



Ensuring Continuity of Educational Services

2025-2026 School Year



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(v1)

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Introduction

LADACIN Network, Lehmann and Schroth Schools are committed to providing continuity of services in case of a mandated school closure. The services will mirror in-person services to the best of our ability. Communication between schools and parents, districts, and county offices will be maintained, and collaborative efforts will be instilled to ensure students individual needs are met.

Due to the medical fragility of the students served, LADACIN Network reserves the right to implement more stringent guidelines than regulated, in their commitment to provide a healthy and safe environment.



1 Equitable Access and Opportunity to Instruction

Students and staff at LADACIN Network schools will pivot to our virtual or remote school option to the greatest extent possible in the event of a school closure.

LADACIN Network schools will be proactive in ensuring both students and staff have the necessary technology, internet access, training and refresher sessions on the apps/platforms being utilized, and a technology hotline/help desk for questions.

All students will be provided with a school iPad or laptop to access virtual classrooms, assignments, and telehealth sessions. Communication devices, switches and access tools will be sent home for student use in collaboration with the student's parent/guardian. Families will be trained in all equipment by appropriate staff.

To incorporate students working remotely with those who are in-person, teachers will utilize the Swivl C3 Robot automated video technology for:

- Lecture/Lesson Capture – Swivl follows the teacher for automatic lecture/lesson capture
- Remote Learning – distance learning for remote students
- Student Use – record student projects for in-class presentations
- Remote Observations – remote observation can be done by the principal, from their office, to avoid contamination of the classroom cohort utilizing iObservation

LADACIN Network's school programs utilize a web-based curriculum, Unique Learning System® (ULS). ULS launches from a cloud-based platform allowing educators to deliver differentiated, standards-aligned content enhanced by assessments, data tools and evidence-based instructional support.

Each student has an individualized log in. Detailed instructions will be provided to parents. Individualized assignments will be displayed on screen once the student/parent logs into their account. After completing the assignment, student/parent clicks on the log out button to submit completed lesson. Administrators and teachers will be updating lessons, checking completed assignments, and communicating with families regarding student progress.

GPS is a data collection and assessment center designed to guide the instructional path of students with unique learning needs. The student's instructional team enters standard-based descriptions of a student's performance in the student profile, helping to identify a differentiation level. The differentiation level corresponds to the students' instructional materials and their present levels of performance. Skill Tracking in GPS Profile provides the instructional team with a summary of all relevant resources available for students to achieve their individual goals. In addition, each tracked skill provides a place for the educational team to write a specific and appropriate correlating IEP goal.

A parent help line is established in case of technical difficulties.

2 Special Education Needs

LADACIN Network's state approved Lehmann and Schroth Schools offer high-quality special education for children ages 3-21 with multiple physical and developmental disabilities. We provide an array of services to address the whole child, ensuring they discover and develop their unique strengths and abilities using all the technology, support, and accommodations they require.

LADACIN Network uses a transdisciplinary (TD) team approach to the evaluation of service needs and development of individual transdisciplinary services, programs, and reports. These reports include goals, objectives and activities developed by the team, including the person served. The team approach encompasses the medical, educational, therapeutic, and social aspects of the individual's development.

Each student's program is individualized and based on his or her Individual Education Plan, which is developed in conjunction with the family and the district Child Study Team. Curriculum is consistent with the NJ Core Curriculum Standards and includes an emphasis on academic, readiness and pre-readiness skills, social skills, functional daily living skills, pre-vocational skills, communication skills, and fine and gross motor skills. All certificated staff document IEP implementation in Realtime, a student information system. During virtual learning, LADACIN School Programs are working to meet each student's IEP to the greatest extent possible. Virtual IEP meetings and evaluations are conducted in conjunction with the sending district. Related services are being provided on a Zoom HIPPA compliant platform and are also documented in Realtime.

LADACIN Network's school programs utilize a web-based curriculum, Unique Learning System® (ULS). ULS is a standards-based curriculum specifically designed so that students with special needs can access the general education curriculum. This personalized system allows for more time engaging students in valuable learning time by providing differentiated lesson materials, detailed lesson plans, standards alignments, and evidence-based teaching strategies with data-driven results.

Each student has an individualized log in. Detailed instructions will be provided to parents. Individualized assignments will be displayed on screen once the student/parent logs into their account. After completing the assignment, student/parent clicks on the log out button to submit completed lesson. Administrators and teachers will be updating lessons/checking completed assignments and communicating with families regarding student progress.

In addition, the school programs utilize ClassDojo. ClassDojo is a social media-like platform enabling public and private communication between school staff and families. It allows for the school staff to send messages to families, share photos and videos, and get family and student feedback to teacher lessons and overall communication in a secure, safe place. School leaders are able to track all communication and collect data regarding family needs. Case managers will also follow up with families weekly to ensure services are implemented in accordance with IEPs to the greatest extent possible. This communication will be documented in Realtime. Interpretative services and materials are provided as needed, to ensure ongoing family and school communication.

To facilitate the aforementioned, we have been working with sending districts to ensure easy access to technology for all families. In some cases, we have provided families with iPads loaded with all necessary apps specific to the individual student. A parent help line is established in case of technical difficulties.

3 Attendance

LADACIN Network School Program's school leaders work collaboratively with sending districts regarding attendance. Teachers touch base with families daily to provide any support needed for success. Case managers will communicate with the sending district case management if student is not participating in remote instruction. All correspondence is detailed in our student record system, Realtime, and is readily available upon request.

4 Safe Delivery of Meals

School programs will work in collaboration with the Department of Agriculture (DOA) to provide "To-Go" lunches, to eligible students at the request of parents. The To-Go menu was developed with our registered dietician and adheres to USDA/DOA requirements.

5 Facilities

LADACIN Network's maintenance team will continue to monitor and preserve the integrity of our school buildings in the event of closure. Daily walk-throughs will enable the team to address any issues. In addition, to monitoring, the schools follow standard procedures for routine cleaning and disinfecting with an EPA-registered product for use against SARS-CoV-2.

HVAC Protocols

The ventilation systems at both Lehmann and Schroth Schools utilize HVAC rooftop units (Lehmann 5 units, Schroth 13 units) that induce outdoor air through a device called an economizer. The economizer is set up by an air balancer to bring in the required amount of fresh air to meet the maximum occupancy load of the building. The roof time unit system gives us a minimum of 3 air changes per hour. The iWave systems purchased and installed by the Agency aids in purifying the air through the system.

Air Maintenance

The HVAC operational heating and ventilation systems are maintained four times per year. Our preventative maintenance agreement is with Hutchinson Mechanical. Filtration maintenance systems are maintained according to manufacturer recommendations of the HVAC units.

The rooftop units provide both air conditioning and heat throughout the entire system.

6 Social and Emotional Health of Staff and Students

LADACIN’s school programs support the social and emotional health of staff and students in a myriad of ways:

- Staff use their training on the philosophy of kid grit, a curriculum that combines social-emotional learning, mindfulness, character education, and youth development to support students. Focus is on mind, body, community/connection, digital consciousness and 21st century skills.
- Topics of the Wellness Wheel (emotional, physical, intellectual, spiritual, occupational, and social) were introduced, discussed, and practiced. Staff utilize the components of the wheel and apply to instructional practices with students in classroom activities.
- Transdisciplinary Team (including therapists, teachers, social workers, school leaders, paraprofessionals) meet bi-weekly and discuss overall wellness. Student individual successes, concerns, and goals are discussed to assist in progression and planning for achievement.
- Clinics in Nutrition, Physiatry and Equipment are on-going to address student physical wellness needs.
- Social workers check in with families frequently and offer multiple resources and support.
- Nurses offer support to families in the areas of health and wellness, provide resources and referrals to mediate areas of need.
- Student’s social/emotional well-being can be contingent on the staff’s social/emotional well-being. To facilitate well-being in this area, LADACIN’s Human Resources department has supplemental materials and sources to aid and assist staff when applicable.

7 Sharing Plan

After approval by LADACIN Network’s Board of Trustees, this Ensuring Continuity of Education Plan is shared with:

- Parents
- Sending Districts
- County Offices of Education

The plan is also posted on each school’s website on the Parents page:

Lehmann School <https://lehmannschool.org/parents/>

Schroth School <https://schrothschool.org/parents/>

8 Essential Employees

A complete list of essential employees will be provided to the following county offices of education in the event either school needs to transition to remote or virtual instruction:

Lehmann School

Schroth School

Ocean County Office of Education
Susan Naples
Executive County Superintendent
Susan.Naples@doe.nj.gov

Monmouth County Office of Education
Dr. Lester Richens
Interim Executive County Superintendent
Lester.Richens@doe.nj.gov



Increasing Independence, Maximizing Potential

Providing a lifetime of opportunities for people with disabilities.