

Bainbridge-Guilford Central School

District Wide School Safety Plan

Project Save

(Safe Schools Against Violence in Education)

Commissioner's Regulation 155.17

2023-2024

Revised July 2023

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Bainbridge-Guilford Central School District continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The Superintendent of Schools encourages and advocates this ongoing District-Wide cooperation and support of Project SAVE.

TABLE OF CONTENTS

Page Number

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES.....	2
A. PURPOSE.....	2
B. IDENTIFICATION OF SCHOOL TEAMS.....	2
C. CONCEPT OF OPERATIONS.....	3
• Chief Emergency Officer.....	3
D. PLAN REVIEW AND PUBLIC COMMENT.....	3
SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION.....	4
A. PREVENTION/INTERVENTION STRATEGIES.....	4
• Program Initiatives.....	4
• Training, Drills, and Exercises.....	4
• Implementation of School Security.....	5
• Vital Educational Agency Information.....	6
B. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS.....	6
C. HAZARD IDENTIFICATION.....	7
D. CONSTRUCTION AND CAPITAL PROJECT SAFETY.....	7
SECTION III: RESPONSE.....	7
A. NOTIFICATION AND ACTIVATION (INTERNAL AND EXTERNAL COMMUNICATIONS).....	7
B. SITUATIONAL RESPONSES.....	8
• Multi-Hazard Response.....	8
• Responses to Acts of Violence: Implied or Direct Threats.....	9
• Acts of Violence.....	9
• Response Protocols.....	9
• Arrangements for Obtaining Emergency Assistance from Local Government.....	9
• Procedures for Obtaining Advice and Assistance from Local Government Officials.....	10
• District Resources Available for Use in an Emergency.....	10
• Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies.....	10
• Protective Action Options.....	10
SECTION IV: RECOVERY.....	10
A. DISTRICT SUPPORT FOR BUILDINGS.....	10
B. DISASTER MENTAL HEALTH SERVICES.....	10
SECTION V: EMERGENCY REMOTE INSTRUCTION PLAN.....	11

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

The Bainbridge-Guilford Central School District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the District Superintendent, the Bainbridge-Guilford Central School Board of Education appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

B. Identification of School Teams

As referenced in the previous section, the Board of Education has appointed a District-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, faculty, administration, law enforcement, fire service, school safety personnel, and other school personnel. The members of the team and their positions or affiliations are as follows:

Member's Name	Position or Affiliation
Timothy Ryan	Superintendent of Schools
William Zakrajsek	Jr.-Sr. High School Principal
Jennifer Henderson	Greenlawn Elementary Principal
Linda Maynard	Guilford Elementary Principal
Greg Winn	Jr.-Sr. High School Assistant Principal
Janice Rideout	School Business Official
James Rideout	Director of Facilities
Michael Shackelton	School Resource Officer
Dan Demer	School Resource Officer
Rachel Decker	District RN
Jeremy McKenna	Transportation Director
Nancy Peck	CSE Secretary
Teresa Burnett	Scribe
Kelly Grigoli	District Secretary/ District Clerk
Trooper Shannon Hartz	NYS Police – School & Community Outreach Officer
Trooper Jered Porter	NYS Police
Rebecca Sullivan	Board Member
Thomas Akshar	Board Member
Alison Bensley	DCMO BOCES Health and Safety Coordinator

C. Concept of Operations

General protocols reflected in the District-Wide School Safety Plan guide the development and implementation of the Building-Level Emergency Response Plans. The District-Wide Safety Plan sets forth the general procedures and protocols to be adhered to at each school and serve as the standard operating procedures.

In developing the District-Wide plan, key internal and external stakeholders were involved in order to garner the best local operational knowledge and the best emergency management and safety expertise in creating and revising the plan. The Bainbridge-Guilford CSD is an integral part of the community and, as such, it is important that community stakeholders are involved and understand the role of the school district and its relationship to the safety of the community at large.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building Incident Management Team.

Upon activation of the Building Incident Management Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols.

Chief Emergency Officer & District Incident Management Team (DIMIT) Co-Leaders:

Timothy R. Ryan, Superintendent is designated the District Chief Emergency Officer. The CEO works directly with the Incident Management Team Leader-Jennifer Henderson

Jennifer Henderson, Greenlawn Elementary Principal is the BGCSD District Incident Management Team Leader. The responsibilities of the DIMIT leader are:

- Coordinating communication between school staff and first responders
- Ensuring understanding of the District-Wide safety plan
- Ensuring completion of Building-Level Emergency Response Plans
- Ensuring the amendment of all plans as needed

D. Plan Review and Public Comment

Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), this plan will be made available for public comment at least 30 days prior to its adoption. The District-Wide plan may be adopted by the Board of Education only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. In addition, the Building-Level Emergency Response Plans will be sent to the New York State Police and the Bainbridge Police Department.

This plan will be reviewed periodically during the year and will be maintained by the District-Wide Safety Team. The required annual review will be completed on or before September 1 of each year after its adoption by the Board of Education. A copy of the plan will be available on the district website.

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over risk reduction. However, not all such events will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and reduce risk by minimizing the impact of any negative event.

This section will identify specific prevention and risk reduction strategies that have been implemented within the Bainbridge-Guilford CSD. Many of these components serve as both prevention and risk reduction tools.

Program Initiatives

The Bainbridge-Guilford CSD recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the Bainbridge-Guilford CSD school community. The following is a partial list of such current initiatives:

- Positive Behavior Intervention Strategies
- Presentations by School Resource Officer
- Character Education
- Peer Mentoring

The Bainbridge-Guilford CSD encourages its leadership to develop strategies that support a positive safe learning environment for students, such as community involvement in the schools, mentoring programs, or adjusting scheduling to minimize potential for conflicts or altercations.

Training, Drills, and Exercises

- The Bainbridge-Guilford CSD will provide annual multi-hazard school safety training for all staff and students.
The components of this training will be consistent across the district while the means of dissemination will likely be varied due to the specific needs of program participants involved. Staff training will be routinely conducted at the beginning of the school year and will be followed by drills that include the entire school population.
- The Bainbridge-Guilford CSD will conduct drills and exercises to test the components of the Building-Level Emergency Response Plan. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. At a minimum, eight evacuation drills (fire drills) and four lockdown drills will be conducted each school year.

- In addition, an annual early dismissal drill will occur, not more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures will be included in the test, and parents and guardians will be notified in writing at least one week prior to such drill.
- The emergency back-up generator and lighting systems are also tested annually and all systems verified functional without electricity.

Implementation of School Safety

- Routine Precautions by all staff

All staff are expected to immediately report to their building principal any information they have received or observations they have made regarding anything that could possibly impact the safety and security of anyone within the school community.

Note: Staff should always err on the side of safety and share such information each and every time. No detail is too small or inconsequential as individual staff may not be aware of all circumstances surrounding a particular student or concern.

- Limited Access

The Bainbridge-Guilford CSD is tasked with implementing this policy while tailoring it to the specific needs of each building. Generally, this means that the fewest exterior doors necessary to maintain normal business will remain unlocked during portions of the regular school day – most commonly to facilitate morning arrival. Those doors that may need to remain unlocked during a portion of the school/business day should be monitored in some fashion. All entrances are to be secured shortly after the start of the instructional day.

Once secured for the instructional day, the District utilizes an audio and video electronic, visitor access control system at their primary entrances that provides a means for school staff to remotely screen and approve visitors prior to actually granting them access into the building.

The District also utilizes a keyless entry / electronic access control system allowing specific access (designated days/times, and entrances) to authorized personnel by presenting a programmed proximity identification card to a reading device at those entrances. This system also automatically unlocks and locks specific entrances to accommodate normal arrival, dismissal and after school activity.

- Staff Photo Identification Badges

All Bainbridge-Guilford CSD employees are issued photo identification (proximity) badges that are to be displayed at all times while on school district property to assist visitors, students and staff in identifying employees as well as possible intruders.

- Visitor Policy

The District Visitors to Schools policy, will provide the detail related to how visitors are handled at each building.

All visitors to the school must report to the Main Office upon arrival at the school. There they will be required to register with a valid drivers license through the Raptor Visitor Management system.. They will then be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. All visitors must sign out, turn in badge and exit via the main entrance of the school when their visit is complete.

Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass or a note from the office), staff may approach and inquire as to a subject's business or contact their school's main office and SRO immediately.

- Student Sign-Out Procedures

Schools are diligent in ensuring that only those persons authorized to sign-out students are allowed to do so utilizing the applicable data maintained within *Power School*. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent or guardian for confirmation when deemed appropriate.

- Video Surveillance

A digital video surveillance system is in service at all Bainbridge-Guilford CSD facilities to assist in monitoring, deterring and recording activity in high use areas, as well as areas of chronic concern or perceived vulnerability.

- Fire Alarm

A fire detection alarm that is linked to a central monitoring station is in service at all Bainbridge-Guilford CSD facilities. These alarms and fire response procedures are tested regularly consistent with New York State Education Department regulations.

- Panic Alarm Systems

The District will consider installation of silent panic alarm systems in every school building (Alyssa's Law June 2022)

- School Resource Officer

The District will employ 2 School Resource Officers through cooperation with Upstate Security Consultants who will be available on campus during the school day.

Vital Educational Agency Information

The Bainbridge-Guilford CSD maintains general information about each educational agency located in

the BOCES service area, including information on: school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

B. Early Detection of Potentially Violent Behaviors

The District recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. As such, the District will ensure that appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development,

Informative materials regarding the early detection of potentially violent behaviors shall be made available to the school community through various means that may include brochures, district-wide newsletters, and the district website. Students, parents, and all staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an investigation can commence in a timely fashion if deemed necessary.

This communication may extend beyond Bainbridge-Guilford CSD personnel to include members of the District’s Safety Team, Law Enforcement, Mental Health Professionals, etc., when deemed appropriate and within existing legal parameters.

C. Hazard Identification

The list of sites of potential emergency include: all school buildings, playground areas, properties adjacent to schools, buses, and off-site field trips. The School Safety Team has assessed Bainbridge-Guilford CSD facilities for any unique hazards and has documented them on the Building-Level Emergency Response Plan.

D. Construction and Capital Project Safety

Each school under the direction of the Superintendent of Schools and the Director of Facilities as well as the involved construction manager (if applicable) will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement may include conducting background checks on workers, maintaining sufficient and appropriate emergency egress routes, and notifying building occupants of any changes.

The District-Level Safety Team, or a subcommittee thereof, will be involved in monitoring safety during construction projects as needed. The Committee may include the Director of Facilities, Superintendent of Schools, architect, construction manager, and contractors. The committee will hold additional meetings as needed to review issues and address complaints related to health and safety resulting from the construction project.

SECTION III: RESPONSE

A. Notification and Activation (Internal and External Communications)

Incident Commanders are authorized to and will initiate contact with the appropriate law enforcement officials in the event of a violent incident. The district maintains a list of local law enforcement agencies, and the designation of the individual who is authorized to contact the law enforcement agencies.

The process for informing educational agencies within a school district of a disaster or an act of violence include the following possible forms of communication: telephone, e-mail, district radio system, NOAA weather radio, district website, intercom or PA system, local media, others as appropriate or necessary.

The system may specify that in the event of an emergency, or impending emergency, the District will notify all principals/designees within the district to take the appropriate action. The District will utilize the *School Messenger System* to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. The District might also use local media in some instances or post information on the district website.

B. Situational Responses

Multi-Hazard Response

In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures outlined in this document, particularly as they relate to notifications, line of authority, etc., and might be violated in cases involving catastrophic emergencies.

There are many variables that could impact the manner in which the Building Incident Management Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, and location of students, anticipated response time of emergency responders, availability of support personnel, and availability of transportation. Specific emergency situations are identified and standard response procedures are detailed in the Building- Level Emergency Response Plans; however, given the aforementioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life.

The Superintendent of Schools is designated as the person in charge (Chief Emergency Officer) during the initial response to any emergency in the District. The Superintendent of Schools will provide leadership, organize activities and disseminate information with the assistance of the Building Incident Management Team if needed. If the Superintendent of Schools is unavailable, or not on site, the Designated Alternate will act in their absence with the same authority and responsibility.

In most instances where this level of school response is warranted, the District will be seeking assistance from outside emergency responders in resolving the situation. As such, the immediate objective is generally to contain and manage the incident until the emergency responders arrive on scene.

Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law. By contacting 9-1-1, the system for coordinating the delivery of assistance from both the county and local agencies will be activated.

The Building-Level Emergency Response Plans include procedures and actions that will be implemented in the event of the occurrence of a hazardous event. Such plans are not available to the public, nor are they to be included in the District-Level Safety Plan.

Responses to Acts of Violence: Implied or Direct Threats

The District policies and procedures for responding to implied or direct threats of violence, including suicide, by students, teachers, other school personnel and visitors to the school will be included in the Building-Level Emergency Response Plans. The following types of procedure(s) may be used by the District:

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Principal and School Resource Officer of implied or direct threat.
- Determine level of threat with Superintendent of Schools/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.
- Enact The Bainbridge Guilford Threat Assessment Team and Procedures

Acts of Violence

The District policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-Level Emergency Response Plans. The following types of procedure(s) could be used by the District:

- Determine level of threat with Superintendent of Schools/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform Principal and School Resource Officer.
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

The District selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings will be included in the Building- Level Emergency Response Plans. The following possible protocols are provided as examples:

- Identification of decision-makers
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- De-briefing procedures

Arrangements for Obtaining Emergency Assistance from Local Government

Arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies include contacting 9-1-1 immediately. Additional support can be obtained by contacting the Chenango County Sheriff's Department, NY State Police, and the Chenango County Emergency Management Office.

Procedures for Obtaining Advice and Assistance from Local Government Officials

* See above

District Resources Available for Use in an Emergency

District resources which may be available during an emergency include all of the District's vans, trucks, heavy equipment, and other vehicles.

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The Bainbridge-Guilford CSD will use the Incident Command System to coordinate the use of school district resources and manpower during emergencies.

Protective Action Options

Plans for taking the following actions in response to an emergency where appropriate will be included in the Building-Level Emergency Response Plan: school cancellation, early dismissal, evacuation, and sheltering.

SECTION IV: RECOVERY

A. District Support for Buildings

After an incident, the District Reunification Plan will be initiated by the appropriate level emergency response team. Necessary resources will be deployed in order to support the Emergency Response Team and the Post-Incident Response Team.

B. Disaster Mental Health Services

Mental health services needed will be addressed by the appropriate emergency response team using the District Crisis Plan.

SECTION V: Emergency Remote Instruction Plan

Introduction

The Bainbridge Guilford School District Emergency Remote Instruction (ERI) Plan is being included in the district wide school safety plan (DWSSP) as required by Commissioner's Regulation §155.17. Beginning with the 2023-24 school year, all public school districts and boards of cooperative educational services (BOCES) must develop a plan that addresses six different regulatory components related to how they will provide remote instruction under emergency conditions.

These ERI Plans will serve to ensure that there is a common understanding about remote instruction amongst district or BOCES staff, teachers, families and students.

ERI Plans must include the methods by which districts and BOCES will ensure the availability of devices and internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities, should an emergency require the district or BOCES to transition to remote instruction.

ERI Plans must be informed by the district's Student Digital Resources data collection which is completed annually. The Bainbridge Guilford School District will attach our ERI Plan yearly to our DWSSP

Content Outline-Six Regulatory Components

- Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.
- Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.
- Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an exception that asynchronous instruction is supplementary to synchronous instruction.
- A description of how instruction will occur for those students for whom remote instructions by digital technology is not available or appropriate.
- A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their

individualized education programs to ensure the continued provision of a free appropriate public education.

- For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

Procedures to ensure computing devices will be made available to students

Our district is currently 1:1 for all K-12 students, K and 1st grade students have iPads and 2nd-12th grade students have Chromebooks. If a student did not bring home their device, the district would schedule time(s) for the distribution of devices. For families that were unable to pick-up the device, we would schedule a time for device drop off. Paper copies would be provided to students that were not able to use a computing device.

The district would schedule times for devices to be serviced or replaced on an ongoing (at minimum weekly) basis, at the district. The district would pick-up and drop off a replacement device for families that were unable to get to the district.

The above would be communicated with families using existing internal and external communications channels to notify students, and families/caregivers about remote and hybrid school schedules with as much advance notice as possible. The district's existing communication channels include the district's website, social media (Facebook, Twitter) and robo calls (School Messenger). The district will hold online forums to communicate the district's plan and will then mail home schedules.

In addition, the district will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication. The district continues to be in communication with families via email, video conferencing, written communication, and phone calls. Communication occurs in the family's preferred language and mode of communication. Every effort has been made to ensure that communication is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA.

This plan is consistent with the information provided by families in the Student Digital Resource data collection.

Procedures to ensure students will access internet connectivity

For students that do not have reliable internet access/cell service, the district will provide paper copies and/or jump drives to students during remote learning. The district will provide greater access to reliable internet including providing space on property for students to access the school's Wi-Fi. We would also work with our community partners (i.e., libraries in the village of Bainbridge) to provide Wi-Fi access.

This plan is consistent with the information provided by families in the Student Digital Resource data collection.

Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction

Our district is currently 1:1 for all K-12 instructional staff. Specifically, all instructional staff have a Chromebook and laptop. If an instruction staff member did not bring home their device, the district would schedule time(s) for the distribution of devices.

Instruction will not only focus on "core" subject areas to the exclusion of elective courses. Student schedules will remain the same to ensure that staff and students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

The amount of synchronous and asynchronous instruction varies by grade level. For students in grades K-1 there will be whole class check-ins throughout the day (2-4) for 20-30 minutes at a time. The remainder of the teacher's day will be spent in office hours working with individual or small groups of students. For students in grades 2-6 there will be whole class check-ins, ELA instruction, and Math instruction throughout the day (2-4) for 30-40 minutes at a time. The remainder of the teacher's day will be spent in office hours working with individual or small groups of students. Grades 7-12 will begin each period (9 per day) live with their whole class and teacher. The teacher will then use the 40 minute instructional period to provide whole class, small group and individual instruction. The use of Microsoft Teams and Google Meet permit breakout rooms for small group and individual instruction.

To support the needs of individual students including ELL/ML students, all students will follow their

daily schedule therefore ensuring regular access to scheduled ESL services. Teachers would work collaboratively to ensure that instructional resources were available to students.

Annually, all instructional staff are provided training to review, revise and update remote learning plans. The district uses the September faculty meeting to ensure that all staff are aware of the expectations and have plans for remote teaching.

Description of how instruction will occur for those students for whom remote instructions by digital technology is not available or appropriate

We have been able to provide all students with access to digital technology. We would work with the student and the family to provide the best support and resources to access remote learning. If a student could not access digital learning they would still have daily live contact time with their teacher and classmates. We would work with the family on what resources and support could be provided to supplement this learning.

For students that do not have adequate internet access/cell service, the district will provide paper copies and/or jump drives to students during remote learning. The district will provide greater access to reliable internet including providing space on property for students to access the school's Wi-Fi. We would also work with our community partners (i.e., libraries in the village of Bainbridge) to provide Wi-Fi access.

Description of how special education and related services will be provided to students with disabilities and preschool students with disabilities

Students will be provided virtual instruction to include related services. The district plan has educational equity for all at the forefront and all IEP accommodations will be met. The district will work with families to provide them with any necessary translations of documents and communications. The district will also continue to use the services of outside organizations to provide assistance to families. The CPSE and CSE committees will continue to meet in person or virtually to address all educational needs for each student. The committees will continue to make recommendations on programs and goals based on data collected. The Bainbridge Guilford School District will be in compliance with all Individualized Educational Plans.

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. The district will continue to be in communication with families via email, video conferencing, written communication, and phone calls. Communication occurs in the family's preferred language and mode of communication.

Estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction

The length of a school day during Remote Instruction will be equivalent to regular instruction. This will be a minimum of four (4) hours of instruction, not including lunch and/or recess.