2026-27 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.

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

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

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, PUSD schools and departments will engage with pupils and their families as soon as practicable, but no later than five calendar days following an emergency.

Per the PUSD plan, upon issuance of a need to activate the Learning Continuity Plan, we will provide clear communications, how to access materials (as needed), if these materials are mandated or optional, and address the need to have all school sites remain in constant communication with their respective communities.

In coordination with the Communications Department, site leaders will communicate with staff and school community and keep them informed on how the district is responding to the natural disaster or emergency. Site leaders will use any and all communication methods at their disposal, including but not limited to emails, mass notification emails, texts, phone calls, school marquees, and social media. Other methods will be considered if electricity is not available.

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. In the event of an emergency, PUSD will communicate with parents/caregivers/community via: mass notification emails, text messages, automated phone calls, district and school website, earned media and on official PUSD social media (Instagram, X, Facebook) and the district's cable television channel, KLRN Pasadena.

The family engagement team will engage in follow-up calls to assess immediate family needs (mental health, housing, food insecurity).

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.

Crisis communication plans include an established approval system and internal notification process, mass notification systems for SMS, phone, and emails. In the event of a power outage, redeploy communications staff to other districts/cities with separate power providers, and collaborate with media outlets to inform our communities.

Support for Unique Needs

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

To ensure early identification and support of students' academic, social-emotional, and mental health needs, the district implements a multi-tiered system of support (MTSS) framework that integrates academic interventions, behavioral supports, and mental health services. Universal screening tools, progress monitoring, and teacher referrals help identify students who may require additional support. Through our Child Find obligations, the district actively seeks to locate, evaluate, and serve students with suspected disabilities, even during periods of instructional disruption. School-based teams collaborate to develop individualized support plans, which may include academic interventions, counseling services, social-emotional learning (SEL) instruction, and linkage to community-based mental health providers. Tiered supports range from whole-group SEL activities and check-ins to small-group interventions and individual therapy, based on assessed need. The district also maintains crisis response protocols to ensure immediate intervention when a student is experiencing acute distress. Regular communication with families and ongoing professional development for staff ensures a coordinated and responsive approach that prioritizes both educational access and student well-being.

Access to Instruction

Timeline for Access to Instruction

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

As required, PUSD will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency. Within 2 days of the emergency, the Remote Instructional Hub in Canvas will be activated for access to parents, students and teachers. Notification will be provided via the District's website and social media account as well as communication to families from the school sites. The Remote Hub provides emergency plans for independent

student work for up to 10 instructional days at each grade level TK-5 and content areas for grades 6th - 12th and at least 5 days of emergency plans for teachers. This provides time for district staff to assess the severity of the emergency and determine methods of instructional delivery that will be needed for students - fully remote, hybrid or alternate location. The Remote hub is updated annually to maintain alignment with PUSD's adopted curriculum.

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
- Functioning Bathrooms
- Alternative sites and arrangements can be quickly identified using existing space utilization data
- The district has recent experience with the expedited installation of portable educational spaces

Remote Instruction

Plans for remote instruction.

As required, PUSD Schools 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. Based on student need, remote instruction is outlined in PUSD's Remote Instruction Handbook in regards to communicating with students and families, online classroom design, student support, work & attendance, and addressing students with special needs.

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. Canvas is the LMS through which instructional lessons can be accessed. Students requiring physical copies of materials can pick them up at a designated location in the district. In the event that in person pick up is not available or feasible, arrangements to mail materials will be made.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity. Canvas is PUSD's Learning Management System (LMS) and the primary platform designated for in-person and remote instruction. Submitting classwork can be done through Canvas in either remote or in-person settings. Additionally, all PUSD instructional applications are accessible as single sign on (SSO) through the Clever Dashboard. In most of these applications, students complete work here and teachers can enter grades into Canvas.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

PUSD 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. The Office of Family Engagement and Enrollment will provide guidance applicable to the situation, and support families via appointments, phone calls, and email exchange.

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.

In the event of an emergency, PUSD will communicate information with parents/caregivers via: mass notification, phone calls, Emails, Text messages, the district website, Announcements on official PUSD social media (Instagram, X, and Facebook) and the district's public access cable television channel, KLRN Pasadena. Cadence: initially 2-3 times per day, then daily, before resuming normal cadence).

PUSD will use its learning management system (for the current school year, Canvas LMS) to provide communication regarding instructional expectations and assignments. Communication will be daily.

Site leaders will communicate with staff and families using any and all communications methods at their disposal, including but not limited to emails, mass notification Parentlink/Blackboard texts, emails, and phone calls, official school social media , school marquees, and social media. Along with communication about the district's response to the natural disaster or emergency, site leaders will support teachers as they make contact with their students/families and set expectations for interaction and instruction. Site leaders will follow guidelines set by the district office for the cadence of outreach. They will make needed modifications to support their diverse communities while minimally maintaining district guidance, including but not limited to translation to the languages of their respective communities.

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.

PUSD is a 1-to-1 district for devices in grades K - 12 for teachers and students, which provides an easier pivot to a remote learning setting.

The district has a large stock of backup devices in the event students and staff have lost or damaged devices, and the ability to distribute them at multiple locations. The district has existing vendors that can provide additional hot spots for emergency internet access.

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.

With agreement from the UTP, teachers will hold virtual office hours to assist students and maintain community. Progress monitoring can be achieved by teachers monitoring student work submissions for competition and correctness.

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.

All departments, especially the ones noted here will work together to ensure all learning has equitable access with purposeful outreach and equipment as needed.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEPs are maintained through a collaborative, structured process that ensures compliance, service continuity, and responsiveness to student needs. Case managers coordinate with families, general and special education staff, and related service providers to monitor timelines and ensure meetings are held promptly. The district uses SEIS to track due dates, document services, and maintain accurate, real-time records. IEPs are proactively scheduled with system reminders, and staff receive ongoing compliance training. If parents are unresponsive, multiple documented attempts are made and Prior Written Notices (PWNs) are issued as appropriate. Transition meetings support smooth handoffs between programs or schools, and ESY planning ensures services are delivered per IEPs. Staffing coverage is arranged during absences to prevent service gaps, and Alternative Dispute Resolution (ADR) is offered to resolve concerns early. The district regularly audits data and uses stakeholder feedback to refine practices and improve student outcomes.

English Learners (EL)

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

Pasadena Unified has created a new EL Master Plan in collaboration with LACOE. The documents used to create the EL Master Plan are perfectly aligned with the California English Learner Roadmap Policy. The process used to develop the plan ensures that all policies around English Learners are current, research-based, and in coordination with the English Learner Roadmap Policy.

Professional Learning

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

Depending on the length or circumstance of school closure, remote PD can be activated. Digital modules can be accessed asynchronously via Canvas, or sent out synchronously via Webex Meet. For lengthier closures, a professional learning system of providing PD on alternate weeks to elementary and secondary teachers has been established. A schedule is created for required and optional professional development sessions as well as open office hours for teachers and other staff to receive assistance.

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.

Mental health services: PUSD school sites will send tailored communication to students and families regarding the mental health supports available at each respective campus. The District remains committed to providing ongoing social-emotional support for all students.

To ensure families are well-informed, PUSD will maintain regular communication through e-blasts, phone calls, district-wide newsletters, website updates, and other forms of outreach. We will work in close collaboration with school sites and our community-based mental health partners to ensure services continue to be delivered in the most accessible formats, including telehealth and phone-based support.

PUSD's internal mental health programs—THRIVE School Mental Health and PUSD Mental Health Services—will continue offering services in ways that are flexible and accessible for students and families. Both programs will also keep their webpages updated with current information about available mental health services, including those offered by partnering agencies.

Additionally, PUSD will ensure that students and families have access to emergency and crisis support resources and hotlines. PUSD is dedicated to ensuring that all students and families receive the support they need in a timely, respectful, and culturally responsive manner.

All district crisis protocols and procedures will be followed and implemented when a student is in need of crisis. If a student is in need of mental health services, the student will be linked to the appropriate mental health services.

If a therapist who speaks the student's language is not available within the district's mental health department, the department will coordinate with the Language Assessment and Development department to secure an interpreter. If the district's mental health departments are unable to provide a therapist who speaks the student's language, they will ensure the student is connected with external services that can offer support in the appropriate language.

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

We will utilize our process through our warehouse to set up orders and deliver to those that are in need. All sites must conduct an annual inventory and report findings to Student Wellness and Support Services. In turn we provide updated water supplies, food and supplies as needed. All medicines are supervised by site nurses and the Health Offices.

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.

To maintain essential student support services during online or hybrid learning, the plan emphasizes adapting service delivery using virtual tools and flexible formats. This includes maintaining access to individualized instruction, emotional and mental health support, academic enrichment, and nutrition services. Key strategies involve using secure online tools, remote therapy and counseling, virtual tutoring and extracurricular activities, and accessible meal distribution. Regular communication with families, ongoing progress monitoring, and equity reviews help ensure that all students receive the support they need, through a range of learning formats.

The Expanded Learning Department is dedicated to maintaining consistent support for students during any disruption to in-person learning. In alignment with our commitment to the whole child, we will adapt services to ensure continued access to academic support, enrichment, and physical wellness through live virtual programming, pre-recorded content, and structured schedules designed to engage students. When possible, we will also offer in-person opportunities at our school sites or in partnership with local city and community organizations. Programming will be flexible, inclusive, and aligned with school-day supports to meet the diverse needs of students and families in virtual, hybrid, or in-person settings.

The Food Services Department has vendors in place that can provide packaged meals in the event kitchens are inaccessible, with multiple campus locations available for grab-and-go meal distribution. Food Services staff has considerable and recent experience with the distribution of grab-and-go meals

Site-Based Collaboration

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

The plan was created with all department leads based on our past practice of the learning and emergency plans. We have always invited parent leadership to review and provide input.

Return to Site-Based Learning

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

The district will be in regular communication with relevant local and state agencies to determine that conditions are suitable for a return to sites. Maintenance and Operations staff will ensure that all public health and safety guidelines have been implemented prior to reopening.

Once notified about the plan to return to Site-Based Learning, site leaders will follow any guidance for safety to prepare for the return of staff and students. They will work with custodial staff to make sure there are not any safety concerns that need to be reported to Maintenance and Operations and corrected before the return. Site leaders will meet with staff, virtually or otherwise, to gather input and discuss any changes in protocols necessary in response to the natural disaster or emergency. If there are any necessary accommodations, site leadership will work to put them in place.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Octavia E. Butler Magnet's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of all PUSD 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. All Safety plans are updated and approved annually. The expectations to follow/adjust as needed and in accordance with the district emergency operation center.

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: Annually, we will review with the team and PUSD parent leadership.