



# Instructional Continuity Plan for 2025-26

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## 1. Summary of Plan

The following Instructional Continuity Plan was developed by RUSD to meet the requirements of Senate Bill 153, requiring school districts to develop an emergency response plan by July 1, 2025 and incorporate this plan into Comprehensive School Safety Plans.

The Rocklin Unified School District (RUSD) Instructional Continuity Plan (ICP) is designed to ensure that high-quality teaching, learning, and student support services can continue seamlessly during times of emergency. An emergency may include national, state, or local declared emergencies and natural disasters such as earthquake, fire, or flood. The ICP will be activated and implemented when school closures due to an emergency exceed nine (9) instructional days.

Grounded in our commitment to safety and student success, this plan outlines procedures and strategies to engage families, deliver instruction through multiple modalities, and maintain essential services such as nutrition, counseling, and special education. It also outlines conditions for a safe return to school and processes for ongoing improvement.

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## 2. Family Engagement & Communication Plan

In the event of an emergency, RUSD will activate a comprehensive communication system to inform and engage families within five (5) calendar days. The district will use ParentSquare for email, text, and voice messaging, in addition to updates posted on the RUSD website and social media. Our goal is to ensure timely, two-way communication that addresses each family's unique needs.

Families will receive timely information about available support services, changes in instructional delivery, and how to access food, technology devices, and counseling resources that are specific to their school site. The communication will be regular, transparent, available in multiple formats, and be made accessible to non-English speaking families through translation services.

Major updates to any school service will be communicated immediately, and a regularly updated timeline will be shared to keep families informed about upcoming changes to protocols.

In the event of an emergency school closure, RUSD will work with students and families to gain access to technology and/or internet services as needed. Furthermore, copies of all critical digital district/site communications will be printed and available/posted at school site or district offices for families that require them.

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### **3. Instructional Access Plan**

RUSD will provide access to instruction within ten (10) instructional days of an emergency resulting in school closures. Instruction may take place through technology-enabled platforms such as Google Classroom, Schoology, and Google Meet (“go-tech” options), or via printed materials distributed to families without internet access (“no-tech” options).

Depending on the nature of the emergency situation, RUSD, in collaboration with its educational partners, will determine which model of instruction will be implemented and communicate this information to families and students within five (5) calendar days.

Following this decision, RUSD staff will engage in facilitated professional development, training, and instructional planning to ensure that an instructional shift to a new modality is made as efficiently as possible.

While the requirement is to provide students with access to instruction within ten (10) days, RUSD will strive to have students reengaged in learning as soon as feasible so as to not adversely impact their learning.

#### *Potential Instructional Models*

In a “go-tech” model, RUSD will ensure that all teachers have access to computers, the internet, and any other technological tools they need to conduct virtual learning. Teacher professional development will include the use of technology (virtual conferencing, learning management systems, online tools) to prepare teachers to engage and teach students online. Teachers will utilize Google Classroom or Schoology to provide students with regular access to assignments, assessments, and academic support via virtual instruction, tutoring and office hours. Google Meet will be utilized to provide synchronous instruction.

In a “no-tech” model, RUSD will ensure that all teachers have adequate preparation time to prepare daily assignments for students for an extended period of time. Printed copies of daily/weekly assignments will be made available at a local district facility. For larger school sites, pick up times will be staggered to assure ready access. Students/families will also be able to pick up required textbooks, workbooks, and project materials. Direction will also be provided on when and how to turn in assignments. The “low-tech” model will align with state and district Independent Study guidelines and regulations.

In the event that teachers can not provide daily assignments, RUSD has work prepared at each grade level TK-12 for distribution to students and families.

#### *Assessment*

Assessment of student learning will continue to be assessed in all grade levels via locally graded assignments and tests, Measurement of Academic Progress (MAP) Testing, DIBELS and BPST, local common assessments, and CAASPP interim assessments.

#### *Compulsory Attendance via Independent Study*

As part of the annual data confirmation process, RUSD will require all parents/guardians to sign a

general Independent Study Master Agreement. This agreement will serve as a proactive measure to ensure instructional continuity in the event of a school closure, extended absence, or other circumstances that prevent in-person attendance. The Independent Study Contract will outline the expectations for access to instruction through both “go-tech” and “low-tech” models. This ensures that every student maintains access to core instruction and meets compulsory education requirements during any period of remote learning. This agreement will remain on file and may be activated as needed to ensure uninterrupted educational services in compliance with state requirements and district policy.

Should RUSD be unable to implement both of these instructional models due to the nature of the emergency, the school district will work with other LEAs and/or the Placer County Office of Education to temporarily enroll students in courses of study. There is currently a MOU in place between Placer County LEAs and the Placer County Office of Education to mutually support each other in cases of emergency school closures.

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#### **4. Equitable Access for All Students**

All RUSD students—regardless of socioeconomic status, ability, language, or housing situation—will be provided with access to instructional resources. The district will distribute devices and internet hotspots to students in need, and ensure that supports for English learners, foster youth, and students experiencing homelessness are in place.

Students in grades 7-12 participate in a 1:1 laptop computer program, therefore this previously loaned device will be used should the instructional continuity plan need to be put in place. Should these students require a hot spot, access will be given following the priorities listed below.

Should students require a technological device and/or internet hotspot, RUSD will make these available based on the following priority:

- Students in special education
- Foster youth and students experiencing homelessness
- English learners
- Socio-economically disadvantaged students
- Any student attending a Title I school
- Other students identifying a need

District office personnel overseeing categorical programs and technology will work collaboratively to ensure these populations have full access to instruction, technology, and other resources required to support continued learning during a school emergency or closure.

Digital tutoring services will be utilized to support students and provide differentiated instruction and timely feedback.

Special education services will be delivered according to each student's IEP, including their specific [Emergency Circumstances Plan \(ECP\)](#). Modalities for service delivery may include a designated physical space, distance learning, including synchronous and asynchronous learning, and/or home-based services as appropriate. Special Education Teachers and/or Case Managers will engage with parents and work diligently to implement ECPs as soon as practicable following school closures. Parents will be notified as to the specific alternative means by which a student's IEP will be provided, in light of the emergency circumstances present at the time. Regular communication with parents will occur so as to ensure continuity of learning for students in special education.

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## **5. Staff Readiness & Professional Learning**

To ensure instructional continuity, RUSD provides ongoing professional development to prepare educators for remote teaching. Staff will receive training on digital platforms, virtual instructional strategies, the use of Artificial Intelligence (AI) to plan and differentiate instruction and provide feedback, and best practices for assessing student progress online.

Teachers will participate in both asynchronous and live PD sessions and have access to instructional coaches and support teams. Clear expectations for instructional delivery, grading, and communication are established and aligned across grade levels.

Examples of potential online learning environments and tools may include: Online platforms for district adopted curricula, Google Meet, AI tools, ST Math (TK-6), Google Classroom (TK-6), Schoology (7-12), and EdPuzzle (7-12).

In the event of school closures due to an emergency, staff professional development will be held within five (5) calendar days if feasible to refresh and prepare students for distance learning (or “no-tech” instruction).

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## **6. Social-Emotional and Mental Health Supports**

Recognizing the critical importance of student well-being, RUSD's ICP includes robust mental health and SEL supports. Teachers will implement SEL curricula and conduct regular emotional wellness check-ins. At all RUSD schools, students will have access to virtual counseling services and school psychologists as needed to address existing mental health needs or those that arise as a result of or during school closures.

Teachers and other staff working with students online will have access to a “Request for Assistance” (RFA) form that can be submitted for review by a multi-disciplinary school site team. RFAs may result in referral to school mental health support services, including counseling and social skills classes. Should students be referred for counseling services, parents will be notified, provided with detailed information about the student's needs, and sign a consent form for their student before participating in mental health services.

In collaboration with community agencies, including Placer County Office of Education, RUSD staff will provide referrals for more intensive services. Staff will be trained to recognize early signs of distress and refer students and families to appropriate resources.

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## **7. Student Nutrition and Food Access**

RUSD will ensure that students continue to have access to nutritious meals for breakfast and lunch during school closures. The district will operate grab-and-go meal services at designated sites, non-congregate meals, and explore delivery options for families lacking transportation. Meal availability and pickup instructions will be communicated regularly via ParentSquare and posted online.

These services will be coordinated with community organizations where possible, and health and safety protocols will be strictly followed.

RUSD Nutrition Services will routinely review all state and federal direction and guidelines during emergency situations to ensure compliance and alignment.

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## **8. Health and Wellness Services**

During school closures, students may still require access to health services. RUSD will ensure that nurses and health aides are available virtually or through community partners to consult virtually with parents and students regarding their school-based health care needs. This includes remote consultation with bilingual health professionals for non-English speaking families.

During school closures, districts must maintain close coordination with county and state public health agencies. RUSD Health Services staff will assist in monitoring and reporting communicable disease data, supporting public health messaging, and participating in activities such as contact tracing or vaccination efforts when applicable. Health care staff will ensure that schools are aware of the latest guidance on reopening, testing protocols, and safety measures to ensure student and community well-being.

When services shift to remote formats, Health Services staff will ensure schools document all health-related supports provided to students. This includes maintaining records of virtual consultations, health screenings, and mental health services. All communication and services must comply with federal privacy laws, including FERPA and HIPAA, to protect sensitive student health information.

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## **9. Return to Site-Based Learning**

Returning to in-person instruction will occur when it is deemed safe by local public health authorities and all logistical and operational requirements are met. This includes ensuring facilities are safe, functional, and clean, staff are available, and transportation is ready.

RUSD will phase in students as appropriate, with prioritization based on grade level or need. The return to in-person school will be prioritized for RUSD youngest learners including (in this order), Transitional Kindergarten, Kindergarten, 1st, and 2nd grade students. Research has determined that these students have the greatest challenges with virtual learning and are therefore at greatest risk for learning loss as compared to their older peers. Similarly, foster and homeless youth, English language learners, and students in special education will be prioritized for return to in-person instruction to their greater risks for adverse impacts due to remote learning.

Re-engagement strategies will include social-emotional supports, academic assessments, and learning acceleration. The return process will also include collection and repair of borrowed technology.

As soon as possible, but no later than three (3) days prior to a return to in-person instruction, RUSD will communicate a “return to school” plan to families and students. This notification will include all relevant information including schedule changes, requirements for health and safety, and clear expectations.

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## **10. Annual Plan Review and Update Process**

This plan will be reviewed annually as part of the Comprehensive School Safety Plan process. Feedback will be collected from staff, parents, students, and community partners via school site councils (SSC) and local control accountability plan (LCAP) meetings to ensure continuous improvement. Updates to the RUSD ICP will incorporate changes to law, local context, and new best practices and be incorporated into the approval of school safety plans in April of each school year.