

## **PHASE 2 (When it is determined that it is safe for students to be in larger cohorts):**

- Half of the students will attend on Mondays and Thursdays, the other half of students will attend on Tuesdays and Fridays.
- Wednesdays will be used to provide support to students under the Committee on Special Education (CSE), English Language Learners (ELL) and for students who are at risk for failing.
- Students will attend in-person two days a week, and follow a schedule that allows them to see all teachers (Core and electives).
- On opposite days, students will complete instruction in a remote environment.

## **Career and Technical Education (CTE)**

While planning for CTE instruction, whether in-person, remote or hybrid models, the Schodack Central School District has collaborated with Questar III BOCES to ensure high school instructional plans are aligned. Questar III BOCES has developed models that ensure NYS Learning Standards, applicable industry certification requirements, clinical and work-based learning hours have been met. In addition, their plans follow all NYS/DOH health and safety guidelines and social distancing.

## **Athletics and Extracurricular Activities**

### **Interscholastic Athletics**

As a result of the COVID-19 pandemic, districts have delayed the Fall sports start date until Monday, September 21. With NYS approval for the opening of schools in September and with appropriate social distancing, PPE usage, and cleaning and disinfection of equipment, the following will be implemented:

- cancel NYS Fall Regional and State Championship events;
- waive seven-day practice rule to enable greater opportunities for local participation;
- maintain current practice requirements;
- encourage geographic scheduling for games & contests; and
- offer off-season conditioning workout options, if permitted by State officials.

If the Fall sports season is interrupted or impacted by COVID-19 (i.e. State official guidance, school closings, cancelation of high-risk sports, etc.), then a condensed season's plan will be implemented.

This plan takes into consideration the competitive and interactive aspects of each sport and would include the following, with the stipulated dates being tentative:

- **Season I (Winter Sports)**
  - Dates: Jan. 4-Mar. 13 (Week 27-36) 10 Weeks
  - \*Note: tentative dates. Sports: basketball (girls & boys), bowling (girls & boys), indoor track & field (girls & boys), and wrestling (because of the high risk nature of wrestling, it may have to be moved to Season II or Season III).
- **Season II (Fall Sports)**
  - Dates: Mar. 1-May 8 (Week 35-44) 10 Weeks
  - \*Note: tentative dates. Sports: cross country (girls & boys), soccer (girls & boys), , and volleyball (girls) . \*Note: Weather will have an impact upon outdoor sports in some parts of the State in March and potentially early April. Girls tennis moved to Season III.

- **Season III (Spring Sports)**
  - Dates: Apr. 5-Jun. 12 (Week 40-49) 10 Weeks
  - \*Note: tentative dates. Sports: baseball, softball, golf (girls & boys), lacrosse ( boys), tennis (girls & boys), outdoor track & field (girls & boys).

### **Extracurricular Activities**

- As interscholastic sports and extracurricular activities are an important aspect of student life and the school community, it is our priority to maintain as many offerings as we can.
- At the start of the year, extracurricular activities will be conducted virtually by advisors.
- Opportunities for in-person extracurricular activities will be reviewed quarterly.

## **Special Education**

The Schodack Central School District reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services of the Schodack Central School District provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (in-person, hybrid, or remote). The Schodack Central School District will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication (eg. Related Services Log). The district will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

The Schodack Central School District is committed to providing meaningful parent engagement in the parent’s preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Further, we will maintain regular communication with the parents/guardians and other family members to ensure that they are engaged in their children’s education during the reopening process.

The Schodack Central School District will plan and support collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.