

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>.

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Introduction and Purpose

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

<p>This Instructional Continuity Plan (ICP) was last revised on 7/11/2025 and adopted by Holtville Unified School District on 8/18/2025 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.</p> <p>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.</p> <p>The ICP is designed to:</p> <ul style="list-style-type: none">Minimize instructional disruptions caused by emergencies or disastersEnsure continuity of learning through remote or independent study optionsProvide timely and effective communication to students, families, and staffAddress the social-emotional, mental health, and academic needs of all pupilsMaintain compliance with federal and state laws related to instruction, equity, and access <p>The plan will be reviewed and updated at least annually, or following a significant emergency event, in collaboration with educational partners and community stakeholders. Revisions will reflect lessons learned, feedback, and changes in policy or local conditions.</p>
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Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

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

To ensure equitable access to learning and maintain strong school-home partnerships during periods of instructional disruption (e.g., emergencies, remote learning, or hybrid instruction), the following protocols will guide how we engage with pupils and their families:

1. Communication Structures

Regular Updates: Weekly updates will be sent via email, text, and/or phone calls to inform families of learning expectations, schedules, resources, and support services.

Two-Way Communication: Staff will maintain open lines of communication via multiple platforms (Remind, email, phone, RingCentral) to allow families to ask questions or express concerns.

Language Access: All communication will be translated into families' home languages. Bilingual staff and interpreters will be available as needed.

2. Attendance and Wellness Check-Ins

Daily Engagement Tracking: Teachers will document student engagement daily through attendance in live sessions or submission of assigned work.

Wellness Checks: Counselors, community liaisons, or attendance teams will conduct outreach (via phone or home visits if necessary) for students who are disengaged or absent for more than 2 consecutive days.

Tiered Support System: A multi-tiered system will be in place to respond to student absences or disengagement, starting with phone calls and escalating to wellness checks and SST (Student Support Team) referrals.

3. Academic Support and Access

Personalized Outreach: Teachers will reach out individually to students and families when academic progress is a concern.

Technology Support: The school will provide ongoing tech assistance, including hotlines and in-person troubleshooting for devices, connectivity, or platform access.

Learning Resources: Printed materials and alternative formats will be provided for students who have limited internet access or need accommodations.

4. Family Engagement and Training

Virtual Family Workshops Regular workshops and Q&A sessions will help families understand online platforms, grading expectations, and how to support learning at home.

Feedback Opportunities: Families will be invited to participate in surveys and focus groups to evaluate and inform school practices during periods of instructional disruption.

5. Equity and Cultural Responsiveness

Home Environment Considerations: Teachers and staff will demonstrate flexibility and cultural sensitivity regarding students' home responsibilities, learning spaces, and challenges.

Inclusive Planning: Engagement strategies will be developed with input from families representing diverse communities, including foster youth, English learners, and students with disabilities.

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:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers
- via Remind/ParentSquare

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

Phone Calls: Direct outreach by teachers, counselors, and school staff to check in on student progress, well-being, and family needs.

Email Communication: Regular updates from teachers and school leadership, as well as responses to parent inquiries.

Text Messaging Platforms: Tools such as Remind or RingCentral used for quick, accessible communication in multiple languages.

Parent Portal Access: Synergy ParentVue and StudentVue platforms where families can view grades, attendance, and teacher feedback.

Virtual Meetings: Scheduled Zoom or RingCentral conferences for academic updates, IEP meetings, and student support discussions.

Home Visits (when appropriate): Conducted by community liaisons, attendance teams, or counselors for students with persistent disengagement or who require additional support.

Printed Communication: Flyers, newsletters, or letters sent home with students or via mail, especially for families with limited internet access.

In-Person Office Hours: Opportunities for families to meet with school personnel by appointment, following district safety protocols.

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.

In the event of unforeseen disruptions such as power outages, natural disasters, or damage to infrastructure that hinder digital communication, the school will implement the following contingency plans to maintain consistent two-way engagement with pupils and their families:

1. Multi-Modal Communication Strategy

Non-Digital Backup Plans: Printed materials, newsletters, and instructions will be prepared and distributed in advance (or by mail/delivery as needed) to ensure families have access to learning guidance and contact information during outages.

Phone-Based Outreach: School staff will use district-issued mobile devices to continue contact via phone calls and SMS if internet connectivity is compromised.

Local Radio or Community Bulletin Boards: In coordination with local agencies, the school will provide key updates through local radio stations or posted notices at designated community centers, especially in rural or low-access areas.

2. Community Liaison and Home Visit Support

On-the-Ground Communication Teams: Bilingual community liaisons and designated staff will conduct home visits or wellness checks, particularly for high-need families, to deliver materials and maintain communication when remote access is unavailable.

Hub Site Deployment: If safe and feasible, designated school or district locations will serve as in-person support hubs where families can receive updates, resources, and check-in with staff.

3. Redundancy in Messaging Tools

Platform Flexibility: Messaging apps used by the school (e.g., Remind, RingCentral) allow both SMS and app-based notifications. This redundancy helps ensure communication continues even when one platform is disrupted.

Paper-Based Emergency Contact Cards: All families will receive printed cards listing emergency contact numbers, school leadership, and communication instructions in case digital systems are down.

4. Staff Coordination

Internal Response Protocols: Staff will follow a tiered response protocol for maintaining communication responsibilities during outages, including using alternate devices, buddy systems, and pre-assigned roles.

Daily Status Checks: During extended outages, staff will coordinate daily check-ins to report student status and engagement, enabling timely follow-up and support.

Support for Unique Needs

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

To ensure all students are supported holistically during times of instructional disruption or transition, the school has implemented a coordinated, tiered approach to identify and address social-emotional, mental health, and academic needs. These efforts are grounded in equity and aligned with best practices in trauma-informed care and whole-child education.

1. Universal Screening and Early Identification

Academic Progress Monitoring: Ongoing review of formative assessment data, attendance, and participation metrics to flag students who may require academic intervention.

Staff Referrals: Teachers and staff are trained to recognize signs of emotional distress and disengagement and can refer students to the school support team.

2. Tiered Systems of Support

Tier 1: Universal Supports

Implementation of daily SEL practices such as morning meetings or check-ins.

Access to embedded social-emotional learning curricula (e.g., Second Step).

Culturally responsive instruction and inclusive classroom strategies to build belonging and engagement.

Tier 2: Targeted Supports

Small group counseling sessions facilitated by school counselors, social workers, or mental health providers.

Targeted academic interventions during designated intervention blocks or after school programs.

Regular check-ins with assigned staff mentors for students with emerging needs.

Tier 3: Intensive Supports

Individualized counseling or therapeutic services, provided through school-based staff or community agency partners.

Coordination of services through Student Support Teams (SSTs), IEP teams, or 504 plan processes as needed.
Family case management and referrals to external behavioral health providers.

3. Family Engagement in Student Support

Needs Assessments and Surveys: Families are invited to share concerns and needs through surveys or family meetings, especially during instructional disruptions.
Workshops and Resource Sharing: The school offers family workshops focused on managing stress, supporting learning at home, and accessing mental health resources.

Collaborative Planning: Families are active participants in developing support plans, behavior interventions, and wellness goals for their children.

4. Community Partnerships

Mental Health Agencies: Collaboration with local mental health providers to ensure timely referrals and access to counseling or crisis response.

Youth and Family Resource Centers: Partnerships with community organizations to provide food, housing, technology, and case management services.

Behavioral Health Liaisons: Designated staff serve as points of contact between schools and service agencies to ensure coordinated care.

5. Staff Training and Capacity Building

Ongoing professional development on trauma-informed practices, mental health first aid, suicide prevention, and culturally responsive teaching.

Staff collaboration time embedded into the schedule for reviewing data and coordinating supports.

Access to Instruction

Timeline for Access to Instruction

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

As required, Holtville Unified 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.

To ensure that students continue to receive high-quality instruction following an emergency or disruption (e.g., natural disaster, public health crisis, infrastructure failure), the school/district has developed a structured timeline to resume instructional services within ten instructional days or fewer.

Day 1–2: Initial Response and Needs Assessment

Activate Emergency Response Plan and Instructional Continuity Team.

Conduct staff safety and availability check-in.

Begin outreach to families to assess immediate needs (e.g., housing, food, internet, emotional support).

Assess status of facilities, technology, and communication systems.

Initiate internal planning for short- and long-term instruction delivery.

Day 3–4: Communication and Resource Mobilization

Provide families with official updates on the situation, projected timeline, and available supports.
Distribute emergency learning materials (paper packets, devices, hotspots as needed).
Confirm which students need alternative formats or supports.
Begin technology distribution and re-establish communication methods.

Day 5–7: Instructional Planning and Staff Preparation

Reassign instructional staff if necessary; adapt schedules or platforms.
Provide teacher planning time and support to transition to temporary instruction mode (e.g., virtual, hybrid, or alternate location).
Offer training for staff on instructional tools or trauma-informed practices, if required.
Develop revised instructional calendar and student engagement plan.

Day 8–10: Instruction Resumes

By Day 10 at the latest, all students have access to instruction via:

Online learning platforms (synchronous or asynchronous),
Printed learning materials with teacher check-ins,
In-person instruction at temporary sites (if safe and appropriate).
Begin tracking student attendance and engagement.
Implement tiered supports for students requiring academic or mental health assistance.

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

In-person instruction will resume only when it is deemed safe and feasible to do so, based on guidance from local emergency management, public health officials, and district leadership. The following conditions must be met prior to reopening school sites or initiating instruction at alternative locations:

1. Emergency and Environmental Safety

Evacuation Orders Lifted: All evacuation orders issued by local or state authorities must be officially rescinded for affected areas.

Healthy Air Quality: Air quality index (AQI) must be at a level deemed safe for students and staff, particularly those with respiratory conditions, as determined by local health agencies.

Campus Free from Debris and Hazards: School grounds and facilities must be inspected and cleared of physical hazards, including debris, fallen trees, chemical spills, or structural damage.

2. Infrastructure and Basic Utilities

Power and Utilities Functioning: Electricity, gas, and water must be restored and functioning consistently at the site.

Access to Safe and Clean Water: Potable water must be available for drinking, handwashing, food preparation, and sanitation purposes.

Internet and Connectivity Restored: Internet infrastructure (including fiber optic lines and internal networks) must be operational to support attendance, instruction, and communication systems.

3. Operational Readiness

Sufficient Staff Available: A minimum operational level of instructional, custodial, nutrition, and support staff must be available to safely supervise students and maintain school operations.

Kitchens Operational for Meals: School kitchens and meal preparation facilities must be functional to ensure the provision of breakfast and lunch under state nutrition standards.

4. Contingency for Alternative Sites

If the primary school site remains inaccessible or unsafe beyond a reasonable timeframe, the following alternatives may be considered:

Temporary relocation to nearby school campuses or district-identified facilities with available capacity.

Use of community centers or emergency shelters adapted for instructional use.

Continued distance learning or hybrid instruction until full in-person instruction can safely resume.

Remote Instruction

Plans for remote instruction.

As required, Holtville Unified 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.

In the event of a disruption to in-person learning, Holtville Unified School District will implement a remote instruction plan that complies with all applicable requirements under California Education Code, specifically sections 51747 and 51749.5, which govern the delivery of Independent Study (IS) programs.

1. Instructional Standards and Equity

Remote instruction will be designed to:

Meet the same rigorous grade-level standards as those required for in-person instruction.

Provide daily access to live instruction for students in grades TK–3, and both daily engagement and weekly synchronous instruction for grades 4–8, consistent with IS requirements.

Ensure instructional time and engagement are equivalent in quality and quantity to the minimum instructional minutes required for in-person settings.

2. Modes of Delivery

Instruction will be provided through:

Synchronous instruction (live, two-way communication between student and certificated teacher) via platforms such as RingCentral or Google Meet.
Asynchronous learning including recorded lessons, digital assignments, and offline materials aligned to adopted curriculum.
Paper-based packets or printed resources as needed for students without reliable access to technology.

3. Student Engagement and Monitoring

Student progress and engagement will be monitored daily through assignment completion, logins, and teacher check-ins.
Teachers will provide weekly progress updates and intervene with targeted support as needed.
Students not meeting participation requirements will be referred to a re-engagement plan per EC §51747(d).

4. Access and Support

Technology devices and internet hotspots will be made available to students who need them.
Accommodations and support services (e.g., special education, English learner support, mental health services) will continue remotely, per students' individualized needs.
Translation and interpretation services will be provided to ensure families can fully engage in their child's education.

5. Instructional Agreements

Prior to participation in remote instruction governed under Independent Study rules:

A written learning agreement will be completed in accordance with EC §51747(c), outlining learning objectives, methods of study, teacher contact frequency, and evaluation criteria.
Agreements will be signed by the student, parent/guardian (if under 18), and supervising certificated employee.

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.

To ensure all students have equitable access to instructional resources during remote learning, Holtville Unified School District has developed a multi-modal system for the distribution of both digital and non-digital material. These methods are designed to accommodate the diverse learning environments and needs of our student population, including those without consistent access to internet or technology.

1. Digital Materials Distribution

Device Deployment: Laptops, Chromebooks, and tablets will be loaned to students in need. A technology survey will be conducted annually and during emergencies to assess need.

Internet Access Support: Wi-Fi hotspots will be distributed to families without reliable internet access. Technical assistance is available through a dedicated district help desk.

Learning Management Systems (LMS): Students will access digital lessons, assignments, and assessments through platforms such as Google Classroom or Canvas.
Instructional Apps and E-books: Access to district-approved educational applications and digital libraries will be provided to support personalized learning and intervention.

2. Non-Digital Materials Distribution

Printed Packets and Textbooks: Weekly or biweekly printed learning packets, workbooks, and textbooks will be made available for pick-up or home delivery for families unable to access online platforms.

Curbside Pickup and Delivery: Schools will schedule regular curbside pickup days for materials. For families unable to travel, materials may be delivered by district staff or mailed.

Hands-on Learning Kits: For younger learners or students with special needs, the district will prepare and distribute kits containing manipulatives, art supplies, or lab materials aligned with the instructional plan.

3. Accessibility and Language Support

All materials, whether digital or printed, will be provided in the student's primary language as needed, and adapted for accessibility (e.g., large print, screen-reader compatible PDFs, braille).

Bilingual staff and interpreters will be available to assist families with understanding instructional materials and expectations.

4. Coordination and Communication

Distribution schedules and instructions will be communicated through multiple channels, including phone calls, email, text messages, and the district website, in families' home languages.

School staff will follow up with families who have not picked up materials or logged in to ensure no student is left without access to learning tools.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Holtville Unified School District is committed to ensuring that all students have equitable and consistent access to curriculum and instruction during remote learning. To support this, the following platforms and processes have been established for students to access and submit schoolwork across all grade levels:

1. Digital Platforms for Accessing and Submitting Work

Google Classroom (TK–12): The primary platform used for posting assignments, sharing resources, and collecting student work. Teachers provide detailed instructions, deadlines, and feedback through this platform.

Additional Tools: Depending on grade level or subject, other platforms such as Renaissance, Khan Academy, or Quizziz may be used for interactive assignments, with login information provided by teachers.

2. Asynchronous and Synchronous Submission Options

Students may submit assignments:

Digitally through the learning platform (file upload, photo of handwritten work, typed responses).

Via email to the teacher if access to the platform is temporarily unavailable.

In paper format, dropped off at designated school sites or returned during weekly materials exchange days.

3. Non-Digital Submission Alternatives

For students without reliable internet access:

Printed work packets will be distributed and collected on a weekly or biweekly basis.
Assignment logs and checklists will be provided to track completed work.
Teachers will follow up with phone calls to review and support understanding of the material.

4. Family and Student Support

Training and Tutorials: The district provides virtual training sessions, step-by-step guides, and how-to videos for students and families in both English and Spanish on how to navigate platforms.
Tech Help Desk: Ongoing technical support is available via phone or email to assist with login issues, submissions, or troubleshooting tools.
Teacher Office Hours: Teachers will hold designated office hours for real-time support with assignments, clarification, and resubmissions.

5. Monitoring and Feedback

Teachers will regularly monitor submission of student work and provide timely, standards-aligned feedback.
Progress monitoring tools (gradebooks, completion trackers) will be shared with students and families through the parent portal or platform notifications.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Holtville Unified 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:

Holtville Unified School District is committed to ensuring educational continuity for all students in the event that in-person instruction is disrupted due to an emergency or natural disaster. In such cases, the district will provide coordinated support for the temporary reassignment or enrollment of pupils in nearby educational agencies, including other school districts, county offices of education (COEs), or charter schools.

1. Interagency Coordination and Agreements

Holtville Unified maintains memoranda of understanding (MOUs) or informal cooperative agreements with neighboring local education agencies (LEAs) to facilitate the temporary reassignment of students when needed.
These agreements outline procedures for:

- Student record transfer
- Enrollment timelines
- Transportation arrangements (if applicable)
- Continuity of services, including special education, language support, and counseling

2. Parent and Student Support

The district will communicate promptly with families when reassignment becomes necessary, including:

Available school site options
Enrollment procedures and timelines
Transportation and meal service details
Staff will be assigned to support families through the enrollment and transition process, including the provision of interpreters and bilingual materials.

3. Student Records and Information Transfer

Student cumulative records, including academic progress, IEP/504 plans, immunizations, and other essential documents, will be securely and electronically transferred to the receiving LEA to ensure a seamless transition.
A dedicated point of contact within the district will oversee coordination of data sharing and compliance with FERPA and other applicable privacy laws.

4. Continuity of Services

The district will ensure that students temporarily reassigned to another LEA continue to receive:

Appropriate grade-level instruction
Access to required services such as special education and English learner support
Counseling, mental health services, and meal programs, as needed

5. Return to Holtville Unified

Once it is safe and feasible to resume in-person instruction at the original site, the district will notify families and provide a clear re-enrollment or transition plan.
Records and services will be smoothly transitioned back, with additional support offered to students who may need academic or emotional adjustment assistance.

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.

Effective, timely, and transparent communication is critical to maintaining trust and ensuring continuity of instruction during any disruption. Holtville Unified School District commits to clear communication protocols that provide consistent updates and opportunities for two-way engagement with all stakeholders.

1. Communication Objectives

Keep families, students, staff, and faculty informed of instructional changes, safety information, and available supports.
Ensure equitable access to information, including language translation and accessibility accommodations.
Foster two-way communication to gather feedback, address concerns, and support community needs.

2. Communication Methods

Email and District Website: Primary channels for formal announcements, detailed updates, and resource sharing.
Automated Phone Calls and Text Messaging: For urgent notifications and reminders, using systems such as Remind or RingCentral.
Learning Management System (LMS) Platforms: Teachers use Google Classroom, Remind, or other platforms for classroom-level communication and assignment updates.
Social Media Channels: District Facebook, Twitter, and Instagram accounts to share quick updates and community resources.
Virtual Meetings and Webinars: Scheduled opportunities for families and staff to engage in Q&A sessions, workshops, and school board meetings.
Printed Materials: Flyers, newsletters, and mailings for families lacking reliable digital access.
In-Person Contact: Home visits or office hours when safe and necessary, especially for high-need families.

3. Communication Frequency and Timelines

Emergency or Urgent Communications: Immediate notification via phone calls and texts within hours of an event or decision impacting safety or instruction.
Weekly Updates: Regular emails and website postings summarizing instructional schedules, resources, and upcoming events.
Monthly Newsletters: Comprehensive communications highlighting district-wide initiatives, student supports, and community partnerships.
As-Needed Staff Briefings: Frequent updates via email or virtual meetings to keep staff informed of policy changes, professional development, and wellness resources.
Quarterly Stakeholder Feedback Sessions: Virtual or in-person forums for families, students, and staff to provide input on instructional continuity and support services.

4. Language Access and Accessibility

All major communications will be translated into the primary languages spoken by families within the district.
Bilingual staff and interpreters will be available for phone calls, meetings, and written materials.
Communications will comply with accessibility standards, including screen-reader compatibility and alternative formats upon request.

5. Points of Contact

Families and students will have designated contacts at each school site, including:

School principal or designee
Family liaison or community outreach coordinator
Assigned teachers and counselors
Staff and faculty will receive communications through their direct supervisors and district leadership channels.

6. Feedback and Two-Way Communication

Multiple channels will be available for stakeholders to provide feedback and ask questions, including:

Dedicated district email and hotline
Online surveys and suggestion forms
Virtual town halls and Q&A sessions
Responses to inquiries will be timely, acknowledging all communications within 48 hours during normal operations.

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.

Holtville Unified School District is committed to ensuring all educators and students are equipped with the necessary technology and resources to successfully engage in remote learning via Independent Study when in-person instruction is disrupted.

1. Early Access to Independent Study Program Agreements

Written Independent Study agreements will be made available digitally and in print prior to program enrollment to ensure timely and informed participation. Families will receive clear instructions and support for completing agreements, including translated materials and assistance from bilingual staff.

2. Online Access to Assignments and Academic Resources

Educators will post assignments, instructional materials, and resources on designated online platforms (e.g., Google Classroom, Remind) accessible to all students. Platforms are selected for their user-friendly interfaces, compatibility with assistive technologies, and accessibility on multiple device types.

3. Assignment of Devices and Internet Access

The district maintains an inventory of technology devices (laptops, tablets) ready for distribution to students lacking adequate technology. Devices will be assigned based on need, verified through technology access surveys conducted annually and during emergencies. Internet access solutions, including Wi-Fi hotspots and partnerships with local providers, will be provided to families without reliable connectivity. A streamlined checkout and return process is established to facilitate rapid device deployment during transitions.

4. Online Instructional Platforms and Support

Teachers will receive professional development and technical support to effectively deliver remote instruction using online platforms aligned with Independent Study requirements. A centralized help desk and technical support team will be available to assist educators, students, and families with platform navigation, troubleshooting, and access issues.

5. Equity and Accessibility Considerations

Alternative methods such as printed learning packets and offline instructional materials will supplement technology-based learning for students facing connectivity challenges. All digital content will meet accessibility standards, and accommodations will be provided to students with disabilities or language barriers.

6. Continuous Monitoring and Improvement

The district will collect feedback from educators, students, and families on technology access and usability. Data from surveys and support requests will guide ongoing improvements in technology readiness and support systems.

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 continuity of high-quality instruction during remote or disrupted learning periods, Holtville Unified School District prioritizes essential grade-level standards and learning objectives. This focus enables meaningful student progress while allowing for timely monitoring and targeted support.

1. Identification and Prioritization of Essential Standards

Curriculum teams and teachers collaborate to identify priority standards and learning objectives that are foundational for student success in the current grade and preparation for the next.

Instructional plans emphasize these critical concepts, skills, and competencies, ensuring alignment with California State Standards and district frameworks.

Flexible pacing guides will allow teachers to adjust instruction based on student needs and progress.

2. Standards-Aligned Learning Objectives

Each instructional unit and lesson includes clearly articulated, standards-aligned learning objectives communicated to students and families.

Objectives are designed to be measurable, attainable, and relevant to student growth during remote or hybrid learning contexts.

3. Methods for Monitoring Student Progress

Teachers will employ a variety of formative and summative assessments, including quizzes, projects, performance tasks, and observational data, to monitor student mastery of essential standards.

Student engagement and participation data will be tracked through attendance logs, assignment submissions, and digital platform analytics.

Progress monitoring will occur regularly, with weekly check-ins to identify students needing additional support or intervention.

4. Additional Academic and Social-Emotional Support

Targeted tutoring will be offered virtually or in small, safe in-person groups where feasible, focusing on students identified through progress monitoring.

Virtual office hours will be scheduled to provide students with access to teachers for clarification, enrichment, or reteaching.

Frequent teacher-student check-ins via phone or video conference will support student engagement and well-being.

School counselors, psychologists, and health providers will coordinate with instructional staff to support students facing barriers to learning.

5. Family Engagement and Communication

Families will receive regular updates on learning objectives, student progress, and available support services.

Resources and training will be provided to help families assist students in meeting prioritized learning goals.

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.

Holtville Unified School District is committed to providing equitable access to high-quality instructional resources and supports for all students during any disruption to in-person learning. This commitment explicitly includes students with disabilities, students experiencing homelessness, foster youth, and English learner (EL) students.

1. Students with Disabilities

Instruction will be delivered in accordance with students' Individualized Education Programs (IEPs) or 504 Plans, ensuring accommodations and modifications are maintained.

Special education services—including related services such as speech therapy, occupational therapy, and counseling—will continue via teletherapy, in-person sessions (as feasible), or through alternative formats.

Case managers and special education teams will conduct regular check-ins with students and families to monitor progress and adjust supports as needed.

Accessible instructional materials and assistive technologies will be provided to support participation and learning.

2. Students Experiencing Homelessness and Foster Youth

Coordinators for homeless education (liaisons) and foster youth support staff will proactively identify and reach out to affected students to ensure they receive devices, internet access, and learning materials.

Transportation, meal programs, and other wraparound services will be prioritized to reduce barriers.

Flexible enrollment and attendance policies will accommodate the unique circumstances of these students.

Partnerships with community organizations will be leveraged to provide additional resources and supports.

3. English Learner (EL) Students

EL students will continue to receive designated English language development (ELD) instruction and integrated language support aligned with California ELD Standards. Bilingual and EL specialists will provide direct instruction, support within classrooms, and outreach to families.

All instructional materials and communications will be provided in students' home languages whenever possible.

Ongoing progress monitoring and assessments will guide targeted interventions.

4. Technology and Resource Access

Devices, internet hotspots, and offline learning materials will be distributed equitably, with priority given to students with the greatest need.

Technical support will be available in multiple languages and formats to ensure all families can access digital platforms and resources.

5. Family Engagement and Support

Families of all students will receive tailored communications and training on accessing instructional resources and support services.

Interpreters and translation services will be provided to ensure clear, two-way communication.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Holtville Unified School District remains fully committed to meeting the needs of students with disabilities by ensuring that all required services under their Individualized Education Programs (IEPs) continue uninterrupted, to the greatest extent possible, during any disruption to in-person instruction.

1. Continuity of Special Education Services

Special education and related services outlined in students' IEPs will be provided through remote learning modalities, including teletherapy, virtual instruction, and/or in-person services when safe and feasible. When services cannot be provided in the usual manner, the district will work with families and service providers to identify alternative methods that meet students' unique needs.

2. IEP Meetings and Assessments

IEP team meetings, including initial assessments, annual reviews, and triennial evaluations, will be conducted via video conferencing or teleconferencing platforms, ensuring active participation of parents, educators, and related service providers. The district will provide necessary supports and accommodations to facilitate family participation, including language interpretation and technical assistance.

3. Communication and Collaboration

Case managers and special education staff will maintain regular communication with families to review services, monitor progress, and address concerns. Families will be informed promptly of any changes or delays related to assessments, services, or timelines and will be engaged in decision-making processes.

4. Documentation and Compliance

All service delivery adaptations and communication efforts will be documented thoroughly to ensure compliance with state and federal regulations, including IDEA requirements. The district will continue to monitor compliance with IEP timelines and work diligently to minimize any impact on students' educational rights.

English Learners (EL)

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

Holtville Unified School District is dedicated to providing equitable, high-quality instruction and support to English Learner (EL) students during any instructional disruption. Our approach aligns with the principles and guidance of the California English Learner Roadmap Policy, which emphasizes assets-based, culturally responsive, and rigorous education for EL students.

1. Meaningful Access to Core Instruction

EL students will continue to receive designated English Language Development (ELD) instruction daily, delivered through synchronous and asynchronous methods tailored to their proficiency levels. Integrated ELD strategies will be embedded across content areas to support language development alongside grade-level academic standards.

2. Asset-Based and Culturally Responsive Practices

Instruction will affirm and build upon students' home languages, cultures, and identities, fostering a positive learning environment. Materials and activities will be culturally relevant and linguistically accessible to engage EL students meaningfully.

3. Family and Community Engagement

Families of EL students will receive communication and resources in their home languages, with opportunities to provide input and participate in their child's education. District staff, including bilingual liaisons and interpreters, will support family engagement and access to services.

4. Ongoing Assessment and Progress Monitoring

EL students' language proficiency and academic progress will be regularly assessed using state-approved tools and district benchmarks. Results will inform instructional adjustments and targeted interventions to address individual student needs.

5. Professional Development and Support for Educators

Teachers and staff will receive ongoing training on the California EL Roadmap's guiding principles, effective ELD instructional strategies, and culturally responsive pedagogy. Collaboration among general education, ELD specialists, and bilingual educators will be prioritized to support EL students holistically.

Professional Learning

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

To ensure a seamless transition from in-person to remote instruction, Holtville Unified School District is committed to equipping all educators and staff with the knowledge, skills, and tools needed to deliver high-quality teaching and assessment in a virtual or hybrid environment.

1. Ongoing Professional Development for Remote Instruction

Educators will participate in district-led training sessions focused on:

- Best practices for synchronous and asynchronous instruction
- Use of digital platforms (e.g., Google Classroom, Remind, RingCentral, Khan Academy)
- Strategies for engaging and supporting diverse learners remotely
- Integration of standards-aligned content and digital curriculum

Professional development will include model lessons, peer collaboration, and hands-on practice with digital tools.

2. Assessment and Progress Monitoring Training

Teachers will receive training on how to administer formative and summative assessments in remote settings, including:

Online quizzes, performance tasks, and project-based assessments
Use of learning management systems and assessment tools to track progress
Equity-focused grading and feedback practices during remote instruction
Staff will be trained to use digital tools such as Google Classroom, Quizziz, or district-approved alternatives for secure and effective online assessments.

3. On-Demand Learning Resources

Access to a digital professional learning library (e.g., recorded webinars, step-by-step guides, video tutorials) will be available to all staff.
Teachers will be encouraged to use state and county resources, including those provided by the California Department of Education, Imperial County Office of Education (ICOE), and the California Collaborative for Educational Excellence (CCEE).

4. Instructional Coaching and Peer Support

Instructional coaches and site-level tech leads will provide on-call support and coaching for teachers transitioning to remote learning.
Regular virtual collaboration meetings will be scheduled for educators to share best practices, reflect on challenges, and co-plan lessons.

5. Support for Specialized Roles

Targeted professional learning will be provided for:

Special education staff on delivering IEP services remotely
ELD teachers on supporting English learners in digital environments
Paraprofessionals on assisting students virtually and using digital platforms

6. Technical Support and Help Desk Services

The district will maintain a technology help desk to provide real-time assistance with platforms, devices, and connectivity issues for educators and students.

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.

Holtville Unified School District is committed to supporting the whole child by ensuring that students have timely access to physical and mental health services—especially during times of crisis or disruption to in-person instruction. These services are vital to student well-being and academic success and are delivered in a manner that is inclusive, culturally responsive, and linguistically appropriate.

1. Access to Mental Health Professionals

The district provides access to school counselors, school psychologists, and contracted mental health providers to support students experiencing stress, trauma, or emotional challenges.
Mental health professionals are available for:

Individual and small group counseling
Crisis intervention and risk assessments
Behavioral and emotional check-ins
Referrals to community-based mental health agencies for ongoing care
Services will be delivered in person, virtually, or by phone, depending on the nature of the emergency and the student's needs.

2. Physical Health Services

School nurses and health aides will remain accessible for:

Consultation on student physical health concerns
Coordination with local health agencies
Assistance in managing chronic conditions remotely
Providing health guidance during public health emergencies
In the event of a school closure, families will be connected with community clinics, local hospitals, and mobile health providers when applicable.

3. Multilingual and Culturally Responsive Support

Bilingual staff, including Spanish-speaking counselors, aides, and community liaisons, are available to support families and students in their home language. The district contracts with interpreters and translation services to support mental health and wellness outreach, ensuring that language is never a barrier to accessing care.
Printed and digital wellness resources will be made available in multiple languages, with visual supports as needed for younger learners and students with disabilities.

4. Communication and Referral Pathways

Information about available physical and mental health services will be:

Posted on the district and school websites
Shared through school newsletters, social media, and automated calls
Communicated during family check-ins and outreach by liaisons
Teachers, administrators, and classified staff are trained to recognize signs of distress and know how to refer students discreetly to appropriate support professionals.

5. Community Partnerships

Holtville Unified partners with local public health departments, community mental health agencies, and family service organizations to expand access to health professionals, especially during emergencies.
These partnerships allow for rapid deployment of crisis response teams, telehealth services, and wraparound support when district staff capacity is exceeded.

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

To protect student and staff safety and maintain operational readiness during an emergency, Holtville Unified School District has developed clear protocols to ensure continued access to potable water and emergency services when regular systems are disrupted.

1. Emergency Water Supply

Each school site is equipped with a stockpile of bottled water to be used in the event of water supply disruption, contamination, or loss of pressure. Water reserves are calculated to meet minimum hydration and sanitation needs for students and staff for up to 72 hours. Water storage is monitored and replenished annually, with inventory records maintained by site custodial and maintenance teams.

2. Portable Sanitation Solutions

The district maintains contracts with emergency sanitation service providers to supply portable restrooms and handwashing stations when plumbing or water access is compromised.

Deployment of these resources is prioritized at the most impacted school sites and coordinated with county health and emergency management agencies.

3. Coordination with Local Emergency Services

Holtville Unified collaborates with local fire departments, EMS, the Imperial County Office of Emergency Services (OES), and public health officials to respond quickly in the event of an infrastructure failure.

Emergency response drills are conducted regularly to ensure staff are trained in water safety protocols, evacuation procedures, and site-specific contingency plans.

4. Communication Protocols

In the event of a water or utility emergency, the district will notify families and staff immediately through phone, text, email, and website updates.

Clear instructions will be provided regarding student pickup, temporary relocation, or instructional changes as needed.

5. Alternative Site Preparedness

If a school site becomes uninhabitable due to lack of water or other essential services, students may be temporarily reassigned to alternative campuses or partner LEAs, as outlined in the district's relocation protocols and MOUs.

6. Long-Term Recovery and Infrastructure Support

The district maintains a facilities emergency fund and works with insurance providers and state agencies to quickly restore utilities and infrastructure.

After-action reviews following any emergency event will evaluate the effectiveness of water access plans and identify areas for improvement.

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.

Holtville Unified School District recognizes that a comprehensive educational experience includes more than just academics. During any disruption to in-person instruction, the district is committed to ensuring the continuity of essential support services, including special education, counseling, after-school programs, and meal services. These services will be adapted as needed to support students and families in remote or hybrid learning environments.

1. Special Education Services

Students with IEPs and 504 Plans will continue to receive specialized academic instruction and related services (e.g., speech therapy, occupational therapy, counseling) through:

Virtual sessions using secure teletherapy platforms

Home-delivered or printed instructional packets if needed

In-person sessions, where feasible and safe, following public health guidelines

Case managers will conduct regular check-ins with families and maintain documentation of service delivery and progress toward goals.

2. Counseling and Mental Health Support

School counselors, psychologists, and mental health providers will offer:

- Virtual one-on-one and small-group counseling sessions

- Crisis response and referrals to community mental health agencies

- Social-emotional learning (SEL) resources integrated into virtual classrooms

- Communication channels will remain open for students and families to request support, with bilingual staff and interpreters available.

3. After-School Programs and Expanded Learning

The district will adapt its after-school programming to continue enrichment, tutoring, and recreational activities virtually through:

- Live-streamed clubs, activities, and workshops

- Homework help and mentoring sessions

- Distribution of take-home activity kits

- Programs will prioritize engagement for students who are academically at risk or in need of additional social-emotional support.

4. Kitchen and Food Services

Holtville Unified will continue to provide daily nutritious meals during closures or hybrid schedules through:

- Curbside meal pick-up sites and mobile meal delivery options

- Meal boxes with multiple days' worth of breakfasts and lunches

- Coordination with transportation services to ensure access for students in rural or hard-to-reach areas

- Students with special dietary needs or allergies will continue to receive appropriate accommodations.

5. Equity and Access Considerations

All support services will be delivered with attention to language access, technology availability, and cultural responsiveness.

Families without internet or device access will be provided with offline resources or in-person support where possible.

6. Communication and Outreach

Information about support services will be shared via:

- District website, automated calls, and multilingual flyers

- Virtual family forums and help hotlines

- Direct outreach by school liaisons, counselors, and teachers

Site-Based Collaboration

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

Holtville Unified School District believes that meaningful collaboration with all educational partners is essential to the success of the Instructional Continuity Plan (ICP). The plan is developed, implemented, and continuously refined with input from administrators, faculty, information technology staff, students, and parents to ensure it is equitable, responsive, and practical for the entire school community.

1. Role of Administrators

School and district administrators lead the coordination and alignment of the ICP with state mandates, instructional goals, and site-level operations. Administrators facilitate cross-department collaboration and ensure that staff are trained and supported in executing the plan. They monitor implementation progress and adjust operational procedures as needed based on feedback and data.

2. Role of Faculty and Certificated Staff

Teachers and instructional specialists contribute to the identification of essential learning standards, creation of remote learning strategies, and development of assessment tools. Faculty provide real-time feedback on instructional delivery and student engagement, ensuring that the ICP reflects classroom realities. Special education, English learner, and intervention staff help design supports that are inclusive and accessible for all students.

3. Role of Information Technology (IT) Staff

IT teams advise on the selection, setup, and maintenance of digital platforms, devices, and data systems used to support remote and hybrid instruction. They coordinate device distribution, internet access support, and technical training for students, families, and staff. IT staff collect and analyze usage and access data to identify gaps and guide improvements in technology deployment.

4. Role of Parents and Guardians

Parents are engaged through surveys, school site councils, advisory committees (e.g., ELAC, DELAC), and public forums to provide input on the ICP's development and revisions. Their perspectives inform priorities related to communication, accessibility, student needs, and family supports. Parents are also active participants in implementation by supporting at-home learning, monitoring student progress, and communicating with school staff.

5. Role of Students

Students provide valuable input through student councils, focus groups, and schoolwide surveys, sharing their experiences with remote learning, technology, and engagement strategies. Their feedback helps shape the design of instruction, support services, and platforms that are relevant and user-friendly. Student leaders also assist in peer mentoring and outreach, helping to build a stronger sense of community during disruptions.

6. Ongoing Collaboration and Continuous Improvement

The ICP is treated as a living document, updated based on feedback from all educational partner groups. Collaborative working groups meet throughout the year to evaluate effectiveness, share best practices, and make necessary adjustments. All updates and decisions are communicated transparently through district communications and public board meetings.

Return to Site-Based Learning

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

In the event of a disruption to in-person instruction due to natural disaster, emergency, or other unforeseen event, Holtville Unified School District will resume on-campus learning only when it is determined that it is safe, feasible, and in the best interest of students and staff. The decision to reopen school sites will be made in coordination with local public health, emergency management agencies, and applicable state guidance.

Conditions Required for Reopening School Sites

Before returning to site-based learning, the following minimum conditions must be met:

1. Evacuation Orders Lifted: Local emergency services must confirm that it is safe for students and staff to return to the affected area.
2. Power and Utilities Restored: Essential services such as electricity, water, gas, heating/cooling, and sanitation must be fully operational at each school site.
3. Healthy Air Quality: Air quality must be confirmed safe for prolonged indoor and outdoor activities as defined by local air quality management standards.
4. Access to Safe and Clean Water: Potable water must be available for drinking, food preparation, handwashing, and restroom use.
5. Campus Safety and Cleanliness: School sites must be free of debris, structural damage, and other hazards. Cleaning and sanitization protocols must be completed before reopening.
6. Internet Connectivity Restored: School internet systems, including fiber lines and Wi-Fi, must be operational to support instruction, communication, and administrative functions.
7. Sufficient Staffing: Adequate numbers of teachers, administrators, custodians, food service personnel, bus drivers, and support staff must be available to safely operate each site.
8. Operational Food Services: School kitchens must be inspected, cleared, and able to prepare and distribute student meals in accordance with health codes and program requirements.
9. Transportation Availability: If applicable, transportation routes must be safe and accessible for student pickup and drop-off.
10. Public Health Approval (if required): Reopening may require clearance or guidance from the Imperial County Public Health Department or other health authorities depending on the nature of the disruption.

Phased or Partial Reopening

If all sites are not immediately ready, the district may implement a phased return to campus, prioritizing students with the greatest academic or support needs.

Hybrid models may be used temporarily until full site readiness is achieved.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Holtville Unified School District's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Holtville Unified 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.

To support full integration, the district will:

Align the ICP with relevant CSSP sections, including emergency procedures, communication protocols, and student services

Review both plans together during the annual CSSP review process

Ensure collaboration among instructional, safety, and administrative personnel during updates

Include the ICP in staff training and emergency preparedness activities to support cohesive implementation

The inclusion of the ICP strengthens the district's readiness to respond to emergencies in a way that maintains both physical safety and educational continuity for all students.

Review and Updates of this Instructional Continuity Plan (ICP)

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 (ICP) will be reviewed and updated in collaboration with Educational Partners, considering feedback, data, and lessons learned from implementation. The review process will occur on the following basis:

Annually: A formal review will be conducted at least once per school year, prior to the start of the academic year, to ensure alignment with updated state and federal guidance, changes in district operations, and evolving educational needs.

After Each Emergency Event or School Closure: The ICP will be revisited and revised following any significant disruption to in-person instruction (e.g., natural disaster, public health emergency, major infrastructure failure) to assess what worked, identify areas for improvement, and incorporate stakeholder input.

As Directed by State or County Agencies: The ICP will be updated to remain in compliance with changes in California Education Code, guidance from the California Department of Education (CDE), Imperial County Office of Education (ICOE), or other relevant agencies.

Ongoing Input from Educational Partners: Input from teachers, classified staff, administrators, students, families, bargaining units, and community-based partners will be gathered through surveys, meetings, and advisory committees throughout the year. This feedback will inform adjustments to protocols, communication methods, and support systems.

All revisions will be documented, communicated to stakeholders, and shared publicly via the district website and at board meetings to maintain transparency and collective ownership of the plan.