School Closure Learning Continuity Readiness Rubric

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WIsconsin Digital Learning Collaborative
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School Readiness	Leadership	Learning Continuity Plan	Digital Infrastructure	Training/ Support	Communications Plan	Curriculum Resources	Technology/ Access	Learning Spaces	Accommodations/ Support
Less Ready	The school leadership has supported limited use of online/blended learning. Online and blended approaches have not been identified as a leading strategy to ensure learning continuity during school closures.	The school has not adopted policies or created a plan to support student learning during school closures.	The school does not have access to an online platform or learning management system (LMS) to support the delivery of online/blended instruction to students.	Teachers and students have not been trained on how to use an online platform or LMS to support online/blended instructional activities.	The school does not have an internal or external communications plan in place to support awareness about a learning continuity strategy for students during school closures.	Curriculum plans are beginning to incorporate online/blended learning strategies, but online resources are primarily used to support supplemental instructional activities.	Not all students and teachers have access to a modern computer or tablet device and a reliable connection to the Internet from home.	In general, the experience for students reflect a traditional school calendar based on seat-time requirements, class schedules, and face-to-face instruction.	The school provides accommodations and modifications to support student learning within a school setting, in compliance with IEP and 504 requirements.
↓	The school leadership has promoted the effective use of online/blended learning to all students, primarily from third-party providers. Planning activities include online/blended strategies to support learning continuity during planned or unexpected school closures.	The school has adopted board-approved policies to support student learning during planned or unexpected school closures, but has not developed or implemented an action plan.	The school has access to an online platform and/or LMS tool to deliver online/blended instruction to students, but use is limited, or self-hosted/cloud-based constraints impact technical scalability to serve all students simultaneously.	Teachers and students have received limited training on how to use an online platform or LMS to support online/blended instructional activities and have some experience using the tool(s).	The school has a basic communications plan in place to support awareness of a learning continuity strategy for students during planned or unexpected school closures.	Curriculum plans incorporate online/blended learning strategies, but implementation varies by classroom.	Most students and teachers have access to a modern computer or tablet device and a reliable connection to the Internet from home.	The learning environment is beginning to adapt to diverse learning styles and needs by supporting flexible learning schedules and spaces that are not part of traditional classrooms.	In addition to compliance with IEP and 504 requirements, the school provides students with the tools, equipment, and resources needed to effectively support remote learning activities.
More Ready	There is a sustainable vision and practice that all educators use online/blended learning tools and resources to personalize learning for students. The school leadership considers online/blended learning to be a key strategy to ensure learning continuity during planned or unexpected school closures.	The school has adopted board-approved policies based on resilience principles that support student learning during planned or unexpected school closures. An action plan has been developed that includes a budget, community outreach, notification strategies, as well as attendance-taking protocols.	The school has access to and experience using robust/scalable online platform(s) or LMS tools to deliver online/blended instruction to students. In addition, the school has the capability to conduct online meetings with staff, parents and students.	Teachers, students, and parents have received extensive training on how to use an online platform or LMS to support online/blended instructional activities and have access to helpdesk services.	The school has a robust multi-media communications plan in place to support awareness of a learning continuity strategy for students during planned or unexpected school closures. The plan was developed with significant input from teachers, staff, students, parents and community members.	Learner appropriate and accessible online content and resources are used to create personalized learning plans to integrate face-to-face and online environments that enable authentic learning opportunities in and out of the classroom.	The school has taken steps to ensure all students and teachers have access to a modern computer or tablet device and a reliable connection to the Internet from home. Teachers also have access to mobile phones and related service.	The school provides students and teachers with secure, anywhere, anytime, technology-enabled access to collaborative learning spaces and resources that are not bound by physical time and space limitations.	In addition to compliance with IEP and 504 requirements, the school provides students with the tools, equipment and resources needed to effectively support remote learning activities, as well as establishes network connections with the caseload service provider to ensure continuity of human support services.

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