

# 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
Great Valley Academy	GVA Modesto & Salida	Marisa Meeks	m.meeks@greatvalleyacademy.com 209-576-2283

## 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 18, 2025 and adopted by Great Valley Academy on June 27, 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, Great Valley Academy 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
- Remind: messaging service

Great Valley Academy utilizes an all call system, Parent Square, emails, the GVA Website, Instagram and Facebook to get out information to our parents and community.

## 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.

GVA has multiple communication methods that enable us to communicate on or off sight, and with or without power. We do not foresee being unable to communicate with our community. If all technology were to cease we would post signs on campus and mail out information.

## Support for Special Needs

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

Students with unique needs will be supported by their teacher as well as through the GVA's Classified Staff, Resource staff, Intervention teacher, Mental Health staff, and County Health Nurse to ensure they are receiving additional supports in all areas, academically, physical health and social/emotionally. GVA holds orientations prior to the start of school to provide the opportunity to establish a relationship with the student and parent, discuss concerns, preview technology platforms, answer questions, and most importantly to begin to develop a trusting relationship to ensure a positive experience. Virtual small group break out sessions and tele-conferences to the home will be made during the teacher's office hours. This time will not only be used for academic check ins but also for personal connections with students and for teachers to be available for parents to call in. Teachers will be assessing students and meeting each student's individual needs. Students who are English Learners will be provided the Designated and Integrated lesson supports from their teacher. Students with IEP's will be supported through the certificated and classified staff and goals monitored. Teachers will set academic goals for their students and celebrate accomplishments. GVA's Mental Health team will work to provide guidance to families/students for outside resource supports as well as being a resource and support for them. GVA's Mental Health team may provide small group and/or 1 on 1 sessions with students. Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged will be contacted by staff to ensure their academic, physical health, and emotional stability. Resources will continue to be updated on the School Website's homepage as well as parent training's and question/answer sessions as needed throughout the year.

# Access to Instruction

## Timeline for Access to Instruction

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

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

Great Valley Academy is fully equipped to go to remote instruction if an emergency arose.

## 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, Great Valley Academy 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.

- Zoom will be used to deliver daily lessons live to students with their peers as well as to have a social interaction between teaching staff and students and students with their peers.
- Grade Level Standards covered with emphasis on Mastery Learning to ensure a deeper level of learning.
- Zoom meetings will be recorded and video lesson by the teacher uploaded to Google Classroom for later access.
- Google Classroom utilized for lesson assignments and student work submission.
- Campus Math Program used in grades TK-5th for intervention and acceleration of learning.
- Core 5 Reading Program used in grades TK-5th for intervention and acceleration of learning.
- PowerUp Reading Program used in grades 6-8th for intervention.
- MAP assessments
- Checking for understanding and progress assessments administered frequently.
- Intervention support for students by staff through Zoom and/or by phone (one on one or small group).
- Chromebooks, headphones and hot spots will be distributed to students in order to participate in the educational program.

- Integrated and Designated supports for English Learners.
- Special Education accommodations and supports for students with IEPs.
- Translation support to families will be provided through our Spanish speaking staff for communication to our parents. Other language translation services will be provided by a third party.

## 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.

Through the use of chromebooks, students will have access to all material using Google Classroom and other online Educational programs provided by the school.

## Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

We will ensure that all students have access to chromebooks and internet access. If a student does not have a chromebook assigned to them already, and are in need of one, they will be distributed by staff. Families will be assigned a day/time to come on campus to pick up a chrome book, headphones and hot spot for their student(s). Staff have access to check out devices for themselves as well to support their teaching from home. Technicians will be available via phone or email to assist with any trouble shooting throughout this time staff emails will be shared with families and accessible through our website. Parent technology training's will be held virtually monthly (as needed) to address concerns and questions of parents. Staff will continue to inform the office of additional families in need of technology. Google Classroom will be utilized to post assessments for students. Teachers will have initial assessments given to students to check their academic level at the start of the school year. Student's academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live, via the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Students will be issued grades. Teachers will keep a log, in a GVA created document, of daily participation of each student's attendance to the live contact times as well as their daily work completion being documented by the teacher. This will be submitted to the administration on a weekly basis. Both teacher and administration will be following up with students/parents if there is a concern in any of these areas. Teachers will be required to ensure they are meeting the required instructional minutes per week per the annual calendar.

## Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Great Valley Academy 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 that pupils and families would need to enroll in or be temporarily reassigned to another school district, Great Valley Academy would work with surrounding districts to place students.

# 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.

As soon as an emergency takes place we will communicate to our families, students, staff and faculty through our various methods of communication. We will begin by communicating with our staff and faculty so that they can put into place the protocols for an emergency and be ready to switch over to remote learning. After staff and faculty have been briefed, we will then communicate with families and students to give them instruction, schedules, and answer any questions that may arise. We will use ParentSquare, Instagram, Facebook, website, and all call system to notify parents of the information along with holding Zoom meetings to ensure everyone has the information and know the procedures/protocols. The communication will begin to take place within 24 hours of the emergency, and Zoom meetings will be held within 48 hours of emergency.

## 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.

Great Valley Academy currently has one to one devices on campus and for students that need devices or hot spots at home, they are checked out to them each year so we are ready for remote learning if that should come about. Teachers are also trained on Google Classroom and Zoom and all of our other online education platforms. This allows us to have a seamless transition from in-person to remote learning in the event of an emergency.

## 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.

Google Classroom will be utilized to post assignments, lessons, and assessments for students as well as the online MAP assessment program. Teachers will have initial assessments given to students to check their academic level at the start of the school year. Students academic understanding will also be monitored through one-on-one conversations between student and teacher, progress monitoring, exit tickets, rubric scores, both formative and summative assessments and daily work review. Some assessments may be submitted by the student as well as assessments given live, via the computer with the student. Staff will be given time to collaborate to analyze student results and work together to support the student's needs and intervene with additional intervention supports. Teachers will keep a log, in a GVA created document, of daily participation of each student's attendance to the live contact times as well as their daily work completion being documented by the teacher. This will be submitted to the administration on a weekly basis. Both teacher and administration will be following up with students/parents if there is a concern in any of these areas. Teachers will be required to ensure they are meeting the required instructional minutes per week per annual academic calendar. Students who are new to Great Valley Academy and are English Language Learners will also be assessed with the Initial ELPAC State Assessment. This assessment will be given virtually. Extra support will be provided to students by the teacher as well as the Response to Intervention (RTI) aides assigned to the class. In addition to the staff support, Great Valley Academy utilizes a few programs in the areas of English Language Arts and Math (Dreambox, Core 5, Power UP), which all remediate for student's academic needs. Parents and students will be communicated with regularly through phone calls by staff and small group break out sessions for personalized instruction and support. Instructional lessons will also be recorded for students to review at a later time.

# 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.

Students with unique needs will be supported by their teacher as well as through the GVA's Classified Staff, Resource staff, Intervention teacher, Mental Health staff, and County Health Nurse to ensure they are receiving additional supports in all areas, academically, physical health and social/emotionally. GVA holds orientations prior to the start of school to provide the opportunity to establish a relationship with the student and parent, discuss concerns, preview technology platforms, answer questions, and most importantly to begin to develop a trusting relationship to ensure a positive experience. Virtual small group break out sessions and tele-conferences to the home will be made during the teacher's office hours. This time will not only be used for academic check ins but also for personal connections with students and for teachers to be available for parents to call in. Teachers will be assessing students and meeting each student's individual needs. Students who are English Learners will be provided the Designated and Integrated lesson supports from their teacher. Students with IEP's will be supported through the certificated and classified staff and goals monitored. Teachers will set academic goals for their students and celebrate accomplishments. GVA's Mental Health team will work to provide guidance to families/students for outside resource supports as well as being a resource and support for them. GVA's Mental Health may provide virtual group and/or 1 on 1 sessions with students. Students who are Foster, Homeless, English Learner or Socio-economically disadvantaged will be contacted by staff to ensure their academic, physical health, and emotional stability. Resources will continue to be updated on the School Website's homepage as well as parent training's and question/answer sessions as needed throughout the year.

## Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

In the event of an emergency requiring a shift to remote learning, our school remains committed to ensuring that all students, including those with Individualized Education Programs (IEPs), continue to receive the services, supports, and accommodations outlined in their plans.

To ensure continuity of services for students with IEPs:

**Direct Services:** Special education teachers and service providers (e.g., speech, OT, counseling) will deliver instruction and support through virtual platforms such as Zoom, Google Meet, or phone calls, following students' current service schedules as closely as possible.

**Collaboration:** General education and special education staff will collaborate regularly to ensure accommodations and modifications are appropriately implemented in all online learning environments (e.g., Google Classroom, Seesaw).

**IEP Implementation:** IEP teams will monitor and document student progress toward goals. Any needed adjustments to services or goals due to remote learning conditions will be made through IEP team meetings, which may be held virtually.

**Communication with Families:** Regular communication with parents/guardians will be maintained to ensure understanding of services being provided, to support student engagement, and to respond to any concerns or barriers to access.

**Accessibility:** Instructional materials and digital platforms will be adapted or supplemented to ensure accessibility for all students, including assistive technology when appropriate.

**Documentation:** Staff will document all services provided, contact logs, and student participation to ensure compliance and support for each student.

Our goal is to ensure equity and access for all learners, including those with disabilities, and to provide a consistent educational experience even during times of disruption.

## English Learners (EL)

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

In alignment with the California English Learner Roadmap Policy, our school is committed to providing English Learners (ELs) with meaningful access to curriculum, targeted language development, and an affirming, inclusive learning environment—whether in person or during remote instruction.

To ensure continuity of services for English Learners during emergency remote learning:

**Integrated and Designated ELD:** Students will continue to receive both Integrated English Language Development (ELD) through content area instruction and Designated ELD through scheduled, small-group or individual virtual sessions led by credentialed teachers.

**Culturally and Linguistically Responsive Instruction:** Instruction will reflect students' home languages and cultures, support socioemotional learning, and build on students' linguistic assets in alignment with Principle One of the English Learner Roadmap.

**Access to Core Content:** ELs will receive scaffolded, grade-level instruction via digital platforms such as Google Classroom and Zoom, with modifications and supports designed to ensure full participation and comprehension.

**Monitoring Progress:** Teachers and EL specialists will regularly monitor student engagement and language development progress using formative assessments, student work samples, and ongoing teacher feedback. This will help inform instruction and ensure responsiveness to student needs.

**Family Engagement and Communication:** Communication with families will be maintained in families' preferred languages, using tools such as phone calls, translated digital messages, and multilingual virtual meetings to ensure families are informed and engaged in their child's learning.

**Collaboration:** General education teachers, ELD specialists, and support staff will collaborate regularly to align instruction, monitor progress, and ensure ELs receive equitable access to academic and language development opportunities.

This approach ensures that English Learners are supported holistically and equitably, and that their language development and academic achievement continue during any period of remote instruction.

## Professional Learning

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

Staff will be trained prior to the start of school of all the safety precautions for themselves and students. Training for teachers on Google Classroom and Zoom are available. Mental Health will be sharing with the Staff, signs to be aware of for their students regarding their well being as well as self care for themselves.

# 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.

Staff will be trained on how they can be aware of their own well being and mental stability. A group of staff members will participate in a Suicide Prevention Training as well as a Mandated Reporter trained (looking for signs during Distance Learning). Administration will continue staff relations and supports during this time. Great Valley Academy will continue to celebrate student successes in the area of Character and Academics. There will be opportunities for students to participate in virtual group sessions related to a variety of topics (art, support groups, Music, Band, Yearbook, etc.). Administrators and Mental Health will also be part of the live interactions with the students, but not to replace the teacher.

Great Valley Academy shall develop written procedures for tiered re-engagement strategies for all pupils who are absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. These procedures shall include, but are not limited to, verification of current contact information for each enrolled pupil, daily notification to parents or guardians of absences, a plan for outreach from the school to determine pupil needs including connection with health and social services as necessary, and, when feasible, transitioning the pupil to full-time in-person instruction. Teachers will track daily connections with students and academic engagement. Teachers will work to communicate through email, Parent Square, or by phone to parents whose students are not in attendance on a daily basis. For students who teachers are not able to connect with, those names will be shared with the Principal to follow up with after two absences. The support staff will also support this by making home visits with the Principal as needed. Great Valley Academy's Multilingual staff will assist in communicating with parents who speak Spanish. Teachers will also be tracking student tardies to their virtual meetings and communicating those with parents and the Principal as well.

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

In the event of an emergency that disrupts regular school operations, the following protocols will be implemented to ensure the safety, health, and continued care of all students and staff:

Access to Campus and Safety:

School administrators will coordinate with local emergency services and district personnel to determine when and how access to campus can be safely restored or maintained.

Secure, designated entry points will be used for emergency responders and essential personnel.



If relocation is necessary, alternate sites will be used according to the district's emergency relocation plan.

**Water Supply:**

The school provide bottled water for students and staff as available.

Additional water will be provided by district resources or local emergency services if the situation extends beyond initial reserves.

**Medication Access and Distribution:**

All student medications stored on campus will be kept in a secure, accessible emergency container under the supervision of trained staff.

In the event of a prolonged emergency or relocation, designated personnel (e.g., school nurse or administrator) will manage and administer medications as needed, following each student's health plan and proper documentation protocols.

Parents/guardians will be contacted regarding any medical needs or if medications are administered during the emergency.

These procedures are in place to protect student well-being and ensure essential needs are met during any emergency scenario.

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 ensure that all students continue to receive critical services during periods of remote or hybrid instruction, the following systems and supports will be implemented:

**Special Education Services:**

Students with IEPs will continue to receive services as outlined in their plans through virtual platforms (e.g., Zoom) to the greatest extent possible.

Special education teachers and service providers (speech, OT, PT, counseling, etc.) will provide individualized and small-group sessions, modified assignments, and accommodations.

Progress monitoring will continue, and IEP meetings will be held virtually with families and team members.

**Counseling and Mental Health Support:**

School counselors and mental health staff will offer virtual check-ins, individual sessions, and group support through secure video conferencing.

Online resources, coping tools, and mental wellness activities will be shared regularly through classroom platforms and school communication channels.

Staff will maintain regular communication with families to identify and respond to student social-emotional needs.

**After-School Programs:**

After-school enrichment and academic support programs will be adapted to virtual or hybrid formats when needed.

Activities may include online homework help, clubs, STEM projects, and arts activities through scheduled Zoom sessions.

Attendance and engagement will be monitored to ensure continued student access and participation.

**Food Services:**

The school will provide meal pick-up or delivery services during remote instruction days, ensuring students have access to breakfast and lunch.

Distribution schedules and locations will be communicated in advance, with accommodations made for families who cannot travel.

Families may also be supported through coordination with community agencies and food banks when necessary.

**General Accessibility:**

All services will be designed to ensure equitable access for students with diverse needs, including multilingual communication with families, use of assistive technologies, and translation/interpretation support.

Our goal is to maintain consistent, inclusive, and responsive support for all students—academically, emotionally, and physically—regardless of the learning environment.

## Site-Based Collaboration

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

To ensure the Instructional Continuity Plan (ICP) reflects the needs and realities of our school community, a collaborative and inclusive approach will be taken involving key stakeholders at all phases of development and implementation:

**Administrators**

Lead the coordination and oversight of the ICP planning process.

Establish clear goals, timelines, and roles for plan development.

Facilitate collaboration across departments and ensure compliance with district and state guidelines.

Communicate updates and ensure plan implementation fidelity during disruptions.

**Faculty and Support Staff**

Provide input on instructional needs, student engagement strategies, and barriers to learning during remote or hybrid instruction.

Collaborate in the selection and effective use of digital tools and platforms.

Assist in developing procedures for grading, attendance, instructional delivery, and student support services in virtual settings.

**Information Technology (IT) Staff**

Assess and support the school's technological capacity, including device distribution, internet access, and platform reliability.

Provide technical input on digital infrastructure and data security.

Train staff and support families in using remote learning tools (e.g., Google Classroom, Zoom).

Troubleshoot technical issues during plan implementation.

#### Students

Provide feedback through surveys, focus groups, or student leadership meetings regarding their experiences with remote learning.

Help identify what supports or tools enhance learning and engagement online.

Participate in digital citizenship and technology-use training to support plan success.

#### Parents and Guardians

Engage in surveys, forums, or advisory groups to share concerns, priorities, and suggestions.

Support implementation by ensuring students have access to devices, internet, and learning space at home.

Receive ongoing communication and training to help them navigate digital tools and support student learning at home.

This collaborative model ensures the Instructional Continuity Plan is responsive, equitable, and reflective of the school community's diverse needs. The plan will be reviewed regularly and updated based on stakeholder feedback and lessons learned during implementation.

The ICP will also have been approved by our school board.

## Return to Site-Based Learning

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

Prior to reopening school sites and resuming in-person instruction after a disruption (such as a natural disaster, public health emergency, or infrastructure failure), the following conditions must be met to ensure the safety and readiness of the school community:

#### 1. Safety Clearance

The site must be deemed safe for occupancy by appropriate local authorities (e.g., fire marshal, public health department, facilities management).

Structural inspections, environmental assessments, and/or air quality tests must be passed, depending on the nature of the disruption.

#### 2. Health and Safety Protocols

Public health guidance must support reopening, with all required safety measures in place (e.g., sanitation supplies, personal protective equipment, health screenings, or ventilation standards, if applicable).

Communication of safety protocols to staff, students, and families must be completed before return.

#### 3. Operational Readiness

Utilities (water, electricity, internet, HVAC) must be fully restored and operational.

Food service operations must be inspected and cleared for safe use.

Transportation routes and schedules must be confirmed and communicated.

#### 4. Staffing and Supervision

Sufficient staff must be available to provide instruction, supervision, and support services.

Substitute coverage and contingency plans must be in place for any staff unable to return immediately.

#### 5. Communication and Notification

All families and staff must be notified of reopening plans, schedules, expectations, and any changes to normal procedures.

Clear instructions for staggered or phased returns (if necessary) must be communicated.

#### 6. Instructional Continuity

Teachers must be provided adequate time to transition instructional plans from remote to in-person learning.

Support services (special education, counseling, ELD, etc.) must be ready to resume according to student needs and plans.

#### 7. Technology and Material Recovery

Collection, servicing, or re-deployment of devices, textbooks, and other instructional materials must be completed to support the return.

Meeting these conditions ensures a safe, organized, and equitable return to in-person instruction for all members of the school community.

## Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Great Valley Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Great Valley Academy'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:

The Instructional Continuity Plan (ICP) will be reviewed and updated annually, or more frequently as needed in response to:

Changes in state or district policy

Updates in public health or emergency management guidance

Lessons learned from drills, disruptions, or actual implementation

Feedback from staff, families, and community stakeholders

Formal reviews will occur each spring, in preparation for the upcoming school year by the safety committee, the School Site Council, administration, staff, and school board. Emergency updates may be made at any time, and all stakeholders will be notified of significant changes.