



65 Highland Avenue
PO Box 339
Peapack, NJ 07977
908-234-0011
www.matheny.org

**2020 Emergency Preparedness Plan for Public Health Related School Closure
Remote Learning Plan (Update 5/22/20)**

County: Somerset

District: Matheny School & Hospital Inc.

Executive Director: Dr. Kendell Sprott, ksprott@matheny.org - ext. 1230

Executive Team:

Principal/Director of The Matheny School: Sean Murphy, smurphy@matheny.org – ext. 1721

Director of Pupil Personnel Services: Dr. Carole Brown, cbrown@matheny.org – ext. 1508

Supervisor of Curriculum: Susan Hackett, shackett@matheny.org – ext. 1239

School Business Manager: Kathleen Powers, kpowers@matheny.org – ext. 1227

Certified School Nurse: Lori Churchill, lchurchill@matheny.org – ext. 1217

School Social Worker: Dr. Bonnie Wilkenfeld, bwilkenfeld@matheny.org ext. 1264

1.

Class Type	Number of Classes	Age Range
Multiple Disabilities	7	5 - 21
Preschool Disabled	1	3 - 5

Program Description Provided by the School:

Matheny School is a student driven and family centered program, which uses researched based practices, experience and innovation to think outside the box to help every child get closer to career or college readiness. They promote independence in all their students through positivism, collaboration and teamwork. They welcome families and sending districts to be cooperative parties in committees and community. They use adaptive techniques and instructional and assistive technology to provide universal access to any activity. The school is made up of Occupational Therapists, Physical Therapists, Speech Language Specialists, Social Workers, and Psychologists, Teachers, Paraprofessionals, School Nurses, RNs, non-instructional aides, and many other professionals with one goal. Continued improvement in standards based practices to reach students' expectations. While they are a school based day program, many parents find the respite and fulltime services provided by the hospital an invaluable complimentary service. We have no ELL students and we have no low-income students for free lunch. Free lunches are distributed under the Residential Child Care Institutions (RCCI) Guidelines

TYPE OF PROGRAM: DAY SCHOOL

LENGTH OF PROGRAM: 10 MONTHS/EXTENDED YEAR OPTION

SCHOOL DAY: 9:30 AM - 4:00 PM

Plan Component One (Equitable Access to Instruction Plan):

1. Our plan is available to all students enrolled in our school who have a valid IEP, A45, and a contract with the sending district as per statute.
 - As an APSSD school 100% of our students have disabilities, we have no students whose IEPs determine they are ELL students.
 - Our plan is individualized down to specific strategies in all of our students IEPs, and individualized health plans, behavior plans, asthma plans, et cetera. Individual circumstances are discussed with sending districts through appropriate channels.

- In addition to age appropriate content delivered through traditional best practices our plans are modified at an individual student and family level, especially in cases of sickness or palliative care.
- Online platforms that are used and programs utilized are dictated by IEPs and access to computers. We also surveyed all the parents before March 13th to ascertain how available each student was physically and if the student had access to computers.
- We did not have a vast digital divide, but we have provided district issued iPads and software where needed to facilitate individualized Facetime. All parents had internet, although sometimes the speed of the internet caused problems with access to instruction. We have also used other multi-user software such as zoom and go-to-meeting for classes not therapy (because therapy is individual not group in the IEPs).

Plan Component Two (Special Education Planning)

1. Relative to Special Education and Related Services:

- Evaluations are only scheduled with prior approval from the Department of Health. IEP reviews, eligibility and reevaluation meetings are rescheduled in coordination with the sending districts via Mathenyschool@matheny.org and through messages at 908-234-0011 ext. 1234.
- Communication with parents is done via translation via google translate and via personnel who speak their language.
- At Matheny most of the students are medically fragile:
 - ***On March 16th and 17th The Matheny School closed to arrange for possible shutdown by the Governor of New Jersey.*** As per Executive Order No.104 the Matheny School moved to a remote learning model on March 18th. Immediately preceding March 18th, eLearning class schedules and online assignments/tutorials and paper packets were sent to all students. Our model began with each student been offered at least two remote face-to-face contacts of minutes in length 20, followed by 4 more self-paced instructional sessions. Each student has a rotating schedule similar to what they currently had before the health closure. Each day of the five-day cycle will involve two live-streamed lessons and four self-guided (teacher monitored) sessions per class. As part of the transition process, building administration and our technology, guidance, and child study teams will be available to troubleshoot, answer questions and assist students/families.
 - ***How is instruction delivered?*** The Matheny School is uniquely positioned to provide students with an authentic and engaging eLearning. Each teacher is assigned a Mac laptop, and we have equipped our therapists, and substitutes with either iPads or Mac products. Each day- student parent was surveyed to see what would be the best time to receive the virtual instruction. All face-to-face remote learning blocks were provided one educational staff communicating with the student and parent/guardian/or other adult as per DOE guidance. Some parents have requested not to have cameras in their homes and have requested just to submit the work from the instructional packets. In addition we have had to modify instruction when the students or their roommates have had COVID-19 and the parent and/or locus parentis has not been available. We moved from synchronous learning to more asynchronous methods such as the worksheets, videos, DVDs and teacher and therapist prepared activities that relate to the content taught. In addition we have ordered new apps to enable students to play content rich individually designed games on their district ordered iPads.
 - ***What about Special Education services?*** On March 18th we made every effort to meet the requirements for teacher-student contact time for students with disabilities via distance learning. Student progress is monitored and feedback provided by special education teachers, substitutes, Occupational Therapists, Physical Therapists, Speech-Language Specialists with the opportunity to communicate directly during scheduled times. No IEP related services will be provided were provided from March 18th until April 1st as Tele-therapy was not allowed by law in the state of

New Jersey until that time; however, therapists provided limited asynchronous activities for the betterment of the students. Our original plan had upon returning to school, the IEP team including parents and sending districts determining if additional services are required; however, we modified the plan to include tele-therapy. Each therapist contacted each parent or locus parentis (DCP&P case manager, CASA worker or Law Guardian) to determine the recommended range of services as per parental wishes and professional opinion on what can be done for the student within the scope of professional practice, ethics and without causing undue risk of harm to either the student or caregiver. These suggestions were then sent to each sending district and asked each district CST to call the parents independently and confirm. Tracking of all IEP services for SEMI started up again in April and has continued and will be continued to be tracked in paradigm. SEMIS are sent to the district monthly. Student progress is tracked IEP objectives, via quarterly report cards, parent reports, teacher and therapy observation (when synchronous methods are available), student work, and therapy logs.

- ***Availability of Social Workers and School Health Services.*** Understanding that the closure of schools did not eliminate the support our community needs our school social worker and nursing team is available (via email, or elearning) (This began on March 18th). Questions on anything in regards to student health can be directed to our CSN at (908)-234-0011 ext. 1217 or via email at lchurchill@matheny.org The CSN has been communicating (as per statute) to the CSNs of the sending districts any and all information about COVID-19 cases and palliative care of all day students.
- ***Will eLearning days count towards the 180-day requirement?*** On 3/5/2020, we received guidance from the Department of Education regarding the statutory 180-day requirement. Specifically, the Department noted that “online instruction” will be permitted to count towards the 180-day requirement when: (1) it is part of a preparedness plan approved by the Executive County Superintendent; (2) it meets the home instruction requirements of N.J.A.C. 6A:16-10.1 (6A); and (3) closure was initiated pursuant to “a written directive from either the NJDOH or health officer of the jurisdiction”. The Matheny School’s eLearning Plan exceeds the requirement of 6A and is currently before the County Superintendent for approval.
- ***Virtual IEPs:*** Are normally held between 12:15 and 1:30 to minimize the impact on instructional and therapeutic time. We have been using [freeconferencecall.com](https://www.freeconferencecall.com) or [gotomeeting](https://gotomeeting.com) because of the concern about ZOOM, but will use a district owned bridge if they prefer.
- Communication with out of district schools has been consistent and has consisted of:
 - The remind app listserv.
 - Matheny email to CST workers.
 - Phone calls
 - Facebook
 - The Matheny Website
- Transportation for students attending out of district schools and when and how to inform vendors if schools close? Matheny is the out of district school; therefore, question would not apply to us.

Plan Component Three – (Addressing ELL and Bilingual Needs)

- As addressed in component one we do not have any students who are identified as ELL English Language Learners all of our students have specific communication strategies that are embedded in the IEPs.
- We translate materials and provide translators for the families upon request (and if the district does not prefer to use their own and/or a translation service).
- All of our instruction is individualized using apps, wait time, sensory breaks et cetera. Again we have no ELL identified students, all of our students are far more complex.

Plan Component Four – (SAFE DELIVERY OF MEALS PLAN)

If your district does NOT participate in the national breakfast and/or lunch program:

If your district participates in the national breakfast and/or lunch program:

Provide the following information:

SFA Name: The Matheny School

Agreement #: 23656478

Date meal distribution will begin: 3/18/2020

Date meal distribution will end: To be determined

Schools/Site where distribution of meals will take place: The Matheny School Campus on yellow and green zones.

Meals to be claimed for reimbursement per day:

(up to two meals or one meal and one snack, per child per day)

Please outline the SFA's method(s) for meal distribution, including meal content and meal counting and claiming procedure. If the SFA plans to provide meals for multiple days, please outline the plan. Include how all food safety requirements will be met.

1. The School Kitchen staff (Diet Office Staff/Diet Aide) will print menus. Menus will be adjusted according to food availability. Any changes will be written on menus. Every effort will be made to provide residents with planned menus. Menus will be collated according to where residents will be eating.
2. The tray ticket will be followed to assemble the tray and the tray will be put on the food carts. The feeding carts will then be delivered to their designated area.
3. The PCA or assigned staff will deliver the tray to the resident. If resident refuses to eat or intake is poor, a substitute of equal nutritional value must be offered and delivered within 15 minutes. If a resident requests a special that takes longer than 15 minutes to prepare they will be made aware of the food preparation time and given an option of an item that would take less time to prepare.
4. When resident's meal is completed the garbage will be discarded and feeding equipment will be placed in bins and returned to the kitchen. The feeding carts and feeding equipment will be cleaning according to Dietary Policy and Procedure for cleaning equipment.

Plan Component Five (Length of Virtual and Remote Sessions)

The remote learning plan is designed to maximize the student growth and learning to the greatest extent possible whilst taking into account family dynamics, mental health, physical health, and individualized educational plans.

- Curriculum is planned in our Professional Learning Communities (PLCS) that have been meeting virtually before instruction and therapies at 9:30.
- Length of remote sessions started off as two 20 minutes sessions as the public school that we mirrored was doing just one 40 minute session. It was determined that for many of our students a forty minute session would be too much for the student and too much impact on the parents or caregivers. We have some parents who have expanded their students (in person face-time sessions to 2x 40 per day) not including therapy sessions; however, we have had some parents decline all direct instruction. As stated earlier each student is offered up to two hours of instruction per day.
- Our model began with each student offered at least two remote face-to-face contacts of minutes in length 20, followed by 4 more self-paced instructional sessions. Each student has a rotating schedule similar to what they currently had before the health closure. Each day of the five-day cycle has two live-streamed lessons and four self-guided (teacher monitored) sessions per class. As part of the transition process, building administration and our technology, guidance, and child study teams will be available to troubleshoot, answer questions and assist students/families.
- **How is instruction delivered?** The Matheny School is uniquely positioned to provide students with an authentic and engaging eLearning. Each teacher is assigned a Mac laptop, and we equipped our therapists, and substitutes with either iPads or Mac products. Each day- student parent was surveyed to see what would be the best time to receive the virtual instruction. All face-to-face remote learning blocks will be one educational staff communicating with the student and parent/guardian/or other adult as per DOE guidance. Some parents have requested not to have cameras in their homes and have requested just to submit the work from the instructional packets. In addition we have had to modify instruction when the students or their roommates have had COVID-19 and the parent and/or locus parentis has not been available. We moved from synchronous learning to more asynchronous methods such as the worksheets, videos, DVDs and teacher and therapist prepared activities that relate to the content taught. In addition we have ordered new apps to enable students to play content rich individually designed games on their district ordered iPads.

Plan Component Six (Attendance)

- **Attendance how it is taken:** Attendance is taken by the teacher in the paradigm system and is sent by the school business office in the traditional manner.
- If a student's parent or Locus Parentis (**RN or infection control nurse**) calls the student out the CSN will let the teacher know.
- If the student fails to turn up to a scheduled session the nurse shall be alerted. The nurse then checks on the medical status of the student. If the student is well and is still working on the packet but the parent did not

want to participate for a variety of reasons the student is not absent from school because they are still working. If the student, parent, family member is sick and no work been done they are absent.

- We have the social worker and the nurse contact all parents once a week to check on assignments. At least one student is on palliative care and we have a very gentle approach with that family and all our families.

Plan Component Seven (Maintenance of Property)

- **Presently:** As per our essential staffing plan previously submitted. Our property is maintained by our Certified School Facilities Manager and maintenance staff, in addition we have cleaners who clean the rooms including the kitchen, human resources and our school business manager's offices
- **Also:** We are maintaining our school bus as it is required to deliver instructional materials and therapeutic equipment to students homes (for example we are lending a stander to a student and his family).

Plan Component Eight (ESY Programming Plan)

- **Presently:** We are planning to operate virtually using remote learning during the ESY. Students would have a similar delivery model as they do now, but with parental and sending district agreement, we would have more virtual group sessions. Our students are medically fragile many parents are afraid that if we open up too early it will be detrimental to their child. One parent has already stated that they would be reluctant to send their student in unless there is a vaccine. We are not ready to have an in person school yet. Some of the considerations before we can even think of having school in person:
 - *Spacing to have students 6 foot apart*
 - *Physical instructional groupings*
 - *Updated student health plans including scheduled antibody tests*
 - *Consistent Availability of PPEs*
 - *Cleaning of subcontracted school buses between routes*
 - *Risk of COVID-19 exposure on small buses with more than one student and aide*
 - *Additional staffing to check on all school stakeholder temperatures as they enter and exit the building (sometimes students do not have temperatures when they come in but when they leave).*
 - *How a student would leave Matheny if they had COVID symptoms and the parent has no transportation*
 - *What to do if an entire class, lunchroom, bathroom, has been exposed to COVID-19*
- **21st Century Programs.** Our students all have IEPs and 21st Century skills are built into each and every lesson. However, many of our students are attempting to use communication devices such as adapted

switches and assistive technology as part of their IEPs. We have started to relook at our SLE programs and work with our OTs, PTs, SLS, and SLE instructor to provide at home assignments that are in line with day-to-day life for each student.

- **Assessment of credit loss for seniors.** We only have two seniors and will be reaching out to both the parents and the sending districts for their thoughts on this
- In addition to comparing work at the PLC level and individual work samples after COVID we would request each sending district to provide an independent evaluation.
- We do not have any STEM Grants or any grants that were reallocated. Also we do not get title 1 funds directly.
- Our plans for graduation are to wait until:
 - Visitors are allowed on the site that we share with a hospital
 - That we have students back on campus (two weeks after we shall have a small event with the parents of the two graduates).

Plan Component Nine (Board approval)

- Our next School Board Meeting is June 3rd and it shall be approved at that time.
- Our board has reviewed the first one.

Plan Component Ten (Posted on the Website)

- All iterations of the plan are posted under the for parents section of the school website

Plan Component Eleven (Essential Personnel)

- Please see attached

Plan Component Twelve (Sharing Plans)

- A copy of the original plan was sent to every district at both the CST and Director of Special Services level by email.
- All future iterations shall be sent in a similar manner.