Instructional Continuity Plan

Senate Bill 153, Chapter 38, Statutes of 2024 (hereinafter SB 153) adds a provision to California *Education Code* (*EC*) Section 32282 requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency.

Per SB 153, Section 9 requirements, the ICP shall include the following:

1. A protocol for how the LEA will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency. *EC* Section 32282(a)(3)(A)(i). The protocol must be designed to
    - establish two-way communication with pupils and their families; and
    - identify and provide support for pupils' social-emotional, mental health, and academic needs.
2. A plan to provide access to in-person instruction or remote instruction via independent study as soon as practicable, but **no later than 10 instructional days** following the emergency. *EC* Section 32282(a)(3)(A)(ii).
    - Plans for remote instruction must align with *EC* sections 51747 and 51749.5, governing Independent Study instruction modalities that a local educational (LEA) may adopt to serve their pupils.
    - Directives in an ICP may seek to provide 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. When a pupil is temporarily reassigned to another LEA outside of the school district in which the pupil's parent(s) or guardian resides, then, notwithstanding any other law, that pupil shall be deemed to have complied with the residency requirements for attendance in the LEA that is temporarily serving the pupil pursuant to the ICP.
    - Procedures for remote instruction should consider access to and use of instructional materials, including those delivered remotely.

An ICP should be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Practical Considerations for an ICP

- The plan should specify the existing methods for communicating with pupils and families, inclusive of district early learning programs, through automated services, such as text message and email hosts, or schoolwide platforms for correspondence, and their role in instructional continuity.

- The plan may establish timelines, when feasible, to specify how students will receive information from teachers related to assignments, instruction, and assessment. The information should identify whether instruction is in-person or remote and provide an outlook for when and how normal operations will resume after an emergency or natural disaster.

- Promote access to independent study program written agreements at the beginning of the school year to ensure a school can pivot if necessary.

- Assign devices to all pupils.

- Solidify emergency partnerships with neighboring LEAs.

- Maintain an online instructional platform to make remote instruction options (i.e., independent study) accessible when necessary.

Protocols Outlined:

Communication – Define communication protocols for families, students, and staff and faculty, including how the information will be made available and with what frequency.

Protocols of how Turlock USD will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

- District Communications Plan
- Director of Communications, Family Engagement & Outreach
- Students and parents will be contacted by the school staff through email, text, phone call, home visits, or other electronic communication.
- Staff who will contact parents may include: teachers, paraprofessionals, certificated staff members, community liaisons, counselors, administrators,and other core staff members.
- Communication protocol include:

  -Site-based Collaboration – Involve administrators, faculty, information technology staff, students, and parents in the development and implementation of the ICP.

-Return to Site-based Learning – Specify conditions that must be met prior to returning from disruption, including reopening sites. The conditions can include proposed supports or mitigations where possible.

Technology – Solidify and strengthen technology readiness for educators and students to support a pivot from in-person to remote learning through independent study.

*District Disaster & Recovery Plan and Business Continuity Plan

TUSD will check out Chromebooks for all students TK-12, upon the need to shift to the distance learning model. All students grades 6-12 are issued Chromebooks at the beginning of each school year; therefore, a surplus of additional Chromebooks for TK-5 students to distribute will be available to issue within the 10 day window requirement. Surveys will be sent to students/families to identify access & connectivity so that all students are able to access remote instruction. Those who do not respond to the survey will be contacted directly by site staff, utilizing site and district translators as necessary, to inquire about connectivity and device needs. Information regarding students lacking connectivity will be reported to Business Services
for immediate follow-up and students/families will be accommodated with the most effective and efficient solution. These solutions shall include the following: provide hotspots for wireless internet access, provide WiFi availability in school parking lots, “quad” areas, multipurpose rooms, and additional “community” locations. Additionally, TUSD will secure partnerships with internet service providers (i.e. Charter/Spectrum, AT&T) for home internet. Staff shall continue reaching out to any student not logging into classes and support time, to inquire about technology issues in order to provide replacement devices or connectivity solutions.

Instruction and Assessment - Maintain flexibility and ensure that existing curriculum content can be accessed both in-person and online.

A plan to provide access to in-person instruction or remote instruction via independent study as soon as practicable, but **no later than 10 instructional days** following the emergency.

TK-6 (Elementary)
TUSD will provide in-person instruction through the Traditional Learning Model when determined safe, allowing all students to attend their typical full-day program. If required, TUSD will provide Remote Instruction or Independent Study, allowing all students to receive daily synchronous instruction with their regular classroom teacher(s) while learning at home or independently. All students learning remotely will have full access to curriculum and resources. Teachers will take student attendance in person or during the daily live synchronous instruction. TUSD will assess student progress through live contacts and required synchronous instructional minutes which focus on identified essential ELA and mathematics standards for TK-6 students, with time specifically allocated for daily designated ELD and intervention/enrichment through our Multi-Tiered System of Supports (MTSS). TK-6 schedules focus on priority content areas of ELA and mathematics to ensure instructional time addresses critical foundational skills and learning.

Utilizing TUSD's adopted curricular programs, through hard copy and digital formats, teachers will use a consistent instructional model with direct instruction and modeling, guided practice with checks for understanding, and independent practice. To determine student performance levels in reading, writing, and conceptual understanding in mathematics, teachers will administer diagnostic assessments, which can occur virtually, to inform future instruction. TUSD also will administer required assessments, including ELPAC, and the mClass DIBELS/Lectura (Reading Difficulties Risk Screener) to further determine levels of performance and progress. TUSD teachers meet weekly in Professional Learning Teams (PLTs) and will analyze student performance data to identify areas of need for intervention or enrichment. Student needs will be addressed during asynchronous learning times when teachers may coordinate small group and 1:1 instruction to support students based on assessment data. Teachers will collect completed independent practice assignments to monitor progress.

7-12 (Secondary)
For students in grades 7-12, TUSD will assess student progress through live contacts and required synchronous instructional minutes which focus on identified essential ELA and mathematics standards as well as priority standards in other core content areas and electives. Designated ELD is provided for English learners. At the secondary level, synchronous and asynchronous instructional times are aligned to students' regular six or seven period schedules. Using TUSD's adopted curricular programs, teachers will administer formative assessments based on PLT planning to provide intervention or enrichment depending on assessment results. During asynchronous learning, secondary students will be provided time for independent practice and 1:1 or small group intervention/enrichment, as needed. Student engagement and progress will be monitored through submission of completed assignments and documented weekly in an engagement log. Teachers will calculate and certify the time value of synchronous and/or asynchronous assignments.

The Remote Learning Model includes:

- Daily interaction & teaching from classroom teacher through technology while student learns at home
- Integrated social emotional learning
- TUSD's standards-based, adopted curriculum
- Student engagement through instructional best practices & interactive technology
- Targeted intervention & enrichment
- Supplemental digital support for academic & social emotional learning

PDFs attached - Sample elementary and secondary schedules attached.

Access – Ensure instruction is equitable, accessible, and inclusive practices

The Turlock Unified School District (TUSD) is committed to ensuring equitable access to instructional resources for all students during a natural disaster or emergency, with targeted support for those with unique needs, including English Learners (EL), students with exceptional needs, foster youth, and students experiencing homelessness. To achieve this, TUSD will

distribute devices such as laptops and tablets, along with internet connectivity solutions like hotspots, prioritizing these student groups. The Office of Student Services will conduct regular check-ins to confirm device functionality and connectivity, while the Business Services Department will ensure students in short-term residential therapeutic programs maintain internet access for instructional continuity. Instruction will be delivered through multiple modalities, including synchronous online lessons, asynchronous assignments, and printed materials, to accommodate diverse circumstances such as temporary displacement or unstable housing. Within 48 hours of an emergency, the Office of Student Services will contact families of foster youth and homeless students to assess needs and provide outreach supplies, meals, and tailored instructional materials. TUSD will monitor equity and engagement through audits tracking resource distribution and student participation, using attendance data and family feedback to adjust supports. Paraprofessionals and District interpreter/translator staff will assist by clarifying content in students' primary languages, ensuring accessibility for EL students and others with unique needs.

TUSD will provide robust support for EL students, delivering both integrated and designated English Language Development (ELD) instruction in accordance with CDE guidance. Integrated ELD will be embedded in regular coursework, while designated ELD will target students' proficiency levels, offering 30 minutes daily at the elementary level and daily instruction in secondary ELD courses. District's Itinerant ELD Teachers will support Newcomers across nine elementary schools, identified through TUSD's student information system and Ellevation platform as students in the U.S. for less than three years with an ELPAC Overall Proficiency Level 1. These teachers will collaborate with general education staff to provide 30-45 minutes of targeted support per session using digital ELD components and supplemental materials. TUSD will administer the statewide assessments remotely if needed: California Assessment of Student Performance and Progress and English Language Proficiency Assessments for California. Family engagement will be fostered through the District English Learner Advisory Committee (DELAC) and virtual information nights tailored to various language groups, ensuring accessibility during emergencies.

TUSD's approach aligns with the California English Learner Roadmap, emphasizing Principle 1 (Assets-Oriented and Needs-Responsive Schools) and Principle 4 (Alignment and Articulation Within and Across Systems). Instruction will leverage EL students' linguistic and cultural assets, incorporating culturally responsive materials and socio-emotional support, such as virtual counseling, to address heightened needs during emergencies. Paraprofessionals and interpreter/translator staff will enhance accessibility by clarifying content in primary languages. To ensure coherence, TUSD will maintain a consistent instructional pathway for EL students, fostering collaboration among ELD teachers, general education staff, and Student Services to support continuity across grade levels. Newcomer programs will focus on building foundational skills, language, literacy, and knowledge to meet long-term educational goals.

For foster youth and students experiencing homelessness, TUSD's Office of Student Services, in alignment with the Multi-Tiered System of Supports (MTSS) framework, will provide targeted assistance. Tier I supports include monitoring attendance to ensure engagement, with outreach via email, text, or phone if a student misses one to two sessions weekly. The Office of Student

Services will confirm schedules, devices, and internet access for all foster and homeless youth, encouraging a conducive learning environment where feasible, and provide meal pickup information and transportation for educational purposes as needed. Tier II and III, supports involve individualized case monitoring to address specific needs, such as schedule adjustments, financial aid applications, graduation tracking for seniors, and enhanced communication between parents and schools. Daily schedules will incorporate small-group or one-to-one instruction to boost engagement. New foster and homeless students will receive immediate enrollment support, ensuring the continuity of services like special education or behavioral accommodation based on prior records.

In conclusion, TUSD's Instructional Continuity Plan upholds a commitment to equitable access and instructional continuity for all students during emergencies. By providing tailored support for EL students, students with exceptional needs, foster youth, and those experiencing homelessness, delivering ELD instruction, and leveraging a robust MTSS framework, TUSD ensures an inclusive educational environment that meets the diverse needs of its student population.

Professional Learning – Provide educators with regular training on the tools, platforms, and strategies necessary if an LEA must pivot to remote instruction and assessment through independent study.

Staff: TUSD will identify staff professional development needs by conducting a staff survey.
Families: TUSD will conduct a parent survey to gather parent input.
Schools will identify and share best practices at the site and district level.
Following the PLC best practices, teachers will work collaboratively and support one another which is essential as their teams take collective action to ensure effective instruction.

Well-being – Draw on the CSSP guidelines aligned with *EC* Section 32282.1(a) to provide access to physical and mental health professionals, and community intervention professionals, including those who speak languages other than English.

All mental health services can be provided by teletherapy in the event of a school closure. Key requirements and components of mental health services being provided by teletherapy are;

Informed Consent: Clinicians must obtain informed consent from patients before providing telehealth services. This consent should be documented in the student's record and may be verbal or written. Confidentiality: Maintaining confidentiality of student information and records is crucial, adhering to state and federal laws. Assessment: Clinicians must assess each client's suitability for telehealth services based on their biopsychosocial situation. Competency: Clinicians need to be competent in delivering services via telehealth, including understanding the technology and how it differs from in-person services. Documentation: All telehealth services, including obtaining consent, must be documented in the student's file.

Telehealth is a mode of delivering health care services, including psychotherapy, via communication technologies (e.g. Internet or phone) to facilitate diagnosis, consultation, treatment, education, care management, and self-management of a patient's health care. Parent/guardian consent means that they need to understand and agree to the following specific language:

- I have a right to confidentiality regarding my child's treatment and related communications via Telehealth under the same laws that protect the confidentiality of treatment information during in-person psychotherapy.

- I understand that there are risks associated with participating in Telehealth including, but not limited to, the possibility, despite reasonable efforts and safeguards on the part of the clinician, that my child's psychotherapy sessions and transmission of treatment information could be disrupted or distorted by technical failures and/or interrupted or accessed by unauthorized persons, and that the electronic storage of treatment information could be accessed by unauthorized persons.

- I understand that miscommunication between my child and the clinician may occur via Telehealth.

- I understand that there is a risk of being overheard by persons near me and that I am responsible for providing my child with a location that is private and free from distractions or intrusions.

- I understand that at the beginning of each Telehealth session, the clinician is required to verify my child's full name and current location.

- I understand that in some instances Telehealth may not be as effective or provide the same results as in-person therapy. I understand that if the clinician believes I would be better served by in-person therapy, my clinician will discuss this with me and refer my child to in-person services in the community.

- I understand that while Telehealth has been found to be effective in treating a wide range of mental and emotional issues, there is no guarantee that Telehealth is effective for all individuals.

- I understand that some Telehealth platforms allow for video or audio recordings and that neither I nor my clinician may record the sessions.

- I understand that the clinician will make reasonable efforts to ascertain and provide me with emergency resources in my geographic area as needed. I further understand that the

clinician may not be able to assist me in an emergency situation. If my child requires emergency care, I understand that I may call 911 or proceed to the nearest hospital emergency room for immediate assistance.

Direct services will be provided in person, unless outlined in the student's IEP to indicate a need for telehealth services. If telehealth services are deemed necessary by the IEP team or if the Special Education Contingency Plan is in effect, the provider will review the risks and benefits of telehealth to the client and authorized representative.

Student Support Services – Maintain 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.

All support staff will continue in their roles. While their roles remain the same, the methods they use and responsibilities may change. (Support staff: counselors, community liaisons, nurses/health techs, and special education).

Students with Disabilities and Individualized Education Programs: For students with exceptional needs, TUSD will maintain continuous support through Individualized Education Programs (IEPs) during distance learning. Each student with an IEP will have a Distance Learning Plan (DLP) outlining special education services, accommodations, modifications, transition services, and, if applicable, Extended School Year provisions, aligned with the distance learning model. Within five school days of an emergency, virtual IEP team meetings will review and adjust DLPs to ensure accommodation remains effective. Classroom paraprofessionals and one-to-one aides will collaborate with special education teachers to provide individualized or small-group support integrated into daily schedules. Staff will receive training on delivering IEP accommodation remotely, guided by California Department of Education (CDE) recommendations. For newly enrolled students with exceptional needs, the Special Education Department will facilitate immediate enrollment and service implementation based on prior IEPs or transcripts, including behavioral and 504 accommodations.

Support staff will continue in their roles and provide support to students, families, and staff, the methods they use may change and/or vary. Support staff include, not limited to: teachers, counselors, instructional coaches, case managers, attendance specialists, mental health clinicians, school psychologists, paraprofessionals, community liaisons, nurses, health techs, reading and math intervention teachers, and special education support staff (i.e. program specialists, speech therapists).

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of

emergency or war, the IEP will be provided by one or more of the means stated below in light of the emergency circumstances and District policy.

Specialized Academic Instruction and Related Services: any means of delivery, to greatest extent possible will include; Teacher-posted lessons, asynchronous (online or other media), Virtual class meetings, synchronous, Personalized learning tools (virtual or paper packets, as available), Scheduled teacher appointments (virtual or in-person, as available), Scheduled email check-ins (parent or student), Virtual office hours (drop-in; parent or student).

Transition Services: any means of delivery, to greatest extent possible will include; Teacher-posted lessons, asynchronous (online or other media), Virtual class meetings, synchronous, Personalized learning tools (virtual or paper packets, as available), Scheduled teacher appointments (virtual or in-person, as available), Scheduled email check-ins (parent or student), Virtual office hours (drop-in; parent or student).

Extended School Year Services: any means of delivery, to greatest extent possible will include; Teacher-posted lessons, asynchronous (online or other media), Virtual class meetings, synchronous, Personalized learning tools (virtual or paper packets, as available), Scheduled teacher appointments (virtual or in-person, as available), Scheduled email check-ins (parent or student), Virtual office hours (drop-in; parent or student).

Supplementary Aids and Services (provided in general education classes and other general ed environments): any means of delivery, to greatest extent possible will include; Teacher-posted lessons, asynchronous (online or other media), Virtual class meetings, synchronous, Personalized learning tools (virtual or paper packets, as available), Scheduled teacher appointments (virtual or in-person, as available), Scheduled email check-ins (parent or student), Virtual office hours (drop-in; parent or student).

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 days due to a qualifying state of emergency, the parent will be notified as to the specific means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. Public health orders shall be taken into account in implementing the emergency conditions provision. The IEP will be provided by alternative means as necessitated during the period of emergency conditions, only.

Comments above do not constitute a change to the District's offer of FAPE or IEP. Because the nature of any future emergency cannot be known in advance, the specific means by which the IEP shall be provided in a future emergency will be determined at the time, in light of the circumstances. The emergency service options will not be implemented if they are inconsistent with a public health order or directive, are inconsistent with the school’s emergency preparedness procedures, and/or would interfere with the health and safety of students or staff during emergency conditions.

School Nutrition – Provide nutritionally adequate breakfast and lunch meals for all pupils during each school day through the state of California's Universal Meal Program, when pupils are participating in both in-person instruction and distance learning, as applicable. TUSD Child Nutrition also qualifies for Community Eligibility Provision (CEP), a federal program, that simplifies meal service for schools with high poverty rates and guarantees that all meals are reimbursable. *EC, Section 49501.5.*

TUSD Child Nutrition Goals and Objectives include the following:

- Ensure all students have reliable access to nutritious meals .
- Maintain compliance with federal, state, and local nutrition standards per United States Department of Agriculture (USDA) and California Department of Education (CDE).
- Prioritize the use of fresh, local, and seasonal ingredients, when practicable, in school meals.
- Promote healthy eating habits among students.
- Ensure all students with disabilities or medical conditions requiring special meals are accommodated.
    - A Special Meal Accommodation form must be filled out, signed by a licensed physician, and submitted to the child nutrition document per CDE.

Meal service during various learning models, such as in-person, hybrid, and distance learning, requires flexibility and adaptability to ensure students have access to nutritious meals.

1. **In-Person Learning:**
    - Traditional Cafeteria Service: Students will pick up and consume meals at meal service location, typically with designated meal service time periods.
    - Alternative service models: Schools may implement alternatives like "grab & go" meals, meals in the classroom, or utilizing multiple serving locations to reduce crowding and improve efficiency.
        - All meals must be consumed on school site.
    - Considerations, when practicable include, but not limited to: Manage cafeteria capacity and ensure proper sanitation.
2. **Hybrid Learning:**
    - On-Campus Meal Service: Students attending in-person classes receive meals through the cafeteria or alternative service models.
    - Off-Campus Meal Service Pick-Up: Schools offer meal pick-up options for students participating in distance-learning on certain days, often at designated locations or times.
        - Students must be present at the time of meal pick-ups.
    - Meal Delivery: In some cases, schools may explore meal delivery to eligible students' homes, particularly in rural areas or for students with transportation challenges.
    - Considerations, when practicable include, but not limited to: Manage cafeteria capacity, ensure proper sanitation, coordinating meal pick-up schedules, ensure

accurate meal counts for reimbursement purposes, address transportation barriers and communicate meal options to families.

3. **Distance Learning:**
    - Off-Campus Meal Service Pick-Up: Schools offer meal pick-up options for students participating in distance-learning on certain days, often at designated locations or times.
        - Students must be present at the time of meal pick-ups.
    - Meal Delivery: In some cases, schools may explore meal delivery to eligible students' homes, particularly in rural areas or for students with transportation challenges.
    - Considerations, when practicable include, but not limited to: Ensure equitable access to nutritiously adequate meals for all distance learners, coordinating meal pick-up schedules, ensure accurate meal counts for reimbursement purposes, addressing transportation barriers and communicate meal options to families.

The specific meal service approach will vary depending on the learning model, local resources, and the needs of TUSD students.

Child Nutrition staff will implement measures to ensure safe food handling and staff protection. Hands-on training in food safety and emergency procedures will be offered. Standard operating procedures for the child nutrition department will be regularly audited, updated, and implemented to maintain meal quality and service efficiency. In addition, data collection for meal participation and feedback will be tracked.

TUSD Child Nutrition is committed to serving California Kids "Real Fresh" California food.

Resources

- California Department of Education (CDE): https://www.cde.ca.gov/re/aa/schoolnutrition/
- National School Lunch Program (NSLP): https://www.fns.usda.gov/school-lunch
- American Academy of Pediatrics (AAP): https://www.aap.org/en/advocacy-and-policy/healthy-eating-and-physical-activity/school-nutrition/