



2024-2025 Virtual or Remote Instruction Plan

In accordance with the requirement to deliver 180 days of instruction during the 2024-2025 school year, Princeton Child Development Institute (“PCDI”) shall provide full-time, in-person instruction for all students during the hours of 8:30 am to 2:30 pm. Pursuant to N.J.S.A 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2, when students are excluded from school on the basis of NJDOH’s COVID-19 exclusion criteria, or in the event of a public-health related school-wide closure, Princeton Child Development Institute will ensure continuity of instruction and fulfill its obligation to meet the 180-day requirement by providing students with remote instruction. If a student is excluded from school, a classroom is required to close due to an outbreak or cluster of COVID-19 positive cases (based on collaboration with the New Jersey Department of Health), or in the event of a public-health related school-wide closure, PCDI will ensure that all students are eligible for remote learning for 4 or more hours per day. To be considered in attendance during a remote instruction day, students must participate to the greatest extent possible. While not all students have the skills to participate in remote instruction for 4 hours per day, instructors will work with them to gradually increase the duration in which they can be successful. Remote instruction will be online instruction including standards-based learning activities under the teacher’s guidance and direction. PCDI will ensure that the expectations for students participating in full-time remote learning are the same in scope and quality as that of students receiving in-person instruction including, but not limited to, access to standards-based instruction, availability and use of technology and implementation of IEP goals and objectives to the greatest extent possible.

We recognize that the disruption of in-person services likely has a negative impact in some areas. PCDI uses an applied behavior analysis approach to instruction; therefore, decisions are data-driven. Review of student data and progress for each individual student is conducted regularly to determine the appropriateness of individualized programs and will be shared with the IEP team via progress reports. When beneficial to students, the use of technology will continue to be a part of students’ instructional programs, both to minimize in-person interactions, and to maintain this skill set if remote instruction resumes.

Three potential models of remote instruction are available to meet the unique needs of our students.

- For those students who display low levels of interfering behavior, consistently remain engaged during instructional sessions, and respond to verbal instructions and prompts, students will independently access remote instruction using Zoom or Microsoft Teams. Instructors continue to create and design all instructional materials and incorporate the use of online instructional activities when appropriate. Parents and/or alternate caregivers must be available when the student requires support.

- For those students who display low to moderate levels of interfering behavior, remain engaged during instructional sessions with support, and inconsistently respond to verbal instructions and prompts, students will complete remote instruction with support from a parent or caregiver. Instructional materials are individualized, and presented via Zoom or Microsoft Teams, or alternate online resources. The parent or caregiver must supervise sessions but may fade his/her presence when appropriate. Parents assist in providing prompts and feedback throughout sessions as needed.
- For students who display interfering behavior, inconsistent engagement during instructional sessions, and require the use of physical prompting to acquire new skills, parents provide instruction while PCDI staff present materials and/or provide parent training via Zoom or Microsoft Teams.

During both in-person and remote instruction, PCDI will continue to address the needs of our students based upon their Individualized Education Programs (IEPs). Because we are an approved private school with disabilities (APSSD), we will work with sending districts to schedule IEP meetings, re-evaluation planning meetings, re-eligibility meetings, and any necessary evaluations as determined by the IEP team during re-evaluation planning meetings.

Through our benefits package, staff members have access to mental health resources if needed. These resources are reviewed with staff at our open enrollment meeting during staff training. Each module will have weekly module meetings, during which staff have the opportunity to discuss concerns and ask questions they may have related to any matter, including issues that may have arisen due to a public health related closure. Finally, the directors of the program are available at any time to speak with staff about their concerns.

Staff will receive training via workshops, and ongoing training related to all items listed in this document. Particular emphasis will be placed on familiarity with relevant symptoms related to any rising public-health concerns and screening protocols to permit ongoing assessment of potential symptoms throughout the course of the day, hygiene and disinfecting requirements. Training will also be provided on routines that emerge in response to any rising public-health concern. Ongoing training is provided in areas of professionalism, communication, and culturally responsive teaching in regards to conveying and receiving relevant health information from colleagues, students, and families.

PCDI does not have any ELL or ESL students. Therefore, the program does not include a program as such. All students at PCDI have a diagnosis of autism. Their language deficits are addressed through PCDI's behavior analytic approach to instruction. Individualized language goals are specified in students' IEPs. PCDI does not have any students who have been affected by forced migration from their home country; therefore, training in this regard is not provided. If that should change at any time, training in this area will be provided.

Ongoing assessment of student performance occurs via data collection. If the student demonstrates consistent performance in both settings during hybrid instruction, data may be collected in both settings. If performance is inconsistent across both settings, teaching and data collection may primarily occur at school, with supplemental instruction provided during remote

instruction. These data are graphed and analyzed regularly to determine student progress and the provision of accommodations and modifications as specified in students' IEPs.

Remote instruction sessions occur via Zoom or Microsoft Teams. Meetings occur in Zoom, via phone, or Microsoft Teams. Additionally, staff collaborate via email or in Microsoft Teams. Curriculum and graphs are stored in SharePoint and Microsoft Teams to ensure accessibility across settings. Parents may submit data sheets and provide consent to instructional programs digitally. Surveys are used in an ongoing manner to recruit feedback from staff and families and to ensure access to necessary technology. Communication with families occurs regularly via virtual home programming and parent interactions during remote instruction. Additional modes of connectivity include correspondence via email, phone calls, and scheduled meetings.

Programming at PCDI includes close collaboration with families. Because of the level of collaboration with families during remote instruction and the support they provide to their children, they are fully aware of student participation in online instruction and their submission of assignments. The likelihood that students will not participate is minimal. Home programming, during which parent training is provided, occurs one time per week for most families. If remote instruction is necessary, this training will continue to be provided in a remote manner. During home programming, support is provided regarding family engagement, health care and dental care, and academics. All students at PCDI attend an Extended School Year, therefore summer learning is built into the program. The school nurse is available to assist in meeting the health needs of our students. The pediatrician with whom we consult is also available to answer questions. Options for agencies that provide after-school ABA services to students, and resources pertaining to respite care are provided to families as needed.

As an APSSD, PCDI does not provide food to students or their families. PCDI does not have a cafeteria. Families send in food with their children each day. If we identify a family for which food security is a challenge, we will work with the sending district to identify ways to address this challenge.

During a closure, PCDI's building will be regularly maintained. The cleaning company will clean the building daily and deep cleaning/sanitization will be conducted on a regular schedule. The facilities manager will continue to work in person to provide building maintenance and address any necessary repairs.

As an APSSD, PCDI is an individualized program by nature. All students have an individual curriculum designed specifically for them. Any necessary accelerated learning opportunities, social-emotional programming, and other extended learning opportunities are built into their programs. PCDI does not receive Title I funding; therefore, this is not a necessary consideration. PCDI works closely with families and sending school districts to ensure that students earn credits necessary for graduation. 21st Century skills and community programming goals are included within students' goals and objectives as part of their IEP. If these activities need to be temporarily discontinued due to a shift to remote instruction, ancillary skills related to these activities will be taught virtually.

PCDI students are transported to and from PCDI by their parents or by their sending school districts, as specified in their IEPs. PCDI does not provide transportation. PCDI also does not provide extra-curricular programs. Supplemental activities that occur throughout the school day, such as piano lessons, tennis lessons, and the use of the Special Olympics gym, will be temporarily suspended in the event of a closure due to a public health emergency. To the extent possible, supplemental activities will be provided virtually.

Because PCDI serves students from all over New Jersey, and due to the unique needs of our students, PCDI cannot recommend a specific child-care facility. Rather, parents may contact PCDI administrators to discuss child-care options. Recommendations will be made based upon what might be available within their area of the state. For families who elect to seek child-care support in the home (e.g., a babysitter or nanny), increased virtual home programming will be available to support those individuals caring for our students.

Essential Employees:

- Christa Lagatic Kassalow, Principal
- Christine Fry, Executive Director
- Amanda Freeman, Executive Director
- Joyce MacDuff, Assistant Director of Preschool and Early Intervention
- Nicolette Mateescu, Coordinator of Special Projects
- Larry Schnarr, Facilities Manager

This board-approved plan for the 2024-25 school year was shared with all sending districts and is posted on PCDI's website at <http://pcdi.org/>.