic, social/emotional, or technology/material needs) in a timely fashion.*** How will you leverage your MTSS system and/or EST to support struggling students?
* How will you utilize classroom instructional assistants, school counselors and clinicians, and social workers to create support systems?
* How will academic advising, counseling services, and other mental/health supports be maintained and provided?
* How will you engage families and caregivers in supporting the academic and social-emotional needs of their children?
* What methods will be used to support students if they have questions?
 | [Remote Learning: Relationships first (from Tarrant Institute)](https://tiie.w3.uvm.edu/blog/remote-learning-relationships/#.Xn96yJNKiqA)[Getting up and Running School with Online (online workshop from VTVLC)](https://docs.google.com/forms/d/e/1FAIpQLSe5p39l5Cylk98KQAWgW2BCd9OQEcaFRXK1DTb9Pt58AGMn8g/viewform)[Vermont Multi-Tiered System of Supports (MTSS)](https://education.vermont.gov/student-support/vermont-multi-tiered-system-of-supports)[Helping Children Cope with Stress During the 2019-nCoV Outbreak (from WHO)](https://www.who.int/docs/default-source/coronaviruse/helping-children-cope-with-stress-print.pdf?sfvrsn=f3a063ff_2)[American School Counselor Association COVIV-19 Resources](https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/coronavirus-resources)[Teaching Through a Pandemic: A Mindset for This Moment](https://www.edutopia.org/article/teaching-through-pandemic-mindset-moment) |
| **Your Plan:**PreK:K-6:7-12:District-wide:Person(s) responsible: |

# Structures for Student Success

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| **Essential Element** | **Related Resources** |
| **Describe the system/process for ensuring that developmentally appropriate learning modules (managed by teachers, students, and families) are flexible enough to meet individual student needs while providing some predictability for students, families and educators. (For instance, in virtual delivery models, do not make plans that require more than 1-2 hours of synchronous time per day for each student.)*** How are you organizing content and grade level structures to ensure consistency in experience?
* How are you leveraging, selecting, or developing virtual and analog materials? In what ways will you replicate classroom practices or routines online?
 | [Continuous Learning Taskforce Guidance (from the Kansas State Board of Education)](https://www.ksde.org/Portals/0/Communications/Publications/Continuous%20Learning%20Task%20Force%20Guidance.pdf?ver=2020-03-19-102225-707)[Getting up and Running School with Online (online workshop from VTVLC)](https://docs.google.com/forms/d/e/1FAIpQLSe5p39l5Cylk98KQAWgW2BCd9OQEcaFRXK1DTb9Pt58AGMn8g/viewform)[Dynamix Humanities Online: Week of March 23 - March 27 from Don Taylor at Main Street Middle School](https://docs.google.com/presentation/d/1PaoKoIRi8VPuR7YUf9ydQymJXJ9RdHF35BkN1UixBFI/edit#slide=id.g71c3395e28_0_6) [Sample Schedule from Vermont School](https://docs.google.com/document/d/1g5DVF1sEA0LvXlmdYxfmnGXhw0HbiYw8CeDFT-vktNA/edit?usp=sharing)  |
| **Your Plan:** PreK:K-6:7-12:District-wide:Person(s) responsible: |

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| **Essential Element** | **Related Resources** |
| **Establish consistent expectations of, and supports for, teachers in terms of providing learning opportunities for their students.*** What is expected from teachers in terms of lesson creation, delivery, and assessment?
* Will teachers be creating their own lessons, materials and digital resources, using other materials, or both?
* How might you institute and leverage teaming structures to ensure continuity of learning if staff become ill?
* What Professional Development will you need to prioritize and deliver to staff and educators?
 | [Continuous Learning Taskforce Guidance (from the Kansas State Board of Education)](https://www.ksde.org/Portals/0/Communications/Publications/Continuous%20Learning%20Task%20Force%20Guidance.pdf?ver=2020-03-19-102225-707)[Getting up and Running School with Online (online workshop from VTVLC)](https://docs.google.com/forms/d/e/1FAIpQLSe5p39l5Cylk98KQAWgW2BCd9OQEcaFRXK1DTb9Pt58AGMn8g/viewform) |
| **Your Plan:**PreK:K-6:7-12:District-wide:Person(s) responsible: |

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| **Essential Element** | **Related Resources** |
| **Create expectations for teachers to establish regular office hours, check-ins and provide feedback to students/families. For virtual delivery systems, technical support should also be available synchronously during the times you expect students to login to any live sessions to help them with technical issues should they arise.*** If already existing, could call-back systems be utilized for office hours?
* How will you leverage existing community structures for group dialogue, tech support, etc.?
* How can you create remote socialization time, study halls and academic support centers?
* How can you leverage your IT staff time to be available to meet student needs at virtual meeting times?
 | [Connectivity Resources During the COVID-19 State of Emergency (from VTDOPS)](https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=)[Teach from Home (from Google)](https://teachfromhome.google/intl/en/)[Getting up and Running School with Online (online workshop from VTVLC)](https://docs.google.com/forms/d/e/1FAIpQLSe5p39l5Cylk98KQAWgW2BCd9OQEcaFRXK1DTb9Pt58AGMn8g/viewform) |
| **Your Plan:**PreK:K-6:7-12:District-wide:Person(s) responsible: |

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| **Essential Element** | **Related Resources** |
| **Identify critical proficiencies that students will need to meet for the rest of the year; Design learning activities to ensure that students can meet these critical proficiencies.** * What are the critical proficiencies/standards (transferable skills and content) and curricular expectations for the remainder of the year?
* How will you create flexible, open-ended learning tasks that can be solved in a variety of ways using various, easily obtained materials?
* How will development of these proficiencies be supported and met in a remote learning environment? How will proficiencies be assessed?
 | [Getting up and Running School with Online (online workshop from VTVLC)](https://docs.google.com/forms/d/e/1FAIpQLSe5p39l5Cylk98KQAWgW2BCd9OQEcaFRXK1DTb9Pt58AGMn8g/viewform)[National Center on Accessible Educational Materials](http://aem.cast.org/)[4 Tips for Teachers Shifting to Teaching Online](https://www.edutopia.org/article/4-tips-supporting-learning-home?gclid=Cj0KCQjwyPbzBRDsARIsAFh15JauBBGPe6b1S6z8bUfMsswxn-3q-8raF2gZeRNE498w_QJ0Luv1tFAaAmueEALw_wcB)[Three Unexpected Ways Tech Can Humanize Learning](https://www.iste.org/explore/Personalized-learning/3-unexpected-ways-tech-can-humanize-learning) From [QM Emergency Remote Instruction Checklist:](https://docs.google.com/document/d/e/2PACX-1vTKJSTc2gxVC12Oki9bv3S12dry1ZsfATX8zmdBbuPJZ8ejUBpecTy50Yk_7aOSDwh83WHu0NTpOOK3/pub?utm_source=Quality+Matters+Digital+Communications&utm_campaign=59c8c41e3a-EMAIL_ERIC_2020&utm_medium=email&utm_term=0_355a0627da-59c8c41e3a-34110797&mc_cid=59c8c41e3a&mc_eid=1c61ff7100) [See part 1: Preparing (Students) for Success]From [QM Emergency Remote Instruction Checklist:](https://docs.google.com/document/d/e/2PACX-1vTKJSTc2gxVC12Oki9bv3S12dry1ZsfATX8zmdBbuPJZ8ejUBpecTy50Yk_7aOSDwh83WHu0NTpOOK3/pub?utm_source=Quality+Matters+Digital+Communications&utm_campaign=59c8c41e3a-EMAIL_ERIC_2020&utm_medium=email&utm_term=0_355a0627da-59c8c41e3a-34110797&mc_cid=59c8c41e3a&mc_eid=1c61ff7100) [See part 2: Guiding Students and Their Learning] |
| **Your Plan:**PreK:K-6:7-12:District-wide:Person(s) responsible: |

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| **Essential Element** | **Related Resources** |
| **How will you monitor and evaluate the effectiveness of your plan implementation?** * Will you collect data? What data and how will it be collected?
* How will data inform decisions?
* What other processes will you incorporate or rely on for evaluation?
 | [Tuning Protocol](https://www.schoolreforminitiative.org/download/tuning-protocol-examining-adult-work/) from the School Reform Initiative (SRI)[A Change in Practice Protocol](https://www.schoolreforminitiative.org/download/change-in-practice/) from the SRI[Continuous Improvement Resources](https://education.vermont.gov/education-quality-assurance/continuous-improvement) from AOE |
| **Your Plan:**PreK:K-6:7-12:District-wide:Person(s) responsible: |

# Instruction and Assessment

| **Essential Element**  | **Related Resources** |
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| **Ensure quality instructional design when creating remote learning activities.*** How will you create authentic, developmentally appropriate learning experiences and assignments for students, given their current reality?
* How will you determine what aspects of your current curriculum can be supported remotely and what aspects will need to shift or be re-designed?
* In what ways will you balance student independent student work with work supported by adults?
* How will you encourage students to be active users in an online or remote environment as opposed to passive consumers?
* How will you create flexible, open-ended learning tasks that can be solved in a variety of ways using various, accessible and equitable materials?
* How will you include both real-time and asynchronous instructional and learning opportunities?
 | [Remote Learning: Relationships first (from Tarrant Institute](https://tiie.w3.uvm.edu/blog/remote-learning-relationships/#.Xn99nJNKhN0))[Getting up and Running School with Online (online workshop from VTVLC)](https://docs.google.com/forms/d/e/1FAIpQLSe5p39l5Cylk98KQAWgW2BCd9OQEcaFRXK1DTb9Pt58AGMn8g/viewform) |
| **Your Plan:**PreK:K-6:7-12:District-wide:Person(s) responsible: |

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| **Essential Element**  | **Related Resources** |
| **Create opportunities for teachers and staff to work collaboratively or in teams (e.g., special education teacher, technology integrationist, English learner teacher, literacy coach, etc.) to engage in curriculum design and best support students.*** How will you leverage existing PLCs to focus on providing high-quality teaching and assessment?
* How will your MTSS and EST systems be utilized to work collaboratively to plan and coordinate necessary support for students?
* How will you ensure consistency in curriculum, instruction, and education experiences across your SU/SD?
 | [Teachers Guide to Online Learning (from Michigan Virtual)](https://michiganvirtual.org/wp-content/uploads/2017/08/Teachers-Guide.pdf)[Teach from Home (from Google)](https://teachfromhome.google/intl/en/) |
| **Your Plan:**PreK:K-6:7-12:District-wide:Person(s) responsible: |

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| **Essential Element**  | **Related Resources** |
| **Create instructional opportunities and assessments that allow for reporting on student performance in a manner that is acceptable and compatible with the school’s record system (i.e., through a proficiency score, grade or other indicator of success).** * What are the assessment strategies you plan to use for remote learning?
* Can current rubrics and/or proficiency scales be used in online learning?
* How will you create interdisciplinary learning that can leverage transferable skills and critical proficiencies and/or standards?
* How are you planning to report student progress?
* How will you address grade level advancement?
* How will you address progress in Flexible Pathways such as CTE programs, Dual Enrollment, and Early College programs?
 | [Teachers Guide to Online Learning (from Michigan Virtual, page 23)](https://michiganvirtual.org/wp-content/uploads/2017/08/Teachers-Guide.pdf) |
| **Your Plan:**PreK:K-6:7-12:District-wide:Person(s) responsible: |

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| **Essential Element**  | **Related Resources** |
| **Provide and prioritize professional learning opportunities for teachers, counselors, and staff around effective remote (including virtual) instructional design, delivery and practice.*** What online learning practices or tools are already used in your SU/district and can be easily adapted for this situation?
* Who are the champions or power users in your SU/SD who could support their colleagues?
* How will remaining professional development time and/or faculty meeting time be repurposed to include online instructional practices?
* How will you use already vetted tools and resources?
 | [Getting up and Running School with Online (online workshop from VTVLC)](https://docs.google.com/forms/d/e/1FAIpQLSe5p39l5Cylk98KQAWgW2BCd9OQEcaFRXK1DTb9Pt58AGMn8g/viewform)[Professional Learning for Teaching Online](https://www.setda.org/main-coalitions/elearning/teachers/) (SETDA) [Rhode Island virtual](https://www.dropbox.com/scl/fi/3y4scgq19br9hp0ihqelo/RI_Virtual_Isntructional_Day_Plan_Template.docx?dl=0&rlkey=pbyh6fon97wn8geiuo6gvnprx)[Teach from Home (from Google)](https://teachfromhome.google/intl/en/) |
| **Your Plan:**PreK:K-6:7-12:District-wide:Person(s) responsible: |

# Ensuring Accessibility

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| **Essential Element**  | **Related Resources**  |
| **Ensure the provision of FAPE.** * How will you ensure that opportunities are accessible to all students, including students with IEP or 504 plans, designated as EL, Migrant students, etc.? What accommodations can be made for these students?
* What additional measures will you take to support students with disabilities, and students served under Title Programs (ELL, Migrant, etc.).
 | [Special Education During School Closure Due to Novel Coronavirus Outbreak](https://education.vermont.gov/documents/special-education-during-school-closure-due-to-a-novel-coronavirus-outbreak) (AOE)[Americans with Disabilities Act (ADA) and Accessibility](https://firesafety.vermont.gov/buildingcode/ada) [Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools while serving Children with Disabilities (USDOE)](https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=) |
| **Your Plan:**PreK:K-6:7-12:District-wide:Person(s) responsible: |

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| **Essential Element**  | **Related Resources**  |
| **Addressing legal expectations and adherence to FERPA.** * How will you safeguard student privacy and ensure data security?
* Do you have an approved list of ed tech products, services, websites, or apps that teachers can use?
* What do classroom teachers need to know about student data privacy?
 | [Vermont Student Data Privacy Alliance](https://sdpc.a4l.org/view_alliance.php?state=VT)[The Student Data Privacy Consortium](https://privacy.a4l.org/)[FAQs on Photos and Videos](https://studentprivacy.ed.gov/faq/faqs-photos-and-videos-under-ferpa) under FERPA from the US Department of Education (**NEW**) [Sample Student Release form for Audio and Video Programming](http://www.nhlearnsremotely.com/uploads/1/3/1/2/131292211/sample-student-release-form.pdf) |
| **Your Plan:** PreK:K-6:7-12:District-wide:Person(s) responsible: |

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| **Essential Element**  | **Related Resources**  |
| **Ensure equitable access to instructional materials and experiences.*** How will you evaluate whether underserved students have equitable access?
* Are there associated barriers that may impact student access to instruction (e.g., materials, apps, broadband service charges, devices)? How will you address these barriers?
* If a student is impacted by these barriers, how will the SU/SD ensure that all students have the same access to analog or online learning materials and associated services?
 | [Vermont Equity Lens Tool](https://education.vermont.gov/documents/edu-equity-lens-tool) (from AOE) |
| **Your Plan:** PreK:K-6:7-12:District-wide:Person(s) responsible: |

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| **Essential Element**  | **Related Resources**  |
| **Remind faculty and staff of expectations around supporting students in flexible pathways and multiple pathways to proficiency (e.g., accessing CTE, work-based learning, dual enrollment, early college, etc.).*** How will you support students in Career Technical Education programs, High School Completion Program, Dual Enrollment, Early College, and other Flexible Pathways?
* Is there a process by which policies can be reasonably adapted to allow for any student advocating for a unique experience to engage in that opportunity?
* How are personalized learning plans being utilized and updated to support remote learning?
 | [What is Act 77?](https://education.vermont.gov/documents/what-is-act-77) from the AOE.[Career and Technical Education](https://education.vermont.gov/student-learning/flexible-pathways/career-technical-education) from the AOE[ACTE CTE Distance Learning](https://www.acteonline.org/professional-development/opportunities/distance-learning-resources/) |
| **Your Plan:** 7-12:District-wide:Person(s) responsible: |

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| **Essential Element**  | **Related Resources**  |
| **Support teachers in providing for and engaging with students in both analog and digital formats.*** How are lessons and materials being distributed to students who may not have devices or online access?
* How are you ensuring that learning experiences, no matter the modality, are sufficiently interactive?
* What is one small thing each family might be able to commit to, and how can teachers help guide this practice while being mindful of family schedules?
* How can you implement Universal Design for Learning in an online environment?
 | [Online virtual learning tools (from VTVLC)](https://docs.google.com/document/d/1uQ9eHmb3jiOl7VpLqZX6RJtJJb5nbglNZqmZS87D5y4/edit)[Teach from Home (from Google)](https://teachfromhome.google/intl/en/)[Considerations for Selecting and Reviewing Instructional Materials](https://www.setda.org/main-coalitions/elearning/content/) (SETDA) [Special Education Resources](https://education.vermont.gov/student-support/special-education/special-education-resources) from the AOE[CAST](http://www.cast.org/our-work/about-udl.html) |
| **Your Plan:**PreK:K-6:7-12:District-wide:Person(s) responsible: |

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| **Consider the role of different staff in meeting needs of students to access modifications and supports.*** How will you provide synchronous and asynchronous instructional supports for students seeking assistance?
* How might you leverage EST teams or your MTSS to identify students who need additional support?
* How will you meet/facilitate students’ needs to access modifications, accommodations and supports through new practices?
* How will students be connected with other support service providers?
 | [Question and Answers Addressing the Needs of Students with Disabilities During School Closure due to a Novel Coronavirus Outbreak](https://education.vermont.gov/documents/q-and-a-regarding-addressing-the-needs-of-students-with-disabilities-during-school-closure-due-to-a-novel-coronavirus-outbreak) from AOE[K-12 Resources](http://aem.cast.org/supporting/k-12-aem.html) from the National Center for Accessible Educational Materials[MTSS](https://education.vermont.gov/student-support/vermont-multi-tiered-system-of-supports) Co-Teaching references to MTSS/co-teaching models/SpEd guidance/advisory and call-back systems |
| **Your Plan:**PreK:K-6:7-12:District-wide:Person(s) responsible: |

# Additional Resources

## Communication and Routines

[Getting up and Running School with Online (online workshop from VTVLC)](https://docs.google.com/forms/d/e/1FAIpQLSe5p39l5Cylk98KQAWgW2BCd9OQEcaFRXK1DTb9Pt58AGMn8g/viewform)

[Creating High Quality and Accessible Video from the National Center on Accessible Educational Materials](http://aem.cast.org/navigating/using-high-quality-accessible-video-for-teaching-and-learning.html)

[Learning Continuity Readiness Rubric](https://michiganvirtual.org/learning-continuity/)

[7 ways to Maintain Relationships During School Closure](https://www.edutopia.org/article/7-ways-maintain-relationships-during-your-school-closure) (From Edutopia)

[SEL and Self-Care Resources for Educators, Schools, and Parents Related to COVID-](https://www.panoramaed.com/blog/sel-resources-for-educators-school-communities-and-parents-related-to-covid-19)19 (from the Panorama Foundation)

[Parent Guide for Online Learning (from Michigan Virtual)](https://michiganvirtual.org/learning-continuity/)

## Ensuring Accessibility

Language from [Rhode Island virtual](https://www.dropbox.com/scl/fi/3y4scgq19br9hp0ihqelo/RI_Virtual_Isntructional_Day_Plan_Template.docx?dl=0&rlkey=pbyh6fon97wn8geiuo6gvnprx): Acceptable use policies includes measures to ensure internet safety and security of students accessing school services and resources

[Supporting Students with IEPs During eLearning Days](https://www.setda.org/main-coalitions/elearning/accessibility/) (SETDA)

[K-12 Resources](http://aem.cast.org/supporting/k-12-aem.html) from the National Center for Accessible Educational Materials

[High Leverage Practices](http://aem.cast.org/about/aem-center-covid-19-resources.html) from the National Center for Accessible Educational Materials

[Emergency Remote Learning Checklist](https://docs.google.com/document/d/e/2PACX-1vTKJSTc2gxVC12Oki9bv3S12dry1ZsfATX8zmdBbuPJZ8ejUBpecTy50Yk_7aOSDwh83WHu0NTpOOK3/pub) – (Quality Matters)

[High Leverage Practices](http://aem.cast.org/about/aem-center-covid-19-resources.html) from the National Center for Accessible Educational Materials

[Teachers Guide to Online Learning (from Michigan Virtual)](https://michiganvirtual.org/wp-content/uploads/2017/08/Teachers-Guide.pdf)

[Ten Steps Toward Universal Design of Online Courses](https://ualr.edu/disability/online-education/)