

# 2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
San Mateo Union High School District (SMHUSD)	San Mateo Union High School District	Randall Booker Superintendent	rbooker@smuhsd.org 650-558-2200

## Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 10, 2025 and adopted by San Mateo Union High School District on June 26, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

## Engagement with Pupils and Families

### Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, San Mateo Union High School District will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

## Methods of Two-Way Communication

### Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

Text Messaging (SMS)

Phone Calls

Email

School Portal : Including Canvas and Aeries

Social Media

In-person communication with site and District educators and administrators at both planned and as needed convenings

## Plans for Unforeseen Events

### Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. San Mateo Union High School District (SMUHSD) will use the school messaging system (e.g. robocalls, text messages, emails, and ParentSquare) and update the district website. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication. If these forms of communication are not available, district personnel will meet to discuss the best way to communicate with staff and families.

## Support for Unique Needs

### Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Whole School Safety and Prevention Plan through the use of MTSS

1. System to connect with students and families to promote attendance.
2. The District will consider strategies to become a trauma-responsive school system to support the school community.
3. Engage with students and families using culturally responsive techniques.
4. Use of universal screening to identify the social-emotional and physical needs of students.
5. Professional development time to increase trauma knowledge and skills.
6. Engage staff in professional development about mental health de-stigmatization.
7. Provide information about mental health and wellness resources on the district and school websites and in communication with families.
8. Conduct routine check-ins using a trauma- and resilience-informed lens.
9. Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, ParentSquare).
10. Supply power for and restock necessary medicines and locate alternative sources of electricity in the event of outages.

Community and Family Wellness

1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English.
2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and

patient

## Access to Instruction

### Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, San Mateo Union High School District will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

### Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- 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
- Sufficient staff available
- Kitchens operational for meals

### Remote Instruction

Plans for remote instruction.

As required, San Mateo Union High School District remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

SMUHSD has three primary instructional models: In-Person Model, Hybrid Learning Model, and Distance Learning Model. The In-Person Model is traditional in-person instruction five days a week with enhanced safety protocols, with some modified block scheduling. The Hybrid Learning Model combines in-person instruction two days a week with asynchronous distance learning the other two days. On Wednesdays students engage in independent learning activities while teachers have office hours and collaboration time. The Distance Learning Model involves all instruction delivered remotely through synchronous and asynchronous learning. Each model has specific instructional minute requirements that must be met daily, and core instruction is to be delivered using the district's adopted curriculum. Assessments are a crucial part of the instructional plan. PAMHSD uses both local and state assessments to monitor student learning. Local assessments include NWEA MAP testing for Math and Reading, Reading Inventory for reading comprehension for ELs. State assessments include the ELPAC (English Language Proficiency Assessment of California) for English learners and the CAASPP (California Assessment of Student Performance and Progress), which includes the Smarter Balanced tests in English Language Arts and Math and the California Science Test. These assessments will be administered in person when possible, but the district would prepare to administer some assessments remotely. The plan also describes requirements for the use of specific assessments to ensure that students identified with special learning needs continue to have their needs met through the use of these assessments in identifying specific accommodations that must be provided.

## **Access to Instructional Materials**

### **Methods for distributing digital and non-digital materials.**

As required, remote instruction offered will align with expectations of access and equity.

The school district currently provides Chromebooks to each student. We have extra devices that can be shared if technology is damaged or destroyed during an emergency. SMUHSD is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. Additionally, SMUHSD provides internet hotspots to students who do not have access at home. We have communicated and will continue to communicate information regarding low-cost or no-cost internet access for our students. We will provide technical support to families to connect and access the online classroom. Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Canvas Learning Management System (LMS) so all digital resources and classwork are in one place. Students have access to Canvas (LMS) at school and outside of school.

## **Access to Schoolwork**

### **Platforms and processes for accessing and submitting schoolwork.**

As required, remote instruction offered will align with expectations of access and equity.

San Mateo utilizes Canvas where students have equitable access to curriculum and are able to submit school and homework electronically.

"Distance learning" is defined as instruction where the student and teacher are in different locations. It utilizes technology for interaction, instruction, and check-ins, including video or audio lessons. In this model, students are expected to have access to wifi, a device, and a quiet study space. They should engage in digital learning activities, understand their assignments, ask for help when needed, and submit work by deadlines. Teachers are expected to prepare rigorous, standards-aligned lessons using the district's curriculum. They must monitor communications for updates, adhere to the Instructional Continuity Plan, and follow a synchronous schedule. Teachers are to use digital platforms like Canvas for lessons, assignments, and communication. They are also required to use Zoom or Google Meet for synchronous instruction and may record lessons for asynchronous access. Teachers also hold 60-minute "office hours" on Wednesdays for student and parent support.

SMUHSD would utilize a combination of synchronous (live) and asynchronous (independent) learning activities to meet daily minimum instructional minute requirements. In a In-Person model this is met primarily through in-person time, and in Hybrid and Distance Learning models the amount of time dedicated to asynchronous learning is determined by grade level and designed to ensure students are engaged in academic work at a minimum. High School students require 240 minutes. Dual enrollment students require a minimum of 180 minutes daily (not including the dual enrollment courses). The district tracks participation in synchronous sessions, completion of assignments, and teacher-student contact to document attendance in all models. For in-person attendance, the district continues its traditional attendance practices.

For distance learning, SB 98 mandates documentation of daily participation, not just presence, for students. This includes participation in online activities, completion of assignments, assessments, and contact with a school employee. A "weekly engagement record" is required for each student. Absences are marked for non-participation. Students who miss three days of work are targeted for re-engagement efforts. Independent Study program attendance is tracked based on completed work and student/teacher meetings. In each case, documentation is a mandatory component for state reporting and compliance standards. Traditional district grading policies will be followed, as outlined in BP/AR. Teachers are expected to communicate grading policies to students and parents, update gradebooks regularly, and provide regular progress reports. The plan establishes that progress reports and report cards will be sent as scheduled. In terms of support, the Instructional Continuity Plan focuses on providing intervention support for struggling students through teacher office hours, scheduled meetings, and other targeted help, particularly on Wednesdays when more time is devoted to targeted intervention strategies for students who are not keeping up with their assignments or demonstrating required proficiency.

## Temporary Reassignment

### Procedures and agreements for temporary reassignment with neighboring LEAs.

San Mateo Union High School District provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

San Mateo Union High School district would work with surrounding community resources and facilities, this could include the county office of education, community college, partner districts and neighboring high school districts.

# Instructional Continuity

## Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Families, students, and staff will have regular communication from District and/or school officials in case of an emergency school closure. SMUHSD will use the District messaging system (e.g. autodialer phone messages, text messages, emails, via ParentSquare) and update the District website. The District will post information related to emergencies on its official District social media platforms. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

## Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Students will need appropriate devices and reliable Internet access. The school district will provide Chromebooks to each student. We have extra devices that can be shared if technology is damaged or destroyed during an emergency. SMUHSD is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. For students who lack internet access at home, the District will provide either individual internet hotspot devices, regular access to on site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. We will provide technical support to families to connect and access the online classroom. Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Canvas (LMS) so all digital resources and classwork are in one place. Students have access to Canvas (LMS) at school and outside of school.

## Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

To ensure academic continuity during emergencies or unforeseen disruptions, San Mateo Union High School District (SMUHSD) has developed a comprehensive instructional continuity framework that includes three primary instructional models. These models provide flexibility and preparedness across a variety of emergency contexts while maintaining a commitment to rigorous, standards-based instruction.

The **In-Person Instruction Model**, known as the Schoolhouse Model, offers face-to-face learning five days a week. This traditional format is implemented with enhanced health and safety protocols in place. At the high school level, modified block schedules are used to improve instructional efficiency and minimize transitions throughout the school day.

The **Hybrid Learning Model** blends in-person learning two days per week with asynchronous remote learning during the remaining days. Wednesdays are set aside for asynchronous independent work, professional collaboration among staff, and scheduled office hours to support student needs.

When full in-person instruction is not viable, SMUHSD activates the **Distance Learning Model**, wherein all instruction is delivered remotely using both synchronous (real-time) and asynchronous (self-paced) formats. Across all three models, the district ensures alignment with state-required instructional minutes and adherence to adopted, standards-aligned curricula.

Instructional delivery in all models is centralized through **Canvas**, the district's learning management system (LMS). Canvas serves as the digital hub for accessing assignments, assessments, resources, and teacher communications. Supplementary digital tools are also available through district-supported platforms. Teachers are expected to design rigorous, standards-based lessons, engage consistently with students and families, and maintain at least one designated weekly office hour—typically on Wednesdays—to provide academic support.

Students are required to access Canvas daily, attend synchronous sessions via Zoom or Google Meet, complete asynchronous learning tasks, request help when needed, and submit assignments on time. Attendance is tracked using a combination of student participation in synchronous instruction, assignment completion, and documented interactions with educators.

In accordance with **California Education Code and Senate Bill 98**, daily instructional minute requirements vary by school type:

- **Traditional High Schools (Grades 9–12):** Minimum of **240 minutes** of academic instruction per day.
- **Continuation Schools and Newcomer Alternative:** Minimum of **180 minutes** of academic instruction per day.

SMUHSD documents student attendance through engagement records and flags students with three or more days of non-participation for re-engagement outreach. Independent Study program students are tracked based on submitted work and regular check-ins.

Assessment remains a key pillar of instructional continuity. SMUHSD uses a mix of **local assessments**, such as the NWEA MAP for Math and Reading and the Reading Inventory for English Learners, alongside **state assessments**, including the ELPAC and CAASPP suite (SBAC for ELA/Math and CAST for science). Assessments are administered in person when possible, with contingency plans for remote administration if needed. Students with IEPs or 504 plans are supported with appropriate accommodations and services.

To ensure equitable access to digital learning, the district operates a **1:1 Chromebook program**, providing each student with a district-issued device and loaner replacements as needed. For students lacking reliable internet, the district offers mobile hotspots, access to on-campus internet (as permitted by public health guidance), and printed instructional materials when necessary. Technical assistance is available year-round through a help desk, training sessions, and user guides focused on Canvas and other district platforms.

SMUHSD's Instructional Continuity Plan is grounded in principles of **equity, access, and flexibility**. The plan supports students facing barriers—technological, linguistic, or personal—through individualized accommodations and flexible schedules that account for wellness, family needs, and differentiated learning styles. Single sign-on access via **Clever** simplifies login for all district-supported platforms.

Teachers adhere to Board Policy (BP/AR) on grading, with clear criteria, weekly gradebook updates, and timely feedback. Progress reports and report cards are issued on the standard schedule, and educators maintain consistent communication with families.

**Wednesdays** are prioritized for **targeted interventions**, including small-group instruction, tutoring, academic support, and outreach for students not meeting proficiency benchmarks. Staff proactively engage students who are at risk of falling behind.

In the event of an emergency or extended school closure, SMUHSD is prepared to transition to hybrid or remote instruction within **10 instructional days**. This shift will comply with California's Independent Study Education Code and prioritize the safety, accessibility, and academic success of all students.

In the event of an emergency or prolonged school closure, SMUHSD will transition to remote or hybrid learning within 10 instructional days. The plan will comply with California's Independent Study Education Code and prioritize safety, accessibility, and academic continuity.

## Access (Equity, Accessibility, and Inclusion)

### Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

San Mateo Union High School District (SMUHSD) is deeply committed to promoting equity, accessibility, and inclusion across all instructional models, particularly during emergencies. The district affirms that every student—regardless of ability, background, or life circumstance—deserves uninterrupted access to high-quality education and support services. Recognizing the unique needs of students with disabilities, English Learners, foster youth, students experiencing homelessness, and others facing systemic or situational barriers, SMUHSD has instituted a range of targeted provisions to ensure that learning remains inclusive and responsive.

Students with Section 504 Plans will continue to receive the accommodations outlined in their individual plans, with school site teams convening (virtually, if necessary) within the first six weeks of school or after any significant shift in instructional modality to review and update supports. SMUHSD staff are tasked with ensuring these accommodations are implemented effectively in both in-person and remote learning environments.

For foster youth and students experiencing homelessness, the district's Foster and Homeless Youth Liaison coordinates comprehensive supports aimed at ensuring stability and academic success. These students are enabled to remain in their school of origin when feasible and are provided with essentials such as school supplies, clothing, transportation assistance, and access to food services and mental health resources. Each student is assigned a school-based support contact to monitor their academic engagement and overall well-being. Additionally, they receive priority access to technology, including Chromebooks and Wi-Fi hotspots, as well as tailored academic support. All outreach and services are delivered in students' home languages and are designed to be culturally responsive.

Students with Individual Health Plans (IHPs) are also supported through proactive outreach. School nurses and support staff contact families at the start of the school year or after an emergency to review and revise healthcare plans. When in-person meetings are not feasible, virtual or phone check-ins are conducted to ensure continuity of medical support. SMUHSD takes deliberate steps to guarantee that essential medications and health supplies are accessible across all instructional settings, including during school closures.

Through these coordinated efforts, SMUHSD upholds its commitment to fostering a learning environment where every student has the opportunity to thrive, no matter the circumstances.

## Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

SMUHSD ensures that students with disabilities continue to receive a Free and Appropriate Public Education (FAPE) during emergencies through all instructional models. Instruction and services are aligned with each student's Individualized Education Program (IEP) and delivered with fidelity in both in-person and remote learning environments.

IEP Implementation: Lessons and learning tasks will reflect students' IEP goals and designated accommodations or modifications. IEP teams will determine how to maintain services during emergencies, including participation in Independent Study if appropriate.

Service Delivery: Specialized academic instruction and related services will be provided through a combination of live (synchronous) instruction and asynchronous resources. Services may include individual and small-group virtual sessions, in-class supports, and teletherapy for related services.

Collaboration: Special Education teachers and providers will work closely with general education staff to ensure instructional alignment and access. Schedules will be coordinated to avoid conflicts between core classes and IEP service sessions.

Progress Monitoring: Teachers will use multiple measures—including participation, assignment completion, and assessment data—to monitor progress. Data will inform instructional adjustments and service revisions as necessary.

Assistive Technology: Students will be provided access to necessary devices and digital tools as outlined in their IEPs to ensure equitable access to online instruction.

Family Communication: IEP meetings may be held virtually or by phone, with translated documents and interpretation services provided as needed.

## English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

San Mateo Union High School District (SMUHSD) is committed to ensuring that English Learners (ELs) receive comprehensive and equitable instruction through a well-structured framework aligned with the California English Learner Roadmap and research-based practices for language development at the secondary level. Across all instructional models—including in-person, hybrid, and remote learning—EL students are provided with both designated English Language Development (ELD), which targets language instruction based on individual proficiency levels, and integrated ELD, which is embedded within content-area instruction to promote language acquisition in academic contexts.

Oral language development is emphasized during synchronous instruction, while asynchronous materials are designed to strengthen listening, reading, and writing skills in alignment with subject-area content. Teachers consistently monitor students' language growth and academic progress through formative assessments and English Language Proficiency Assessments for California (ELPAC) data, using this information to implement timely and targeted instructional interventions.

To enhance instruction and communication, trained bilingual instructional aides offer small-group support, assist in translating educational materials, and help facilitate family engagement. SMUHSD maintains strong partnerships with families through English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) meetings, multilingual communications, and digital workshops that help families navigate learning platforms and support their students' academic success.

The district remains committed to administering both initial and summative ELPAC assessments in accordance with California Department of Education (CDE) guidelines and local public health protocols, ensuring that English Learners continue to receive the support and recognition necessary for their linguistic and academic

growth.

SMUHSD's Multilingual Learner Programs exemplify the California EL Roadmap in action. By combining culturally affirming practices, robust instructional design, data-driven improvement cycles, and deeply rooted community partnerships, SMUHSD is building a system where English Learners are not only supported—but empowered to thrive.

The California English Learner Roadmap is grounded in four key principles: 1. Assets-Oriented and Needs-Responsive Schools, 2. Intellectual Quality of Instruction and Meaningful Access, 3. System Conditions that Support Effectiveness and 4. Alignment and Articulation Within and Across Systems. SMUHSD's approach is deeply aligned with these pillars through thoughtful program design, rigorous data-informed practice, strong student and family support systems, and an inclusive mindset.

#### 1. Assets-Oriented and Needs-Responsive Schools

- SMUHSD centers its Multilingual Learners (MLs) through personalized typologies (e.g., Newcomer, Medium-Term, and Long-Term MLs) and tailored programs like the Newcomer Programs (Bridge Academy, Capuchino, Hillsdale, San Mateo) and our Standard Program with integrated supports and designated ELD courses.
- Family Engagement Coordinators and District English Learner Advisory Committees (DELAC/ELAC) ensure that families have a voice and culturally responsive access to school systems.
- Programs and workshops are offered in multiple languages, along with Spanish-language newsletters and *cafecito*-style meetings at schools.

#### 2. Intellectual Quality of Instruction and Meaningful Access

- SMUHSD has adopted National Geographic's "Lift", "Pathways" and "Impact" curricula for Designated ELD (D-ELD) and ML English instruction, aligned with California ELD and ELA standards. Students progress through a well-defined placement and advancement system, with pathways tracked from entry to reclassification, including advancement through ELD and standard program English classes. Over 97% of ML students in 2024 advanced in their English course level districtwide, demonstrating high instructional impact.
- Teachers participate in year-round PLCs to continuously share and learn about best practices and engage in cycles of inquiry around student work and progress.

#### 3. System Conditions that Support Effectiveness

- All ML students are monitored until reclassification and RFEP students are tracked for four years post-reclassification.
- Professional development includes: Universal Design for Learning (UDL), and District-wide PD, PLCs for ML English, D-ELD, CLA, and site-led mentoring initiatives
- ML specialists review student grades every 6 weeks and assign targeted interventions like tutoring or mentoring.
- Staff have multiple spaces to encourage positive and supportive conditions, and support an asset-based lens to effectively support ML students.

#### 4. Alignment and Articulation Within and Across Systems

- SMUHSD facilitates transcript evaluations, intake counseling, and rapid enrollment for newcomer students.
- Community partnerships with organizations like CORA, El Centro, and Medi-Cal provide wraparound supports such as: Mental health counseling, Legal aid, Substance abuse education, Financial literacy for students and caregivers

- ML summer school is provided for Newcomer students across all sites as a space to make up credits that were missed due to midyear arrivals which is different from credit recovery.

## Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

San Mateo Union High School District (SMUHSD) is dedicated to cultivating a culture of continuous professional growth that empowers educators to deliver high-quality instruction across all learning environments, whether in person, hybrid, or remote. The district offers ongoing professional development opportunities designed to equip teachers, administrators, and support staff with the skills and knowledge necessary to respond effectively to instructional disruptions and to meet the diverse needs of students. Training sessions focus on the integration of digital tools such as Canvas and Google Workspace, as well as instructional strategies aligned with Universal Design for Learning (UDL), standards-based planning, and student engagement. Educators also receive targeted support on implementing social-emotional learning (SEL), culturally responsive teaching, and trauma-informed practices.

To foster collaboration and peer learning, SMUHSD utilizes designated collaboration time on Wednesdays and Fridays. These forums allow teachers to co-plan lessons, analyze student data, and share best practices, particularly in adapting instruction for remote and hybrid settings. Specialized training is also provided to support English Learners and students with disabilities, including the use of assistive technology, language scaffolding, and co-teaching models. The district ensures that paraprofessionals and classified staff are also included in relevant professional development aligned with their roles.

As part of its emergency preparedness efforts, SMUHSD offers focused sessions on rapidly transitioning to Independent Study, maintaining instructional rigor in online formats, and using Canvas to streamline communication, assignments, and assessment. Professional learning is evaluated and refined based on staff feedback, student performance outcomes, and school site needs. Cross-site task teams, composed of key teacher leaders and administrators, are created to gauge emerging educator needs during periods of remote or hybrid instruction to formatively assess educator professional learning needs and plan for responsive training and support services. Partnerships are also formed with the San Mateo County Office of Education to leverage professional learning opportunities to ensure effective remote instruction. Through this commitment to responsive, relevant, and inclusive professional development, SMUHSD ensures that its educators are well-equipped to maintain instructional continuity and uphold academic excellence in any learning context. Additionally, instructional coaches are prepared with tools for providing 1:1 coaching and mentorship through a virtual platform to ensure continuity of educator professional growth.

## Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

San Mateo Union High School District (SMUHSD) is deeply committed to supporting the mental, emotional, and physical well-being of its students, families, and staff, particularly during times of emergency or disruption. The district recognizes that academic success is closely linked to health and wellness, and therefore ensures that all students continue to have access to professional support services, regardless of the instructional model in place. Each comprehensive high school in the district is equipped with a robust wellness team, including credentialed school counselors, licensed therapists, wellness counselors, and behavioral health specialists. These professionals are trained to address a wide range of student needs—from stress and anxiety to crisis intervention—and are available for one-on-one sessions, group counseling, and drop-in support. During distance or hybrid learning, these services are maintained through virtual formats such as secure video conferencing, phone consultations, and digital outreach.

2025-26 Instructional Continuity Plan (ICP) for San Mateo Union High School District Page 10 of 13

SMUHSD implements a Multi-Tiered System of Supports (MTSS) to ensure that wellness services are equitable and responsive to varying levels of student need. Tier 1 supports include districtwide social-emotional learning (SEL) programming, mindfulness practices embedded in the classroom, and wellness awareness campaigns. Tier 2 services focus on students requiring targeted small group interventions or short-term counseling. Tier 3 services are reserved for students needing intensive, individualized mental health support, including those at risk of self-harm or navigating significant trauma. The district collaborates closely with community organizations such as StarVista, Caminar, and San Mateo County Health to expand access to therapeutic care, substance use counseling, and referrals to medical providers, particularly during school closures or widespread emergencies.

Recognizing the linguistic and cultural diversity of its student population, SMUHSD ensures that mental health services are accessible in multiple languages. The district employs bilingual and bicultural staff and provides real-time interpretation and translated resources to support families who speak Spanish, Tagalog, Mandarin, and other common home languages. Communication with families about available services, emergency support, and wellness resources is conducted via ParentSquare, multilingual newsletters, and targeted community outreach.

In addition to student-centered services, SMUHSD prioritizes the wellness of its educators and support staff. The district provides professional development in trauma informed practices, self-care strategies, and managing secondary traumatic stress. Staff members also have access to the Employee Assistance Program (EAP) and site-based wellness initiatives designed to promote resilience and well-being. Through this comprehensive and responsive approach, SMUHSD ensures that physical and mental health supports remain a central pillar of instructional continuity and student success.

Plans to provide access back-up, water and medicines in the event of an emergency.

San Mateo Union High School District (SMUHSD) maintains a proactive approach to emergency preparedness to ensure the safety and well-being of all students and staff during natural disasters or prolonged school closures. Each school site is equipped with strategically stored backup supplies, including food, water, first aid materials, and other emergency provisions sufficient to support students and staff for multiple days. These supplies are routinely monitored and replenished to maintain readiness. In addition to essential food and water reserves, school health offices maintain access to critical student medications and medical supplies needed to support students with Individual Health Plans (IHPs) or chronic conditions. In the event of a power outage or disruption to services, sites are prepared to secure and distribute these resources as needed. SMUHSD also works closely with local emergency services and public health agencies to ensure a coordinated response and, if necessary, access to additional supplies or support during extended emergencies.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

San Mateo Union High School District (SMUHSD) is committed to ensuring the continuity of essential student support services—including special education, counseling, after-school programs, and food and nutrition services—during any emergency or transition to hybrid or remote instruction. Special education services will continue to be provided in alignment with students' Individualized Education Programs (IEPs), including specialized academic instruction, speech and language services, and other related supports. These services will be delivered in person when possible, or through virtual formats and flexible scheduling to meet individual student needs when remote learning is required. School counselors and wellness staff will remain accessible to students for academic guidance, mental health support, and crisis intervention through scheduled appointments, digital check-ins, and virtual office hours. After-school enrichment programs will adapt to online platforms when necessary, offering virtual tutoring, clubs, and structured social opportunities that promote continued engagement and learning beyond the school day. Additionally, SMUHSD's Nutrition Services Department will ensure uninterrupted access to meals for all students. In remote or hybrid scenarios, meals will be distributed at designated school sites as "grab-and-go" packages, with communication provided in multiple languages to ensure all families are informed. The district is prepared to adjust these services based on public health guidance, always prioritizing the safety, access, and well-being of the school community.

## Site-Based Collaboration

2025-26 Instructional Continuity Plan (ICP) for San Mateo Union High School District Page 11 of 13

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The development of San Mateo Union High School District's Instructional Continuity Plan (ICP) was informed by broad stakeholder engagement, ensuring the plan reflects the diverse needs of the school community. Input was gathered from administrators, faculty, technology staff, students, and families through a variety of methods, including surveys, advisory meetings, and community forums. The district particularly prioritized feedback from its Equity Advisory Committee, DELAC, and other parent and student groups to identify barriers to access, support needs, and priorities for academic and social-emotional continuity. This input played a key role in shaping decisions related to instructional models, technology access, student wellness, and support for vulnerable populations. The collaborative process ensured that the ICP is responsive, inclusive, and aligned with the district's equity-focused mission.

## Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Before resuming in-person instruction following an emergency or disruption, San Mateo Union High School District (SMUHSD) will assess a comprehensive set of conditions to ensure the safety and readiness of all school sites. These conditions include the lifting of any local or state evacuation or shelter-in-place orders, the restoration of essential utilities such as electricity, internet, and clean water, and the assurance of safe air quality for students and staff. Facilities must be free from structural damage, debris, or hazardous materials, and sufficient staffing must be available to support both instruction and operations. In addition, food services, transportation systems, and health and safety protocols must be fully operational. SMUHSD will collaborate with local public health officials, emergency services, and county agencies to determine when it is safe to reopen schools. Once these conditions are met, the district will communicate a reopening timeline and procedures clearly to students, families, and staff through multiple channels in all applicable languages.

## Integration with Comprehensive School Safety Plan (CSSP)

**Integration of this Instructional Continuity Plan (ICP) into San Mateo Union High School District's Comprehensive School Safety Plan (CSSP).**

This Instructional Continuity Plan (ICP) will be included as an integral component of San Mateo Union High School District's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

## **Review and Updates of this Instructional Continuity Plan (ICP)**

2025-26 Instructional Continuity Plan (ICP) for San Mateo Union High School District Page 12 of 13

**Frequency of review and update of this ICP.**

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

This Instructional Continuity Plan will be reviewed and updated in collaboration with educational partners, considering feedback and lessons learned on the following basis: Annually through the Comprehensive School Safety Plan update process before March 1.

2025-26 Instructional Continuity Plan (ICP) for San Mateo Union High School District Page 13 of 13