

- **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.

The Schodack Central School District will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to in-person, hybrid, and remote instruction during 2020-21, a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records.

Bilingual Education and World Languages

Schodack Central School District provides world language instruction in Mandarin Chinese IV (only) and Spanish and English as a New Language (ENL) instruction for English Language Learners (ELLs) K-12. We utilize Questar III BOCES Regional Bilingual Education Resource Network (RBERN) technical assistance for PreK-12 for ENL instruction. This assistance will be provided in all formats (in-person, hybrid, or remote).

Support of English Language Learners (ELLs) will be comprehensive, high-quality, and culturally responsive. If we reopen using in-person or hybrid instruction we will complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs will resume for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

Schodack Central School District is committed to comprehensive, high-quality, and culturally responsive instruction for ENL students, we will provide the required instructional Units of Study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. Further, we will maintain regular communication with the parents/guardians and other family members of ELLs to ensure that they are engaged in their children's education during the reopening process which includes telephone contact, text messages, social media, emails and regular mail in their preferred language. We will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication. If necessary, we will utilize Questar III BOCES regional translation service to assist with translation services.

Schodack Central School District will provide professional learning opportunities for our district that support best practices and equitable instruction for ELLs as well as general education students to help address learning gaps caused by the COVID-19 school closures. The District also has access to the Questar III BOCES Professional Learning Catalog to support teachers to assure ENL and world language instruction is personalized and research-based.

In order to assure that students have opportunities to study world languages we are prepared to teach Chinese IV (only) and Spanish in the live in-person, hybrid, or remote format upon reopening. With the support of Questar III BOCES, we will provide professional learning opportunities to our district and the region that supports best practices in all three formats of instruction and cover equitable instruction for our ELLs, students with disabilities, and general education students who are studying world languages such as Chinese IV (only) and Spanish to help address learning gaps caused by the COVID-19 school closures.