

Instructional Continuity Plan
For Non-Classroom Based Schools that Provide In-Person Instruction

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INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), The Heights Charter School (“THCS” 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 THCS 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 at the Charter School’s Resource Center.

“Two-way communication” may include phone calls, email, or instant messaging through 619-792-9000 or The Heights Charter Facebook Page.

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

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an Emergency Event, the Charter School’s primary mode of communication shall be through emergency alert texts. 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 emergency alert texts, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, email, Zoom, or GoogleMeet) regarding each student’s academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification

THCS 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 at Resource Centers or remote 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

Remote Instruction

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

- If in-person instruction is not feasible, the Charter School will transfer the in-person instruction to remote instruction pursuant to THCS's Independent Study Policy and procedures;
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows: instructional resources will be checked out in the front office.
- If the online portal is not accessible due to unforeseen disruptions, students and families will be provided meetings with staff within the community 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

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.

case-by-case basis and communicated to each impacted family. The Heights Charter School has established partnerships with the following local education agencies (“LEAs”) to temporarily support THCS’ students: Dehesa Elementary School and Bethel Christian Assembly in case of an emergency where remote instruction is not feasible.

Communication

THCS’ communication platform is <https://heightscharter.org>, email, and emergency texts and all communications regarding an Emergency Event will be posted on this platform, which is accessible to all students, parents/guardians, and THCS employees.

<https://heightscharter.org> 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 at the Resource Center(s).

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through email;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email);
- The Charter School’s website will:
 - Identify whether instruction may continue through 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 email, and when in-person or remote 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 week.

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 are substantially equivalent to in-person instruction.

Assessments

Teachers will use the following assessment tools to check for student understanding:

MAP Testing

NWEA assessments in reading and math are conducted for students in grades K-8.

State Testing

State assessments for math, writing, and reading are administered for students in grades 3-8, with additional science assessments for grades 5 and 8.

Literably Testing

Literably assessments evaluate spelling, oral reading fluency, comprehension, vocabulary, phonics, and phonemic awareness for students in transitional kindergarten through 5th grade.

Formal Spelling Assessments

Formal spelling assessments are conducted using RAZ Kids Vocabulary A-Z for grades 2-6.

Formal Vocabulary Assessments

Vocabulary assessments are administered through Word Voyage for students in grades 7-8.

Math Fact Assessment

Xtramath is utilized for assessing addition, subtraction, multiplication, and division skills in students from grades 1-4.

Math Chapter Summative Assessments

Summative assessments for math chapters are conducted for grades 1-8.

Literature Novel Summative Assessments

Summative assessments on literature novels are held for students in grades 4-8.

Writing Summative Assessments

Writing assessments consist of multiple-paragraph essays for students in grades 3-8.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth, including: MAP Testing.

Each student and their parent/guardian will receive confidential results of the above assessments through email.

Academic Support

Students demonstrating the need for additional support will be contacted by their classroom teacher (TK-4) or caseload teacher (5-8), 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 Student Success Team (“SST”) 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 Kim Koenig at 619-792-9000.

The Section 504 Coordinator 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 Kim Koenig at 619-792-9000.

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, and differentiated instruction, and to meet each student’s unique needs.

The English Learner Coordinator will oversee the implementation of designated and integrated ELD

within the remote learning environment. All inquiries related to an EL should be directed to Diana Whyte at 619-792-9000.

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 Homeless Student Liaison/Foster Student Liaison at 619-792-9000 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

THCS 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: Crisis Counseling

Available in the Community:

- 2-1-1 San Diego
<http://www.211sandiego.org/>
- California WIC Program, California Department of Public Health
<https://sdsuwic.org/>
- San Diego Access and Crisis Line
Available 24/7 at 888-724-7240
<https://optumsandiego.com/content/sandiego/en/access---crisis-line.html>
- East County Mental Health Clinic
1000 Broadway, Suite 110, El Cajon CA 92021, 619-401-5500
https://www.sandiegocounty.gov/hhsa/facilities/east/east_county_mental_health_clinic.html
- Crisis House
<http://www.crisishouse.org/>
- East County Transitional Living Center
<http://www.ectlc.org/>
- Family Resource Center – El Cajon
https://www.sandiegocounty.gov/hhsa/facilities/east/family_resource_center_el_cajon.html
- San Diego Regional County Resource Directory
<https://www.sdcoe.net/student-services/student-support/fyhes/Documents/Homeless/regional-resource-directory.pdf>
- Southern Indian Health Council, Inc.
<https://sihc.org/>
- Sycuan Medical Dental Center
<https://www.sycuanmedicaldentalcenter.org/>

- Chase Avenue Family Health Center
<https://www.fhcsd.org/chase-avenue-family-health-center/>
- National Suicide Prevention Lifeline
Available 24/7 at 1-800-273-8255
<https://suicidepreventionlifeline.org/>
- Big Brothers/Big Sisters of San Diego County
4305 University Avenue, Suite 590, San Diego CA 92105
858-536-4900
<https://sdbigs.org/>

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.
- <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis>

Meals

If meal service is disrupted at the Charter School, meals will be provided through the following methods: Child and Adult Care Food Program (CACFP), WIC, SNAP, and/or D-SNAP.

Alternative Sources of Electricity & Internet

If power and internet are lost in only a minority of areas, the Charter School will contract with T-Mobile to provide mobile electricity and internet access to reduce interruptions to student learning in affected areas.

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:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality

- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Staff are available to cover those affected by the Emergency Event
- Kitchen is up and running for meals