

VESD Instructional Continuity Plan (ICP)

To be embedded in the Comprehensive School Safety Plan

Per Senate Bill 153 (2024), California Education Code (EC) Section 32282(a)(3) now requires all Local Educational Agencies (LEAs)—including school districts, charter schools, and county offices of education—to adopt an Instructional Continuity Plan (ICP) as part of their Comprehensive School Safety Plan (CSSP). The intent of this plan is to ensure that all students have equitable access to instruction during natural disasters or emergencies that disrupt in-person learning. Beginning July 1, 2025, every LEA in California must include an ICP in their Comprehensive School Safety Plan. This requirement will be tied to future Form J-13A waivers for instructional time and attendance credit in the event of an emergency starting in FY 2026–27.

This template is structured to help LEAs fulfill the ICP requirements under EC Section 32282(a)(3), including:

- Engaging families within five calendar days of an emergency,
- Ensuring instruction resumes within 10 instructional days,
- Aligning remote instruction with independent study requirements under EC Sections 51747 and 51749.5,
- Addressing mental health, technology, equity, and access for all students, including English learners, foster youth, homeless students, and students with disabilities.

This optional template may be embedded directly into the CSSP or referenced in the CSSP. It must be reviewed and updated annually by March 1 per EC Section 32286.

[CDE Instructional Continuity Plan Guidance](#)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

In the event of an emergency, Victor Elementary School District will ensure timely and accurate communication to families through multiple channels, including automated phone calls, text messages, and emails through our student information system (Synergy), as well as posts on the district website and official social media accounts. To maintain instructional continuity, the district will implement its remote learning plan, developed during the pandemic and in alignment with our current Independent Study programming, to provide students with access to virtual lessons, digital resources, and teacher support until it is safe to return to in-person learning.

Engagement Protocol

In the event of an emergency that disrupts normal operations, within the first 5 days, Victor Elementary School District (VESD) will implement a multi-layered engagement and communication strategy that supports student learning, family well-being, and continuity of instruction.

Two-Way Communication Tools

VESD utilizes ParentSquare as its primary two-way communication platform. ParentSquare integrates directly with Synergy, the district's student information system, and allows direct messaging with families via:

- Text message
- Phone call
- Email
- Push notifications through the ParentSquare app

Additional channels include:

- The district website (www.vesd.net)
- Official district social media accounts (Facebook, Instagram)
- Flyers and printed communications for families with limited internet access
- Site-specific messaging platforms (class dojo, Remind, etc)

Support Systems for Social-Emotional, Mental Health, and Academic Needs

VESD ensures robust support in the aftermath of a disruption, including:

- School psychologists, counselors, and site administrators conducting outreach and emotional wellness check-ins
- Referrals to Care Solace for streamlined access to mental health services
- Access to academic recovery services and adjusted expectations for students needing flexibility
- Check-ins or virtual touchpoints with staff for struggling students

Adaptations for Power/Infrastructure Disruptions

- Printed instructional packets will be distributed through school sites and community hubs
- Phone-based lessons and check-ins will be arranged as needed

-Alternate pickup sites for resources will be communicated via flyers and community partners

First 5 Days: Instructional Readiness and Student Engagement

During the first five days following an emergency:

- VESD will ensure every student has access to a Google Chromebook and, if needed, an internet hotspot (in coordination with district technology staff)
- District office personnel will verify that all teacher Zoom accounts are active and that digital resources are fully operational
- Site leadership will contact teachers via email to initiate contact with their students
- Teachers will begin assigning digital lessons through their adopted Learning Management System (LMS)

This rapid activation supports both engagement and the continuity of instruction, even in uncertain or evolving situations.

Instructional Access Plan

During the first 5 days of the emergency, VESD will ensure all students have access to a Google Chromebook and, if needed, an internet hotspot. In the event that the District's hotspot inventory is exhausted, the District will immediately reach out to all carriers in our area to acquire additional hotspots as quickly as possible. The District office personnel will ensure active Zoom accounts and digital resources are in place for instruction. Teachers will be contacted via email by site leadership on making contact with their students.

Once teachers have their zoom accounts active, the Ed Services department will begin training teachers on Independent Study expectations, record keeping, daily engagement tracking, synchronous and asynchronous instructional minutes, and how to access digital assignments readily available. Teachers will then have the opportunity to build lessons into their learning management systems (LMS) to share with their students and begin virtual instruction.

Communication Strategy

Victor Elementary School District (VESD) is committed to keeping families and staff consistently informed throughout any instructional disruption. Communication will be timely, clear, and delivered through multiple trusted platforms. The primary method for district-wide updates is ParentSquare, which allows for immediate outreach via text message, email, voice calls, and app notifications in the family's preferred language. This ensures that all families receive critical updates as the situation evolves.

For families who may not have reliable access to technology, VESD will supplement digital communication with printed materials, flyers, and direct outreach coordinated through school sites.

During the first week of an emergency, updates will be posted daily through ParentSquare, with teachers and principals following up regularly via phone calls or platform-based messages. Teachers will provide assignment updates, virtual lesson links, and academic support resources through the LMS. Meanwhile, the district website and official social media accounts will serve as centralized hubs for real-time updates, downloadable resources, and clarification of any misinformation that may arise.

As part of our phased response, VESD follows a structured communication timeline: On the day of the emergency, an alert will be sent to families through all channels with essential safety and closure information. By the following day, the district will provide instructional updates regarding school status and learning expectations. By Day 3, wellness outreach from counselors and teachers will help identify and support students needing additional services. By Day 5, formal learning plans—including digital assignments, schedules for live instruction, and service access—will be shared with all families.

This structured and multi-modal approach to communication is designed to ensure families feel supported, informed, and prepared—no matter the nature or duration of the disruption.

Access to Devices, Materials, and Connectivity

Each student currently has a Chromebook that is assigned to them at school. Through our communication channels referenced, we would work with families to provide them with their Chromebook and hotspot (if needed) through a pickup process at school. If families cannot make it to school for the pickup day, we will coordinate a pickup for the family or a delivery if necessary. If printed materials are necessary, VESD will provide all hard copies of the adopted curriculum for distribution at school sites.

Special Populations and Support Services

High-quality instructional materials that foster English proficiency and access to grade-level content will be provided to all English learners. Each student with a disability has an Individualized Education Plan (IEP) that includes an Emergency Circumstance Plan in order for students to have access to their specialized academic instruction and support services. Foster and Homeless Youth will be provided with any resources through our Child Welfare and Attendance Liaisons and additional online tutoring. Mental health services will be accessible via phone and Zoom for all students. All nutritional needs will be provided through our Nutritional Services Department.

Instructional Continuity and Independent Study Readiness

- Short Term Independent Study agreements are added to parent annual update
- Students have email addresses assigned to them, enabling their opportunity to access digital lessons and materials
- Teachers will be able to communicate and teach lessons via Zoom
- Classroom assignments can be delivered and collected via Google Classroom
- Students will access standard-aligned curriculum through district adoptions and supplemental curriculum including:
 - Write from the Beginning and Beyond
 - Literacy Footprints
 - VESD Units of Study
 - Heggerty Phonemic Awareness
 - IMSE Comprehensive Orton-Gillingham Plus

Assessment and Student Progress Monitoring

The LEA employs a multi-tiered approach to assess and support student learning through formative assessments, progress monitoring tools, and targeted academic interventions.

Formative Assessments and Screeners:

- Transitional Kindergarten (TK): Student learning is assessed through curriculum-based assessments, providing immediate feedback to guide instructional decisions.
- Kindergarten through 2nd Grade (K-2): Students are assessed using the Amira reading screener, math benchmarks, and curriculum-based assessments. These tools help identify early learning gaps and inform differentiated instruction.
- Grades 3 through 6: Formative assessment tools include ELA and math benchmark assessments, along with curriculum-based assessments to monitor skill acquisition and academic growth throughout the school year.

Tools for Monitoring Progress:

The LEA utilizes benchmark assessments and curriculum-based tools to track academic performance over time. Teachers analyze this data regularly to evaluate student growth and adjust instruction to meet evolving learning needs.

Academic Interventions:

To support students requiring additional assistance, teachers are provided opportunities to hold office hours. These sessions allow for individualized instruction, academic check-ins, and tutoring support tailored to students' specific learning needs. This flexible approach helps ensure timely intervention and fosters academic success for all learners.

Professional Development for Staff

The LEA provides comprehensive professional development to equip educators with the skills needed to effectively deliver instruction using digital platforms and remote learning strategies. Training efforts are focused on four key areas:

1. Instructional Technology and Digital Platforms:

Educators receive training on a variety of platforms essential for remote and blended learning, including Zoom, Google G Suite Applications, and Class Dojo. These sessions emphasize both technical proficiency and instructional integration, ensuring educators can confidently use these tools to facilitate communication, collaboration, and instruction.

2. Remote Instruction Pedagogy:

Teachers are trained in best practices for remote instruction, including small group instruction and whole class lessons. Emphasis is placed on instructional design that engages students, differentiates learning, and maintains high academic expectations in an online environment.

3. Virtual Classroom Management:

To support effective learning environments, educators are offered guidance on managing virtual classrooms. This includes Zoom-specific management tips and strategies to promote student engagement, participation, and appropriate behavior in synchronous settings.

4. Supporting Special Populations:

Training also addresses how to support diverse learners during remote instruction. Educators learn to leverage asynchronous tools such as VESD Units of Study, Savaas, Twig Science, and Literacy Footprints, as well as synchronous resources like Wonders (ELA/ELD) and Studies Weekly to meet the unique needs of English learners, students with disabilities, and other special populations.

Criteria for Returning to In-Person Learning

Victor Elementary School District (VESD) will resume in-person learning only when it is confirmed that conditions are safe for students, staff, and families. The following criteria must be met before reopening any school site:

Lifted Evacuation Orders

-Local and county emergency officials must formally lift all evacuation orders affecting the school site and surrounding neighborhoods.

Safe Air Quality and Clean Water

- Air quality must meet safe health standards.
- Water must be tested (if necessary) and verified as safe for drinking, cooking, and sanitation.

Restored Utilities and Plumbing

-Electricity, heating/cooling systems, communication lines (phones and internet), and plumbing must be fully operational to support the needs of students and staff.

Debris Removal and Campus Safety Inspection

- All hazardous materials and debris must be cleared from walkways, classrooms, and outdoor areas.
- The campus must pass a physical safety inspection conducted by district staff or appropriate inspectors to confirm that buildings, walkways, and play areas are safe for use.

Campus Security Readiness

- Perimeter gates, door locks, communication systems, and surveillance (if applicable) must be functioning to maintain a secure and supervised environment.
- Staff responsible for campus safety must be available and fully briefed on any new site-specific safety concerns.

Transportation and Street Safety

- Streets surrounding the school must be clear, accessible, and safe for VESD transportation vehicles and public travel.
- School bus routes must be evaluated to ensure safe pick-up and drop-off, with alternate routes planned if needed.

Staffing Readiness

-An adequate number of teachers, administrators, support staff, and classified employees must be present to safely operate the school.

-Additional substitutes and relief staff will be deployed as necessary.

Food Service Readiness

-School kitchens must be clean, powered, and stocked to serve meals safely.

-If full service cannot resume immediately, alternative food distribution plans (such as cold or pre-packaged meals) will be activated.

Collaboration and Site-Based Planning

The LEA ensures a collaborative and inclusive process for developing and reviewing the Instructional Continuity Plan (ICP). Site and district leadership conduct an annual review of the ICP in partnership with educational partners, including administrators, staff, IT personnel, parents, and students. These reviews are designed to gather input, provide clarification, and ensure the plan remains responsive to the evolving needs of the school community. Through this collaborative process, the ICP is continuously refined to support effective instructional continuity during disruptions to in-person learning.

Plan Review and Updates

The Instructional Continuity Plan (ICP) will be reviewed annually at the same meeting as the Comprehensive School Safety Plan (CSSP) at School Site Council Meetings and during the LCAP feedback cycle in district committees.