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, 2026 can be found at https://www.cde.ca.gov/re/di/or/icpguidance.asp.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
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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 June 16, 2026 and adopted by Two Rock Elementary School on June 25, 2026 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, 2026. 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, Two Rock Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

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

Short messaging service (SMS)
Phone Calls
Email
Social Media
Flyers
Remind App

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.

Students, families and staff will have regular communication from school officials in case of an emergency closure. The LEA will use the school messaging system (emails, texts, phone calls, Remind/Parent Square App and the district's social media). The LEA will engage as follows with students and families within five school days following an emergency closure:
-conduct virtual or phone-based wellness checks
-determine the tech needs of each student
-distribute packets to students with limited internet access
-host virtual class mtgs or individual check-ins via Zoom platforms
-monitor accountability, attendance and engagement
-conduct follow-up with families of absent students

Support for Unique Needs

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

-Special Education: Sp Ed students will receive the services described in their IEP's in the instructional model being used (Distance Learning, Hybrid). SPED teachers will work with reg. ed. teachers to create schedules which allow students to access live sessions and their IEP services.

-Counseling: Two Rock will continue to implement its SEL program. Normally, counseling is provided in person; in the event of a closure it would be offered virtually. Typically teachers review concerns about students at faculty meetings and determine whether to recommend counseling. In the event of closure this function would be conducted virtually. Families would receive counseling related information in this manner as well.

Access to Instruction

Timeline for Access to Instruction

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

As required, Two Rock Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

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

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

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Two Rock Elementary School 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.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

The LEA will provide access to in-person or remote instruction within 10 instructional days following an emergency. The access will depend on circumstances and align with Ind. St. Ed. Code and Two Rock's mission statement. On-line platforms can be challenging so Two Rock will utilize only one platform for virtual learning to the greatest extent possible. The LEA may provide both "synchronous" (live teaching via Zoom) and "asynchronous" (virtual lessons and independent work) learning based on teacher created/curated instruction. Art and some form of movement/PE will be incorporated and there will be opportunities for students to connect with each other--through projects and virtual learning time.
Two Rock will continue to use instructional management systems such as Google Classroom. The overall schedule has been developed to provide stability and optimal teacher-student interaction, given the circumstances, and flexibility is a feature of the plan. Each teacher will craft a daily teaching schedule, shared with students and families, posted via text, emails and/or on the website. The schedules will address state mandates re: synchronous and asynchronous instruction, peer interaction SEL

support and Designated ELD. Students and families requiring other accommodations will be encouraged and prompted to ask their teachers about other options. Teachers will plan their schedules and assignments to meet the required instructional mins for each grade level. Teachers will regularly communicate with their students' families. They will also prioritize essential learning and make standards-aligned objectives achievable to the greatest extent possible. If possible, teachers will offer alternative academic supports, tutoring, check-ins, and virtual office hours.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Two Rock uses Google Classroom for learning access and assignments submission.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Two Rock Elementary School 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.

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.

Students, families and staff will have regular communications from school officials in case of an emergency closure. The LEA will use the school messaging system (texts, emails, phone calls social media, and Remind/Parent Square).
Engagement will occur within five days following an emergency school closure to assess and initiate the following:
-virtual or phone wellness checks
-tech needs of the students
-study packets distribution for those with limited internet
-host virtual class meetings
-monitor accountability, attendance and engagemen-
-absenteeism follow-up

Technological Readiness

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

Students will need appropriate devices and internet access. The LEA will provide laptops to each student. Extra devices are on-hand if some are lost or damaged during an emergency. Wifi hot spots may be provided, if possible, to families in need of a stronger internet connection.

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.

-Instruction
The LEA will develop a plan to provide access to in-person or remote instruction within 10 instructional days following an emergency closure. The plan will consider the emergency circumstances, internet access and align with the CA Ed. Code re: Ind. Study. The school's learning platforms align with its mission statement and they are designed so students can log-in to one platform and have access to all the information they will require to participate in the learning. See "Access to Instructional Materials" above for additional information re: how synchronous and asynchronous instruction and assessments will occur.
-Assessment
Teachers will use screening tools to monitor progress, check for understanding using multiple strategies for formative assessment, and define applicable, achievable goals that take into consideration each student's unique circumstances.

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.

We have English Learners, as well as Special Education students. The services they receive are customized to their particular needs and those services will need to be provided after an emergency. Regular Ed. teachers as well as Sp. Ed. teachers and English Language acquisition providers will work together to strategize how best to provide these students' identified services. The CA EL Roadmap will be utilized in planning the delivery of EL services. EL students will continue to receive dedicated Designated ELD time built into their learning sessions. English Learners will be part of small group instruction and have access to additional teacher or para-educator support. At this time Two Rock does not have homeless or foster youth. If this changes, the LEA will communicate with the student and appropriate staff to facilitate the removal of barriers and provide access to distance learning. All students will be addressed by this plan to ensure they continue receiving instruction in the event of an emergency school closure.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

SP Ed students will continue receiving the services listed in their IEP's while they are engaged in whatever instructional model is employed (Distance Learning, Hybrid, etc.). Sp Ed providers will work with the Regular Ed. staff to create schedules which allow students to access live teaching sessions, as well as IEP services to the greatest extent possible.

English Learners (EL)

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

The LEA will strive to provide instructional continuity for EL students through a coherent set of practices and pathways to support language development skills, literacy and the knowledge needed to meet their needs based on the CA EL Roadmap. The LEA will be aware of and responsive to the different EL students' strengths, needs and identities. English Learners will continue to have dedicated Designated ELD time built into their learning sessions. Language skills development objectives will be integrated into the on-line learning. English Language acquisition will be promoted by small group instruction and extra teacher and para-educator support. The LEA will provide the tech support (devices, internet access) and reach out to families to try and eliminate barriers to participation in the instructional programs.

Professional Learning

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

Teachers and other staff participate in professional development at the site and county levels. This includes knowledge of trauma, first aid and first response trainings. The primary component for promoting student engagement is appropriate in-person, as well as virtual learning experiences for students, accomplished by robust teaching, the sharing of best practices, and the inclusion of social/emotional learning. Staff will continue participating in trainings which address these issues. Teachers will learn to incorporate pedagogies which support hybrid learning environments as well as virtual classroom management. Staff has been encouraged to attend workshops focused on distance learning. And faculty meetings have included academic and SEL professional development.

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.

School Safety & Prevention Plan
-system to connect with students and families to promote attendance
-implement trauma response strategies to support school community
-culturally appropriate and responsive techniques
-universal screening to identify social-emotional and physical needs
-staff development to increase trauma response knowledge and skills
-institutionalize info re: health/wellness resources on school/other appropriate websites
-add mental health/wellness resources to school website

Community and Family Wellness
-collaborate with local governments, private agencies, and the Coast Guard base for workshops and resources for adult and student mental health and trauma response, including languages other than English

Staff Wellness
-acknowledge and promote the importance of staff resilience and peer-support during an emergency
-communication with staff promoting mindfulness, self-care, social support, staff cohesion and coping
-administration providing an open door policy

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

-monitor/restock medical supplies

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.

Special Ed
-students with IEP's will receive their scheduled services
-SPED providers will work with the regular program staff to ensure students access live teaching sessions to include their IEP identified services

Counseling
-in the event of an emergency closure, staff will discuss the social-emotional well being of each student and strategize what support to provide
-SEL staff will provide the scheduled Social Emotional Learning, utilizing the above strategies
-Two Rock School has shared a variety of resources associated with trauma, anxiety and stress with families
-wellness checks will be utilized for students who have not responded to school outreach

After School Programs
-the Champions daycare program will continue to provide services if able to do so
-if not able to do so at the school, the Superintendent and program manager will work to find alternative locations

English Learners
-English Learners will have Designated ELD time built into their study sessions.

Food and Nutrition Services
-Grab and Go meals will be provided for each student whose family members are able to collect them
-If necessary, district staff will deliver as needed

Site-Based Collaboration

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

The LEA will review the ICP following the first emergency school closure. All faculty, support staff, students and parents and the Coast Guard liaison will be consulted re: its effectiveness.
It was developed utilizing advice and suggestions from the various stakeholder groups. The first post-emergency closure survey will include emails, texts, calls and discussions at the different stakeholder group meetings.
This ICP was approved by the Board of Education at their June 25, 2026 meeting.

Return to Site-Based Learning

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

The goal of this plan is first to provide alternative learning as described in the plan, and second, to return to in-person learning as soon as possible.
Following an emergency closure, Two Rock will consider the following conditions before resuming in-person instruction:
-evacuation orders lifted
-power and utilities functioning
-healthy air quality
-access to safe drinking water
-operating restrooms
-campus free of debris and hazards
-sufficient staffing
-food service operating
-an appropriate reopening date that is adequately communicated to the school community

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Two Rock Elementary School’s Comprehensive School Safety Plan (CSSP).

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

Review and Updates of this Instructional Continuity Plan (ICP)

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:

The ICP will be reviewed and updated annually before March 1, and as soon as practicable following an emergency school closure