



Instructional Continuity Plan (ICP)

A Component of the Comprehensive School Site Safety Plan

April 18, 2025



Signatory Page

This Instructional Continuity Plan is complete and adopted. From this date forward, Comprehensive School Site Safety Plan review and adoption will be inclusive of this Plan.

Sherry Wangenheim Date
School Board President

Dr. Kimberly McGrath Date
Superintendent



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Introduction and Intent

This Instructional Continuity Plan (ICP) ensures that students receive uninterrupted instruction and services during emergency situations affecting school operations. This plan provides Reed Union School District (RUSD) a structured decision-making framework to determine instructional methods, schooling locations, independent study compliance, communication protocols, resource allocation, and transportation strategies to ensure students continue to receive education and access to supports and services when they need it most. This plan serves as a guide with considerations for District Leadership and is not to be interpreted as finite due to the unique complexities faced during emergencies.

Objectives

1. Support the physical safety, mental health and wellbeing of staff, students, and their families.
2. Account for all staff and students and determine their needs through timely communication.
3. Ensure staff, students, and their families have ongoing access to information, resources, services, and supports to meet their needs.
4. Provide education as soon as practicable to students with the following prioritization as feasible:
 - a. Full day, in-person instruction
 - b. Hybrid instruction (part time in-person instruction and remote learning)
 - c. Remote learning with live virtual instruction (synchronous)
 - d. Remote learning independently (asynchronous)
5. Reopen schools as soon as it is safe to do so.



RUSD Instructional Continuity Plan

Decision-Making Matrix for Instruction & Services

The following matrix guides potential emergency response decisions based on the severity and nature of the disruption:

Emergency Type	Primary Instructional Method	Alternative Schooling Locations	Independent Study Compliance	Communication Methods	Resource Allocation	Transportation Plan
Natural Disaster (Earthquake, Wildfire, Flood)	Remote Learning / Hybrid	Partner Schools, Neighboring School Districts, Community Centers or other location	Ensure ADA compliance with IS Contracts	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Hotline, Communication Platform, Phone Trees	Deploy Remote Learning Materials (Chromebooks, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals	Coordinate with Local Transit for Adjusted Bus Routes
Public Health Emergency (Pandemic, Epidemic)	Remote Learning/ Hybrid	Outdoor Locations, Hybrid, Full Remote Learning	Parent Agreements, Daily Virtual Check-ins	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Hotline, Communication Platform, Virtual Meetings	Deploy Remote Learning Materials (Chromebooks, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals	Coordinate with Local Transit for Adjusted Bus Schedule (if feasible)
Power Outage	Paper-Based Instruction / Hybrid	Open Schools in Unaffected Zones/ Partner Schools	Modify Assignments, Paper-Based Work	Automated Phone Calls/Texts, District Website Updates, Phone Trees	Print Materials, Generator Access, Emergency Meals	Coordinate with Local Transit for Limited Routes to Open Sites and Adjusted Bus Routes
Facility Damage (Fire, Structural Issues)	Hybrid / Relocation-Based	Partner Schools, Portable Classrooms	Individualized IS Agreements, Daily Virtual Check-ins	Automated Calls/Texts, Email/Communication Platform Updates, Website Updates	Temporary Facilities, Shared Resources, Meal Distribution	Coordinate with Local Transit for Adjusted Bus Routes
Security Threat (Active Threat, Civil Unrest)	Shelter-in-Place or Full Remote Learning	EOC-assigned Safety Centers	IS Plans with Daily Virtual Check-ins	Text Alerts, Two-Way Radio, Community Briefings	Online & Local Learning Resources, Deploy Remote Learning Materials (Chromebooks, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals	Lockdown Transport Coordination per EOC

Matrix Link [HERE](#)



Instructional Continuity & Compliance

RUSD strives to provide students in-person, full-day instruction as soon as practicable. In no more than 10 instructional days following the emergency, RUSD will enact instruction for students for in-person learning or remote learning in accordance with the emergency situation.

School sites will have defined metrics to return to site-based learning including, but not limited to:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Instructional Preparedness

RUSD teachers are trained in District-adopted technology and platforms. RUSD has a 1 to 1 Chromebook supply for students that is maintained by the qualified IT Department staff with student safety protocols installed. Students and families are familiar with adopted technology as it is integrated into the curriculum and instruction methodologies during non-emergency schooling.

Alternative Schooling Locations

RUSD will coordinate internally with functioning school sites, or externally with neighboring districts, community partners, local agencies, and county offices of education to relocate students if necessary to maintain the highest quality of education and peer interaction feasible.

Hybrid Learning Models

When remote learning is necessary, RUSD will strive to achieve at minimum a combination of in-person and remote learning based on safety assessments as soon as practicable.

Independent Study (IS) Requirements¹

RUSD will ensure compliance with California Education Code 51745-51749.6 for independent study when remote learning is necessary, including written agreements, synchronous instructional requirements, instruction by an appropriately certificated teacher, use of district-adopted curriculum, and progress tracking because in-person learning is not possible.

¹ <https://www.cde.ca.gov/sp/eo/is/isprogramsummary.asp>



Materials, Supplies, and Technology Support

RUSD will facilitate distribution of materials needed to support remote learning including but not limited to paper, pencils, text/workbooks, district-provided devices, headphones, internet access solutions (ex. Hot spots, WIFI locations, etc.), digital platforms (e.g., Google Classroom, Zoom, Learning Management Systems), etc., to ensure equitable access to learning.

Service Provision

RUSD will provide services during an emergency in accordance with the Emergency Circumstances Program as detailed service agreements.



Communication Methods

RUSD will facilitate communication efforts to staff and families within five days following the emergency to establish two-way communication and access to supports. RUSD will account for staff and students and identify their needs.

Immediate Emergency Alerts

RUSD will support staff, student, and their families access to information through emergency alerts via text and emails, automated phone calls and texts, district website updates, social media, hotline, and/or local media broadcasts postings with multilingual and ADA support for accessibility as feasible.

Parent & Staff Updates

RUSD will use the established parent communication platform, email notifications, online webinars, phone trees, and/or district website postings with multilingual and ADA support for accessibility as feasible.

Student Engagement

RUSD will ensure regular check-ins through virtual platforms with qualified staff, certificated staff instructional supervision, service provision through virtual platforms or alternative locations, counselor support hotlines and care centers (as feasible), digital learning tools, and access to community support as feasible.



Resource Allocation

Technology & Learning Materials for Remote Learning

RUSD will distribute remote learning supplies for equitable access such as electronic device, hot spots, learning material/curriculum (offline learning packets, textbooks, workbooks, reading books, etc.), and supplies (paper, pencils, etc.) via arranged family pick-up or drop-off in coordination with EOC and/or community partner agencies.

Mental Health & Counseling Services

RUSD will provide staff, students, and their families with information and access to mental health resources, such as virtual and in-person counseling availability, crisis response teams, community outreach programs, mental wellness digital tools (apps, websites, etc.) in coordination with state and local agencies and community partners.

Meal Distribution & Nutrition Access

RUSD will coordinate with the EOC and community partners to coordinate access to nutrition for students such as use of alternative school sites, partnership with neighboring districts, emergency meal sites, collaboration with food banks, grab-and-go meal programs, and home meal delivery options for students in need.



Transportation & Logistics

Alternative Routes

RUSD will utilize public and private transportation resources through collaboration with local transportation providers and the EOC for re-designated transportation plans based on emergency type and the accessibility of roads.

Coordination with Local Agencies

RUSD will continue to partner with transit authorities, emergency management offices, and law enforcement to ensure safe student transport.

Family Support

RUSD may provide access and information for carpool coordination for families, cost coverage for emergency use of public transportation, and enacts emergency pick-up protocols consistent with family reunification planning.



Plan Review & Updates

This Instructional Continuity Plan will be reviewed and updated annually by the school site council/safety planning committee and approved by RUSD in conjunction with the Comprehensive School Site Safety Plan.² Updates may reflect, but are not limited to, new state requirements, RUSD curriculum and resources, community needs, and technological advancements.

²

[https://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp#:~:text=California%20Education%20Code%20requi
res%20that,office%20of%20education%20for%20approval.](https://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp#:~:text=California%20Education%20Code%20requi,res%20that,office%20of%20education%20for%20approval.)



Appendix A: CDE Resource List

School Safety

- [CDPH Office of School Health Hub](#) provides key resources and information to support safe, in-person learning in TK-12 schools and mitigate the spread of communicable diseases. CDPH adds new resources to the Hub on a routine basis.

Communication

- The Office of Education Technology at the US Department of Education provides [natural disaster resources and digital learning guides](#)  for parents and families, school leaders, and teachers.
- The [Readiness and Emergency Management for Schools Technical Assistance Center Fact Sheet](#)  (PDF) provides strategies for LEAs to form partnerships and communicate with families and guardians.

Instruction and Assessment

- Utilize California's [Digital Learning Integration & Standards Guidance](#)  to build educator and system capacity and ensure effective implementation of technology to support learning.
- Use screening tools to monitor progress. (Beginning the 2025–26 school year and annually thereafter, LEAs shall screen students in kindergarten and grades one and two for risk of reading difficulties using the instrument[s] approved by their governing boards [[EC Section 53008](#) ] and related [Screening for Risk of Reading Difficulties FAQs](#).)

Improved Access

- Provide and maintain all accommodations and individualized education plans for students who need them and ensure the ICP can meet the needs of diverse learners. The CDE provides [guidance to support Special Education](#) students with remote learning.
- Review the CDE [English Learner Independent Study Frequently Asked Questions \(FAQs\)](#) for information and considerations regarding EL students participating in an independent study program.
- The US Department of Education [Natural Disaster Support Guidance](#)  page includes resources for restoring the teaching and learning environment.

Professional Learning

- The [California Educators Together](#)  platform, developed through a collaboration between the CDE and the Californians Dedicated to Education Foundation, offers free,



high-quality resources and relevant professional learning, and lesson plans to support teaching and learning.

- The San Diego County Office of Education (SDCOE) designed units in each content area that offer [essential K–12 learning](#). The units integrate content, provide flexibility, and choice, and can be accessed and shared for free. SDCOE staff also offers [virtual professional learning](#) for each grade level/span.
- The CalHOPE Social Emotional Learning (SEL) Community of Practice is helping enable California's schools to be leaders in supporting proactive and early intervention to collectively respond to the social, emotional, and behavioral health needs of students, families, and educators.
 - [Greater Good Science Center SEL Modules \(scroll down to register\)](#)
 - [SEL Basic Course](#)
 - [Learning Hub](#)
- The Office of the California Surgeon General provides [Safe Spaces: Foundations of Trauma-Informed Practice for Educational and Care Settings](#). Safe spaces is a free, online training designed to help early care providers, TK-12 educators and other school personnel recognize and respond to trauma and stress in children.

Well-Being

- [Safety and school crisis resources](#) created by the National Association of School Psychologists include evidence-based initiatives which create safe and supportive learning environments to ensure students have access to the supports they need to be successful.
- CDE provides [guidance and resources for supporting social and emotional learning](#) and Social and Emotional [Support During Distance Learning](#).
- CDE "[Help for Students in Crisis](#)" provides resources for addressing mental health and wellness while school sites are closed.
- The California Department of Health Care Services (DHCS) has two free online [behavioral health services platforms](#) that are available to all California children, youth, and young adults, regardless of insurance coverage or immigration status. These web- and app-based platforms offer free one-on-one support with live coaches, a library of multimedia resources, wellness exercises, and peer communities moderated by trained behavioral health professionals.
 - [BrightLife Kids](#) is designed for parents and caregivers and kids ages 0-12. More information and a QR code to download the BrightLife Kids app can be found [here](#).
 - [Soluna](#) is for teens and young adults ages 12-25. More information and a QR code to download the Soluna app can be found [here](#).



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- Both platforms offer live one-on-one sessions with qualified behavioral health coaches in English and Spanish, telephone coaching in all 19 [Medi-Cal threshold languages](#); age-tailored educational resources like articles, videos, podcasts, and stories and stress-management tools and clinically validated assessments to understand and monitor behavioral health over time. For more information and to view a quick five minute overview video of the Apps visit the [DHCS website](#).

Support Services

- The National Center for Homeless Education provides information to support [Disaster Preparation and Response](#)  for students who are experiencing homelessness.
- In "[Lessons from Real Life](#)" , McKinney-Vento liaisons share their experiences with disaster response as well as insights to support recovery for displaced students.
- The CDE provides [Disaster Guidance for Child Nutrition Programs](#).
- Food Research and Action Center, a non-profit seeking to improve the nutrition, health, and well-being of people struggling against poverty-related hunger, offers a [Guide to Federal Nutrition Programs During Disasters](#)  (PDF).



Appendix B: Sample Instructional Continuity Plan District-Wide Communication

Modeled after the CDE-provided Instructional Continuity Plan Sample from [La Canada posted in 2025 due to the Easton Fire](#).

RUSD Instructional Continuity Plan – Informational Overview

In response to the significant loss and disruption caused by the **XXX [name of emergency]** for many students and staff who are part of the Reed Unified School District, we have created this temporary Instructional Continuity Plan. At the heart of this plan, is the goal of returning to in person instruction as quickly as possible once RUSD is able to meet the conditions of safe reopening. This Instructional Continuity Plan assumes that the wide majority of our students will be returning to in-person instruction on **XXX[date of anticipated reopening]**, while providing access to an emergency remote learning plan for those unable to come to campus. (Please note that pending Governing Board approval, if weather or infrastructure conditions change such that the conditions for a safe reopening are not met, the same plan will be followed with adjusted timelines.)

Staff Work Days	Schools Reopen
XXX[insert dates]	XXX [insert dates]

School Reopening Target Date

If the conditions for safe reopening are met, RUSD schools will reopen on **XXX [date]** for in-person learning following **[insert school hours/schedules (ex. “regular school day schedules”)]**. Staff will work on **[insert dates]** to prepare remote learning activities for students unable to attend school in-person, ready classrooms, and prepare for the return of students.

Unlike the period of schooling during the COVID pandemic, RUSD is returning to in-person instruction as the primary method of school and instructional delivery. Students who are able to come to school, must come to school.

Medication Reminder

Families will need to send any refrigerated medicine to school along with their students as power has been off at the schools.



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Emergency Remote Learning Plan Summary

This temporary Emergency Remote Learning Plan will run from [insert start date] through [insert end date]. The Emergency Remote Learning Plan is intended to serve those students and families residing in the affected areas of XXX[insert area] and for those XXX[insert area] residents with prevailing health conditions that make a return difficult. This Emergency Remote Learning Plan has been created so that students may have access to course materials and be able to continue to make academic progress toward the goals of their course(s).

Emergency Remote Learning Plan Dates

[insert start date] through [insert end date]

Families must contact the school attendance office by calling XXX[phone number, form, or email] to share the duration of the absences from school and sign the agreement for remote learning. The school attendance office will code their participation in remote learning for these school days. While mostly applicable to secondary school students in grades XXX, students will be asked to engage in essential assignments that will be graded and submitted via Google classroom.

Remote Learning Resource Access

Resources for remote learning will be available for pick-up at XXX[location] on XXX[date and time]. Alternative resource delivery may be available based on need. Please let the school attendance office know if your family is unable to access the pick-up location. Meals are available for pick-up at XXX[school site or other location] at XXX[day(s)/time]. Meals are also available through in coordination with XXX[community agency] for families unable to pick-up.

Participation in Athletics and Extracurriculars

At the secondary level, students participating in emergency remote learning are students who are not able to come to in-person school for reasons directly related to the XXX [insert emergency name]. This means that students participating in emergency remote learning are not able to participate in athletics or other extracurricular activities while on emergency home learning.

Emergency Remote Learning Plan: Primary

TK/K

Reading: 20 minutes- Read aloud with an adult or listen to audiobooks

[Storyline Online](#)

Math 20 minutes- Practice your numbers, counting, and math facts with an adult or on Classlink

Writing 10 minutes- Practice writing upper and lower case letters, numbers, and name



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Enrichment- legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

1st/2nd Grade

Reading: 30 minutes- Read aloud with an adult or independently or listen to audiobooks

[Storyline Online](#)

Math 30 minutes- Practice your numbers and math facts with an adult or on Classlink

Writing 20 minutes- Keep a daily journal- [Journal Prompt Suggestions](#)

Enrichment- Legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

3rd/4th Grade

Reading: 45 minutes- Read aloud with an adult or independently or listen to audiobooks

[Storyline Online](#)

Math 45 minutes- Practice your numbers and math facts with an adult or on Classlink

Writing 30 minutes- Keep a daily journal about your day [Journal Prompt Suggestions](#)

Enrichment- legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

5th/6th Grade

Reading: 60 minutes- Read aloud with an adult or independently or listen to audiobooks

[Storyline Online](#)

Math 60 minutes- Practice your numbers and math facts with an adult or on Classlink

Writing 45 minutes- Keep a daily journal about your day [Journal Prompt Suggestions](#)

Enrichment- legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

For those with internet access, here are options varying by grade level:

To log on to Classlink, please visit: <https://launchpad.classlink.com/lcUSD> and click sign in with Google. Be sure your student's school email and password is entered. If you need their email and password, please submit a tech ticket at help.lcUSD.net and we will send it to you.

Here are some apps to explore:



- Brainpop
- IXL
- Everyday Math games
- Listenwise
- Typetastic
- Typing Agent
- Code.org
- Boost
- SORA ebooks

Emergency Remote Learning Plan: Secondary

Check Google classroom for each class and complete the essential assignments posted by the teachers. Hand in assignments based upon proposed due dates. The completion of assignments is to provide access to course content and materials in order to support student learning progress.

Emergency Remote Learning Plan: Services re. IEP Agreements

RUSD will coordinate with families to honor service agreements. Services may be offered in-person at RUSD-approved sites, remotely, or a combination of both as feasible. RUSD service providers do not provide in-home services unless specifically assigned per contracted job duties.

Students Who Need to Access Campus

The period of school closure was done as an emergency response. RUSD recognize that students may need to collect personal items and school materials from campus. RUSD campus will open to students on XXX[insert date and time] to access [insert permitted locations] pending that the evacuation orders have been lifted and the campus is free from hazards.

Student and Staff Safety While on Campus

Safe air quality is one of the conditions that must be met for school to reopen. For students and staff who wish to have access to personal protective equipment, RUSD schools will make available KN-95 masks. Masks will be available in the main office and at distribution tables at school sites.

Planning for Next Round of Weather

Current weather forecasts show [insert concerning weather conditions, if any] on [insert days of concern] that will need to be monitored for campus impacts

Access to Supports



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- RUSD-provides access to mental health professionals via XXX[insert means to access counselors virtually by appointment, care centers, community supports, etc., with locations, dates, and times as appropriate].
- The California Department of Health Care Services (DHCS) has two free online [behavioral health services platforms](#) that are available to all California children, youth, and young adults, regardless of insurance coverage or immigration status. These web- and app-based platforms offer free one-on-one support with live coaches, a library of multimedia resources, wellness exercises, and peer communities moderated by trained behavioral health professionals.
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