



*"Our Mission is to foster resilience in children and families so they can thrive."*

# Pygmalion School COVID-19 Instructional Plan 2020-2021 School Year

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# Operational Infrastructure to Support Learning

## School Overview

Pygmalion School is a small private day school that provides services to students with disabilities who are sent to us from the Local Education Agencies (LEAs) and we are deemed to be their least restrictive environment. We have a student population of 11 students returning at the beginning of this school year. We have two classrooms, each in their own separate building (1 elementary and 1 secondary), each with a special education teacher and 2 instructors, and 5-7 students.

## School Schedule

Time	Elementary Classroom	Secondary Classroom
8:30-9:00	Drop Off/Health Screenings Breakfast	Drop Off/Health Screenings Breakfast
9:00-9:30	Morning Meeting	Morning Meeting
9:30-11:30	Instruction	Instruction
11:30-12	Lunch	Recess
12:00-12:30	Recess	Lunch
12:30-2:30	Instruction	Instruction
2:30	Dismissal	Dismissal

## Transportation

Transportation is provided by our student parents/caregivers or the local education agency (LEA) that has placed them at Pygmalion School. Most LEA's provide private cars or busses just for our students. The Director will coordinate with LEA's and their transportation departments to ensure that social distancing guidelines are being followed according to the most recent Phased guidance.

We ask that parents who are dropping off, remain in their vehicles, and wear masks when our staff approaches the car to help unload their child.

# Technology

## Computers

Each staff member at Pygmalion school has access to a laptop that they can take home in the event of a modified or full closure. We do not currently have a Chromebook or laptop for each student, however, in the event of a modified or full closure, we will make every attempt to secure a computer to send home with the student if they do not have access to one at home. During our initial family survey, half of our families responded that they have internet access and computers at home. The other half did not respond, but each family was able to participate in online instruction during our closure in the Spring 2020. We will collaborate with the family and the LEA to secure a computer for the students as needed.

## Internet Access

We do not have the capacity to ensure internet access for each student, as our students are sent to us from various surrounding counties and cities. We will collaborate with LEAs to see if hotspots or internet access can be provided in their localities.

## Digital Citizenship Instruction

In collaboration with our Director of IT, all students will receive instruction in digital citizenship before using our technology and throughout the school year. Targets include but are not limited to:

1. When a device is made available to a student for the first time
  1. Relevant sections of the Acceptable Use Policy (AUP) and school policy. Make sure the student understands their responsibility and the relevant portions of the AUP.
  2. Responsible handling/use (e.g., two hands on the tablet; no food or drink; clean hands; etc.)
  3. Sanitizing devices before and after use, if developmentally appropriate.
2. When the students are introduced to their Google account
  1. Usernames and passwords privacy and why it's important to not share them or use someone else's account.
  2. Relevant portions of the AUP
3. When/if students are introduced to Gmail
  1. Using email safely, not sharing personal information; how to identify spam; etc.
  2. Appropriate and responsible communication; harassment; bullying; etc.
  3. Relevant portions of the AUP
4. When students are introduced to drive/classroom

1. Appropriate use of Google Classroom and Drive: harassment; bullying; particularly with the classroom feed and chats within documents or within the document itself.
2. Relevant portions of the AUP
5. As students are introduced to the internet at large
  1. Relevant portions of the AUP surrounding appropriate internet use
  2. Keeping personal information private, and who they can share it with.
  3. Identifying quality sources of information

## Processes & Systems

Processes & Systems for preparing for re-opening, maintaining safety while open, reporting positive cases, communication to families and LEA's, modified schedule, and/or closure are outlined in our [COVID-19 Phase 3 Health Mitigation Plan](#).

## Communication

### Language & Terms

- "Online Learning " will be used to refer to any online instruction that needs to occur throughout the school year.
- "School Closure" refers to the closure of the entire Pygmalion School
- "Modified Schedule" refers to any modifications we need to make in the school schedule, which could include staggering schedules of arrival and departure times, staggering schedules of cohorts of students to attend at different times.
- "Hybrid Learning" refers to a combination of online and in-person instruction.

### Decision Making Task Force & Points of Contact

The decision making task for determining modified schedules or closures consists of the Director of Pygmalion School (Dr. Kitti Robinson) and the Executive Director of People Places (Nancy Strang), in accordance with the guidelines outlined in our Phase 3 Health Mitigation Plan. We make decisions based on our internal student and staff population, but also based on the health situations in the divisions/LEAs who send us students. We will include stakeholders such as families and LEAs in our decision making process as needed.

The Director will be responsible for communicating with staff members regarding any modified schedules or closures. The classroom Teacher will be responsible for communicating with the families on their caseload on a day to day basis, and the Teacher may designate an Instructor to be the point of contact if there is an absence. The Director will communicate directly with families in the event of a modified schedule or closure.

## Local Health Department & Stakeholders

As outlined in our Phase 3 Health Mitigation Plan, we will notify the local Health Department in the event we experience a positive case within our staff or student population. We will then communicate the information to the LEAs and notify them of our plan to modify our schedule or close.

## With Families

Surveys will be sent home (via postal mail or Google Form) or conducted in person (via phone) with families before school begins, to determine their preference for receiving urgent information regarding COVID-19, potentially modified schedules or school closures scheduling. Parents/guardians will also be surveyed throughout the school year to help inform our planning process as needed.

We have a small student population and our staff have the ability to have daily contact with each student's family/guardians. Communication with families will be based on family preference for the fastest method to reach them and will occur in the form of phone calls, email, or SeeSaw Messaging. We also have a website ([www.pygmalionschool.org](http://www.pygmalionschool.org)) where relevant information regarding our Instructional Plan, Health Mitigation Plans, and relevant resources for families will be posted.

Daily communication between home and school will occur directly between the classroom Teacher or designated Instructor, in the form of the SeeSaw app OR paper-based home-school communication logs. We have included information in our Parent & Student Handbook that specifies the methods of communication that will be used throughout the school year.

We do not currently have any ELL families, but in the event that we have a family whose primary language is not English, every attempt will be made to have the information translated in text form, or to secure an interpreter to communicate the information to them.

## With Students

Our students have varying levels of communication abilities, and varying levels of preference and accommodations when it comes to how information is communicated to them. Systems will be created for each student, to communicate the necessary information to them. These systems may include email, video conferencing, social narratives, or augmentative forms of communication such as visual schedules and supports.

We do not currently have any ELL students, but in the event that we have a student whose primary language is not English, every attempt will be made to have the information translated in text form, or to secure an interpreter to communicate the information to them.

## With Building Staff

The Director will communicate with building staff directly via school email or text message regarding changes to the school schedule and/or closure.

## Within the Community

The Instructional Plan and Health Mitigation Plan will be publicly posted on our website at [www.pygmalionschool.org](http://www.pygmalionschool.org). In the event of a positive case, modified schedule, or school closure we will communicate with:

- families directly via the SeeSaw app, email, and/or phone call
- LEAs directly via email
- We will NOT make the positive case known publicly on our website, to protect the privacy of the vulnerable populations we serve.

## News Monitoring

The Director is responsible for monitoring the news and local health situation to determine if a change to modified scheduling or closure is needed, in collaboration with the Decision Making Task Force at Pygmalion School.

## Notification of Positive Cases, Modified Schedule or Closure

Updates regarding a positive case, modified schedule, or closure of the school will be delivered to families, staff, and school divisions via email, the SeeSaw app, or phone call. All personal health information will be kept confidential as part of this notification.

- If any party does not have access to the internet or email, phone calls will be made to notify the individual families.

## Notification of Update Policies & Protocols

Anytime there is a change to our formal policies or protocols, we will notify our families and LEAs via email, by sending a copy of the new policy or protocol via postal mail for families who do not use email, and by posting a copy of the updated documents on our website.

## Reminders about Social Distancing & Behavior that Reduce the Spread

Visual reminders about the behaviors that reduce the spread will be posted throughout the buildings. Verbal reminders will be provided to staff during weekly staff meetings, and the Director will be observing and monitoring their behavior daily. The behaviors that reduce the spread will be an integral part of the daily living skills instruction that each of our students receive throughout the day at Pygmalion. These behaviors include but are not limited to:

- Using the sanitation stations
- Taking your temperature



- Washing your hands
- Using hand sanitizer
- Maintaining 6-foot distance
- Covering your cough
- Wearing a face mask
- Staying home when sick

Sanitation data sheets will be posted in each room of the buildings to track the frequency with which our staff are sanitizing touchable surfaces within each classroom. This will occur at a minimum before students arrive each day, every 3 hours during the school day, and after students leave for the day, as stated in our Phase 3 Health Mitigation Plan.

## New Instruction for All Students

### Plan for Providing New Instruction

Pygmalion School will provide various instructional delivery methods based on the most recent Phased guidance from the Governor and the VDOE and depending on the local health conditions in our area in regard to COVID-19. Pygmalion School may need to transition from one method to another throughout the year based on the presence of positive cases within our immediate teacher/student population or the health situation in the local surrounding communities. Instructional delivery methods include:

- Traditional face to face instruction
- Hybrid instruction including both face-to-face and online learning
- Full distance learning; including online learning and/or student packets

### Equity

In order to promote equity during student use of technology, students will be instructed in concepts of internet safety and acceptable use of technology.

- School staff will help students to understand what is expected during online learning and how to access online resources.
- Student equity during virtual or distance learning will be addressed through the adaptation of instructional materials and services in order to meet the needs of the student in accordance with their IEP.
- In addition, a variety of instructional resources will be offered that recognize that learning outcomes will vary for each student when implementing instructional accommodations and modifications.

- An emphasis will be placed on communication with the parents/guardians of students during hybrid or remote instruction so that expectations and outcomes of learning are clear.
- Communication with parents/guardians will be either through SeeSaw or paper-based, depending on preference.
- Online platforms such as Google Classroom and Google Meet will be utilized for discussion among students and teachers if appropriate for student communication level, will provide links to game-based instruction, and will provide links to various online learning experiences to provide student choice.
- Programs such as Virtual Virginia will be used to provide access to learning modules and to provide scaled online content.
- Google Meet will be used for direct instruction/virtual class meetings at specified points throughout the week based on student ability to participate and to provide collaborative learning experiences among groups of students and direct communication with teachers.
- At the request of the parent/guardian or in compliance with accommodations and modifications contained within the IEP, paper packets may be provided that will replicate the work provided on online platforms.
- Paper packets may also be provided to students who do not have access to transportation or technology.
- Digital content may be downloaded directly to a computer while present at school, if internet access is not available at their home.

## Vulnerable & Special Populations

Our entire school population is a vulnerable/special population. There will be a focus on equity and quality as supports are adjusted to meet the needs of identified groups of vulnerable learners.

- Students with the need for extra resources and targeted supports will be identified and instruction and materials will be differentiated for a variety of proficiency levels. Instruction will be implemented that aligns with and is consistent with IEP plans and curricular goals.
- Measurable goals and monitoring systems will be established for student engagement, academic learning, and social-emotional skills.
- Students will be able to acquire the same information, engage in the same interactions, and enjoy the same services in an equally effective integrated manner and with substantially equivalent ease of use as a learner without a disability through accommodations, various resources, and supports.

## Preparing Teachers through Professional Development

Teachers and Instructors at Pygmalion have received training in the implementation of the Phase 3 Health Mitigation Plan, and will receive training and ongoing support in regard to this

Instructional Plan. Professional Development at Pygmalion is conducted in a blended manner of didactic training and in the moment/ongoing coaching and feedback. The Director is responsible for the training and coaching of all staff members in regard to the implementation of these plans and the overall functioning of the school. Our staff are engaged in training in the following areas prior to school starting:

- CPR/First Aid, Universal Precautions EpiPens
- Mandated Reporting/Child Abuse & Neglect
- Medication Delivery
- COVID-19 Health Plan
- Handle With Care Crisis Management
- Registered Behavior Technician (RBT) 40-hour training
- Restraint & Seclusion
- Curriculum (the various content specific curricula we use all have online platforms and teachers will receive training in accessing and using these online platforms and resources to deliver content to students either in person or virtually.
- Best Practices for Online Learning
- Social Emotional Supports for students and families

We have professional development days built into our school calendar, as well as structured planning and professional development time after students leave the building each day. Staff will receive didactic training at least 3 hours per month during the school year. These trainings will include but are not limited to various evidence-based instructional strategies, assessments, data collection, and student monitoring, etc.

## Communication with Stakeholders

Our key stakeholders are our LEAs, case managers, parents/guardians, local CSA Agents, People Places, Inc staff, and Board of Directors. The initial COVID-19 Health Mitigation and Instructional Plans will be shared directly with all stakeholders, as well publicly posted on our website at [www.pygmalionschool.org](http://www.pygmalionschool.org). Any time there are updates to these plans they will be shared with stakeholders as well. The Director and Teachers and Pygmalion will keep in contact with the LEAs and case-managers on a regular basis through email and video conferencing as needed. The Director and Teachers will keep in contact with families/caregivers regularly (as outlined in the communication section above) through their preferred method of communication.

# Identification of Instructional Gaps & Student Needs

## Formative Assessments

Due to students being out of school since March 2020, new baseline assessments will need to be conducted with each student to determine their current level of instructional needs. Each of the curricula we use for Reading, Math, and Language includes placement tests based on present levels of performance. These placement tests will be conducted during the first weeks of school.

- Assessment will be ongoing and involve multiple forms, including but not limited to;
  - direct observation,
  - data collection related to IEP goals
  - monitoring the results of formative classroom assessments to inform instructional needs.
- Student learning may also be evaluated by progress on weekly assignments, projects, comprehensive assessments, and standardized assessments.
- Students are continually monitored and assessed through data collection in accordance with their IEPs goals and objectives.
- IEP goals and objectives may be adjusted due to student progress or gaps in learning, and also to address the parameters and needs in regard to distance learning.

## Support Student Success & Well Being

The social and emotional needs of students will be a primary focus and will be addressed through close communication, interaction, and intervention provided by school staff.

Assessment of social-emotional skills including self-regulation and social skills will take place on a regular basis through observation and data collection. Specific data will be collected on these skills in accordance with a student's IEP goals. Student well being will be promoted through a safe, clean environment and staff use of trauma-informed instruction and interventions, as well as crisis management when necessary.

We recognize that the social-emotional, and economic pressure, stress, and trauma that is affecting many people during this pandemic. We recognize that scheduling difficulties, in the event of hybrid or fully online learning, may occur and we plan on working directly with families to create a learning schedule that meets their needs and minimizes the stress involved. We want to be cognizant of that and support our families through this process. Our staff will receive ongoing training and support in the areas of social-emotional learning, trauma-informed care, and how to support the students and families we serve through these difficult times. In the event

that outside services are needed (medical, counseling, mental health, respite, etc) we will make every attempt to refer families to the appropriate support resources in the community.

## Revisions to Curriculum, Pacing, Instructional Delivery

Students receive highly individualized, direct instruction in accordance with their IEPs and the guidelines established by FAPE and IDEA. As a result, pacing and instructional delivery are modified to meet the needs of the individual student and are a reflection of the progress they have made on IEP goals.

## Remote Learning Contingency Plans

### Reduced Class Size

Class sizes are currently 5-7 students in each building. In the event that health conditions in our area began to change, students may take part in hybrid instruction that includes a staggered schedule and a blend of in-person and online instruction. Students would be grouped according to parent input and availability. Additionally, if a staff member answers “yes” to any of the screening questions in the daily health screening, the Director may decide to reduce the class size and/or move that class to online learning for 3-5 days until a determination can be made if the individual is sick or not, and if further action is required in accordance with the Phase 3 Health Mitigation Plan. Students will be grouped according to parent scheduling preferences and instructional levels during the first weeks of school.

Hypothetical hybrid schedule:

	M	Tu	W	Th	F
Elementary (K-4)	Planning Day	A	B	A	B
Secondary (5-12)	Planning Day	B	A	B	A

Group A: 50% of students in each class receive in-person instruction

Group B: 50% of students in each class receive in-person instruction

Planning Day: teacher planning, parent/caregivers contacts/meetings, and deep cleaning

\*On the days the students in the aforementioned groups are not receiving in-person instruction, they will have online learning provided or be provided work to complete at home with their parents. Monday is an at-home learning day for all students.

## Online Learning for Students with Medical Needs

Students with medical needs or documented medical conditions that put them at high risk of severe illness will be offered online learning opportunities, as needed, throughout the school year. Parents should contact the Director directly to inform them of the need for online instruction. Individual plans for instructional delivery will be developed in collaboration with the Director, parents/caregivers, teachers, and LEA's.

## Online Learning for All due to Full Closure

Online learning for all students will be offered in the case of full closure. Learning opportunities will be provided with a focus on equity for each student. A student's individual needs will be addressed and instruction will align with the IEP and curricular goals for each student. Materials and instruction will be differentiated and an alternative to online learning, such as paper packets, may be provided in some circumstances.

Hypothetical Full Closure Schedule:

	M	Tu	W	Th	F
Elementary (K-4)	Planning Day	A	B	A	B
Secondary (5-12)		A	B	A	B

Group A: 50% of students in each class receive live online instruction via Google Meet.

Group B: 50% of students in each class receive live online instruction via Google Meet.

Planning Day: teacher planning, parent/caregivers contacts/meetings, collaboration meetings with instructors, and Director.

\*On the days the students in the aforementioned groups are not receiving live online instruction, they will have asynchronous activities or work packets sent home to complete with their families.

Monday is an at-home learning day for all students.