



General Information

The Roseville Joint Union High School District (RJUHSD) recognizes that disasters—whether natural, public health-related, or otherwise—can significantly disrupt the educational experience. In response, RJUHSD has developed a flexible instructional continuity plan that ensures all students continue to receive a high-quality education regardless of the circumstance. This plan is designed to safeguard student and staff well-being, maintain engagement and progress, and ensure equitable access to resources during times of emergency.

Emergency Engagement Protocol (per SB 153, Section 9)

In alignment with Education Code Section 32282(a)(3)(A)(i), RJUHSD has developed the following protocol for engaging pupils and their families following any declared emergency:

Protocol for Communication and Support

RJUHSD maintains a variety of automated and schoolwide communication tools to support instructional continuity and student engagement. These include mass messaging systems (such as Aeries Communications, ParentSquare, and Catapult), text alerts, email lists, and school websites. These platforms allow the timely distribution of information, reminders about instructional access, and crisis response during emergencies. They are used across all sites and play a key role in delivering access instructions, login credentials, printed material pickup details, and technical support resources.

- **Initial Contact (within five calendar days):**
 - Site staff and/or district personnel will initiate contact with all students and families using existing communication tools such as Aeries Communications, school email, phone calls, Parent Square, and social media.
 - If connectivity is limited due to infrastructure or power outages, printed materials, flyers, and home visits will be used when safe and feasible.
- **Two-Way Communication:**
 - Communication platforms will support feedback loops through email replies, Google Forms, Parent Square, text responses, or dedicated phone lines.
 - Site teams will monitor responses and follow up as needed to ensure communication and engagement.
- **Social-Emotional, Mental Health, and Academic Support:**
 - Families will receive information about available counseling services, wellness check-ins, and academic intervention options.



Roseville Joint Union High School District

- Referrals to social-emotional support, mental health counseling, and community agencies will be made as aligned with our crisis response plan.
- Outreach teams, including counselors, social workers, psychologists, and wellness staff, will facilitate crisis response protocols for students as identified by each school or program.

Consideration of Emergency Impact

Each school year, RJUHSD offers access to Short-Term Independent Study agreements. This practice ensures families are aware of alternative instructional options should school closures or disasters occur. Independent Study agreements are aligned with EC Sections 51747 and 51749.5 and support a seamless instructional transition.

Instructional timelines will be established, when feasible, to ensure that students receive timely information from their teachers related to assignments, instruction, and assessments. Communication will identify whether the instruction is in-person or remote and provide updates on the anticipated timeline for resuming normal operations. RJUHSD will utilize multilingual communication and translation support to ensure equitable access across all student groups.

Instructional platforms such as Canvas, print materials, and Zoom remain continuously available and supported to allow for quick transitions between learning models. These systems provide access to lesson plans, assignments, recorded sessions, and communication with staff. The plan accounts for conditions where technology-based communication may be impaired.

RJUHS D continues to actively work to establish and maintain emergency mutual aid agreements and partnerships with neighboring LEAs and the county office of education. These partnerships allow for the temporary reassignment of students to alternate locations in the event of facility damage or long-term displacement. Per the ICP, reassigned students will be considered residents of the host district for the duration of the emergency.

In case of significant displacement or destruction of facilities, RJUHSD will coordinate with local agencies and Placer County Office of Education to establish alternative instructional spaces, including shared facilities, mobile classrooms, or community-based drop-in centers. Additionally, sites will coordinate with local emergency agencies and utility providers to assess areas most impacted and adjust outreach accordingly.

All instructional materials defined in EC Section 60010(h)—including digital and print-based textbooks, assignments, and supplemental tools—will be accessible through the district’s website, Canvas, Parent Square, Aeries, and physical distribution points as needed.



Roseville Joint Union High School District

This engagement strategy reflects RJUHSD's commitment to ensure all student needs (academic continuity and socio-emotional) are met in all emergency scenarios.

Educational Partner Engagement

Educational partners emphasized the need for clear communication, mental health support, flexible learning models, and reliable access to technology. This input directly influenced the expansion of counseling services, investments in connectivity solutions, and the development of a hybrid learning framework.

RJUHS is committed to reviewing and updating this plan regularly. Annual evaluations through district safety team members, debriefs following emergency events, and ongoing feedback from school sites will inform revisions. Adjustments will reflect evolving best practices and lessons learned to continually strengthen preparedness and instructional continuity.

Continuity of Learning Models

I. In-Person Instructional

When possible, RJUHSD will provide in-person instruction with appropriate health and safety measures in place. Students at greater risk of learning loss or with specialized needs will be prioritized for on-campus services. Small group instruction, tutoring, and social-emotional support will be implemented to support recovery from interrupted learning.

To ensure continuity of instruction following an emergency, RJUHSD will resume in-person or remote instruction as soon as practicable, but no later than 10 instructional days after the event. To inform the reopening timeline, the district will evaluate facility safety, staffing capacity, and transportation access.

If in-person instruction is not possible, students may temporarily enroll in:

- Independent Study, in alignment with EC Sections 51747 and 51749.5
- A neighboring LEA or county office of education under the residency provision of the ICP

Instructional quality will meet or exceed Independent Study standards and ensure students' access to curricular materials, whether printed or digital. Access to instructional resources defined under EC Section 60010(h) will be provided via the school website, printed packets, and digital platforms. Teachers will provide synchronous and asynchronous support during any transition period.

II. Hybrid Learning



The Hybrid Learning Model provides a flexible option. Students are divided into cohorts (A/B) and attend school in person on alternating days, with remote instruction on other days. This model ensures safety through reduced campus capacity and can scale up or down as needed.

III. Distance Learning

In the event in-person instruction is not feasible, RJUHSD will activate its Dynamic Online Learning (DOL) model. This ensures all students continue to access grade-level standards-based instruction. Educators will deliver synchronous and asynchronous learning using district-adopted curriculum and instructional technology.

RJUHS D's instructional approach is designed to maintain flexibility and ensure that curriculum content can be delivered both in-person and online with minimal disruption. Instruction will prioritize essential learning standards and define clear, achievable learning objectives aligned with California Content Standards. Teachers will adapt curriculum pacing as necessary to accommodate students' unique needs during and after emergencies. Staff receive ongoing training in integrating technology to support instruction and assessment, ensuring continuity of high-quality education.

Screening tools and regular formative assessments are used to monitor progress. Teachers check for understanding through assessments and timely feedback and offer additional academic support when needed through tutoring, academic check-ins, and office hours.

Access to Devices and Connectivity

To support a seamless pivot from in-person to remote learning, RJUHSD has strengthened its technology readiness plan. The district supports students and families throughout the school year with training and guidance on the use of the online Learning Management System and digital meeting platform. In addition, RJUHSD will provide "digital backpacks"—bundled access to core instructional platforms and tools—that students can easily access in the event of a closure.

RJUHS D also maintains a reserve of devices that can be quickly distributed to replace any damaged or destroyed devices during a disaster. Wi-Fi hotspots are available for deployment to students in need, ensuring connectivity continuity even in emergencies.

As a 1:1 district, RJUHSD ensures every student can access a district-issued device. For those needing connectivity support, the district provides hotspots and works with families to access low-cost internet solutions.

Pupil Participation and Progress



Daily attendance is recorded within our Student Information System during synchronous instruction. Weekly engagement logs are maintained to track the time value of assignments and instructional minutes. Teachers assess student work regularly and provide timely feedback.

Professional Development Opportunities

Instructional staff are provided with professional development to enhance their practices in digital environments. This includes training in online tools, accessibility strategies, and engagement techniques.

Staff Roles and Responsibilities

During a disaster response, staff may take on modified roles including technology support, outreach coordination, and home visitations. Classified and certificated personnel are cross-trained to ensure continuity of operations.

Support for Pupils with Unique Needs

Additional support is provided for English learners, students with disabilities, foster youth, and students experiencing homelessness. Services include virtual IEP meetings, teletherapy, language support, and individualized tutoring. Support for students with IEPs will be implemented according to the Emergency Conditions Plan section of their IEP.

RJUHSD aligns its practices with guidance provided by the California Department of Education (CDE) to support students with disabilities in remote learning environments. The district also ensures EL students are appropriately supported when participating in Independent Study.

Pupil Learning Loss

RJUHSD uses formative assessments to evaluate student learning status, particularly in ELA, mathematics, and ELD. Data informs targeted interventions and instruction.

Strategies to Address Learning Loss

Interventions include extended learning time, small-group tutoring, after-school programs, and instructional aides.

Measuring Effectiveness

Progress monitoring tools, benchmark assessments, and educational partner feedback will guide adjustments to learning loss mitigation strategies.

Mental and Social-Emotional Health



RJUHSD draws on the California School Safety Plan (CSSP) guidelines aligned with EC Section 32282.1(a) to ensure comprehensive support for physical and mental well-being. The district provides access to credentialed counselors, psychologists, wellness staff, and community intervention professionals, including those who speak languages other than English.

The district also references resources such as the National Association of School Psychologists' evidence-based initiatives to foster safe and supportive learning environments essential for student success.

Mental health services are expanded through counseling, virtual wellness rooms, and crisis support.

Pupil and Family Engagement and Outreach

Re-engagement procedures include wellness checks, attendance monitoring, home visits, and multilingual family outreach. The district maintains close communication with families to ensure students remain connected to school.

School Nutrition

Nutritionally adequate meals are provided to all students during in-person or distance learning. Meal distribution sites operate with safety protocols and accessibility for all eligible students.

This document is a living plan that may be revised to respond to future events. RJUHSD remains committed to academic excellence and student wellness under any circumstances.