

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
Carter G. Woodson Public Charter School	Carter G. Woodson Public Charter	Dr. Linda Scott CEO	lscott@agapeschools.org (559) 486-1166

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 2, 2025 and adopted by Carter G. Woodson Public Charter on May 5, 2025 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, Carter G. Woodson Public Charter 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
- School Portal
- Social Media
- Flyers
- Home Visits

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.

In the event of a power outage or infrastructure damage, the school will distribute printed materials and provide phone-based support. Radio announcements, school signage, US Mail, and text messages will be used to share information when digital methods are inaccessible.

Support for Special Needs

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

The school will continue to provide counseling, academic support, and wellness check-ins for all students. Students identified through our Support Tier Intervention Program (STIP) will be prioritized. Special education students will receive adapted services consistent with their IEP, and EL students will receive continued support aligned with their language development goals.

Access to Instruction

Timeline for Access to Instruction

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

As required, Carter G. Woodson Public Charter 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, Carter G. Woodson Public Charter 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.

Instruction will be delivered via synchronous and asynchronous learning through multiple modality including, but not limited to Google Classroom, Zoom, telephone, email, and teacher-led instructional packets.

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.

All students will be provided necessary materials, including Chromebooks or tablets. Print packets and textbooks will be delivered to homes, made available for pickup and accessible via the internet when available.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Assignments will be posted and submitted through Google Classroom or collected physically. For students without connectivity, completed print materials may be dropped off at school or picked up by staff during home visits.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Carter G. Woodson Public Charter 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:

In the event of extended school closure, students may be temporarily enrolled in our affiliated schools, nearby schools or learning hubs through MOUs established with neighboring LEAs. Transportation and support will be coordinated.

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 and staff will receive weekly updates through phone calls, email, and SMS. Emergency updates will be issued as needed. Communication will be available in English and Spanish.

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.

Each student will be issued a device. Hotspots will be prioritized for foster youth, homeless students, students with disabilities, and ELs. Staff have access to online platforms and have received training on remote tools.

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 will focus on prioritized California Common Core standards and use STAR Assessments and curriculum-based assessments to measure progress. Tutoring, virtual office hours, and afterschool support will be used to close learning gaps.

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 students, including those with IEPs, 504 Plans, ELs, foster youth, and students experiencing homelessness, will receive accommodations and equitable access to instruction. Technology and print resources will be provided as needed.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEPs will be reviewed and implemented via virtual meetings or in-person, following health and safety guidelines. Special education services will be delivered by credentialed staff and support providers either remotely or in-person.

English Learners (EL)

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

EL students will receive integrated and designated ELD aligned with the California English Learner Roadmap. Instruction will include scaffolds, visuals, and access to bilingual support when needed. Parents of ELs will receive translated communications.

Professional Learning

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

Teachers and staff will participate in ongoing professional learning focusing on: digital platform training (Google Classroom, Zoom, etc.), differentiated instruction and scaffolding, supporting students with trauma, strategies for online engagement and independent study. PD will be aligned with schoolwide goals and responsive to staff and student needs.

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.

Students will continue to access licensed therapists, counselors, and student support counseling staff, with bilingual support available. Virtual sessions, in-person referrals, and home visits will continue as needed.

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

Emergency medical supplies and water will be maintained on site. Staff are trained to administer necessary medications.

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.

After-school programs, counseling, special education services, and meal programs will continue virtually or at designated hubs. Grab-and-go meals will be available during disruptions.

Site-Based Collaboration

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

Administrators, teachers, counselors, student support staff, and classified staff participated in the development of this plan through staff meetings, advisory input, and board review. Parent input was solicited via SSC and ELAC meetings.

Return to Site-Based Learning

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

Return will follow guidance from public health and safety officials. School will reopen when facilities are deemed safe and families are notified. Any necessary safety protocols such as PPE, distancing, and sanitation will be enforced.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Carter G. Woodson Public Charter's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Carter G. Woodson Public Charter'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.

The ICP will serve as a foundational element in school emergency preparedness and response planning.

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:

This plan will be reviewed annually in collaboration with stakeholders. Revisions will be informed by staff surveys, student engagement data, and input from families and board members.