PRINCETON CHILD DEVELOPMENT INSTITUTE

PLAN FOR SCHOOL CLOSURE DUE TO CORONAVIRUS (COVID-19)

Updated May 2020

Purpose

The purpose of this plan is to outline the steps the Princeton Child Development Institute will undertake to provide home instruction in the event of a health-related required school closing.

Because PCDI exists to meet the extremely diverse educational needs of people with autism, this plan seeks to preserve child-centered decision making with adherence to relevant NJDOE regulations.

Preparedness Plan

Because our students’ needs are extremely diverse, a single plan for all students is impossible. Our plan will reflect the needs of students who cannot independently receive academic instruction via live-stream video formats and instead need instruction mediated by the student’s parents and/or caregivers under the direction of our instructional staff either via live-stream video. For all students, instruction will be individualized based on their goals and objectives. The level of support provided by parents is also individualized based on how independent a student is for each task or activity.

- PCDI provides instruction to students with autism using an ABA approach. For all PCDI students, we are meeting their IEP needs to the greatest extent practicable during remote instruction. Students receive instruction based on their goals and objectives and the modifications that are specified in their IEPs. An ABA approach continues to be used while teaching skills using a remote platform. All skills are taught using the teaching procedures outlined in the individualized programs. Reinforcement is provided using learners’ individualized motivational systems. Each student has his/her own set of curricula, teaching procedures, and motivational systems based on their needs and those documented in their IEPs.

- For students who cannot receive academic instruction independently via live-stream video because of sub-criterion levels of engagement in small group instruction, and/or high levels of aggression, self-injury, or stereotypic behavior:
  - Certified teachers or instructional aides under the supervision of certified teachers and BCBAs will supervise parents and/or caregivers delivering instruction via live-stream video. Remote instruction will be offered in a 1:1 ratio no fewer than 10 hours per
week, five days per week. Additional curricula and programming are offered to families for another 2 hours per day of instruction.

- Parents and/or caregivers will support all remote instruction delivered for students in this category.

- For students who can receive some academic instruction independently via live-stream, parents and/or caregivers will provide support as needed. The level of support for each individualized program is determined by the intervention team.
  - Certified teachers or instructional aides under the supervision of certified teachers and BCBAs will deliver instruction via live-stream video. Parent support is provided based on individual needs. Remote instruction will be offered no fewer than 10 hours per week, five days per week. Additional curricula and programming are offered to families for another 2 hours per day of instruction.

- Small group instruction will be delivered for those students for whom this is appropriate at an agreed upon schedule. Differentiated instruction is provided to each student. Each student’s plan of instruction is individualized and is based on his/her IEP and goals and objectives. Each plan includes the implementation of individualized programs indicated in goals and objectives. Programs that are completed with support from the parent versus those completed independently are indicated in the plan. Each individualized program includes a measurement procedure, describing how progress of student learning is determined.

Technology Needs

- PCDI has conducted an inventory of staff and students’ access to technology. If staff or families do not have appropriate technology to access education via live-stream, PCDI will provide it. Information and instructions on how to access the appropriate software will be provided to all staff and students as well. An updated survey to determine if any more technical support is necessary was administered to parents on May 13, 2020.

Communication

- Regular updates are provided to parents as PCDI receives new guidance from DOE. Because parents are supporting students in remote instruction, daily contact with paraprofessionals, teachers, trainers, and directors occurs.

- PCDI communicates updates to its closure plan to each sending district. Regular communication with case managers is welcome. IEP meetings, re-evaluation planning meetings, and eligibility meetings are held remotely during this period of closure. Meetings are held either using the Zoom or Google Hangouts platform, based on the preference of the district. Because in-person evaluations cannot be conducted, completing them within 60 days of the meeting is likely not possible. According to districts, upon reopening, evaluations will be scheduled and completed within 60 days.

- Observations of remote instruction sessions by case managers are considered on a case by case basis. Whenever possible, those observations will be accommodated.

- Materials for the IEP (PLA AFP, Goals and Objectives, etc.) are sent electronically from PCDI to the sending district. Draft and final IEPs are sent electronically from the sending district to the parents and to PCDI. Electronic sign-in sheets are included. Districts have indicated that
families can sign electronically, sign the IEP, scan, and email, or not sign and it will go into effect in 15 days. If a family is in disagreement with a proposed IEP, the standard procedures remain in place in regard to due process.

PCDI does not have any students who are medically fragile. PCDI also does not have any English Language Learners. Therefore, we do not need to consider those needs. PCDI also does not provide related services; therefore, this is not a consideration. PCDI does not provide transportation to students; sending districts provide transportation. Therefore, we anticipate communication from sending districts if those districts close and they will not be providing transportation to our students.

All PCDI students bring their own food for meals each day. Therefore, we do not need to plan for the provision of meal distribution in the event of a closure.

Our attendance policy for students is as follows:

- Remote instruction is offered to all students five days per week.
- If a student participates in any portion of a remote session, he/she is marked present.
- If a student does not participate in any remote instruction, he/she is marked absent.
- Attendance is reported to sending districts monthly, as per the standard procedure.
- Ongoing communication with parents and/or case managers occurs if attendance appears to be problematic.
- Attendance does not impact promotion or graduation as PCDI is an APSSD.

Remote Instruction Details

- PCDI employs a platform using Zoom to provide remote instruction to students. One-to-one and small group instruction is provided by BCBA’s, teachers and supervised paraprofessionals as indicated in each student’s schedule. Parents/caregivers are available during those sessions to provide prompts and rewards as defined by each individualized program.
- Support for teachers and paraprofessionals is provided by trainers, the principal, and the executive director of the education program. Trainers observe a Zoom session for each student a minimum of one time weekly.
- Parent training on how to implement school programs is infused within each remote instruction session.
- Home programming occurs regularly, based upon the schedule used throughout the entire school year. For most families, this is a minimum of one time per week. During home programming, staff and families work on programs designed specific to the home. These are different than the programs implemented during a standard remote instruction session. For students who may have challenges in completing an entire home programming session, home programs may be infused within remote instruction, with an increased duration to accommodate that instruction.
- Weekly meetings occur remotely with all teachers, trainers, and paraprofessionals in each module.
- Trainers meet with each staff member individually on a weekly basis.
- Meetings with parents occur as needed.
• The executive director meets individually with trainers at a minimum of once per month to review data and discuss instructional programming.
• The executive director, principal, and trainers meet monthly.

Documentation of Remote Instruction and Student Progress

• Services are tracked through daily remote instruction summaries. These summaries include the hours of instruction, who provided the instruction, programs implemented, and notes regarding revisions to instruction that may be necessary.
• Student progress is measured as per the measurement procedure in each individualized program. New materials and sets are introduced based on student performance as indicated on data summaries.
• Data are collected on each instructional program implemented during remote instruction. Data summaries have been transferred to a remote platform (Excel) in order to allow staff to continue to make data-based decisions about programming.
• Excel graphs showing student progress are housed in learner sites on our Sharepoint server through Microsoft’s Office 365. This allows all staff on a student’s team to have remote access to our documentation of student progress. Staff graph data weekly at minimum. Data are analyzed regularly to determine any necessary changes and to allow us to make data-based decisions in regard to a student’s program. Changes may include revisions to the teaching procedure, the introduction of teaching to prerequisite skills, or the introduction of new materials due to skill mastery.
• When possible, new instructional programs and new sets of materials are emailed to families. If materials cannot be emailed, they are mailed and dropped off at families’ front doors by a member of the education program staff. This process will ensure a timely introduction or new or revised materials.

Facilities

• Essential Personnel who are allowed regular access to the building include:
  • Christine Fry, Principal
  • Amanda Freeman, Executive Director
  • Gregory MacDuff, Executive Director of Adult and Community-Living Programs
  • Kathy Starcher, Administrative Coordinator
    Joyce MacDuff, Assistant Director of Preschool Programs

• All other staff will be allowed in the building for brief periods of time to obtain materials to be used in remote instruction. Materials must be updated regularly as students meet criterion; therefore, access to the building to update those materials is necessary to continue providing remote type of instruction to our students. Staff may also come into the building to prepare materials for electronic graphing.
• All staff interested in entering the building must schedule a block of time with the principal and/or executive director. One person per staff room will be allowed in the building at one time.
The following guidelines are in place to ensure proper maintenance of the building during this time:

- A deep cleaning of the building was completed in April 2020.
- The regular cleaning crew continues to come each evening to clean all areas of the building, including all common areas and hot spots, such as door knobs, light switches, and commonly used equipment.
- Staff are required to wear masks when in the building. It is recommended that they bring their own. However, masks are available if a staff member does not have one.
- Gloves are available but are not required.
- Disinfecting wipes and sprays are located throughout the building. Staff are required to disinfect their work area and any common areas they may use/have used upon arrival and before departure.

Summer Programming

- PCDI has an extended school year for students. The dates of our ESY are July 6 – August 14, 2020. It is five days a week, from 8:30 – 2:30. Our calendar will not change due to COVID-19.
- PCDI’s extended school year is a continuation of its regular school year. Goals and objectives specified in each student’s IEP continue to be addressed. Instruction in 21st Century skills are infused in a student’s IEP. Skills in this area are taught through remote instruction, to the greatest extent possible. For example, instruction in the community is not possible. However, teaching a student to clean rooms in the home may be. Students at PCDI remain until they are 21 years of age. Therefore, there is no issue regarding credit loss or shortages for high school seniors. We do not offer STEM programs, or Title 1 extended learning programs.
- Assessment of learning loss and a plan for potentially addressing learning loss will be a part of our extended school year program. This assessment will be based upon our documentation of student progress as defined in the Documentation section of this plan.
- PCDI has one student graduating in June of 2020. His graduation ceremony will be conducted virtually.
- PCDI has identified a planning committee for reopening. The planning committee consists of the following individuals:
  - Christine Fry, Principal
  - Amanda Freeman, Executive Director of the Education Program
  - Gregory MacDuff, Executive Director of Adult and Community-Living Programs
  - Joyce MacDuff, Assistant Director of Preschool Programs
  - Kathy Starcher, Administrative Coordinator
  - Suzanne Dee, School Nurse
- The planning committee is responsible for the following determinations:
  - The type of program to be available during ESY (i.e., remote, in-person, or a hybrid)
  - Staffing needs to implement the program
  - Best practices to ensure safety for all staff and students when in the building
  - Facility needs to implement the program
  - Medical needs to implement the program
  - Modifications to our policies and procedures to clarify human resources issues that may arise due to COVID-19
PCDI is planning for three possible scenarios regarding the re-opening of our school.

- **Remote Instruction**
  - In this scenario, all instruction will continue to be provided remotely. The plan for this scenario remains identical to the plan currently being implemented.

- **In-person Instruction**
  - In this scenario, all instruction is provided in the school building.
  - Home programming will remain virtual to limit staff having to enter students’ homes.
  - Curriculum preparation and staff meetings will be completed virtually to minimize close contact.

- **A hybrid of remote instruction and in-person instruction**
  - In this scenario, students will have access to a combination of remote and in-person instruction.
  - Home programming will remain virtual to limit staff having to enter students’ homes.
  - Curriculum preparation and staff meetings will be completed virtually to minimize close contact.

*Updated 5/15/2020*