



Instructional Continuity Plan For Site-Based Schools

TABLE OF CONTENTS

INTRODUCTION	3
DEFINITIONS	3
STUDENT AND FAMILY ENGAGEMENT	3
Initial Notification	4
Remote Instruction	4
Communication	5
TECHNOLOGY	6
INSTRUCTION AND ASSESSMENT	6
Independent Study Agreements	6
Course Content	6
Assessments	6
Academic Support	6
EQUITABLE ACCESS	7
Students with Disabilities	7
English Learners	7
Foster Students and Students Experiencing Homelessness	7
Mental Health Needs	8
ADDITIONAL SUPPORT SERVICES	8
Meals	8
Alternative Sources of Electricity & Internet	8
PROFESSIONAL LEARNING	9
RETURN TO IN-PERSON LEARNING	9

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), WISH Community and Academy Schools (“WISH CS and AS” or “Charter School”) adopts the following Instructional Continuity Plan (“ICP”) to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to a qualifying emergency or a natural disaster pursuant to California Education Code 41422 and 43692(a), and it materially reduces the Charter School’s average daily attendance (“Emergency Event”).

The Instructional Continuity Plan (“ICP”) states how WISH will:

1. Establish communication with students and families not later than five (5) calendar days of an Emergency Event that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten (10) instructional days after an Emergency Event disrupts in-person education.

DEFINITIONS

“Remote Learning” means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.

“In-person instruction” means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.

“Two-way communication” may include phone calls, email, or instant messaging through Canvas or Infinite campus which serve as Charter School portals.

“Emergency or natural disaster” may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemics, infectious disease outbreaks, chemical/hazardous materials spills or threats, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an Emergency Event, the Charter School’s primary mode of communication shall be through Infinite Campus. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to Infinite Campus teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls (Canvas, ParentSquare, etc.) regarding each student’s academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification

WISH Community and Academy schools shall engage students and families as soon as practicable following an Emergency Event that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an Emergency Event. This communication shall:

- Notify students and families that in-person instruction will be disrupted as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and
- If the emergency or natural disaster creates persistent power outages or damages critical infrastructure, the Charter School will post flyers in local community centers and libraries, and, if necessary, may broadcast through local television and radio stations on how communication will occur until power and internet connectivity are restored; how and where students will commence their academic studies; and provide information regarding mental health.

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the Emergency Event, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to WISH Community and Academy's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction through an on-campus valet line/pick up station.
 - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed work to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or

- If an Emergency Event disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county office of education, or charter school¹. This information will be determined on a case-by-case basis and communicated to each impacted family. The Charter School has established partnerships with the following local education agencies (“LEAs”) to temporarily support WISH students in case of an emergency where remote instruction is not feasible: LACOE, local charter schools, etc.

Communication

WISH’s communication platform is Infinite Campus and ParentSquare, and all communications regarding an Emergency Event will be posted on this platform, which is accessible to all students, parents/guardians, and WISH employees.

Infinite Campus and ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc., will occur through Canvas and email.
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, Canvas);
- The Charter School’s website, Infinite Campus, and ParentSquare will:
 - Identify whether instruction is in-person, remote, or hybrid;
 - Provide updates and solutions about the impact the Emergency Event is having on providing in-person, remote, or hybrid instruction; and
 - Provide an outlook for when and how normal operations will resume through the Charter School’s website, Infinite Campus, and ParentSquare and when in-person instruction will resume.
- If the Emergency Event has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School’s emergency closure and updated every 48 hours.

TECHNOLOGY

¹ When a student is temporarily reassigned to another LEA outside of the school district in which the student’s parent(s) or guardian resides, then, notwithstanding any other law, that student shall be deemed to have complied with the residency requirements for attendance in the LEA that is temporarily serving the student pursuant to this ICP.

To solidify and strengthen technology readiness for students and educators to support a pivot to independent study from in-person instruction, WISH orients every student and employee within the first thirty (30) days of the school year and again to the Charter School’s “digital backpacks,” which is a bundle of the Charter School’s digital resources that students and educators will access during a school closure.

WISH provides students a laptop computer and and if needed, an internet hotspot during a school closure. The Charter School has purchased and stockpiled extra devices for distribution to replace damaged or destroyed equipment.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an Emergency Event that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade-level standards that is substantially equivalent to in-person instruction. For high school grade levels, this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: [Teacher-made Tests, Student Conferences, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Observations, Portfolios, State Standards Testing, Journals, Presentations, Quizzes, Labs, Final Examinations, educational technology].

The Charter School will use multiple assessment tools to determine each student’s areas of progress and growth, including: [educational technology platforms, online tools, and Canvas].

Each student and their parent/guardian will receive confidential results of the above assessments through your child’s Canvas and Infinite Campus portal.

Academic Support

Students demonstrating the need for additional support will be contacted by their child’s teacher or special education teacher to discuss remedial measures or to convene a Student Support Team (“SST”), Section 504, or Individualized Education Program (“IEP”) Team meeting to review additional accommodations, services, or support.

Teachers will maintain virtual office hours to provide students or a student's parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of students who are not performing at grade level, or who need support in other areas, such as English Learners, students in foster care or students who are experiencing homelessness, and/or students requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the student's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that students are identified, assessed, and provided a free appropriate public education ("FAPE") in the least restrictive environment. The Charter School complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a FAPE to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Director of Special Education will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at rwoodward@wishcharter.org.

The Section 504 Coordinators/School Counselors will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Section 504 Coordinators at tlee@wishcharter.org (ES); trobinson@wishcharter.org (MS); laguiar@wishcharter.org (HS).

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of ELs through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, differentiated instruction, and MTSS supports to meet each student's unique needs.

The Vice Principal will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to Ms. Mullings cmullings@wishcharter.org (ES), Ms. Swanson hswanson@wishcharter.org (MS), Ms. Garrett vgarrett@wishcharter.org (HS).

Foster Students and Students Experiencing Homelessness

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Liaisons for students experiencing homelessness and the Foster Student Liaisons at tlee@wishcharter.org (ES); trobinson@wishcharter.org (MS); laguiar@wishcharter.org (HS) for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

WISH recognizes that when an Emergency Event occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Through Canvas, Zoom or another online two way digital communication system.

Available in the Community:

- [Care Solace](#)
- [Airport Marina Mental Health Services](#)
- [School Safety and Crisis](#)

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the Charter School, meals will be provided through the following

methods:

- Grab-and-Go Meals: Distribution at school sites and community locations
- Home Delivery: For families unable to access distribution sites
- Weekend Food Packs: Extended meal support for students in need
- Partnership Coordination: Working with local food banks and community organizations

Additional guidance will be provided by [Guide to Federal Nutrition Programs During Disasters](#).

Alternative Sources of Electricity & Internet

If power and internet are lost in only a minority of areas, the Charter School will contract with AT&T or another large power entity to provide mobile electricity and internet access to reduce interruptions to student learning in affected areas.

- Contract with mobile electricity and internet providers
- Establish learning centers at alternate locations with power and connectivity
- Provide generator access for critical technology needs
- Coordinate with local emergency services for infrastructure support

PROFESSIONAL LEARNING

At the beginning of each school year, and upon hire, WISH will provide teachers with regular training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, supporting diverse learners during remote learning, and MTSS structures. The Charter School will also provide professional development on virtual classroom management such as:

Teacher Training

- Technology Platforms: Training on learning management systems and video conferencing will be conducted in person if possible, and online through conferencing platforms and shared links, and videos
- Remote Pedagogy: Best practices for online instruction and student engagement will be established and shared with faculty, staff, and parents
- Assessment Strategies: Effective methods for remote assessment and feedback will be utilized and implemented, including the use of AI detection software and GoGuardian
- Equity and Access: Supporting diverse learners in remote environments will continue to ensure that all of our students can thrive

Ongoing Support

- Instructional Coaching: Virtual coaching and mentoring for teachers will be provided to ensure continuity
- Collaborative Planning: Grade-level and department team meetings will plan according to

- their growth and development cycle
- Resource Sharing: Access to digital curriculum and instructional materials will be provided to each faculty, staff, and student member to ensure full access to the curriculum and instructional resources.
- Professional Learning Communities: Continued collaboration and professional growth will ensue online according to our PD Cycle guidelines for the school year.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

Safety Protocols

- Health Screening: Temperature checks and health questionnaires as needed
- Facility Preparation: Deep cleaning and safety modifications will be conducted as needed
- Social Distancing: Classroom and common area modifications as needed
- Communication: Clear guidance to families about return procedures will be distributed through email and posted on the website

Academic Transition

- Learning Assessment: Evaluation of student academic progress during remote learning will continue at all three tiers to ensure progress at an appropriate pace for the age and grade level using Educational Software Platforms with formative and summative assessment measures.
- Remediation Planning: Targeted support for learning gaps will be provided based on parent/teacher communication and student assessments
- Social-Emotional Support: Transition counseling and adjustment support will be provided based on teacher and counselor recommendations
- Gradual Return Options: Hybrid models, will be provided if needed, for a smooth transition back to in person learning

Family Engagement

- Orientation Sessions: Information meetings for families about return procedures will be sent through email and posted on the website
- Feedback Collection: Input from families about remote learning experiences will be collected and results will be shared with the WCA Leadership team, WCA, and Board Members
- Continued Communication: Ongoing updates about school operations and safety measures will persist through WCA meetings, WCA Leadership meetings, and at Board meetings.