RETURN-TO-SCHOOL PLAN

IN RESPONSE TO COVID-19

Mrs. Tristan D'Angelo, Principal
260 Okell St.
Buffalo, NY 14220
(716) 824-0726
### INTRODUCTION

School Reopening Team Members

### SECTION 1: COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

**Contact with Families, Staff, and the Community**

Effective Communications and Family Engagement

Signage

Communication of COVID

### SECTION 2: HEALTH AND SAFETY

School Access and Entry

COVID-19 Safety Coordinator

Social Distancing, Face Coverings, and PPE

Mask Breaks

Persons at High-Risk

Visitor Restrictions

Signage

Employee Screenings and Protocols

Visitor Screening and Protocols

Student Screening and Protocols

Mail Delivery

Package Delivery

Transportation and Drop Off

Entry Points/Locations

Common Areas

Moving Throughout the Building

Restroom Usage

Water Fountains

School Offices

Other Programming or Mandates

Before School Programming

After School Programming

Field Trips

Safety Drills

In-Person Instruction

Health and Hygiene Practices

Instruction of Staff

Instruction of Students

Management of Health Office

Management of Suspected COVID Persons

Return to Work/School After Illness

Return to School After COVID Diagnosis

Contact Tracing

School/Classroom Closure
SECTION 3: FACILITIES GUIDANCE .................................................................18

CONSIDERATIONS ..................................................................................18
  CLASSROOM PREPARATIONS ..............................................................18
  CAPACITY ...............................................................................................18
  CLEANING/DISINFECTING PROCEDURES ........................................19
  USE OF FACILITY .................................................................................19

SECTION 4: CHILD NUTRITION ...............................................................19

FOOD SERVICE ..........................................................................................19
  ACCOMMODATIONS FOR ALLERGIES ...........................................20
  HEALTH AND HYGIENE .....................................................................20
  CAFETERIA USAGE ..............................................................................20
  CAFETERIA/LUNCH MONITORS .........................................................21
  LUNCH ORDERS ..................................................................................21
  BREAKFAST PROGRAM .......................................................................21

SECTION 5: TRANSPORTATION GUIDANCE ...........................................21

NON-PUBLIC SCHOOL TRANSPORTATION ...........................................21
  DAILY TRANSPORTATION PROCEDURES AND HEALTH & SAFETY PROCEDURES 21
  PROTOCOLS FOR STUDENTS DISEMBARKING FROM TRANSPORTATION .22

SECTION 6: SOCIAL EMOTIONAL WELL-BEING ....................................22

INCREASED NEED FOLLOWING COVID ...........................................22
  SOCIAL EMOTIONAL LEARNING STRATEGIES FOR MEETING STUDENT NEEDS ...22
  MENTAL HEALTH AND TRAUMA RESPONSIVE PRACTICES ..................23
  MULTI-TIERED SYSTEMS OF SUPPORT ...........................................23
  SOCIAL-EMOTIONAL LEARNING AND TRANSFORMATIVE SEL ...............24
  RESTORATIVE PRACTICES ..................................................................24
  ADULT SOCIAL EMOTIONAL LEARNING AND WELL-BEING .................25
  STUDENT SOCIAL EMOTIONAL LEARNING AND WELL-BEING ..............25
  USING DATA FOR CONTINUOUS IMPROVEMENT ................................25

SECTION 7: RELIGIOUS AND INDEPENDENT SCHOOL SCHEDULES ........26

MASTER SCHEDULING ............................................................................26
  IN-PERSON SCHEDULING ....................................................................26
  HYBRID SCHEDULING – PLAN 2 .........................................................26
  REMOTE LEARNING ...........................................................................26

SECTION 8: ATTENDANCE .................................................................27

ATTENDANCE FOR INSTRUCTIONAL PURPOSES .................................27
  ATTENDANCE CONSIDERATIONS .....................................................27
  CHRONIC ABSENTEEISM ....................................................................28
  EDUCATIONAL NEGLECT ....................................................................29

SECTION 9: TEACHING AND LEARNING ..............................................29
INTRODUCTION
This document is intended to provide guidance in navigating the reestablishment of our school where employees, students, and families feel safe and to reduce the impact of COVID-19 conditions upon returning to the school. The guidelines referenced in this plan are based on guidance from the Centers for Disease Control and Prevention (CDC), the World Health Organization (WHO), and the New York State Board of Regents.

Per the Governor’s recommendations, schools will only be able to offer in-person learning if the infection rate is below 5%. For this reason, this document will include plans for not only in-person learning, but also at home learning, and a hybrid model to accommodate the comfort levels of individual families.

SCHOOL REOPENING TEAM MEMBERS
Mrs. Tristan D’Angelo – School Principal both locations
Mrs. Lisa Balzer – Abbott location Assistant Principal
Mrs. Leanne Brennan – Okell location Assistant Principal
Mr. Brian Bartosik – Math Teacher – Okell location
Ms. Robin Keller Boutet – Technology Teacher – both locations
Mrs. Paula DeAngelis Stein – Marketing and Communications Director – both locations
Mr. Michael Ertel – Physical Education Teacher – Okell location
Ms. MaryBeth Fay – PreK 3 Teacher – Abbott location
Mrs. Darlene Hapka – ELA Teacher – Okell location
Mrs. Kristie Moore – Physical Education Teacher – Abbott location
Mrs. Denise Perry, RN – School Nurse – Okell location
Mrs. Lenore Patrone – 4th Grade Teacher – Abbott location
Mrs. Linda Raslawsky – Teacher Aid/Busing Coordinator – Abbott location
Mr. Lawrence Rizzuto – Music Teacher – both locations
Mrs. Jeannemarie Roche – PreK 3 Teacher – Abbott location
Mrs. Renee Sperrazza – PreK 4 Teacher – Abbott location
Miss Amanda Stachowski – Life and Career Skills Teacher – Okell location
Miss Allison Stanton – Catholic Charities Social Worker – Okell location

SECTION 1: COMMUNICATION/FAMILY AND COMMUNITY ENGAGEMENT

CONTACT WITH FAMILIES, STAFF, AND THE COMMUNITY
Our Notre Dame Academy community is important to us and keeping everyone informed with regular updates will be critical to maintaining a healthy and safe atmosphere. As new information becomes available and/or changes are made to this document, updates will be shared to keep everyone aware of current guidance measures.
Just as important as keeping all informed, is getting input up-front from our Notre Dame Academy families and local community members. A reopening committee comprised of faculty and staff sent out a reopening survey to parents/legal guardians of students, local health professionals, alumni, community-based groups, and government leaders in our South Buffalo region. Results from this survey allow us to move forward in a way that is safe, comfortable, and feasible for all.

EFFECTIVE COMMUNICATIONS AND FAMILY ENGAGEMENT

As suggested by the Department of Health guidance, Notre Dame Academy will present information that will provide regular updates about health and safety through a wide array of platforms. First and foremost, important information will be presented on the school website, as it is the best platform accessible to those with visual and/or hearing impairments. Our school website will be the hub for all current information and updates pertaining to the Covid-19 virus. The website will also have a “Contact Us” Google form so parents/guardians and all stakeholders can provide our school with feedback and/or have a comfortable place to ask questions or express concerns.

Along with the website, Notre Dame Academy has three healthy and active Social media platforms. Facebook, Twitter, Instagram are all used to update, apprise, and circulate information regarding school events and happenings. Notre Dame Academy will also use their ALL-CALL system and Virtual Backpack email as we continue to keep stakeholders informed of current guidance measures.

A “How-To” video was created with Notre Dame Academy’s school nurse on proper handwashing. This video was posted on the school’s Social media platforms and is currently on the school’s YouTube page. It was also distributed to and aired on all three local news stations. (Link - https://youtu.be/OoH13yJt8Cs?list=PLxb1XiwHoHLvPSlNYdrZqex1mp77StqOL)

The school nurse will also record “How-To” videos on the proper way to wear a face covering, and respiratory hygiene. These teaching tools will be shared with students, parents/ legal guardians of students, faculty, and staff via Notre Dame Academy’s website and Social media platforms. They will then be shared with local news stations for a much wider distribution of information.

SIGNAGE

Notre Dame Academy will also encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings when a social distance cannot be maintained. Signage will be placed at all school entrances, office doors, classrooms, and hallways throughout the school. Teachers will review signage with students regularly to keep students informed, unafraid, and safe.
COMMUNICATION OF COVID

In compliance with the DOH guidance, the school principal and building nurse will be designated as points of contact upon the identification of positive COVID-19 cases. The school principal and building nurse will be responsible for subsequent communication to families and the
community at large. They will be responsible for answering questions from students, faculty, staff, parents, or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

If a student arrives at school with a fever of 100°F or higher, he/she will be swiftly and discreetly sent to a quarantine area. Parents/guardians will be notified immediately, and the child will not be permitted into the school or their classroom.

If a student develops a fever of 100°F or higher during a school day, he/she will be swiftly and discreetly taken to a quarantine area. Parents/guardians will be notified immediately and the child will not be permitted into class for 14 days unless the school receives a note from a physician clearing the student to return or the results of a negative COVID test. The classroom will be quickly disinfected and students will be removed from the classroom and taken to a safe location. The COVID Points of Contact will work together with the Department of Health to determine whether further quarantine of students is required.

Parents/guardians need to notify the school principal if their child tests positive for Covid-19. The school principal and building nurse will assess the possible need of putting the entire school on quarantine for 14 days, in which case all students switch to online home learning. During this time, the school building will be completely cleaned and disinfected.

Using all methods of communications, website, Social media outlets, All-Calls, emails, the principal will keep the school families and community stakeholders apprised of events and will give the directive on when in-person learning will resume.

SECTION 2: HEALTH AND SAFETY

SCHOOL ACCESS AND ENTRY

To maintain the health of all individuals, all who seek entrance to Notre Dame Academy will be screened in accordance with the health and safety guidelines put forth by the CDC.

COVID-19 SAFETY COORDINATOR

The Principal of Notre Dame Academy, in conjunction with the Canonical Administrator of the school, will be responsible for continuous compliance with all aspects of the school reopening plan as well as any operational issues to be resolved prior to the implementation of the opening plan or return to normal or “new normal” activities.

SOCIAL DISTANCING, FACE COVERINGS, AND PPE

When individuals are entering the building, they must maintain 6 feet between parties inclusive of students, faculty, and staff unless safety or the core activity (e.g., instruction, moving
equipment, traveling in common areas) requires a shorter distance or individuals are of the same household.

Any time an individual cannot maintain appropriate social distancing, they must wear acceptable face coverings. Disposable face coverings will be available at the school entrance if an individual does not have their own covering available. All persons entering Notre Dame Academy will be required to wear the face-covering over their mouth and nose for maximum effectiveness.

Once on school grounds, all individuals must be prepared to put on the face-covering if another person unexpectedly cannot socially distance. Everyone will be expected to wear face coverings in common areas such as entrances and exits and when traveling throughout the school.

Students will be asked to provide their own face coverings for daily wear. Employees will be given the choice of providing their own face covering or wearing what is provided by Notre Dame Academy. In compliance with NYSED regulations and Executive Order 202.16, disposable masks will be made available to supplement the cloth masks provided by families and will be available through the school office if a clean mask is needed/required by students and/or employees. Masks will also be available to students who are unable to afford their own masks.

Staff members who are taking student temperatures will be supplied with gloves and a face shield or protective goggles. Gloves must be disposed of after use and may not be reused. Face shields and goggles are reusable and should be cleaned for use the next day. Each individual who is taking temperatures will require their own face shield or goggles as they cannot be shared between individuals.

In addition to using PPE, signage and instructional videos, etc. will encourage anyone who is in Notre Dame Academy to wash their hands often with soap and water for at least 20 seconds. The use of hand sanitizer will also be required upon entry to the building, restrooms, and cafeteria and encouraged throughout the day. Hand sanitizer will be made of at least 60% alcohol per CDC recommendations. Ongoing training will also encourage all to avoid touching eyes, nose, and mouth and to cover their mouth and nose with a tissue when coughing or sneezing or use the inside of the elbow.

**MASK BREAKS**

When students and staff aren’t able to maintain social distance and are required to wear masks for extended periods, they may need to take a break and remove the mask. Teachers will check the hallway to see if it is clear. If there is no one walking through the hallway, a student may step into the hallway and remove their mask from their mouth and nose. The teacher will have a laminated sign indicating that the student is on a “Mask Break” that they will post in the doorway so that it can be seen by anyone who may be approaching. All staff and students will
be instructed in the procedure and that they should stop and wait at least 12 feet or two markings away from the individual on the mask break until they are done. Teachers may choose to use some sort of “timer” to indicate the amount of time students may spend taking a mask break.

PERSONS AT HIGH-RISK

Students who are at high risk or live with someone at high risk will be given the option of “At Home Learning”. Vulnerable or High-Risk staff will be supplied with additional PPE including gloves and a face shield if they feel the need to be more protected.

If there is a case of COVID diagnosed in the building, these individuals or their parent/guardian will be notified immediately and accommodations will be made for them to leave the building if they so choose.

VISITOR RESTRICTIONS

Visitors to Notre Dame Academy before reopening will be restricted to the school vestibule and only in cases where the task cannot be achieved digitally, by mail, or over the telephone.

SIGNAGE

Signage will be placed at the entrances and throughout the school building. All signs will not only have verbiage, but also graphics so that they are easier to comprehend for anyone who is reading them.

In addition to signage, there will be tape markings on floors and walls in hallways, restrooms, entryways, and classrooms to indicate proper social distancing. The hallways and stairways will be divided down the middle by colored tape and arrows will indicate the direction in which individuals should be traveling.

Classrooms will have taped off areas indicating where desks should be placed taking distancing and safety protocols in mind.

Students and staff will be instructed in observing and following protocols regarding all school signage.

EMPLOYEE SCREENINGS AND PROTOCOLS

To help prevent the spread of COVID-19 and reduce the potential risk of exposure to our employees and students, we will be requiring employees and adults who serve our Notre Dame Academy students on a daily basis to complete a self-screening which includes a temperature reading and answering a set of questions related to COVID-19 symptoms.
Each employee will receive a laminated “COVID-19 Daily Self-Checklist” (see below) with a list of the most common symptoms of COVID-19. If the employee answers yes to any of these questions, and there is no other explanation for these symptoms, they must contact the school principal and not come into the school building. These employees will be asked to contact their physician and either have them fax or deliver proof of health before returning to work.

**COVID – 19 DAILY SELF-CHECKLIST**

1. Check your temperature. Do you have a **FEVER** (temperature over 100°F) without having taken any fever reducing medications?
2. Do you have a **LOSS OF SMELL OR TASTE**?
   - Do you have a **COUGH**?
   - Do you have a **SORE THROAT**?
   - Do you have **SHORTNESS OF BREATH**?
   - Do you have **CHILLS**?
   - Do you have a **HEADACHE, BODY OR MUSCLE ACHES**?
   - Are you experiencing **NAUSEA, VOMITTING** or **DIARRHEA**?
3. Have you or anyone you have been in close contact with been diagnosed with COVID-19, or been placed on quarantine for possible contact with COVID-19?
4. Have you been asked to self-isolate or quarantine by a medical professional or a local public health official?

Upon entering the building, the employee will be required to take their temperature using the supplied thermometer. If the employee’s temperature registers above 100°F, they must immediately leave the building and may not return until they no longer have a temperature or they have permission from their physician to return or a negative COVID test result. Before any others are allowed to enter this area, the area must be completely sanitized by janitorial personnel.

After taking their temperature, the employee needs to sanitize the thermometer and then use the hand sanitizer before signing in for the day.

The employee must be able to attest that they answered “NO” to all of the questions on the self-check list to enter the school. The employee must then report to the Receptionist/Administrative Assistant to be signed in for the day. The employee will be asked if they can answer “NO” to all questions and then signed in for the day digitally.

**VISITOR SCREENING AND PROTOCOLS**

Visitors entering Notre Dame Academy will be limited to those individuals who provided services to our students through outside agencies and persons who volunteer several times per week. To help prevent the spread of COVID-19 and reduce the potential risk of exposure to our employees and students, we will be requiring anyone who is not Notre Dame Academy staff or individuals who serve our Notre Dame students on a daily basis to complete a self-screening. (see Appendix 3). If the individual answers “YES” to any of the questions on the screening, they
will be asked to leave the building immediately and before any others are allowed to enter this area, the area must be completely sanitized by janitorial personnel.

STUDENT SCREENING AND PROTOCOLS
To help prevent the spread of COVID-19 and reduce the potential risk of exposure to our employees and students, we will be supplying a student screening tool for families to reference on a daily basis before sending/bringing their child(ren) to school. This tool will consist of a set of questions related to COVID-19 symptoms. If the answer to any of the questions is yes, students should not attend school that day.

Students will be required to wait outside and be socially distant with 6 feet in between parties. Families residing within the same household may wait together without distancing. All individuals will be required to wear masks. As a student is called forward to be screened, everyone may move forward to the next 6-foot indicator.

There will be a staff member at each entry point to ask if the student answered “YES” to any of the screening questions. If they state that they did answer “YES” they will either go home with the adult who accompanied them to school or be kept in quarantine until an adult can pick up the student.

If the student answers “NO”, the staff member will take their temperature. If the student has a temperature of 100°F or above, they will either go home with the adult who accompanied them to school, or be taken to the school nurse and kept in quarantine until an adult can pick up the student.

Staff members who are taking student temperatures will be supplied with gloves and a face shield or protective goggles. Gloves must be disposed of after use and may not be reused. Face shields and goggles are reusable and should be cleaned for use the next day. Each individual who is taking temperatures will require their own face shield or goggles as they cannot be shared between individuals.

MAIL DELIVERY
Mail will be delivered and picked up in the front vestibule near the main office. Mail delivery personnel will be required to wear a face-covering when entering the vestibule of the building, but will not be able to enter the school building itself. Should it be necessary for the mail delivery person to enter the building for any reason, they will be required to successfully complete the Visitor Screening.

PACKAGE DELIVERY
Packages will be delivered and picked up in the front vestibule near the main office. Delivery personnel will be required to wear a face-covering when entering the vestibule of the building, but will not be able to enter the school building itself. Should it be necessary for the delivery
person to enter the building for any reason, they will be required to successfully complete the Visitor Screening.

If a delivery must be signed for, the signer will use the gloves provided in the office.

When possible, deliveries should be sanitized by janitorial personnel before moved to other areas of the building. The area where packages were deposited should also be disinfected when the delivery is removed from the area.

**TRANSPORTATION AND DROP OFF**

Students will be transported to school via personal vehicle or bus based on state and district regulations. Notre Dame Academy students will be required to follow the face covering and social distancing requirements of the bus company. Families who can transport their child(ren) to school instead of using busing will be asked to do so to prevent overcrowding on buses.

**ENTRY POINTS/LOCATIONS**

There will be four doors for entry into the school building instead of only the two which were previously used. This will lessen the traffic flow and allow for easier social distancing at each of the entrances.

Each door will be manned by staff to screen students before allowing access to the building. Students/families will be assigned doors and times for entrance into the school building enabling social distancing and a safer procedure for students and staff.

Signage will be at entrances explaining procedures and expectations for school entry including the schedule and a posting of those who should be using that door.

**COMMON AREAS**

Social distancing will be practiced as often as physically possible. To that end, wearing masks and social distancing within common areas

**MOVING THROUGHOUT THE BUILDING**

When staff and/or students are required to move throughout the building, face coverings must be worn. Individuals should remain 6 feet apart at all times and walk on the right-hand side of the hall in the direction they are going. Hallways and stairways will be marked in 6-foot distances and the center of all walkways will be divided. Arrows will indicate in which direction an individual should be walking if they are on that side of the dividing line.
RESTROOM USAGE

Restrooms will be disinfected regularly. Restroom visits will be scheduled so that cohorts are using the restrooms at the same time, but spread out through the day. Hand sanitizer is available outside the restrooms and users will be required to use sanitizer before entering the restroom. Persons using the restroom will be required to wear a mask while waiting for the restroom as well as while they are using the restroom.

Plexiglass barriers will be placed between the sinks so that individuals can wash their hands at the same time. If there are more than two sinks in a bathroom, the center sink will be closed and the outside two sinks will be used for handwashing. The same will be true of urinals in the boys’ restroom.

Signage regarding washing hands for 20 seconds will be in the restroom with age-appropriate song lyric suggestions to sing that are 20 seconds long. Adults will wait at the doors of the restrooms and monitor the numbers of students allowed to enter at once. They will also listen for running water and washing hands.

Leaving classes and going alone to the restroom will be reserved for emergencies only to prevent aimless wandering in the halls and students not following restroom procedures properly.

WATER FOUNTAINS

Students will be asked to bring a water bottle with them from home as water fountains will be closed.

SCHOOL OFFICES

Traditionally the school office is the center of control and happenings within the school. There are several aspects of the school day that are managed by office personnel. Several of these tasks will be completed electronically or given different protocols.

- Attendance cards and absentee/tardy excuses will not be delivered to the office. Teachers will record this information in eSchool when they are recording daily attendance for students.
- Mailboxes will be removed from the main office to avoid gatherings. “Mailboxes” will be hung outside of classrooms to avoid students moving through the building to deliver things or pick them up from the office.
- Lunch count will not be taken to the main office, it will be sent electronically to the Cafeteria Manager.
- If there is information that needs to go to the office re dismissal, etc., it can be left in the classroom “mailbox” and will be collected by the office staff in the morning.
- Each office employee will have their own supplies and will not share supplies with others. If an employee borrows anything from the office, it must be sanitized upon return.
• Daily announcements will be sent via email to teachers in video format so that they can play the announcements for students each morning and afternoon. Any announcements made from the PA system in the office will only be made by office personnel.
• If parents need to pick up their child early, they will need to send a note to school so that the teacher can have the child prepared to leave for the day. When the parent arrives to pick up the student, they will call the school from the parking lot. The student will then be escorted out of the building. It will be recorded as to who made the phone call and who is picking up the child. This will be double-checked against the note received from the parent.
• Visitors will not sign themselves in. They will be signed in by office staff.
• To limit traffic near the copy machine, teachers will send copies down to the copy machine from their classrooms and it will be taken to the teacher’s classroom by office staff. Other copies will be made by office personnel and delivered to the teacher’s classroom.
• Parents will not be allowed to drop off items during the day that students forgot. School lunches will be provided to any student who forgets their lunch.
• Birthday treats will not be allowed to be brought from home.

OTHER PROGRAMMING OR MANDATES

Notre Dame Academy is responsible for the safety of our students and staff in all programming that is offered. Students must also be kept safe within the building in other ways, not only regarding health.

BEFORE SCHOOL PROGRAMMING

Notre Dame Academy offers a morning program to students before the school day. Students will enter the building following the student screening protocols. Once students have cleared screening and entered the building, they will go to the designated area for the Before School Program. Students will be allowed to stay with siblings or will sit with their cohort to eliminate as much mingling as possible. Students will be walked to their classes/cohorts or if they are older sent to their classes/cohorts at staggered times.

Supplies for the program will not be shared. Students will be encouraged to bring a book to read. Coloring pages will be provided daily, but crayons will be in individual bags which will be disinfected daily.

The room used for Before School Programming will be sanitized after use and before the next group comes into the room.
AFTER SCHOOL PROGRAMMING

After School Programming at Notre Dame Academy is offered by an outside organization. The procedures followed by LE3 are included in Appendix 1. LE3 has agreed to follow any of the procedures that Notre Dame Academy has listed in the Health and Safety section if they are above and beyond what they have written as their protocol.

FIELD TRIPS

Until it is considered safe to participate in gatherings involving large groups, Notre Dame Academy students will not participate in field trips or learning experiences that involve travel outside the building.

SAFETY DRILLS

All safety drills will be conducted per New York State mandates following social distancing and safety as much as possible.

Evacuation Drills: Students will follow the normal evacuation protocol with the following adjustments. Students and staff will be required to be wearing their masks when an evacuation drill occurs. Students will walk single file down the hallway and stay on opposite sides of the stairway. Once they have gotten outside the building, they will be able to distance more.

Lock Down Drills: Students will follow the normal lockdown protocols, however, instead of crowding in the corner they will all hide under their desks and sit silently until the drill is complete.

IN-PERSON INSTRUCTION

In order to ensure the safety of our students participating in “In-person Instruction”, Notre Dame Academy will employ the following.

- Staggered drop off and pick up times
- Staggered class times/schedules avoiding unnecessary contact in the hallways
- Staggered lunchtimes
- Increased number of lunch periods
- Limiting in-person contacts through using a cohort model
- Additional classroom locations to allow for smaller class sizes and social distancing

HEALTH AND HYGIENE PRACTICES

Responsible parties will make decisions regarding the continued health and hygiene practices of Notre Dame Academy. The school nurse and school principal will work hand in hand to maintain a healthy and secure learning environment.
INSTRUCTION OF STAFF
Staff will be trained before the return of students in the identification of symptoms as well as the proper method for wearing face coverings, how to clean face coverings, and how to discard PPE.

INSTRUCTION OF STUDENTS
The school nurse, as well as staff, will instruct students regarding handwashing, wearing and washing face coverings, the importance, and purpose of social distancing and healthy practices to help avoid the transmission of COVID-19. Videos will be created and made available on the Notre Dame Academy web site for use by school personnel as training videos as well as by parents to prepare students for in-person learning.

MANAGEMENT OF HEALTH OFFICE
The nurse will have a mobile cart for minor medical situations and to administer medications. This will limit the interaction of students in the halls and buildings. If a student is identified as a possible COVID situation, an announcement will be made over the PA that the nurse’s office is temporarily closed. Students will report to the front office during this time if needed.

The nurse will ensure that any student suspected of having COVID will receive the correct standard of care for asthma and contact the student’s doctor to see if an alternate asthma medication delivery system is needed/appropriate.

MANAGEMENT OF SUSPECTED COVID PERSONS
Students who exhibit COVID-19 symptoms will be isolated in either the nurse’s office or other designated isolation space. The nurse will assess the child and if needed, will contact the parent. The nurse will remain with the quarantined student until the parent/emergency contact arrives. When the nurse is notified of their arrival, the student will be walked to the exit. The isolation room will be immediately sanitized by janitorial staff. This procedure will be followed for any staff members exhibiting symptoms during the school day as well. Parents will be required to report when their student has come in contact with or close proximity with a person with COVID-19 to either the school nurse or principal. This is also the case for the staff of the school. (see Appendix 4)

RETURN TO WORK/SCHOOL AFTER ILLNESS
Ensure complete health before returning to school to avoid transmission of illness. Students and teachers must be fever free for 24 hours before returning to school. No student who is sent home for vomiting during the school day, vomits in the middle of the night, or vomits in the morning should be sent to school.
RETURN TO SCHOOL AFTER COVID DIAGNOSIS
Staff and families will be given a flowchart showing whether or not it is time to return to school. (see Appendix 2)

CONTACT TRACING
Contact tracing requires maintaining accurate records of attendance, student schedules, bus route rosters, and any visitors (see Appendix 3) to the building. School personnel will collect tracing data and make any necessary notifications to families and health departments. (see Appendix 2)

SCHOOL/CLASSROOM CLOSURE
The school Principal, Canonical Administrator, and nurse will discuss if they feel all or part of the school needs to be closed for additional cleaning and/or virus control. In conjunction with the local Department of Health, the determination will be made regarding how to proceed. Families will be notified through All Call, email blast, school social media, and school web site. Announcements will also be on television stations. The Principal will be the main contact for inquiry if there is a public health emergency.

SECTION 3: FACILITIES GUIDANCE

CONSIDERATIONS
It is important that our students, families, and staff feel safe upon their return to the building. In anticipation of this Notre Dame Academy is putting several additional safety measures in place.

CLASSROOM PREPARATIONS
To prepare for students' return to Notre Dame Academy, the following safety enhancements will be put in place:

- Markings will be placed on floors designating one-way direction
- Markings to indicate 6-foot social distancing
- Markings to indicate student space and desk location
- Removing extra furniture, shelving, rugs, etc. to create extra space for social distancing
- Install shield partitions where 6-foot distancing is not possible (offices, classrooms, restrooms, etc.)
- Install additional hand sanitizing stations
- Sterilizations checklist signs will be hung outside classrooms and restrooms to ensure frequent and appropriate cleaning
- Some communal spaces may need to be repurposed for use as classrooms. All previously stated safety requirements will be observed.
CAPACITY

The number of individuals allowed in any one space will be posted on prominent signage outside of rooms, including office space, classrooms, restrooms, and gymnasium. Considerations will be made based on the square footage of the room, student enrollment, and social distancing.

CLEANING/DISINFECTING PROCEDURES

- Chemical disinfectants and disinfecting wipes may not be used by children
- Cleaning tracking logs will be hung outside of all doors (classrooms, offices, restrooms, etc.)
- High touch areas will be disinfected regularly during the day (door handles, railings, restroom stall doors, restroom sinks, etc.)
- Lunches
  - Tables and seats will be wiped down between lunch periods
  - Garbage will be emptied after each lunch. If lunch is held in the classroom, the teacher will tie off garbage and put it outside the door.
In addition to regular cleaning, additional staff will be hired to do evening cleaning and disinfecting.

USE OF FACILITY

Outside organizations, excluding LE3 After School child care, will not be allowed to utilize the building due to the established sanitation needs and practices.

SECTION 4: CHILD NUTRITION

FOOD SERVICE

Food services are provided to Notre Dame Academy through Buffalo Public Schools and their employees. All students are able to receive free breakfast and lunch through this program. Actual production and service of meals is done by Buffalo Public School employees and Notre Dame Academy will be following their Child Nutrition Plan.

If students are learning remotely in a hybrid plan, families can come and pick up school lunches at Notre Dame Academy. A monthly lunch calendar will be sent home so that families can notify the school of the days that they will need to pick up lunches. This will also be the procedure if a cohort is on quarantine or if the school has to close/quarantine for a period of time when the rest of the county or school district is not closed.

Buffalo Public Schools will identify locations, where food can be picked up, should all schools need to close due to an increase in the area's infection rate. This will be communicated to the
families of NDA through email blast, all call, social media, and the school website. Should parents need to contact anyone regarding their personal child’s nutritional needs, they will contact the Cafeteria Manager who can be reached by calling the school office at 824-0726.

**ACCOMMODATIONS FOR ALLERGIES**

Notre Dame Academy has always identified a section in the cafeteria for individuals with food allergies. If the cafeteria is utilized, observing social distancing principles, there will be a section available for allergies. If students are eating lunch in their classrooms and the 6-foot social distancing is not sufficient to ensure the safety of the child, the child will be able to go to either the health office or the main office with a friend to eat observing 6 feet between them. All staff will be trained regarding food allergies as well as symptoms of allergic food reactions.

**HEALTH AND HYGIENE**

Before eating lunch, all students will be escorted to the restroom to wash their hands following the 20-second hand washing protocol. There will also be hand sanitizing stations outside of the cafeteria entrances/exits. These can be used before lunch but students will use them after they leave the cafeteria.

Lunchtimes will be staggered, whether in the classroom or the cafeteria, will be monitored by an adult to ensure that students are safe while eating, wearing masks when not able to be socially distant, and ensuring that high-touch surfaces are cleaned and disinfected.

If students are eating in classrooms, desks will be washed by the adult present after students eat. Students will be given a mask break following protocol and desks and chairs will be sanitized while they are taking the break. Breaks will occur one at a time until all desks and chairs have been sanitized.

Should the cafeteria be utilized, there will be an extended amount of time between uses allowing for complete sanitation and drying time.

Should children bring their own lunch into the building, they will not be able to share what they are eating with others. Parents will need to use either a disposable lunch bag or sanitize the student’s lunch box daily. Cloth lunch boxes will be highly discouraged.

**CAFETERIA USAGE**

Should the cafeteria be utilized, there will be an extended amount of time between uses allowing for complete sanitation and drying time. Students will be assigned seats and will sit in the same location any time that they utilize the cafeteria. Meals will be delivered to students at their seats and garbage cans will be wheeled to students for trash disposal to eliminate unnecessary “travel” throughout the cafeteria.

Guides will be placed on the floors in tape in order to establish table placement. There will be prominent signage regarding COVID safety protocol established for the cafeteria. There will be
increased table spacing as well as seats at the tables marked with an X where students are not able to sit.

CAFETERIA/LUNCH MONITORS

Individuals monitoring lunches, be they teachers or cafeteria staff, will be required to monitor students for activities such as food sharing and physical distancing.

LUNCH ORDERS

Orders will be taken daily in individual homerooms by the homeroom teacher. The teacher will need to record what each student would like to eat for lunch that day (if they will be purchasing a lunch). Students may not take lunch count for the teacher or have a common area where they mark down or identify their own lunch choice. Teachers will report lunch counts to the Cafeteria Manager through digital means so that the appropriate number of lunches are prepared.

BREAKFAST PROGRAM

Breakfast will be offered to all students in their classrooms. For this reason, no breakfast will be served at the Before School Program

SECTION 5: TRANSPORTATION GUIDANCE

NON-PUBLIC SCHOOL TRANSPORTATION

Students attending Notre Dame Academy come from a variety of different school districts and students receive bussing services from the school district in which they reside. Students will follow the specific procedures provided by the district, however, there will also be common practices expected by all Notre Dame Academy students, regardless of district. Families have been surveyed and several have stated that they would be willing to drop off/pick up their students to alleviate crowding on buses thereby making it safer for all. Each District will be responsible for the daily disinfecting of buses.

DAILY TRANSPORTATION PROCEDURES AND HEALTH & SAFETY PROCEDURES

Notre Dame Academy will instruct and train students and parents regarding how to maintain 6-foot distancing at bus stops and while loading and unloading the bus. Students will be required to wear facial coverings at all times while on the bus. There will be one student per seat, sitting only where indicated. Only members of the same household will be allowed to sit together.
PROTOCOLS FOR STUDENTS DISEMBARKING FROM TRANSPORTATION

Students who are disembarking will observe 6-foot distancing and then will follow the Student Screening Protocols. Loading and unloading zones will be adjusted, as well as the implementation of staggered drop-off and pick up times.

SECTION 6: SOCIAL EMOTIONAL WELL-BEING

INCREASED NEED FOLLOWING COVID

Notre Dame Academy recognizes the changes that the COVID pandemic brought to the lives of our students, staff, families, and community. Although the focus has been on the physical health and well being of individuals, it is critical that as we move forward we acknowledge and address the mental, social, and emotional needs of our students, staff, families, and community.

SOCIAL EMOTIONAL LEARNING STRATEGIES FOR MEETING STUDENT NEEDS

Notre Dame Academy will formulate a team of education and mental health professionals to address the social-emotional needs of staff, students, and families. This team will consist of the principal, the building assistant principal, the building mental health professional, and designated teachers. In addition to the core social-emotional learning team, each grade level will establish a team to address specific student needs and interventions.

It will also be a priority that social-emotional learning topics will be integrated into curriculum and lesson plans within each classroom. Middle school students will participate in a Life Skills course with a focus on social-emotional learning competencies. Topics such as social relationships, self-regulation, self-awareness, social awareness, and positive decision making regarding the impact of COVID-19 and other societal influences will be addressed. Teachers will be responsible for designing and following through with a social-emotional check-in that will be used with students daily. This tool will be utilized to assess and intervene with students’ immediate social-emotional needs.

A mental health professional will be on-site/accessible during school hours to provide crisis intervention and meet other social-emotional needs.

Staff will continuously attend professional development opportunities led by the mental health team to increase learning about topics such as trauma, self-care, relationship building, and ethnic/racial awareness.
MENTAL HEALTH AND TRAUMA RESPONSIVE PRACTICES

Notre Dame Academy acknowledges the impact that COVID-19 and other societal influences have on student development and learning. In response, Notre Dame Academy staff will attend professional developments on trauma-informed care and further extend their knowledge and resources. Students and staff will also have access to mental health professionals who have knowledge based-in trauma-informed care. Our school will emphasize the use of collaboration, choice, and empowerment of students and families within our curriculum and policies. We will strive to provide physical and emotional safety and trust amongst our staff, students, and families. Notre Dame Academy will facilitate an environment for resilience by emphasizing individual student’s assets, building supportive relationships, and an overall positive school culture.

MULTI-TIERED SYSTEMS OF SUPPORT

Notre Dame Academy is prepared to address the varying needs of our students by implementing a system of multi-tiered supports, as recommended by NYSED. This system of supports will provide multiple preventive strategies and interactions to ensure our students continue to thrive in the educational setting. The first tier addresses universal supports that will be utilized within all classrooms. Within each classroom, teachers will integrate social-emotional learning into their curriculum through means such as emotional literacy, facilitated conversations regarding current societal influences, and lessons focusing on self-awareness and regulation skills. Teachers will also be able to develop and follow through with daily physiological check-ins with all students. These check-ins will provide teachers and mental health professionals with a baseline assessment of all students. Teachers will also utilize tools such as structure routines, calm down/safe zones, and safety procedures to facilitate a safe and effective educational environment. For students that are participating virtually, they will have access to a virtual calm/safe “room” via Google classroom and will engage in daily virtual check-ins.

All students will also have access to the mental health professionals within both buildings. Mental health professionals will facilitate classroom presentations educating students on social-emotional topics that apply to the needs of the school or classroom. These presentations will also serve as a safe and open environment for students and teachers to share their experiences and emotions with their classmates and school staff. All classrooms will also engage in Restorative Practices such as community building circles and restorative circles (all done while observing social distancing). These practices will aim to emphasize community building and maintaining a positive school climate. Notre Dame Academy recognizes that in a time of conflict and tension, it is critical for us to facilitate open conversations and relationships between students and staff. Students participating virtually will be included in these conversations and classroom presentations.

For students that are identified through self-referral, staff referral, parent/guardian referral, and assessments, specific supports will be implemented. For each referral, the student will meet
with the building mental health professional for further assessment and collaboration. Following this assessment, the student’s grade level team, social-emotional learning team, and the mental health professional will collaborate and formulate a support plan/Behavior Intervention Plan (BIP), which will be based on the student’s needs. Some of the possible interventions for tier two would be an individual check-in with the building mental health professional, Restorative problem solving with the support of teachers and mental health providers, or participation in small social-emotional learning groups specific to students with common needs. These supports will be in addition to the universal supports previously discussed. These supports will be adapted for any student engaging virtually.

For students that continue to reflect a lack of skills or additional needs, the third tier of supports will be implemented. These students may be identified by self-referral, teacher-referral, parent-referral, or by The Devereux Student Strengths Assessment (DESSA) Comprehensive Social-Emotional Learning System. Tier three supports would build from tier one and two preventative supports, and further address student’s individual needs. These supports include individual sessions with the mental health professionals, re-evaluation of the student’s support plan by collaborating with school administrators and the student’s family, referral to outside mental health or support services, or a formal restorative conference with building administrators. These supports will be adapted for any student engaging virtually.

SOCIAL-EMOTIONAL LEARNING AND TRANSFORMATIVE SEL

Notre Dame Academy will incorporate and put into practice the five social-emotional learning competencies - self-awareness, self-management, decision making, relationship skills, and social awareness. This will be achieved by encouraging teachers to adapt social-emotional learning strategies and practices into lessons and curriculum, ultimately addressing the needs of the whole student. Through the implementation of these competencies through learning and projects, Notre Dame Academy will create a supportive and fostering learning environment.

Teachers will utilize programmatic outlines such as Youth Participatory Action Research (YPAR) and Project-Based Learning (PBL) to guide the integration of social-emotional learning into the classroom.

RESTORATIVE PRACTICES

As a school, we will integrate social-emotional learning and restorative practices to create a safe space for students. We will implement the restorative justice model into multiple facets of our students’ educational experience. This will include multi-tiered support, which will contribute to school-wide climate, academic learning, teaching, and learning practices.

Through the implementation of the restorative practices model, responses to behaviors will be approached through a restorative practice lens - offering opportunities to address the underlying problem. The practice of the restorative model will empower students and foster positive relationships between staff, students, and families.
ADULT SOCIAL EMOTIONAL LEARNING AND WELL-BEING

Our Notre Dame Academy community acknowledges the importance of supporting not only the students but the adults within our community as well. In alignment with NYSED guidance, staff will address through professional development opportunities led by trained teachers and mental health professionals, a variety of means to deal with their own well-being. These professional development opportunities will address topics such as self-care, setting professional boundaries, building relationships with students and families, the impact of trauma on students and teachers, and techniques for integrating social-emotional learning into the classroom. All professional development opportunities will also be adaptable for virtual learning. Notre Dame Academy will also implement a mentorship program to which all staff will be provided with a mentor. Staff may rely on their mentor for emotional, social, or academic support. This program will provide our staff with interpersonal support, guidance, and a unified community. Staff will also have resources within the building such as the mental health professional and administrators to help guide and support physiological needs.

STUDENT SOCIAL EMOTIONAL LEARNING AND WELL-BEING

Notre Dame Academy acknowledges the significance of addressing the social-emotional needs and well-being of students. It will be vital to create an environment of transition that encourages patience as students adapt to new routines and procedures. Student concerns will be acknowledged and addressed within the classroom through the use of restorative practices and community circles. Students, both in the classroom and through the virtual setting, will have the same support and opportunities to create positive teacher-student relationships. Through the use of daily student check-ins, teachers will serve as a tool of self-awareness, as well as, a channel for teachers to monitor student well-being.

USING DATA FOR CONTINUOUS IMPROVEMENT

In alignment with the NYSED recommendations, Notre Dame Academy is prepared to periodically assess the needs of our students, staff, and families. The needs of our students and families will be initially measured through a Back to School Assessment (see Appendix 5) which has been derived from the National Child Traumatic Stress Network’s Skills for Psychological Recovery Assessment. The Back to School Assessment will help to identify any student or family’s concerns with meeting basic needs, developmental functioning of the student, and the student’s social, emotional, and physical needs; specific to the impact of COVID-19 and other societal influences. This assessment will be administered within the first three weeks of the educational year, and then an adaptation will be administered periodically throughout the year.
SECTION 7: RELIGIOUS AND INDEPENDENT SCHOOL SCHEDULES

MASTER SCHEDULING

Notre Dame Academy schedules will take into account the needs of our families and community while observing the safety guidelines that are required by the DOH, CDC, and NYSED.

IN-PERSON SCHEDULING

In-person scheduling will be developed to ensure
- Appropriate academic time balanced with the insertion of time for mask breaks and the incorporation of Social Emotional Learning into the day
- Staggering of arrival and dismissal times
- Staggering of lunch periods
- Allowing for additional time for special area teachers to either prepare their supplies or sanitize their supplies and equipment for the next class
- Time in hallways will be limited and managed by the adult in charge to maintain social distancing and safety
- If a family chooses to participate in the Hybrid Learning Plan – Option 1 (see Section 9 for details), they will be agreeing to participate in Synchronous learning and must attend at the stated time of the class

HYBRID SCHEDULING – PLAN 2

Students will be placed in an A group and a B group. Each group will attend two full days of in-person learning and three days of remote learning. In-class learning time will be set to allow for mask breaks, etc. since students will be spending the day in the socially distanced cohort. This will also allow for time to add check-ins for the social-emotional health of the students as they are returning to school.

REMOTE LEARNING

If schools must return to Learning at Home due to a full or partial school closure, students will be expected to attend scheduled classes in a synchronous manner. Asynchronous instruction will be made available for extenuating circumstances, but not encouraged. Breaks and lunch will be built into the daily schedule.
### SECTION 8: ATTENDANCE

#### ATTENDANCE FOR INSTRUCTIONAL PURPOSES

It is important that students participate in learning opportunities regularly, regardless of whether it is in-person learning or online learning. Looking forward to the new normal of schools in the COVID world, school policies and procedures must focus on using a variety of methods to reach out to students and their families to ensure that they are participating in learning.

---

**Sample Schedule**  
**Group A: M/W  Group B T/Th**

<table>
<thead>
<tr>
<th>Grade Period</th>
<th>5th</th>
<th>5th</th>
<th>6th</th>
<th>6th</th>
<th>7th</th>
<th>7th</th>
<th>8th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>HR, Religion/Mass</td>
<td>HR, Religion/Mass</td>
<td>HR, Religion/Mass</td>
<td>HR, Religion/Mass</td>
<td>HR, Religion/Mass</td>
<td>HR, Religion/Mass</td>
<td>HR, Religion/Mass</td>
<td>HR, Religion/Mass</td>
</tr>
<tr>
<td>2nd</td>
<td>math</td>
<td>Social studies</td>
<td>Spanish</td>
<td>ELA</td>
<td>science</td>
<td>Social studies</td>
<td>math</td>
<td>PE (m/t) Computer Skills (w/th)</td>
</tr>
<tr>
<td>3rd</td>
<td>math</td>
<td>Science</td>
<td>Science</td>
<td>Social studies</td>
<td>math</td>
<td>PE (m/t) Computer Skills (w/th)</td>
<td>Spanish</td>
<td>LCS</td>
</tr>
<tr>
<td>4th</td>
<td>Lunch</td>
<td>Lunch</td>
<td>math</td>
<td>LCS</td>
<td>Spanish</td>
<td>ELA</td>
<td>Social studies</td>
<td>Science</td>
</tr>
<tr>
<td>5th</td>
<td>Computer Skills (m/t) PE (w/th)</td>
<td>Reading Group (m/t) Char Ed (w/th)</td>
<td>Lunch</td>
<td>Lunch</td>
<td>LCS</td>
<td>Spanish</td>
<td>PE (m/t) Computer Skills (w/th)</td>
<td>Social studies</td>
</tr>
<tr>
<td>6th</td>
<td>Reading Group (m/t) Char Ed (w/th)</td>
<td>Computer Skills (m/t) PE (w/th)</td>
<td>PE (m/t) Computer Skills (w/th)</td>
<td>Spanish</td>
<td>Lunch</td>
<td>Lunch</td>
<td>ELA</td>
<td>math</td>
</tr>
<tr>
<td>7th</td>
<td>Writing Workshop (t/th) Spanish (m/w)</td>
<td>Writing Workshop (m/w) Spanish (t/th)</td>
<td>LCS</td>
<td>PE (m/t) Computer Skills (w/th)</td>
<td>ELA</td>
<td>science</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>8th</td>
<td>Science</td>
<td>Math</td>
<td>Social studies</td>
<td>science</td>
<td>PE (m/t) Computer Skills (w/th)</td>
<td>math</td>
<td>LCS</td>
<td>ELA</td>
</tr>
<tr>
<td>9th</td>
<td>Social</td>
<td>Math</td>
<td>ELA</td>
<td>math</td>
<td>Social studies</td>
<td>LCS</td>
<td>science</td>
<td>Spanish</td>
</tr>
</tbody>
</table>
ATTENDANCE CONSIDERATIONS

In-Person Learning Considerations:

Homeroom teachers will be responsible for recording attendance daily. Parents are required to contact the school office regarding the student's absence. In the event the parent does not call the school office, the school nurse will contact the parent and record the reason for the absence. A note will be required upon returning to school.

Hybrid Learning Considerations:

In-School and Remote Learning students will be assigned a homeroom teacher. Homeroom teachers will be responsible for monitoring attendance daily. With the simultaneous instruction of in-person learning and remote learning students working remotely will be given specific instructions on how to log into their class. Homeroom teachers will then record their attendance. If a student fails to login to their class it will be considered an absence.

Student participation will be based on entire class participation and submitting assignments.

Parents will be required to contact the school if the student will be absent from their online classes. In the event the parent does not call the school office the school nurse will contact the parent and record the reason for the absence. Parents will be required to email a notification to the student's homeroom teacher regarding the absence. The email will be considered as their notification to the school.

Remote Learning Considerations:

Remote distant learning students will be assigned a homeroom teacher. Homeroom teachers will be responsible for monitoring attendance daily. Specific class instructions will be given as to when each class will take place. If the student fails to login they will be considered absent.

Student participation will be based on entire class participation and submitting assignments.

Parents will be required to email a notification to the student's homeroom teacher regarding the absence. The homeroom teacher will then log the reason for absence. If the parent fails to notify the homeroom teacher the school secretary will contact and record the parent's response.

CHRONIC ABSENTEEISM

The end of the 2020 school year resulted in an unplanned at home learning situation. This forced families into a situation requiring parents/guardians, grandparents, babysitters, etc. to monitor a student's education from home. Notre Dame Academy will continue to monitor student attendance and school counselors will follow up with families who are not attending classes, whether in person, hybrid, or remote.
EDUCATIONAL NEGLECT

Educational Neglect is considered to be the failure of a parent to ensure that child’s prompt and regular attendance in school or the keeping of a child out of school for impermissible reasons resulting in an adverse effect on the child’s educational progress or imminent danger of such an adverse effect.

There are three elements necessary for acceptance of a report to Child Protective Services (CPS) of educational neglect based on absenteeism, as identified in guidance established at the Statewide Central Register for Child Abuse and Maltreatment (SCR):

- Excessive absence from school by the child. Confirmation that the absences are unexcused is an issue for the CPS investigation and a decision on this issue is not required at the point of making a report. However, any information the school has as to whether the absences are excused or unexcused should be provided to the SCR; and
- Reasonable cause to suspect that the parent is aware or should have been aware of the excessive absenteeism and that the parent has contributed to the problem or is failing to take steps to effectively address the problem (in other words, failure to provide a minimum degree of care); and
- Reasonable cause to suspect educational impairment or harm to the child or imminent danger of such impairment or harm.

SECTION 9: TEACHING AND LEARNING

GRADES 5-8 ACADEMICS

Notre Dame Academy (NDA) teachers are prepared to deliver an equitable learning experience to every student in person, remotely, or in a hybrid environment. Our methods include student-centered constructive activities requiring collaborative inquiry, problem-solving, individual and group projects, and the responsibility to help each other develop as a community of learners. The development of the teacher and student relationship is the cornerstone of academic achievement. Successful teaching and learning in any mode includes a well-managed classroom that adopts a preventative approach rooted in the procedure, and includes participation from every member of the classroom community. Our plan takes into consideration the ability to be flexible and to move from one mode of delivery to another with minimal disruption to the students’ learning experience. Students will be provided with three hours of lessons in core subjects as required by NYSED in all modes of delivery and will meet 180 days of instruction in the 2020-2021 school year.

IN-PERSON INSTRUCTION PLAN

- Room Arrangement - Notre Dame Academy will accommodate student desks per classroom at the CDC and DOE recommendation of 6 feet apart. To maintain the integrity of the cohort, students will remain in the same classroom throughout the day with teachers rotating to deliver instruction. Visuals and markings on walls and floors will
reinforce social distancing and manage the flow of students in the classroom. Hygiene supplies will be provided for high traffic areas such as the teacher's desk, doorways, shelf space etc. Outside space will be utilized whenever practicable.

- **Social Distancing Best Practices** - A preventative approach to social distancing rules and hygiene within the classroom will be strategically practiced along with classroom management rules that would normally occur. Students will practice maintaining clean personal space and respecting the space and supplies of other students. Masks will be worn properly. Leaving and returning to the classroom will be minimized, but when necessary will require sanitizing procedures to be followed.

- **Student supplies, texts, and materials** - Students will utilize labeled individual bins to maintain individual use of supplies and discourage sharing. Teachers will use electronic materials whenever possible. Texts and physical materials will not be shared. Texts and materials will either be kept at home or in school, but will not be transported back and forth.

- **Individual and Shared Technology** - All devices will be required to be sanitized daily including cell phones, Chromebooks, etc. Shared devices will be assigned to minimize the number of students touching any one device. Eg. Device #1 will be assigned eight students (two students in each grade). Shared technology will be sanitized after each use.

- **Identifying Gaps Related to the 2019-2020 executive order for transition to 100% remote learning in March 2020** - Potential gaps will be assessed at the onset of the school year. Teachers will use formative and diagnostic assessment tools to identify supports needed in the development and delivery of lessons to bring students to grade level. Because NDA maintained state standards during the remote learning in the third trimester and because NDA provided students identified as at-risk with a summer program, gaps resulting from the executive order are expected to be minimal.

- **Preparing students for mode of learning changes** - Teachers will integrate remote learning activities as a part of in-person instruction to proactively prepare students for a transition to home-based learning if required by executive order. Students will utilize Google classroom and Google tools as well as platforms that integrate with Google classroom. For example Quizlet, Readworks.org, and Brainpop. Google Classroom provides a platform that enables students to collaborate while maintaining social distancing as well as providing teachers with tools supporting differentiation strategies.

- **Remote teaching to multiple classrooms** - When possible NDA may utilize remote teaching strategies for in-person learning. Specials such as Art, Music, Religion, and events such as Mass may be delivered to all students synchronously (live) minimizing the number of teachers and students interacting while maintaining the integrity of an inclusive, culturally responsive education.
REMOTE INSTRUCTION PLAN

- **Learning Platform** - Zoom Video Meeting or Google Meet will be used for Remote Classroom Learning.

- **Attendance** - Absenteeism will be addressed according to the Remote Learning Code of Conduct and align with New York State Truancy Law. All students engaged in remote learning will be required to utilize camera and audio equipment following the Code of Conduct for Remote Learning.

- **Class Schedule** - Students will follow a prepared schedule that models an in-person schedule.
  - Core classes (ELA, math, science, social studies) will include 180 minutes of student-centered instruction per week.**
  - Enrichment classes (Spanish, Life Skills, Religion) will meet 90 minutes per subject per week in 30 to 45-minute increments.
**Students will attend a minimum of 90 minutes of Zoom meetings per core subject.

- **Transition to Remote Learning** - Google classroom and platforms that interact with Google classroom such as Quizlet, Readworks.org, and Brainpop, etc. will be used to maintain a connection to the learning community. These platforms will have been practiced during in-person learning.

- **New York State (NYS) Learning Standards** - Learning outcomes will align with NYS Learning standards including Speaking and Presenting opportunities provided to students in Zoom (live) and/or by video. Activities will include opportunities for individual and group response such as choice projects to provide differentiation and multi-expressive demonstrations of learning.

- **Assessment** - Teachers will focus on pre-assessment and formative assessments to inform instruction. Assessment tools such as Google quiz can be used for summative assessment. Appropriate accommodations will be managed on a case by case basis coordinating with parents/guardians and Academic Intervention Services teaching staff.

- **Parent/Guardian Communication** - Remind, email, and announcements in Google classroom will be utilized to notify parents in advance of materials students need for class, homework, and projects with consideration given to materials students may easily find at home or materials the school can safely supply. Student performance (grading) is reported via Parent Portal.
HYBRID INSTRUCTION PLAN – OPTION 1

Notre Dame Academy is committed to meeting the needs of its families. Each family will assess the Covid-19 risk according to their particular vulnerability assessment and circumstances. To meet the needs of families, NDA will offer the choice of learning in-person or remote access to class. If a family would like to transition their child to face-to-face or hybrid instruction, planning, and coordination regarding specific health and educational needs will be developed on a student by student basis.

To ensure every student is included in the learning community with hybrid instruction, the following supports will be provided:

- **Learning Platform** - Zoom Video Meeting or Google Meet will be used for Remote Classroom Learning.
- **Attendance** - Absenteeism will be addressed according to the Remote Learning Code of Conduct and align with New York State Truancy Law. All students engaged in remote learning will be required to utilize camera and audio equipment following the Code of Conduct for Remote Learning.
- **Class Schedule** - Students attending remotely will be required to follow the schedule students are following in person with appropriate breaks before and after each class (transitions between subjects).
- **Technology** - NDA will coordinate with families to ensure their students have access to adequate technology resources.
- **Training for students and parents** - A training session will be held for families who choose remote learning from the beginning of the school year. Topics will include navigating Google classroom and its tools; how to submit assignments; using platforms that interact with Google classroom such as Readworks.org, etc.
- **Equity in Educational Delivery** - Students attending class remotely will receive the same materials digitally or by packet(s) as students attending class in-person.
- **Classroom Community** - Students learning remotely will be included in classroom activities. For example, remote and in-person students will be paired for group work and projects, classes can engage in digital field trips, and students at home can join remote lessons from teachers as presented through in-person learning plan.

HYBRID INSTRUCTION PLAN – OPTION 2

Notre Dame Academy is committed to providing students returning to the building for school with a physically and emotionally safe environment. Upon returning to the classroom after the
abrupt ending to in-person learning in the 2019 - 2020 school year, students may experience anxiety. The classroom will be situated differently. Students will need to avoid sharing. Interactions will be socially distanced. While the purpose of this hybrid plan is to minimize the number of students attending in-person learning on the same day, it is also purposeful in its goal to establish teacher/student and student/student relationships by class, for the school, and as a part of the larger school community. The plan takes into account the required 180 minutes of instruction for core classes, includes enrichment classes, and includes specials either in person or remotely each week. Based on enrollment, there will be between 8 and 12 students per class.

- **Weekly Schedule Structure** - Students will be included in one of two groups: Group A or Group B.
  - Group A will attend in-person learning on Monday and Wednesday, 7:30 a.m. through 2:00 p.m. (Actual times may differ due to school buses arriving from outside districts) Group B will attend on Tuesday and Thursday.
  - Students will engage in remote learning activities in Google classroom on days they are not scheduled for in-person instruction.
  - Students will attend ELA, math, social studies, science, Spanish, and Life and Career Skills class for 33 minutes for in-person instruction.
  - Students will attend Physical Education and Computer Skills once per week.
  - All students will attend core classes on Friday via Zoom for a minimum of 30 minutes each class.
  - Specials classes: Art and Music will be delivered remotely. Group A will attend via Zoom or Google Meet on Tuesday and Thursday; Group B will attend via Zoom or Google Meet on Monday and Wednesday.

**SCIENCE LABORATORY REQUIREMENTS – LIVING ENVIRONMENT**

Regardless of the instructional plan implemented, all students must complete 1,200 minutes of laboratory experiences during the school year. This requirement can be met through hands of laboratory experiences, virtual laboratory experiences, or a combination of the two.

**MUSIC AND THE ARTS**

The health and safety of our students, faculty, and staff is essential at Notre Dame Academy. Following the guidance provided by the New York State Department of Education, the NDA Department of Art and Music is preparing secure safety protocols for classroom instruction and updated teaching models for three scenarios of instruction, which include: In-person Instruction, Remote Instruction, and Hybrid Instruction. Due to the hands-on nature of learning in both Art and Music, additional consideration has been given to manage the physical learning
environment and implementation of instructional methods that will meet the needs of our students and staff.

**IN-PERSON INSTRUCTIONAL MODEL**

- Appropriate health and safety measures will be in place to ensure a safe learning environment. Teachers and students will wear appropriate face coverings (masks/shields) throughout classroom instruction. Extended time for cleaning surfaces and maintaining proper hand hygiene is in place.
- All materials and surfaces will be cleaned following the appropriate CDC, State, and local health guidelines.
- Visual markers for the flow of students and seating is clearly labeled and in direct line(s) of sight for students and staff.
- To limit the transition of students in the physical building throughout the school day, Art and Music teachers will travel to classrooms (cohorts) for instruction.
- The pandemic created a substantial interruption of classroom instruction in Art and Music. Therefore, upon return to the classroom, teachers will review learning concepts and topics taught during remote instruction. Reinstruction will provide students an opportunity to reflect and re-engage in their work and/or engage any student who missed instruction via remote instruction.
- Art and music supplies will be designated for each student. Students will have a cache of art and music supplies to be used in the classroom under the guidance of their teacher. These supplies may also be taken home should schools return to remote instruction. Needed sanitation will take place prior to being used by another student.
- The recommended safe distance of 12 feet will be maintained between all parties if participating in a singing or wind instrument activity (classroom singing/classroom recorder).
- Teachers will have lessons prepared for the possibility of a return to remote instruction.

**REMOTE INSTRUCTIONAL MODEL**

- Teachers and students are prepared for Remote Instruction. Teachers and students will access Google Classroom and Google Drive Accounts. Other resources and applications such as Remind, Zoom, YouTube, etc. may also be used to communicate with and teach students that reinforces and connects in-person classroom learning in Art and Music.
- If returning to Remote Instruction from In-person Instruction, teachers will accommodate instruction to meet student needs through individualized projects that reinforce in-person classroom learning and concepts.
- Teachers will have a plan to communicate with students to assist in Remote Instruction. This includes email correspondence, conference applications such as Google Meet and Zoom, and other communication applications designated for educational purposes. Teachers will be available to assist student needs during school hours 8:00 am – 2:00 pm.
• Teachers will provide critical assessment and feedback on student work and assignments in a timely and appropriate manner.
• Art and Music Teachers will communicate and collaborate with students’ classroom teachers to intertwine and strengthen the concepts of lessons taught in primary subject areas.
• Art and Music Teachers will provide students with a catalogue of vetted and approved online resources for which students may learn, collaborate, create, and assess artistic learning standards measured by their teacher.

HYBRID INSTRUCTIONAL MODEL
• Lessons will be organized to teach artistic concepts that can be introduced, taught, and modeled through In-person Instruction and then reinforced and practiced through Remote Instruction. The standards will be presented and created via in-person experience and students Respond and Connect via remote.
• Teachers will have a plan to communicate with students to assist in Hybrid Instruction. This includes email correspondence, conference applications such as Google Meet and Zoom, and other communication applications designated for educational purposes. Teachers will be available to assist student needs during school hours 8:00 am – 2:00 pm.
• Teachers will use methodologies to create group projects that teach artistic concepts, which are introduced, taught, and modeled through In-person Instruction and then reinforced and practiced through Remote Instruction. Students will be encouraged to collaborate and create through online resources monitored by teachers.
• Art and Music Teachers will provide students with a catalogue of vetted and approved online resources for which students may learn, collaborate, create, and assess artistic learning standards measured by the teacher.

DIGITAL TECHNOLOGIES
Notre Dame Academy was successfully able to utilize technology to conduct “At Home Instruction” with all students. Although successful, there were also many things learned. Through implementation, Notre Dame Academy will be prepared should the need arise to utilize “At Home Learning”, be it a Hybrid Learning or Complete At Home model.

PREPARING STUDENTS AND TEACHERS FOR “AT HOME LEARNING”
Notre Dame Academy is a Google School. All teachers are issued a Gmail account and educated on how to set up and use Google Classroom with students. All students (K-8) are issued a Google drive account that can be accessed in school and at home.
Parents will also be educated on how to access the student’s assignment and help them submit when necessary. This will be offered to families through synchronous as well as asynchronous means so that the training can be accessed as needed. Parents will be invited to access a guardian account that will inform parents as to assignment due dates.

Students will be able to submit comments and questions in a class or private comment area.

All families have been surveyed as to their technology available at home and access to the Internet.

IMPLEMENTING “AT HOME LEARNING”

All families will be notified and asked to contact the school if they need a device to use at home. If a device is needed, the school has 50 Chromebooks ready to loan out to the students during the “At Home Period”. Students will be instructed via Google Classroom and Google Meet. Assignments can be handed in via Google Classroom. Any family that does not have Internet access will be given directions as to the local hot spots.

TECHNOLOGY IN THE COVID CLASSROOM

The school will purchase plastic keyboard covers that can be cleaned along with the mouse after each class in the computer lab when students are able to return to the lab. Students will be assigned a Chromebook Number so that when a Chromebook is used it will be cleaned and only used by a limited number of students.

SECTION 10: ATHLETICS AND EXTRACURRICULAR ACTIVITIES

PHYSICAL ACTIVITY

Staying physically active is important to the overall well being of our Notre Dame Academy students. Physical Education instruction provides students with the knowledge and skills that will allow them to stay healthy and thrive through the duration of the pandemic and beyond. South Buffalo Catholic School – Notre Dame Academy Physical Education guidance is intended to be fully compliant with the NYSED, CDC, SHAPE America, Diocese of Buffalo, and NY State Department of Health guidelines and best practices.

PHYSICAL EDUCATION/HEALTH CLASSES

Notre Dame Academy believes that participating in Physical Education is important for our students’ health and well-being. Not only do Physical Education activities benefit students’ physical health, but research indicates regular physical activity improves students’ mental health.
as well as contributes to academic success. Our department will ensure that in-person, hybridized, and remote learning opportunities are considered towards achieving physical literacy. Our learning environment will be student-centered, restorative, and culturally responsive to recognize the social and emotional needs of each child. Furthermore, our curriculum will align with the NYSED and SHAPE America Physical Education Learning Standards while utilizing a multi-model approach to maximize student engagement and learning. The safety and health of our students remain our top priority while engaging in physical activity.

All Physical Education lessons will:
1. Meet or make progress towards Grade-Level Outcomes
2. Be inclusive for all learners
3. Provide varying progressions and challenges so all students can be engaged and have an appropriate level of success based on the student’s previous skills and knowledge
4. Include a variety of learning objectives in all three domains

IN-PERSON LEARNING CONSIDERATIONS

- All students will maintain a twelve-foot distance in all directions between each other when engaged in moderate to vigorous physical activity
- All Physical Education classes will take place in an outdoor setting except for inclement weather
- Standards-based learning activities that utilize little to no equipment will be developed for student safety
- Use curricula and pedagogy that is academically challenging, honor and reflect students’ diversity, connect learning to students’ lives and identities, challenge students to be critical thinkers, and promote student agency to end societal inequities
- Instructions will be delivered to the class using a microphone and speaker to ensure the clarity and efficiency of the class for students while wearing face coverings
- Signage will be marked regarding the proper entrance and exit routines, social distancing, and other health considerations
- Classroom-based instruction will focus on individual pursuits that engage all levels of learners with appropriate technology resources
- All students will wash their hands before and after each class
- Individual pursuits that require no physical contact will be prioritized (Line dancing with physical distance, yoga, Geocaching, orienteering, track and field, stress management, individual racquet sports, aerobics)
- Students will not use locker room areas and other common rooms to change; they may instead wear their athletic clothing underneath their uniform or not change based on the day’s activity
- Any equipment that is used will be properly sanitized following each class; children will not be sharing common equipment
- Students will use personal and labeled water bottles for hydration; the water fountain will be closed
- Learning activities will be guided by student-choice, social-emotional learning outcomes, and culturally responsive approaches that maximize learning and engagement
HYBRID LEARNING CONSIDERATIONS

- Students will engage in socially-emotionally centered flipped learning and will be provided instructional materials, such as presentation slides, video clips, images, documents and other electronic manipulatives to peruse and consume during their own time.
- Students will be using the flipped learning model to learn about topics remotely while transferring acquired knowledge to the in-person learning environment.
- Properly curated content to support a flipped classroom (learning information at home via technology and implementing what has been learned when in-person) will come through the learning management system Google Classroom.
- Students will be provided synchronous learning opportunities along with asynchronous learning as much as possible for students who do not have access to remote means in real-time.
- Student choice will be optimized to ensure that learning takes place and positive affective domain outcomes are met.
- Teachers will use formative and authentic assessment to provide feedback regarding student progress in the hybrid model.

REMOTE LEARNING CONSIDERATIONS

- Students will be provided with clear expectations for remote learning practices and behaviors and will be required to sign an agreement acknowledging these expectations.
- Teachers will list essential questions for each instructional unit given the change to a remote learning environment and recognize the social-emotional learning factors that will be addressed for a seamless transition.
- Virtual Learning activities will be designed to meet the CDC daily physical activity recommendations.
- Students will be provided opportunities for movement at home regardless of their setting and resources available to them.
- Teachers will identify students with limited technology/internet access and provide flexibility regarding due dates.
- Content and remote learning will be shared with stakeholders to ensure student success in all domains.
- Properly curated content will be formatted through Google Classroom to teach appropriate activities and skills.
- Lessons will be planned and considered to transfer procedures into a remote environment while creating opportunities for students to interact with each other in a virtual physical activity setting.
- Special virtual events such as At-Home Field days will be organized to engage the school community towards physical activity.

INTERSCHOLASTIC ATHLETICS

The Notre Dame Academy Sports Committee understands the important role that athletics plays in the emotional, social, and physical aspects of our students’ lives. We understand the
importance of social distancing and wearing masks. Notre Dame Academy participates in sports run through the Diocese of Buffalo and will be adhering to the rules, procedures, and directives given to us from the NY State Department of Health, the CDC, and Brian Kiszewski, Director of Elementary Athletics for the Diocese of Buffalo. Competitive sports will only begin once approval of governing entities is received.

We have changed our sports registration sign-up from paper registrations, and check payments to online registration through SportsEngine, which will allow for registrations, and payments to be done electronically without the physical sharing of paperwork and money.

Our Sports Committee is aware of the importance of social distancing, and sanitizing equipment between use. We also understand that parents, spectators, coaches, and workers such as scoreboard operators, need to wear masks and properly social distance. Our Sports Committee is committed to the health and safety of our student-athletes and will support this initiative by explaining all health-related rules, and regulations to our coaches, and in purchasing any equipment necessary to help keep our students safe such as their own pinnies for practices, and thermometers to perform temperature checks if needed.

**FACILITY USAGE**

Notre Dame Academy allows for our gymnasiums to be used by coaches for practicing for indoor sports such as volleyball and basketball. In using our facility, we are aware of the New York State Department of Health’s rules and regulations regarding using our facility for practices and sporting events.

Regarding practices, we will ask that parents do not wait inside while practice is occurring. Students will be required to come to practice prepared to play as there will be no use of the restrooms/locker-rooms for dressing purposes.

For games, our coaches and parents will be told that each player can have at most two spectators watching. Restroom usage will be discouraged, but if they are used, only one individual will be allowed into the restroom at a time. Individuals will be required to use hand sanitizer prior to entering the restroom and maintain their facial covering while in the restroom. Signage in the restroom will require washing hands with soap and water for 20 seconds before leaving the restroom. School personnel will monitor restroom usage and close the restrooms on the hour for complete cleaning and sanitizing if the restroom has been used.

Wearing masks to enter the building will be a mandate for coaches, athletes, spectators, and workers, and we will adhere to social distancing rules and regulations of 6 feet per party. We will mark areas of the gym using tape and signage for clock/scoreboard operators, team benches, and for coaches to stand. Windows will be open for the duration of games to improve ventilation in the gymnasium.
DOH COVID-19 Signage will be posted throughout the gymnasium and hallways to explain proper health procedures and instructions in being inside of Notre Dame Academy facilities. We will use signs and arrows on our gym stairs to create one-way traffic, having the right side of the stairs show a down arrow for people going down, and the left side of the stairs showing an up arrow for people going up the stairs.

Practice times and game times will be staggered so that we will be able to properly enforce rules, regulations, and procedures, and will allow us time to properly sanitize chairs, benches, equipment, door handles, railings, etc. We will also make sure that our water fountain above the gym stairs is covered and out of order to limit the spread of germs. Instead, we will supply our student-athletes with bottled water for continued hydration during their practices and games.

**INTRAMURAL ACTIVITIES**

Intramural Sports are a great way for Notre Dame Academy students to form friendships, build chemistry, and work together to participate in athletics after school. Our Intramural Sports program is an after-school program allowing students to play sports such as kickball, soccer, and handball. At this time, we plan on suspending our intramurals for at least the fall session, as students would be touching, and sharing equipment such as kickball, soccer balls, and handballs. Our goal is to continue intramural sports in the future when we know that we can fully implement team sports and activities safely while adhering to the CDC and New York State Health Guidelines.

**EXTRACURRICULAR ACTIVITIES**

After school activities such as Student Council, Art Club, and STREAM (Science, Technology, Religion, Engineering, Art, and Mathematics) will practice social distancing and wear masks. When clubs meet in classrooms, students will sit in desks that are properly socially distanced, meaning that they are 6 feet apart from one another. Materials will not be shared by students, and we will incorporate the use of technology, as well as Zoom Meetings, and Google Classroom for students to also meet and share their ideas.

**SECTION 11: BILINGUAL EDUCATION AND WORLD LANGUAGES**

**FAMILY INCLUSION**

The mission of Notre Dame Academy states that we educate the whole child and all aspects of who they are. Although there are currently no English Language Learners in our learning community, it is critical that we are prepared to be inclusive of not only the student but the family as well.
EFFECTIVE COMMUNICATIONS AND FAMILY SUPPORT TO ELLs

Communications and translations to parents/guardians will be provided in their preferred language and mode of communication.

Instructional units of study will be provided to all English Language Learners based on their most recently measured English Language Proficiency, including former ELLs.