Florida Instructional Continuity Plan (ICP)

Guidance Manual

MGT Consulting Group

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Contents

Purpose of Guidance Manual

This manual is intended to serve as a resource for Local Educational Agencies (LEAs) and charter schools developing their ICPs prior to submission through the online portal. Resources are provided for each section (Academic, Technology, Operations, and Communication), and each component is described in detail. Required elements for each component are listed to ensure that each ICP component is complete prior to submission. Each section includes critical success factors and innovative practices:
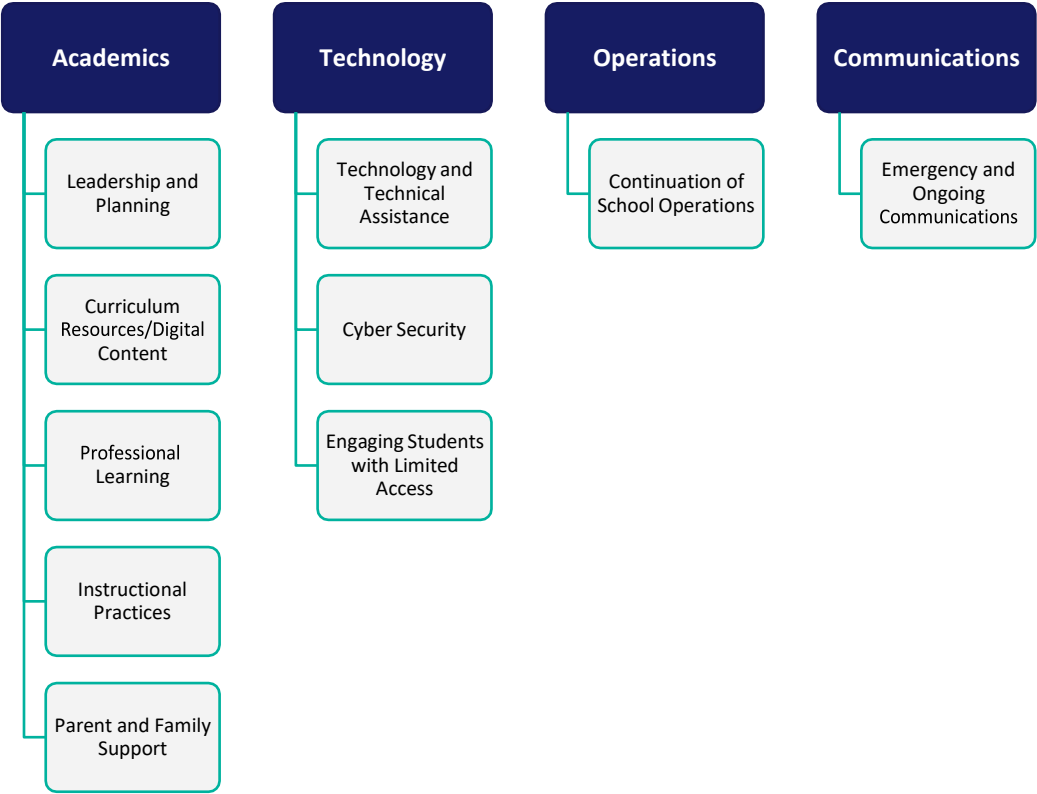
Critical Success Factors (CSF): Elements that are essential to successful development and implementation of the corresponding component of the ICP.

Innovative Practices: Practices that have been successfully implemented in LEAs across the state of Florida. These practices are based on individual LEAs and not proven to be effective across all LEAs.

Florida ICP Framework

The Florida Department of Education (FDOE) developed an Instructional Continuity Framework that consists of ten components outlined below, each of which has a series of development activities. These components will serve as guidance resources for each Florida LEA to develop and refine their own ICP. LEAs and charter schools are encouraged to review the content in this portal and use it to support their ICP development. For questions about this information or the process of developing your ICP, please reach out to instructionalcontinuityplan@fldoe.org.

The graphic below illustrates the ten ICP components, each of which falls under one of the four broader categories at the top of the graphic: Academics, Technology, Operations and Communications.

Academics	Technology	Operations	Communications
Leadership and Planning	Technology and Technical Assistance	Continuation of School Operations	Emergency and Ongoing Communications
Curriculum Resources/Digital Content	Cyber Security		
Professional Learning	Engaging Students with Limited Access		
Instructional Practices			
Parent and Family Support			

ACADEMICS

FDOE resources recommended for the Academic components include:

- [Planning Guide for Online and Blended Learning](#)
- [Best Practices in Distance Learning](#)
- [Free Resources for Parents and Teachers](#)
- [Exceptional Student Education](#)
- [Distance Learning Overview (Special Education)](#)
- [Florida Diagnostic and Learning Resources System (FDLRS)](#)
- [Career and Technical Educator Resources](#)
- [Distance Learning Resources](#)
- [Going the Distance: Online Strategies for Helping Students with Disabilities](#)
- [Professional Learning Programs](#)
- [Professional Development in Florida](#)
- [CPALMS](#)
- [Professional Development Resources & Technical Assistance](#)

COMPONENT 1: LEADERSHIP AND PLANNING

| Leadership and Planning | Curriculum Resources | Professional Learning | Instructional Practices | Parent and Family Support |

Component Description and Rationale

Each LEA or charter school should have a design team charged with the primary responsibility for developing and executing an ICP. In developing an ICP, LEA and charter school leaders have the primary responsibility of formulating a comprehensive strategy which identifies potential challenges and workable solutions. The Planning Guide for Online and Blended Learning provides a comprehensive exploration of all aspects of remote learning and the varying combinations of instructional delivery options available.

Critical Success Factors/Action Steps Required in the Component

1. Specify LEA personnel who will serve on a cross-functional planning team. At a minimum, this team should represent academics, technology, operations, and communications.
2. Identify desired outcomes or goals of the ICP.
3. Define the critical success factors (CSFs) that determine achievement of the ICP desired outcomes or goals.
4. Develop the action plans needed to address the CSFs, including the protocols and execution steps for the ICP.
5. Develop a process for evaluating the effectiveness of the ICP.

4 - Exemplary	3 - Established	2 - Approaching	1 - Not Evident
The ICP Component: Contains all required elements specified as Critical Success Factors in the ICP guidance document and exceeds the Critical Success Factors in terms of content and planned execution of ICP actions.	**The ICP Component:** Contains all required elements specified as Critical Success Factors in the ICP guidance document and meets the Critical Success Factors in terms of content and planned execution of ICP actions.	**The ICP Component:** Contains most of the required elements specified as Critical Success Factors in the ICP guidance document and does not meet a small number of the Critical Success Factors in terms of content and planned execution of ICP actions.	**The ICP Component:** Contains few of the required elements specified as Critical Success Factors in the ICP guidance document and does not meet most of the Critical Success Factors in terms of content and planned execution of ICP actions.

Innovative Practices

- Create a cross-functional team that includes school-based instructional staff who serve as digital learning experts during periods of virtual instruction for the entire LEA. This practice is critical to the success of a well-developed and strategically executed plan that meets the needs of students, schools, and parents.
- Plan for the Executive Leadership Design Team to meet daily to ensure the plan is being executed as designed and implemented successfully. The team should address questions from a hotline applicable to their team to ensure timely responses.

COMPONENT 2: CURRICULUM RESOURCES AND DIGITAL CONTENT

Leadership and Planning	→	Curriculum Resources	→	Professional Learning	→	Instructional Practices	→	Parent and Family Support

Component Description and Rationale

LEAs and charter schools have access to a vast array of digital content. One challenge can be choosing resources best aligned with LEA curricular goals, objectives, and state standards. Subject-matter content and learning management systems (LMS) need to be evaluated for efficacy. LEAs and charter schools may obtain content from existing curriculum providers who produce digital companion materials to traditional textbooks or seek other providers with more specialized curricular offerings. In addition, the LEA will also need to implement an LMS, such as Brightspace, Blackboard, Microsoft Teams, Canvas, Google Classroom, etc., for the delivery of the digital content. The Center for Digital Content provides a Guide for Choosing Digital Content and Curriculum to help LEA efforts in this area.

Critical Success Factors/Action Steps Required in the Component

1. Reaffirm desired outcomes, goals, and instructional strategies of the remote learning program.
2. Confirm LMS providers and if selecting a new provider, schedule product demonstrations.
3. Delegate a cross-functional team to monitor the performance of the LMS and make recommendations for improvements or modifications.
4. Provide ongoing training and professional learning, ensuring new hires included.
5. Allow planning time (two to three months) for teachers and instructional staff to become familiar with digital content to be used within the LMS, including appropriate instructional supports, e.g., coaching.

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Innovative Practices

- Select one LMS that is used across all grade levels. This works especially well for parents who have children in different grades. The parent will only have to learn one LMS.
- Develop a spreadsheet that includes the names of digital content and digital platforms that have been approved by the local LEA. The spreadsheet should also include the names of instructional staff who have used the digital content and digital platforms.

COMPONENT 3: PROFESSIONAL LEARNING

Leadership and Planning	Curriculum Resources	Professional Learning	Instructional Practices	Parent and Family Support

Component Description and Rationale

Exemplary classroom teachers can also be remarkable instructors for remote learning. Since delivery of online instruction has unique pedagogies and strategies, it may take time for teachers to become acclimated to the new LMS. LEAs and charter schools must provide professional learning workshops designed to familiarize teachers with the tools and best instructional practices. These should be offered on a continual basis. The Online Professional Learning Quality Checklist developed by the U.S. Department of Education's Office of Educational Technology can be a valuable asset in this effort.

Critical Success Factors/Action Steps Required in the Component

1. Provide leaders and instructional staff multiple survey opportunities to determine actual needs regarding professional learning.
2. Arrange time for professional learning opportunities for school leaders and staff, keeping in mind best practices for adult learners.
3. Provide for implementation of professional learning for educational staff.
4. Assess the effectiveness of professional learning efforts to continuously improve the process and provide relevant opportunities in the future.

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Innovative Practices

- Professional resource personnel should be available to provide live support in real time, from 5:00 a.m. to 1:00 p.m., seven days a week.
- Create webinars by audience type on both technology tools and teaching effectively in a virtual environment.
- Provide a dedicated online training site for every content area and grade level.

COMPONENT 4: INSTRUCTIONAL PRACTICES

Leadership and Planning	Curriculum Resources	Professional Learning	Instructional Practices	Parent and Family Support

Component Description and Rationale

With the shift to remote learning or a hybrid process, LEAs and charter schools must evaluate and adapt the methods and practices of instruction. Modifying traditional methods for an online delivery mode is possible, but some practices will be new in a remote or hybrid model. The curriculum may be appropriate, but how each student learns this content will need to be established. The Council of Chief State School Officers offers a wealth of resources in Restart & Recovery: Considerations for Teaching and Learning.

Critical Success Factors/Action Steps Required in the Component

1. Identify needs of educators relative to online and hybrid teaching experience and expertise.
2. Determine which teachers have extensive background in these delivery models, and which will need more help.
3. Develop guidance, resources, and training on the best practices for distance/hybrid education delivery for those who need help onboarding these practices.
4. Implement professional learning about best practices for hybrid teaching for educational staff.
5. Assess the effectiveness of delivery methods and alter strategies as needed to engage all students.

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Innovative Practices

- Create a bank of live lessons taught by master teachers that can be executed immediately at each grade level. The master lessons should model the instructional practices supported by the LEA's content experts. This practice is particularly helpful to minimize teachers providing instruction in-person and virtually simultaneously.
- Create and post a series of videos and webinars (synchronous and asynchronous) and update them regularly to ensure teachers know and understood the technology, but also how to deliver instruction effectively in a virtual environment. Training topics vary by need, and school leaders should inform the training process by letting the LEA know the needs at their schools.

COMPONENT 5: PARENT AND FAMILY SUPPORT

Leadership and Planning → Curriculum Resources → Professional Learning → Instructional Practices → **Parent and Family Support**

Component Description and Rationale

Parents and families of learners will need support on a number of levels. First, technology considerations are paramount in a remote learning environment. Distribution of devices (especially if the LEA does not already have a 1:1 initiative), access to high-speed Internet and training on the proper use of the technology are just a sample of the supports required in a remote learning environment. LEAs and charter schools must have a way to determine these needs and address them both at the initial discontinuation of in-person learning and throughout the period of distance learning. In addition to academics, LEAs and charter schools should also make provisions for the resiliency of students and their families during extended periods of at-home learning. Several useful resources are included in Resources for Families and Teachers.

Critical Success Factors/Action Steps Required in the Component

1. Identify the household technology capabilities and needs of students and their families to assess the ease with which they can shift to a remote learning model. (Note: This may be done annually.)
2. Establish effective two-way lines of communications with parents and families of students using a variety of media.
3. Provide guidance and direction to students, parents, and families on how to create distraction-free learning environments at home that are conducive to learning.
4. Develop and communicate to staff and parents/families the protocols for providing special education services and accommodations for students in need.
5. Develop a plan to conduct regular outreach and wellness checks to help support the health and safety of students and their families.
6. Develop a plan to ensure that the needs of special student populations, e.g., ESE, ELL, homeless, etc., are being supported in keeping with the requirements of IEPs and other educational specification documents.

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Innovative Practices

- Create a call center in the LEA office, staffed by non-student facing educators and support staff whose regular jobs are interrupted. Training should be provided by the IT team. The call center should be on hand from early morning until late evening to provide support to families, answer parent questions, and offer tech support for issues regarding remote login for students, families, and staff members. Additionally, the call center can be an information source for families who want or need information about public services offered in the community.
- Create demonstration videos for students and families on how to use digital platforms. Videos can be posted on LEA and school websites.
- Assign social workers to make home visits to families who are not responsive to virtual communication and to students who have chronic absenteeism.
- Assign mental health counselors to each school and provide outreach to families.
- Conduct morning meetings daily to check in with faculty and students and provide tips for maintaining mental health.
- Follow regular procedures for parent conferences and open house as during in-person instruction, utilizing online or other cloud-based tools.
- Develop an attendance data dashboard to monitor student attendance. Social workers should follow up with families when students fail to log into class sites.

TECHNOLOGY

FDOE Resources recommended for the Technology components include:

- Best Practices in Distance Learning
- Instructional Technology
- Cybersecurity Best Practices
- Cybersecurity K-12 Fact Sheet (USED)*
- Security Best Practices: Protecting Student Privacy (USED)*
- Information Technology
- CEC's High-Leverage Practices in Special Education
- Center on Online Learning and Students with Disabilities
- Florida Digital Classrooms Update

* U.S. Department of Education

COMPONENT 6: TECHNOLOGY AND TECHNICAL SUPPORT

Technology & Technical Support	Cybersecurity	Engaging Students with Limited Access

Component Description and Rationale

The choice of which hardware, software and platforms used to engage the learning community will be key to the success of any online learning transition. Selecting products and systems that can handle the demands of the school system is critical, as is providing the proper training for teachers and students on using the tools available. Support for users is also a critical piece of the puzzle so that issues can be resolved quickly to provide consistent access to users.

Critical Success Factors/Action Steps Required in the Component

1. Identify the technology staff members who will be key to the ICP planning process.
2. Determine the robustness of the technology infrastructure for delivering synchronous and asynchronous instruction without crashes or other service disruptions, and upgrade as needed.
3. Determine which students will need devices if the LEA or charter school does not already have a 1:1 initiative.
4. Survey students and families to determine which need internet access and provide this access as needed.
5. Provide devices that will support the digital curriculum and complies with Free and Appropriate Public Education (FAPE).
6. Identify and implement a web content filtering solution for all devices used by students and staff.
7. Identify roles needed to support technology in a remote learning model and reallocate personnel accordingly.

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Innovative Practices

- Conduct surveys at the beginning of each semester to determine the family technology needs and update family contact information to ensure that the school can successfully contact families as needed.
- Identify a technology coach for every grade level or every content area. This person should be the technology expert in close proximity for a specific grade level or a specific content area.

COMPONENT 7: CYBERSECURITY

| Technology & Technical Support | Cybersecurity | Engaging Students with Limited Access |

Component Description and Rationale

Guidance for LEAs and charter schools to incorporate cyber security Critical Success Factors and best practices must be a key component of the ICP. LEAs and charter schools will need to develop and integrate cyber and information security plans and strategies as well as all relevant/necessary cyber security controls. This will ensure continuity of learning that includes standard, in-person learning.

Critical Success Factors/Action Steps Required in the Component

1. Identify recommended national and state cyber security framework standards to be adopted by school LEAs and charter schools.
2. Include a business continuity plan tailored to LEA operations.
3. Include an incident response plan tailored to LEA operations.
4. Stipulate all cyber security-related policies and procedures aimed at safeguarding the entire LEA information system and IT infrastructure.
5. Include an executive summary of the LEA's current security posture.
6. Include current plan of actions and milestones for cyber security improvements to maximize ICP effectiveness.

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Innovative Practices

- Establish a solution that enables the LEA and to assess its cyber security posture against an industry standard on a monthly, quarterly, or semi-annually. Ideally, this would be an National Institute of Standards and Technology (NIST) Cyber Security Framework. As part of the security assessment program, ensure that LEAs and charter schools are tracking progress towards remediating controls the LEA and charter schools are deficient in, and maturing controls the LEA and charter schools have already implemented to continue to harden the overall security posture of the LEA and charter school information systems.

- Create a cross-functional cyber security governance board for the LEA and charter school that defines their cyber security plan. This plan must be based on the current security posture of the LEA or charter school (measured and established through the security assessment lifecycle) and should contain agreed upon objectives and key results that define the LEA or charter school's "measure of success" as it relates to cyber security.

- Seek alignment between the LEA or charter school Cyber Security Plan and Rules 60GG-2.001 through 60GG-2.006, F.A.C., known as the Florida Cybersecurity Critical Success Factors (FCS) and any updates it may undertake:
  - Establish minimum Critical Success Factors to be used by LEAs to secure IT resources. The FCS consists of five high-level functions: Identify, Protect, Detect, Respond, and Recover. These functions support lifecycle management of IT risk and cyber security. The functions identify underlying key categories and subcategories for each function. Subcategories contain specific IT controls.

The FCS is visually represented as follows:

Function Unique Identifier	Function	Category Unique Identifier	Category
ID	Identify	ID.AM	Asset Management
		ID.BE	Business Environment
		ID.GV	Governance
		ID.RA	Risk Assessment
		ID.RM	Risk Management Strategy
		ID.SC	Supply Chain Risk Management
PR	Protect	PR.AC	Identity Management and Access Control
		PR.AT	Awareness & Training
		PR.DS	Data Security
		PR.IP	Information Protection Processes & Procedures
		PR.MA	Maintenance
		PR.PT	Protective Technology
DE	Detect	DE.AE	Anomalies & Events
		DE.CM	Security Continuous Monitoring
		DE.DP	Detection Processes
RS	Respond	RS.RP	Response Planning
		RS.CO	Communications
		RS.AN	Analysis
		RS.MI	Mitigation
		RS.IM	Improvements
RC	Recover	RC.RP	Recovery Planning
		RC.IM	Improvements
		RC.CO	Communications

Category Unique Identifier subcategory references are detailed in Rules 60GG-2.002 – 60GG-2.006, F.A.C., and are used throughout the FCS as applicable.

COMPONENT 8: ENGAGING STUDENTS WITH LIMITED ACCESS

Technology & Technical Support	Cybersecurity	Engaging Students with Limited Access

Component Description and Rationale

Printed materials may be necessary for students with limited internet access, and plans should be made for both their production and distribution. Digital content that isn't internet dependent (such as DVDs or USB drives) will also offer these learners the chance to develop the skills they need to progress. Traditional accommodations for those with IEPs and 504 plans may need to be reimagined in a remote learning environment. LEAs and charter schools must determine how students remain connected and engaged with teachers, counselors, and other staff when face-to-face interactions are limited. Educating All Learners launched in early 2020 through a partnership of 30+ disability and education groups supports remote learning for students with limited access. The Tech Tool Library provides information about the accessibility features of dozens of digital products and platforms.

Critical Success Factors/Action Steps Required in the Component

1. Specify team of service providers and determine a point person for communication with families about the efforts to provide education and supports for their child.
2. Develop a plan to communicate early and often with students and parents to identify needs and ensure supports.
3. Ensure that LEA leadership is engaged with special education service providers to deliver needed supports and resources to educators, learners and families.
4. Research and implement best practices in providing special education services to students with limited access. Some tools that may be helpful in this effort are available, including:
    a. CEC's High-Leverage Practices in Special Education
    b. Center on Online Learning and Students with Disabilities
5. Establish partnerships with local Internet providers and other vendors to support remote learning.

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Innovative Practices

- Order a limited supply of textbooks to be distributed only to students with limited or no internet access.
- Prepare digital packets with lessons and save them by grade level to a location that can be accessed by all teachers. This will allow teachers to have immediate access to lessons to print in the event there is a transition to virtual instruction and learning.
- Select a scanning app that all students without internet access will use to submit their lessons using their cellular phone. Some LEAs and schools found that cellular services were available in areas where they did not have internet access.
- Utilize bus drivers and other personnel to deliver packets and return them for grading.
- Provide video master lessons on a jump drive so that students can receive instruction from a teacher if they are unable to access the LMS and other digital platforms.
- Provide assessment opportunities via phone (videoconferencing via the phone if available) if practical given the size of the LEA.

OPERATIONS

FDOE resources recommended for the Operations component include:

- [Florida's Reopening of Schools and the CARES Act](#)
- [Developing a Continuation of Operations Plan (COOP)](#) (USED)*

  * U.S. Department of Education

COMPONENT 9: CONTINUATION OF SCHOOL OPERATIONS

Continuation of School Operations

Component Description and Rationale

School operations encompass much more than just classroom learning. Even if learners are not fully engaged with in-person learning, facilities need to be maintained, community meals and student resiliency support systems need to function, and community partnerships need to be established. Planning for instructional continuity will require a close look at these aspects of the school operation with a clear focus on safety and security for school staff, learners, and their families. School counselors will need to plan how to deliver instruction and services that meet the requirements of students' established IEPs and 504 plans. Partnerships with existing and new community connections may be necessary to provide much needed services to the learning community.

Critical Success Factors/Action Steps Required in the Component

1. Identify the facets of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity through remote teaching and learning.
2. Identify and communicate expectations of school or LEA staff related to schedules and work performance during school closures.
3. Develop and communicate an execution plan to provide food services to students and families in need during school closures.
4. Develop and execute a plan to provide special education services and accommodations to students in need during school closures.
5. Conduct outreach to community organizations to provide comprehensive support to students and families during school closures.

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Innovative Practices

- Take advantage of being out of buildings to perform needed renovation, maintenance, and upkeep.
- Repurpose operation staff (bus drivers, custodians, etc.) to help with other critical needs.

COMMUNICATION

FDOE resources recommended for the Communication component include:

- [Managing Emergency Communications](#) (USED)*

 * U.S. Department of Education

COMPONENT 10: EMERGENCY AND ONGOING COMMUNICATIONS

> Emergency and Ongoing Communications

Component Description and Rationale

Communication is critical to any educational enterprise. When face-to-face interaction is limited, it is important that lines of communication remain open for school personnel, learners and their families. School leadership must develop plans to communicate internally with students, parents and staff and externally with the local community. Electronic communications will become prevalent and clear consistent messaging is necessary. It will be important to plan not just the message and means of delivery, but who will be responsible for conveying communication throughout the educational community. The LEA and charter school websites will need to be refreshed with the most up-to-date information on a regular basis, as that is where most constituencies will look if they are not receiving messages directly through email, text, phone or the LMS.

Critical Success Factors/Action Steps Required in the Component

1. Identify stakeholder groups within the school community along with the appropriate communication channels for each group.
2. Clarify roles and responsibilities of school personnel assigned to communicate with stakeholder groups.
3. Define the scope of communications to be sent to stakeholders along with a schedule for such communications to ensure coordination.
4. Publish guidance for stakeholders and ICPs on the school or LEA website leading up to and throughout the duration of extended school closures.

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Innovative Practices

- Use a wide variety of communication tools to get the word out, including local media outlets, postings on the LEA and charter school websites, robo-calls, emails, surveys, and phone calls, each tailored to the intended audience.
- Social media platforms can be an effective means of communication, allowing the LEA and charter schools to receive questions from the community partners, stakeholders, and parents and respond quickly.

LEA/Charter School Name _____Date _____

The ICP Rubric will be used to evaluate all ICP submissions for completeness and quality. Individuals tasked with developing and submitting ICPs on behalf of their LEA or charter school may use the rubric as a guide as they build their plans. The following rating definitions should be employed:

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Component & Required Elements	4 Exemplary	3 Established	2 Approaching	1 Not Evident
Component 1: Leadership and Planning				
Cross-functional planning team member list (Academics, Technology, Operations, and Communications)				
Outcomes or goals of the ICP				
Critical success factors (CSFs) that determine achievement				
Action plans needed to address the CSFs				
Process for evaluating the effectiveness of the ICP				
COMPONENT ONE: OVERALL SCORE				
Notes for Component #1				
Component 2: Curriculum Resources and Digital Content				
Reaffirmed outcomes, goals, and instructional strategies				
Confirmed LMS providers; if selecting a new provider, schedule of product demonstrations				

Component & Required Elements	4 Exemplary	3 Established	2 Approaching	1 Not Evident
Cross-functional monitoring team member list				
Training and professional learning plan (ongoing and for new hires)				
Sufficient planning time (two to three months) for teachers and instructional staff to become familiar digital content				
COMPONENT 2: OVERALL SCORE				
Notes for Component #2:				
Component 3: Professional Learning				
Leader and instructional staff surveys to determine professional learning needs				
Sufficient time for professional learning opportunities for school leaders and staff				
Implementation plan for professional learning for educational staff				
Assessment of the effectiveness of professional learning efforts				
COMPONENT 3: OVERALL SCORE				
Notes for Component #3:				
Component 4: Instructional Practices				
Identification of educators' online and hybrid teaching experience, expertise, and training needs				
Determine which teachers have extensive background in these delivery models, and which will need more help.				
Guidance, resources, and training on the best practices for distance/hybrid education delivery				
Professional learning implementation				
Assessment of the effectiveness of delivery methods				
COMPONENT 4: OVERALL SCORE				
Notes for Component #4:				
Component 5: Parent and Family Support				
Identification of household technology capabilities and needs of students and families				
Two-way lines of communications with parents and families of students established				
Guidance and direction to students, parents, and families on how to create distraction-free learning environments				

Component & Required Elements	4 Exemplary	3 Established	2 Approaching	1 Not Evident
Protocols for providing special education services and accommodations for students in need				
Plan to conduct regular outreach and wellness checks				
Plan to support the needs of special student populations, e.g., ESE, ELL, Homeless, etc.				
COMPONENT 5: OVERALL SCORE				
Notes for Component #5:				
Component 6: Technology and Technical Support				
Identification of key technology staff members				
Determination of LEA/charter school's technology infrastructure robustness				
Determination of which students will need devices				
Survey for students and families to determine internet access needs, and provision of this access				
Provision of devices that will support the digital curriculum and also complies with FAPE.				
Identification and implementation of web content filtering solution for all devices				
Identification of roles needed to support technology in a remote learning model and reallocation of personnel accordingly				
COMPONENT 6: OVERALL SCORE				
Notes for Component #6				
Component 7: Cybersecurity				
Recommended national and state cyber security framework				
Business continuity plan tailored to LEA or charter school operations				
Incident response plan tailored to LEA or charter school operations				
Cyber security-related policies and procedures				
Executive summary of the LEA or charter school's current security posture				
Plan of Actions and Milestones for cyber security improvements				
COMPONENT 7: OVERALL SCORE				
Notes for Component #7:				
Component 8: Engaging Students with Limited Access				
Specify team of service providers and Point person for communication with families				

Component & Required Elements	4 Exemplary	3 Established	2 Approaching	1 Not Evident
Communication plan				
School leadership engagement plan with special education service providers				
Plan for research and implementation of best practices in online special education				
Partnerships with local internet providers/vendors to support remote learning in limited access areas				
COMPONENT 8: OVERALL SCORE				
Notes for Component #8:				
Component 9: Continuation of School Operations				
List of school operations that are impacted by extended school closures along with the essential personnel needed to support learning continuity				
Expectations of school or LEA staff schedules and work performance during school closures				
Execution plan to provide food services to students and families				
Plan to provide special education services and accommodations to students in need				
Outreach plan for community organizations to provide comprehensive support				
COMPONENT 9: OVERALL SCORE				
Notes for Component #9:				
Component 10: Emergency and Ongoing Communications				
Identification of communication channels for each stakeholder group within the school community				
Roles and responsibilities of school personnel assigned to communicate with stakeholders				
Scope of communications to be sent to stakeholders and a schedule of communications				
Guidance for stakeholders and learning continuity plans on the LEA Or charter school website				
COMPONENT 10: OVERALL SCORE				
Notes for Component #10:				