Providing continuing educational opportunities to our special education students is a relatively new endeavor for all. The RESC alliance hopes that this resource can help district staff, family and students navigate the potentially overwhelming amount of information out there. Please note that the Council for Exceptional Children has free membership through June 2020. Check back frequently on their webpage about providing continuing educational opportunities and COVID-19 supports, which will be updated frequently. Also, please see this review of evidenced-based practices for providing continuing educational opportunities. Some suggestions for getting started:

1. Check out the CT State Department of Education's webpages for various guidance and support:
   a. CT State Department of Special Education Guidance and Resources for COVID-19
   b. CT Educational Technology Commission Remote Learning
   c. State Department of Education's Resources to Support Student Learning During School Closures for COVID-19
2. There are six main categories in this resource for special education. They include (with links):
   a. Students with Disabilities Requiring Access to the Curriculum with Accommodations and Modifications
   b. Tools for Learning/Skill/Drill Practice
   c. Resources for Specific Disability Categories
   d. Resources for Direct Related Services (Therapy)
   e. Resources for Students with Significant Disabilities
   f. Guidance Documents (from CABE, CASE, CEC, Data Privacy information, DCF, OCR, OSEP, SDE)
3. Some To Dos for providing continuing educational opportunities from this Council on Exceptional Children Webinar can be found on this handout. Here is the link directly on their website.
4. General suggestions for providing continuing educational opportunities:
   a. Relationships with students are critical - attempt to connect and reach out personally when appropriate and possible.
   b. Set up an initial framework - then build on it. Your student's (and your) stamina will only improve over time.
   c. Consider the amount of time that is developmentally appropriate for students to work online.
   d. Encourage movement breaks and provide resources for them.

e. Encourage social interaction with students, supervised, when available to promote social skills goals and objectives