



MARK WEST UNION SCHOOL DISTRICT

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Mark West Union School District

2025–26 Instructional Continuity Plan (ICP)**

- **LEA Name:** Mark West Union School District
- **School/Program Name:** District Office, Mark West Elementary, San Miguel Elementary Charter, Riebli Elementary Charter and Mark West Charter School
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Introduction and Purpose

The Instructional Continuity Plan explains how the LEA will continue teaching and supporting students during an emergency or natural disaster. This plan was updated on **December 19, 2025**. It meets the requirements of **SB 153 (2024)** and Education Code **32282**, which require ICPs to be part of every Comprehensive School Safety Plan (CSSP) by **July 1, 2025**.

Starting in the 2026–27 school year, districts must have an approved ICP included in their CSSP to qualify for a **Form J-13A** waiver. The goal of this plan is to ensure that learning continues and that students' academic, social-emotional, and mental health needs are supported during any disruption.

Engagement with Students and Families

Protocol for Engagement

The LEA will contact students and families as soon as possible after an emergency, and no later than **five calendar days**, to check on safety, needs, and access to learning.

Two-Way Communication Methods

- Text messages
- Phone calls
- Email
- School or district information system or communication portal
- Additional methods as appropriate (e.g., in-person contact during materials pickup)

Plan for Unforeseen Events

If communication systems or utilities are disrupted:

- Information will be posted on the district and school websites.
- Staff will attempt direct outreach using any available method, including in-person outreach or posted notices.
- Updates will be provided promptly as new information becomes available and conditions change.
- Communication may occur during in-person materials distribution if needed.
- Staff will ensure contact information is current and reach out to families who do not respond.

Support for Unique Needs

MWUSD has established a structured system to engage with students and families to monitor and support social-emotional well-being. This includes:

- **Regular student check-ins:** Weekly meetings with students to monitor individual mental health, social-emotional needs, and learning supports.
- **Trained support staff:** Designated staff trained in mental health awareness provide appropriate interventions and guidance.
- **Comprehensive support services:** Services may include, but are not limited to:
 - Following up on teacher or staff concerns through phone or in-person contact with families
 - Collaborating with community providers and local health agencies
 - Connecting families to external resources and support networks
 - Facilitating student support groups

- Conducting routine family check-ins to maintain ongoing engagement and support
- Provide targeted support for students identified through staff concerns, referrals, or ongoing monitoring.

This approach ensures proactive identification of student needs and fosters collaboration between staff, families, and community resources to promote positive student outcomes.

Access to Instruction

Timeline

Instruction (in-person or remote) will resume **as soon as possible**, and no later than **10 instructional days** after the emergency.

Returning to In-Person Learning

In-person learning will resume when:

- Evacuation orders are lifted
- Power, water, and utilities are functional
- Air quality is safe
- Campuses are cleared of hazards
- Internet services are restored
- Adequate staffing is available
- Food services are operational
- Local/state health officials give clearance

Remote Instruction

All 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.

If remote learning is required:

- Instruction will follow Independent Study requirements (EC 51747, 51749.5).

- Teachers will check in with students weekly.
- Coursework and synchronous sessions will be provided through the chosen learning management system (LMS).
- Teachers will track/report synchronous session engagement, asynchronous learning, attendance, and grade/progress reporting consistent with LEA procedures.
- Students will receive individualized instruction based on diagnostic tools and learning needs.

Whether fully online or blended, all courses are completed within the learning management system. Teachers will personalize instruction and target skill development for each student to support course mastery and academic success.

Access to Instructional Materials

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

Within **10 instructional days**, the LEA will:

- Provide devices (e.g., Chromebooks) to students who need them.
- Distribute printed materials if digital learning is not accessible.
- Conduct surveys or direct outreach to assess needs.

Access to Schoolwork

Students will complete and submit coursework through:

- The learning management system
- Teacher-assigned platforms
- Alternative formats if needed to ensure equity

All instruction will be standards-based.

Temporary Reassignment

MWUSD will provide 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 displaces them.

If needed, students may be temporarily reassigned to:

- Other educational programs
- Neighboring districts
- Approved county or charter schools

This will be coordinated in collaboration with impacted families and students.

4. Instructional Continuity Details

Communication Protocols

Within **five calendar days**, families and staff will receive:

- Email, phone, or text updates
- Website postings
- Follow-up outreach for anyone who does not respond or receive the message.

The school will promptly share any updates or new information with students and families. Staff will verify that adult students and the parents or guardians of minor students have received all notifications. If any families have not received the information, staff will proactively contact them to update contact details. Additionally, important communications will be made available at school sites during materials or technology distribution events.

Technology Readiness

Students who need technology will receive devices within 10 instructional days following an emergency to ensure all students have access to learning tools. Student needs will be identified through surveys and direct outreach. Device distribution will take place during the first week of school closure. If a student's device requires servicing, they will be scheduled to return it and receive a replacement at the school site. Device distribution will continue on a regular, as-needed basis. Students will have access to the LMS and online instructional tools.

Instruction and Assessment

Teachers will:

- Assign weekly standards-aligned coursework.
- Provide synchronous and asynchronous learning.
- Monitor attendance and engagement.
- Offer interventions, tutoring, check-ins, and/or virtual office hours.
- Use assessment tools to address learning gaps.

Access, Equity, and Inclusion

Ensuring Equal Access

All students—including students with disabilities, English learners, foster and homeless youth—will have:

- Access to core curriculum
- Technology and materials
- Accommodations and supports through IEPs and 504 plans
- Translation and interpretation support
- Outreach from liaisons and case managers

Individualized Education Plans (IEPs)

- IEP meetings will continue virtually if needed.
- Each student's Emergency Circumstances Program A plan (ECPA) will be followed and any changes deemed necessary at the time, will occur via IEP team agreement through appropriate process and documentation. Depending on the circumstances, the ECPA may be reviewed to ensure the following: 1) Specialized educational services will be scaled to provide students with required support; 2) The delivery model will be implemented based on feasibility (mobile, remote, in-person, supplemental, compensatory, or extended); 3) If a student is moved to another placement for service delivery, transportation will be provided for students who are eligible for transportation services as outlined in their IEPs.

Multilingual Learner (ML) Supports

- ML students will receive designated and integrated English Language Development (ELD) as described in the Instruction and Assessment section noted above.
- Teachers will be provided with materials aligned with the EL level of their assigned ML students.
- Supports will continue for ML students with disabilities as outlined in their IEP.

Professional Learning

Professional development will be provided regularly to all staff and will cover topics such as distance learning strategies, staff and student health and wellness, and training on the Learning Management System (LMS) as needed. Additional training will include development and delivery of instructional support programs, as well as guidance related to school closures, including cleaning protocols, health and safety procedures related to emergencies, and trauma-informed instructional practices.

Well-Being and Support Services

MWUSD maintains a structured system to support students' social-emotional well-being and connect with families. Staff engage with students weekly and refer those in need to a contracted mental health therapist or clinician, either through referral forms or direct contact. Designated staff trained in mental health and social-emotional learning provide initial support, and the school notifies community agencies when additional services are needed. Staff also have access to a variety of resources for referrals, including MTSS and mental health outreach materials. Additional supports may include follow-up on staff concerns via phone, collaboration with outside providers, connecting families to local health agencies, facilitating student support groups, and conducting regular family check-ins.

The LEA will:

- Maintain access to mental health professionals
- Provide information in multiple languages
- Coordinate food, water, and supply distribution with county emergency partners
- Continue counseling, special education, and other support services in online or hybrid formats if needed

Site-Based Collaboration

Teachers & staff will collaborate and share evidence-based practices monthly through committees, online platforms and Professional Learning Teams to enhance instructional practices. This may include strategies such as implementing standards, using formative and interim assessments, and other effective teaching methods. Staff were involved in developing this plan and will continue to participate in its annual review, providing feedback and sharing lessons learned.

Return to Site-Based Learning

In-person operations will resume once:

- Facilities are safe and functional
- Staffing is adequate
- Health guidance permits reopening
- Transportation and food services are operational

Families and staff will be notified through all regular communication channels.

Integration into the CSSP

This ICP will be incorporated into the **MWUSD Comprehensive School Safety Plan** by **July 1, 2026**. Beginning in 2026–27, a CSSP must include an ICP to qualify for a Form J-13A waiver.

Review and Updates

The ICP is reviewed annually with staff, families, and educational partners. Updates are made based on feedback, changing needs, and lessons learned from past emergencies to ensure the plan remains current and effective. The ICP will be integrated into the CSSP.

Additional Resource:

[Summary Outline of Emergency Readiness for K-12 Schools](#)

Board adopted: