

Instructional Continuity Plan

The Instructional Continuity Plan outlines provisions for instructional continuity in the event of a natural disaster or emergency, and is a component of the Comprehensive School Safety Plan (CSSP).

PLAN OVERVIEW

The Woodside Elementary School District will communicate with families of students as soon as possible, no later than five calendar days, following an emergency that requires implementation of an Instructional Continuity Plan (ICP). The following plan outlines two-way communication, continuity of learning that includes support for students' academic needs, social-emotional and mental health, and access to instruction, support services, professional learning resources for staff, established emergency partnership, and considerations that determine the return to in-person instruction.

| COMMUNICATION | | | | |
|------------------------------------|---------------------------|--|--|--------------------------------|
| Type | Source | Method | Purpose | Frequency |
| District-wide | Superintendent | Email: Wildcat Weekly | Closure/reopening, resources, updates | weekly |
| School Site | Principal | Email, e-newsletter or online platform, automated messaging system, and/or phone | Logistics, announcements, meetings, events, site resources | as needed; minimum once weekly |
| Classroom | Teacher | Google Classroom, email, phone | Instruction, assignments, resources | daily, M-F on school days |
| Social Emotional and Mental Health | Teacher, School Counselor | Email and/or phone; district and/or District website for general resources. | Supports, resources | as needed, M-F, on school days |

A plan for student access to instruction will be determined and communicated to families for students no more than 10 instructional days following the emergency. Remote instruction plans align with the board-approved policy and administrative regulations for Independent Study. Continuity of learning includes students' well-being through access to physical, mental health, and other support professionals to ensure instruction is equitable, accessible, and inclusive.

| Instruction and Assessment | | | | |
|--|---|---|---|---------|
| | Grades: PreK-2 | Grades: 3-5 | Grades: 6-8 | Grades: |
| Remote or In-Person | Remote | Remote | Remote | |
| Instructional Online Platform (resources, materials, schoolwork) | Google Meet, Zoom Google Classroom | Google Meet, Zoom Google Classroom | Google Meet, Zoom Google Classroom | |
| Timeline of Instruction | Daily, multiple times throughout the day | Daily, multiple times throughout the day | Daily, multiple times throughout the day | |
| Independent Study Plan | Independent Study program will be developed and offered by the Superintendent, within 10 days of a school closure, to any student who may have been impacted by the | Independent Study program will be developed and offered by the Superintendent, within 10 days of a school closure, to any student who may have been impacted by the | Independent Study program will be developed and offered by the Superintendent, within 10 days of a school closure, to any student who may have been impacted by the | |

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|---|---|---|---|--|
| | emergency condition. | emergency condition. | emergency condition. | |
| Instructional Materials | Work packets, consumables, Social Stories | Chromebooks; copies of class notes and lesson materials | Chromebooks; copies of class notes and lesson materials | |
| "Digital Backpack" | See-Saw; Lexia; Starfall; Epic; IXL, Foundations Fun Hub; Razkids Plus | IXL, Google Classroom; Lexia; Scholastic Scope | Common Lit; STEMscopes, Scholastic Scope | |
| Assessment and Monitoring Progress | Teacher to push-out assessments and assignments via on-line platforms, designed to measure and monitor progress | Teacher to push-out assessments and assignments via on-line platforms, designed to measure and monitor progress | Teacher to push-out assessments and assignments via on-line platforms, designed to measure and monitor progress | |

| Social-Emotional and Mental Health | | | | |
|---|--|--|--|----------------|
| | Grades: Prek-2 | Grades: 3-5 | Grades: 6-8 | Grades: |
| Social-Emotional | Wayfinder SEL curriculum, online read alouds, community circles, classroom meetings | Wayfinder SEL curriculum, community circles, classroom meetings | Wayfinder SEL curriculum, facilitated discussions, community circles, classroom meetings | |
| Mental Health | Access to online resources, access to school counseling services, access to the school counselor, classroom meetings, SST process, home school communications with resources | Access to online resources, access to school counseling services, access to the school counselor, classroom meetings, SST process, home school communications with resources | Access to online resources, access to school counseling services, access to the school counselor, classroom meetings, SST process, home school communications with resources | |

| Instructional Support | | | | |
|-----------------------------------|--|--|--|----------------|
| | Grades: Prek-2 | Grades: 3-5 | Grades: 6-8 | Grades: |
| Academic | Virtual office hours, check-ins, tutoring | Virtual office hours, check-ins, tutoring | Virtual office hours, check-ins, tutoring | |
| Technology | Access to a Chromebook and a hotspot if needed | Access to a Chromebook and a hotspot if needed | Access to a Chromebook and a hotspot if needed | |
| Students with Disabilities | Maintain all accommodations and IEP Plans in accordance with remote learning guidelines. | Maintain all accommodations and IEP Plans in accordance with remote learning guidelines. | Maintain all accommodations and IEP Plans in accordance with remote learning guidelines. | |
| Foster Youth | Assigned home-school liaison, check-ins | Assigned home-school liaison, check-ins | Assigned home-school liaison, check-ins | |
| Experiencing Homelessness | Assigned home-school liaison, check-ins | Assigned home-school liaison, check-ins | Assigned home-school liaison, check-ins | |
| English Learners | Responsive to strengths, needs, identities; reflects coherent set of practices and pathways to support | Adapt lessons to ensure that students are accessing the content, ELD standards-based | Adapt lessons to ensure that students are accessing the content, ELD standards-based | |

| | | | | |
|--|--|--|--|--|
| | skills, language, literacy, and knowledge needed to meet their needs | instruction in both small group and one-on-one instruction that addresses the four language domains of Listening, Speaking, Reading, Writing, translation services | instruction in both small group and one-on-one instruction that addresses the four language domains of Listening, Speaking, Reading, Writing, translation services | |
|--|--|--|--|--|

The school district will adapt the following services to the online or hybrid environment when necessary to support continuity of established support services.

– After School Programs

Workshop Education; PTA Afterschool Enrichment , Boys and Girls Club of East Palo Alto

– Access to Meals

Meals to be made available for families to pick up at designated times. Schedule, location, and details to be determined and communicated based on accessibility to campus and buildings.

PROFESSIONAL LEARNING: EDUCATORS

Educators are provided regular training on the tools, platforms, and strategies necessary to provide remote instruction and assessment to students through independent study (emphasizing pedagogies that support remote and hybrid learning environments; pd to support virtual classroom management).

| | Grades: PreK-2 | Grades: 3-5 | Grades: 6-8 | Grades: |
|-------------------|--|--|--|---------|
| Tools | Google Suite, Zoom, On-Line training | Google Suite, Zoom, On-Line training | Google Suite, Zoom, On-Line training | |
| Platforms | Various virtual platforms depending on the given offering | Various virtual platforms depending on the given offering | Various virtual platforms depending on the given offering | |
| Strategies | SEL Scope and sequence, Science of Reading, Mathematical Framework | SEL Scope and sequence, Science of Reading, Mathematical Framework | SEL Scope and sequence, Science of Reading, Mathematical Framework | |

In collaboration with emergency officials, the school district will consider the following considerations, at minimum, to determine when students and staff are able to safely return to in-person instruction and will communicate necessary logistical and timeline of return information to families regarding the transition back to in-person instruction.

- 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 to cover those affected by the natural disaster or emergency
- Kitchens functioning for meal preparation
- Classrooms clean and functional
- Access to curriculum and instructional materials

ESTABLISHED EMERGENCY PARTNERSHIPS

Students may need to enroll or be temporarily assigned to another site, school district, county office of education, or charter school due to disruption of learning from a natural disaster or emergency. Per the California Department of Education, "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."

| School District/Entity Name | Purpose |
|-----------------------------|---------|
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Board approved June 3, 2025