

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>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Geyserville Unified School District	Geyserville Elementary School	Mark Beebe Superintendent	

Introduction and Purpose

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

This Instructional Continuity Plan (ICP) was last revised on May 1, 2025 and adopted by Geyserville Elementary School 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, Geyserville 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

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.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. Geyserville Unified School District (GUSD) will use the school messaging system (e.g. robocalls, text messages, emails) and update the district website. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Support for Special Needs

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

Whole School Safety and Prevention Plan

1. Develop a system to connect with students and families to promote attendance.
2. The District uses strategies to be a trauma-responsive school system to support the school community.
3. Engage with students and families using culturally responsive techniques.
4. Use universal screening to identify the social-emotional and physical needs of students.
5. Professional development time to increase trauma knowledge and skills.
6. Engage staff in professional development about mental health de-stigmatization.
7. Provide information about mental health and wellness resources on the district and school websites and in communication with families.
8. Conduct routine check-ins using a trauma- and resilience-informed lens.
9. Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
10. Supply power for and restock necessary medicines and locate alternative sources of electricity in the event of outages.

Community and Family Wellness

1. Collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English.
2. Share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.
3. Provide a link to CDE's Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>

Staff Wellness

1. Acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation, and mental health support.

2. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care.
3. Administrators will promote mindfulness techniques and staff social supports.
4. Leadership is committed to open and routine communication with staff members, encouraging self-care.
5. Promote the use of staff support groups to enhance staff cohesion and coping

Access to Instruction

Timeline for Access to Instruction

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

As required, Geyserville 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, Geyserville 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.

Students will need appropriate devices and reliable Internet access. The school district will provide Chromebooks to each student. We have extra devices that can be shared if technology is damaged or destroyed during an emergency.

WiFi hotspots may be provided to families in need of stronger internet connection. Geyserville Unified School District is committed to a one-to-one model, making sure Chromebooks and Wi-Fi are available for every single student enrolled. For students who lack internet access at home, the District will provide either individual internet hotspot devices, regular access to on-site internet-connected computers, or recorded instruction and electronic materials/assignments. We will ensure students and families with unique circumstances have access to devices and connectivity. Being a rural community some students do not have access to connectivity. In this case, students will be provided paper packets or textbook materials and assignments that ensure instructional continuity. We will provide technical support to families to connect and access the online classroom. GUSD has communicated and will continue to communicate information regarding low-cost or no-cost internet access for our students.

Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom (GES) and ECHO through the New Tech Network (GNTA) so all digital resources and classwork are in one place. Students have access to Google Classroom and ECHO at school and outside of school.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Geyserville 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.

Families, students, and staff will have regular communication from school officials in case of an emergency school closure. Geyserville Unified School District (GUSD) will use the school messaging system (e.g. robocalls, text messages, emails) and update the district website. The LEA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

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.

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Throughout the school year, we provide technological support so students and families are comfortable with all learning platforms and software. We use Google Classroom (GES) and ECHO through the New Tech Network (GNTA) so all digital resources and classwork are in one place. Students have access to Google Classroom and ECHO at school and outside of school.

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. That plan will be based on circumstances, access, and must align with CA Independent Study Ed Code. GUSD's learning platforms were selected to align with our mission statement. We recognize that online platforms can be challenging. As a result, our learning platforms are fully integrated to the extent possible, so students log onto one platform and all the information they need is within that platform.

The District may provide both "synchronous" (live teaching via Google Meet) and "asynchronous" (virtual lessons and independent work) learning based on teacher-created/curated courses. Art and some form of movement/PE will be incorporated, and there will be opportunities for students to connect with each other — through projects as well as virtual classroom time.

GUSD will continue to use our course management systems, Google Classroom and ECHO. The District's structured schedule has been developed to provide stability and increase teacher-student interaction, but flexibility is built into the system.

Each teacher will craft a daily teaching schedule, which will be shared with families and posted to the school website. The schedules will address the state mandates for synchronous and asynchronous teaching, peer interaction, SEL support, and Designated ELD. Students and families requiring other accommodations are encouraged to discuss options with their teachers. Certificated teachers plan instructional schedules and student assignments to meet the appropriate minutes required by the state for their grade level. Teachers will be giving feedback and communicating with families on a regular basis. They will also prioritize essential learning and make standards-aligned learning objectives achievable. Staff members will offer additional academic support, when possible, through tutoring, check-ins, or virtual office hours.

Assessment

Teachers will use screening tools to monitor progress, check for understanding using multiple strategies for formative assessment (e.g. Star Reading and math) and define applicable, achievable goals that take students' unique circumstances into consideration.

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.

Supporting students with unique needs is a top priority for our district. It is an essential aspect in ensuring equity and access. We will support students with identified needs in the following ways.

Students with Section 504 Plans

Students with Section 504 Plans will continue to receive accommodations per their Plan. A Section 504 Plan meeting will be convened within the first six weeks of the school year, to review and update the Section 504 Plan as appropriate. Section 504 Plan meetings may be offered virtually and/or via telephone.

Students with Individual Health Plans (IHPs)

Parents/guardians of students with Individual Health Plans (IHPs) will be contacted at the beginning of the school year, so that IHPs may be updated as appropriate. Individual Health Plan (IHP) meetings may be offered virtually and/or via telephone.

Foster Youth and Pupils Experiencing Homelessness

GUSD is working with families to eliminate any barriers that inhibit their ability to participate in school. Students who are identified as foster youth, as well as those who are experiencing homelessness, need special consideration and support, particularly during an emergency and students are not able to attend school on campus. We support foster youth and students who are experiencing homelessness by:

Ensuring that we maintain regularly updated records identifying foster youth and students experiencing homelessness.

Assigning a key staff member, such as the school counselor, or other designee, to monitor academic progress and overall well-being for the identified students.

Utilize MTSS to address concerns/needs when necessary for the identified students.

Maintaining regular communication with parents/guardians or caregivers, and others who are identified as critical to the students' success.

Ensuring students have the resources needed to be successful, including technology devices, internet access, and school supplies.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with Individualized Education Plans (IEPs)

Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (e.g. Distance Learning, Hybrid, etc). Special Education providers will work together with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services.

English Learners (EL)

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

English Learners

We are proud to serve English learner (EL) students, and we recognize that our ELs face additional barriers to academic and personal success during an emergency.

Fluency in the English language and grade-level academic proficiency are critical factors in helping our students achieve. In order to help mitigate the barriers our English learners face, the district will:

- Utilize the principles identified in California's English Learner Roadmap to implement instructional programs for English Learners.
- Offer a comprehensive program of Designated and Integrated English Language Development to all EL students, targeted to their specific language proficiency levels
- Prioritize oral language development during synchronous/live Distance Learning instruction and encourage oral language practice during asynchronous/self-paced Distance Learning instruction.
- Frequently monitor student progress, adapt instruction and/or provide interventions when necessary.
- Engage families of English Learners through ELAC/DELAC meetings, and other means, to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the emergency.
- Utilize Title III funding to strategically support ELs and Newcomers.
- Administer the English Learner Proficiency Assessment for California (ELPAC), according to state and public health guidelines
- Provide bilingual paraprofessionals at each site to support small group instruction and provide translation services

Professional Learning

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

We will provide professional learning opportunities for teachers to increase capacity to implement current best practice teaching strategies across all grade levels and curriculum. Provide the collaborative time necessary to implement new strategies, to review student performance data, and make informed decisions in order to improve curriculum and instruction. Community of practice models will be used to try new approaches and share results with colleagues, facilitate common planning and peer observation, and provide tailored supports as needed. Instructional leaders should support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources. Wednesday time will be used to support professional development.

Teachers have been, and will continue to be, provided Designated ELD materials and professional development on supporting increased opportunities for student output in the targeted language and the use of visual cues and multimedia in a digital environment. Additionally, we have used professional development time to increase our knowledge of trauma and given skills to help support students.

The main component for ensuring engagement is to have engaging in-person and virtual learning experiences for students, accomplished through robust teaching, sharing best practices, professional development, social/emotional learning, developing personalized relationships. Teachers will continue to learn how to engage with students, virtually, daily to monitor, encourage, and support participation in the instructional program.

Teachers will learn pedagogies (e.g. California Educators Together platform) that support remote and hybrid-learning environments, as well as how to support virtual classroom management.

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.

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4. Leadership is committed to open and routine communication with staff members, encouraging self-care.
5. Promote the use of staff support groups to enhance staff cohesion and coping

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

Back up supplies and medicines are kept on hand at the school sites in case of an emergency.

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 Education

Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together and with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services.

Counseling

GUSD will continue to implement its PBIS program. In addition, we implement Second Step (GES) and Restorative Circles and Morning Meetings (GNTA) as an additional resource for teachers to support Social Emotional Learning. All teachers are encouraged to utilize these resources. During staff meetings, staff discuss the social and emotional well-being of students and what tiered approach will be utilized for a student of concern. The district has shared numerous resources with our families regarding trauma and links to community resources, which address anxiety and stress, hotlines and websites, time management tips, and information on how to stay productive. The district will partner with local community organizations to ensure all students have access to counseling services.

After-school Programs

GUSD's After Care program, which supports working families, will operate within the guidelines and capabilities that the emergency dictates. They will work closely with the Superintendent to ensure all students are safe and have access to essential programs.

English Learners

English learners will have dedicated Designated ELD time built into their synchronous learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD.

Food and Nutrition Services

While Geyserville Unified School District operates throughout an emergency, students will continue to be offered school breakfasts and lunches.

- Meals will be available for pick up at identified school campuses within the district as follows:
- Meals will be provided free of charge to all children 18 years old and younger.
- Meals will be distributed two times per week on specified days and times that will be clearly communicated to families.
- Seven days worth of breakfast and lunch will be distributed between the two days.
- Meals served will be individually plated or “grab and go”.
- Meals will be distributed unheated; proper food handling and heating procedures will be provided.
- All safety protocols will be put into place during food distribution.
- Parents/guardians will be communicated with regularly through the district parent communication platform (ParentSquare) about the process, location and dates/times to pick up meals.
- Parents will receive communications related to meal service in their language of preference.
- In the event that on-site instruction resumes, the district will adjust its meal service plans to ensure that students continue to receive school meals. If future onsite instruction includes a hybrid model, students will receive school meals for both days of onsite instruction and Distance Learning.

Site-Based Collaboration

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

The LEA will regularly review and update the plan based on feedback and lessons learned.

Geyserville Unified has made the following efforts to solicit stakeholder feedback:

1. Families: email, text, voicemail, phone calls, principal chats, and surveys.
2. Staff: weekly meetings, emails, texts, and surveys

GUSD provided participation in public meeting and public hearings in the following ways:

1. Consultation with teachers, other school personnel, local bargaining units of the school district, parents, and pupils in developing a learning continuity and attendance plan. (SB98)
3. GUSD presented the Learning Continuity Plan to the parent advisory committee.
4. Public hearing of the governing board of the school district for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing and included the location where the Learning Continuity Plan was available for public inspection.
5. The Governing Board adopted the Learning Continuity Plan in a public meeting before July 1, 2025 and it was integrated into the Comprehensive School Safety Plan.

Return to Site-Based Learning

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

At the heart of this plan, is the goal of returning to in person instruction as quickly as possible once GUSD is able to meet the multiple conditions of reopening.

Following an emergency, the LEA will consider the following before resuming in-person learning on campus:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe, clean water and restroom facilities
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staffing levels
- Kitchens up and running for meals

The LEA will set a school reopening target date and communicate that with staff, students, and families.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Geyserville Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Geyserville Elementary School'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.

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 through the Comprehensive School Safety Plan update process before March 1.