

ILLINOIS CENTER FOR AUTISM REMOTE LEARNING PLAN FOR COVID-19 SHUTDOWN

Purpose

Due to the unprecedented shutdown of all Illinois Schools because of the COVID-19 pandemic, the Illinois Center for Autism is now providing learning opportunities at home for our students via our Remote Learning Plan. The implementation of this 1:1 initiative will be used in conjunction with the students' Individualized Education Plans (IEP's) and is expected to build the capacity of all stakeholders to successfully implement the program. The Illinois Center for Autism knows this is new to all stakeholders and will implement regular checks with our stakeholders to see if and how we can improve this process. We encourage and support parents, staff and all community members to be lifelong learners and communicate with us during these unprecedented times. The four priorities while implementing this plan are:

- The safety, health and welfare of our students and staff members
- Delivering services to our students reasonably and in the best way we know how,
- Documentation of efforts that is consistent, detailed and demonstrates good faith effort to provide services
- Maximum level of compliance with the law during this time.

Timing

Beginning **Tuesday, March 31, 2020**, the Illinois Center for Autism will follow this Remote Learning Plan for as long as the mandated closures remain in effect.

ICA Staff Availability

Illinois Center for Autism educators are expected to be available to communicate with students and families throughout any Remote Learning Day. Minimal educator expectations are to monitor their emails and/or Google Classroom from 8:30 am–11:30 am and 12pm-4 pm. Remote Learning Plan Days are set up as a non-simultaneous learning experience to provide flexibility for students and families.

Seven hours will be needed to be given credit for a full day of work. Inability to be available for those seven hours during any day will require notification of the Educational Services Director/Principal and the Assistant Educational Services Director/Assistant Principal and they will speak with you about how to document the time you are unavailable.

Throughout the implementation of this plan, there will be times when staff are required to report to the main campuses. Inability to report to the main campuses will require notification to the Educational Services Director/Principal and the Assistant Educational Services Director/Assistant Principal and they will speak to you about how to document the time you are unavailable.

Attendance

Student attendance will not be taken online, but daily interaction with families is expected and must be documented. Any period of 5 days of not being able to contact a family must be brought to the attention of the Educational Services Director/Principal and the Assistant Educational Services Director/Assistant Principal and they will create a follow up plan and share that plan with you.

Instruction

Remote learning can be real time or flexibility timed and may or may not involve technology. It is the responsibility of the ICA licensed special education teachers and therapists to contact families to determine and document what Remote Learning will look like and how progress will be tracked for each student on their caseload. A copy of these plans must be submitted to Sandra and Kate to be kept on file. A blend of real-time, flexibility timed, technological and non-technological options may be used and must focus on current IEP goals and objectives.

It is the responsibility of the licensed special education teachers to provide instruction to paraprofessionals on how they will be included in supporting the Remote Learning of our students. Again, their support may be technological or non-technological and they are required to be available as above to support student learning.

In an effort to not overwhelm students and families, student work should be meaningful and manageable (think “bite sized” pieces) and the maximum amount of work provided to any family at one time will be 1 weeks’ worth of materials indicating what day each piece of material is expected to be completed.

Instructional Time Expectations

Instruction time and expectations have been adjusted from the Illinois Center for Autism’s e-Learning Day Plan to compensate for the individual needs of our students and families during these unprecedented times. The table below is for guidance only and may be adapted to meet the needs of your students. Use realistic time frames for each individual student.

Grade Level	Minimum Amount of Instructional Minutes	Maximum Amount of Instructional Minutes	Recommended Length of Tasks to Sustain Attention
EC - K	30 minutes/day	90 minutes/day	3-5 minutes
1-2 Grade	45 minutes/day	90 minutes/day	5-10 minutes
3-5 Grade	60 minutes/day	120 minutes/day	10-15 minutes
6-8 Grade	90 minutes/day	180 minutes/day	15-30 minutes per class/subject
9-12 Grade	120 minutes/day	180 minutes/day	20-45 minutes per class/subject

ICA educators are encouraged to give additional optional work to address mind, body, spirit, environmental and family engagement needs. Families should be encouraged to support social emotional health as well as provide academic support.

Responsibilities

Sharing responsibilities will create stability and relieve anxiety as everyone knows what their role is in the larger context.

This is not an inclusive list of all recommended responsibilities.

Leadership Responsibilities	Develop remote learning plan. Communicate regularly with stakeholders. Support teachers in planning and implementing remote learning. Identify needed resources (academic, health, social, emotional). Help families find needed resources in the community (academic, health, social).
Educator Responsibilities	Make remote learning materials available in a timely manner. Be available during scheduled hours. Provide timely feedback. Communicate regularly with students/families. Provide a range of meaningful learning opportunities that meet the needs of learners as individuals.
Student Responsibilities	Complete work by assigned deadlines (when possible). Ask for help when needed (when possible). Be respectful and courteous to everyone involved in the remote learning experience.
Parent/Family/Caregiver Responsibilities	Create a learning place for the student. Encourage the student to get enough sleep. Establish and follow daily routines Talk to the student every day about their school work. Review student school work.

Common Platform

The Illinois State Board of Education recommends using a common platform for staff and families to communicate. The Illinois Center for Autism will be using Google Classroom as a way to communicate with families. Other Google platforms will be used to communicate with staff.

Documentation of Progress

Documentation of Progress can be done via dialogue with students and/or family, the use of technological options (photos/videos of the student performing the task), sharing of completed materials via electronic means (scanning and emailing documents or sending pictures of documents).

The e-Learning Log has been adapted and will be utilized to record all work sent home as well as all feedback from families regarding the work. Copies of this document must be sent to Kate and Sandra weekly.

It is expected that progress on the IEP will be updated per normal guidelines.

Transition Back to Traditional On-Site Instruction

Currently the Illinois Center for Autism's focus is to provide the best learning opportunities possible for our students in the immediate future. Once a date is determined for the return to face to face learning, a transition plan will be developed, added to this plan, and shared with all stakeholders.

Communication and Support

We are in a situation that no one involved in education (students, families, teachers, administrators, support personnel, etc.) has ever been involved in before. We are proceeding in a manner we believe will best support our students, families, communities and staff. However, we know that there will be changes that will need to be made along the way as we work through implementation of this plan. Frequent communication in a timely manner is critical as we move forward. All school program staff members are required to check emails throughout the day and respond to all correspondence in a timely manner. All school program staff members should expect to be available during the hours listed earlier in this document to perform whatever tasks may be needed. If you need support from the Educational Services Director/Principal or the Assistant Educational Services Director/Assistant Principal, their contact information is located below.

Sandra Rodenberg – Educational Services Director/Principal

sandra@illinoiscenterforautism.org Cell: 618-973-2485 Desk 618-398-7500 ext. 303 (8 am-4 pm)

Kate Wondolowski – Assistant Educational Services Director/Assistant Principal

katew@illinoiscenterforautism.org Cell: 618-971-3119 Desk 618-398-7500 ext. 237 (8 am-4 pm)