This resource is a support tool to assist educational agencies with pandemic planning related to continuity of instruction and continuity of critical operational functions.

POTENTIAL **ENVIRONMENT IMPACT**

The chart below highlights potential high-level impacts educational agencies could experience related to a pandemic. The box below each potential impact category includes a more specific example impact and one example response. Additional continuity responses would be necessary to address all instructional and operational needs. Subsequent pages include information to assist agencies in identifying specific impacts, prioritizing needs, and developing continuity plans. The focus is on technology and data leadership.

STUDENT(S) QUARANTINED	DISTRICT(S) CLOSED	BOCES/RIC CLOSED	COMMUNITY CLOSURES
two-week voluntary quarantine	**one-month districtwide closure**	**one-month BOCES/ RIC campus closure**	**temporary restrictive county measures**
digital homebound instruction	*digital learning and mailed learning resources*	*BOCES continuity plan related payroll support*	*limited travel. dependency on digital continuity plans*

NORMAL OPERATIONS ➞ **INSTRUCTIONAL & BUSINESS CONTINUITY PLANS** ➞ PANDEMIC

CONTINUITY PLANNING AREAS

The diagram below highlights a process educational agencies can use to develop continuity plans related to instructional and operational needs.

INSTRUCTION

- Identify potential impacts
- Identify related federal, state and local requirements, and guidance needs
- Prioritize instructional continuity objectives
- Identify complementary priority-aligned continuity strategies

OPERATIONS

- Identify potential impacts
- Identify related federal, state and local requirements, and guidance needs
- Prioritize operational continuity objectives and identify related systems
- Identify complementary priority-aligned continuity strategies

EDUCATION **PANDEMIC PLANNING**

CONTINUITY OF **INSTRUCTION**

Educational agencies need to develop readiness plans to address potential homebound instruction needs related to a small number of students. Additionally, agencies need to develop plans to provide access to instructional resources and course instruction should the district need to close for an extended period of time.

IMPACT ON **STUDENT INSTRUCTION**

STUDENT(S) QUARANTINED	DISTRICT(S) CLOSED

← **DISTRICT INSTRUCTIONAL CONTINUITY PLANS** →

FEDERAL, STATE AND LOCAL INSTRUCTIONAL **REQUIREMENTS**

TIME REQUIREMENTS	GRADUATION REQUIREMENTS	ACCOUNTABILITY REQUIREMENTS
CALENDAR, SEAT, AND STATE AID REQUIREMENTS	CREDIT AND EXAM REQUIREMENTS	ESSA (E.G. ATTENDANCE) REQUIREMENTS

STATE INSTRUCTIONAL PANDEMIC GUIDANCES

PRIORITIZED INSTRUCTIONAL OBJECTIVES

HIGH SCHOOL	GRADUATION AND COLLEGE AND CAREER READINESS
	• Gatekeeper Regents Exams • Other Courses Ending in a Regents Exam • Advanced Placement, IB, CTE, Dual Credit Courses • Other Credit Bearing Courses, Work-based Learning

MIDDLE/ ELEMENTARY

FOUNDATIONAL SKILLS

ADVANCED COURSES

CONTINUITY STRATEGIES

	STUDENT(S) QUARANTINED	DISTRICT CLOSED
PRIMARY DIRECTION	Digital, phone, and mail-based homebound instruction is implemented to support students' needs.	Digital, phone, and mail-based instruction is implemented to address priority instructional objectives.
CONTINUITY STRATEGY	Impacted students utilize web-based and paper-based communication and learning tools to participate in ongoing classes.	Teachers and administrators work off-site through paper-based and online communications and learning tools to continue offering learning services to students based on priority instructional objectives.
RESOURCES NEEDED	• student devices • outside of school Internet access (e.g. hotspot) • remote video connection (e.g. Zoom or WebEx) • phone conference tools (as necessary) • online and paper learning resources	• student devices • staff devices • outside of school Internet access (e.g. hotspot) • online learning tools and core applications • phone conference tools • online and paper learning resources
OTHER THINGS TO CONSIDER	• home (adult) support • BOCES/RIC support • special education needs • technology and internet equity for students • teacher contracts	• home (adult) support • BOCES/RIC support • special education needs • technology and internet equity for students • teacher contracts

EDUCATION **PANDEMIC PLANNING**

INSTRUCTIONAL CONTINUITY **RESOURCES AND TEAM**

EXAMPLE RESOURCES TO SUPPORT **INSTRUCTIONAL CONTINUITY PLANNING**

SIRS 340: GRADUATION EXAMS REQUIREMENT SUMMARY REPORT	**STUDENT INFORMATION SYSTEM:** SECTION LOAD REPORT

EXAMPLE STAFF MEMBERS TO SUPPORT **INSTRUCTIONAL CONTINUITY PLANNING**

ASSISTANT SUPERINTENDENT OR DIRECTOR OF CURRICULUM	**INSTRUCTIONAL LEADERS**	**GUIDANCE COUNSELORS**

INSTRUCTIONAL CONTINUITY **PLANNING TOOL**

HIGH SCHOOL PRIORITIES

			Scenario
☐ ☐ ☐	**GRADUATION**	Which students need specific courses to graduate this year? What courses are needed?	**Scenario:** A student's path to graduation includes the CDOS. How will this student earn work-based learning hours without access to an on-site program?
		Do you have a method (digital or mail) for distributing and receiving course work? • If **Yes**, where are the materials stored and who will distribute and collect the resources? • If **No**, who can generate the needed course materials in digital and/or paper form?	
☐ ☐ ☐	**COLLEGE READINESS** STATE COLLEGE U	Which students are currently enrolled in AP/IB/Dual Credit Courses/CTE? Which courses are those?	**Scenario:** A student is college bound and currently enrolled in an AP course. How will she access rigorous course material so she can meet the requirements of the class and be successful on the final exam?
		Do you have a method (digital or mail) for distributing and receiving course work? • If **Yes**, where are the materials stored and who will distribute and collect the resources? • If **No**, who can generate the needed course materials in digital and/or paper form?	

MIDDLE/ELEMENTARY PRIORITIES

			Scenario
☐ ☐ ☐	**ADVANCED COURSES**	Which students are in advanced or accelerated programming? Which courses are those?	**Scenario:** A 7th grade math student is planning on taking Algebra 1 next year. How will this student attain the Math 7 and 8 skills required for success in a Regents course next year?
		Do you have a method (digital or mail) for distributing and receiving course work? • If **Yes**, where are the materials stored and who will distribute and collect the resources? • If **No**, who can generate the needed course materials in digital and/or paper form?	
☐ ☐ ☐	**FOUNDATIONAL SKILLS** (ELA AND MATH)	For all students, which academic skills are a priority to support the learning continuum and minimize regression?	**Scenario**: Students encounter skill regression when not actively engaged in instruction for extended periods of time. How will students have access to academic materials that will minimize regression and support skill development along the learning continuum?
		Do you have a method (digital or mail) for distributing and receiving skill work? • If **Yes**, where are the materials stored and who will distribute and collect the resources? • If **No**, who can generate the needed key academic skill materials in digital and/or paper form?	

CONTINUITY OF **OPERATIONS**

Educational agencies need to develop readiness plans to address potential challenges associated with performing critical operational functions during a state of emergency. In order to support student safety, effective communication, teaching and learning needs, state reporting, fiscal processes, and other critical functions, districts will need continuous access to core administrative systems.

IMPACT ON **OPERATIONS**

DISTRICT CLOSED

BOCES/RIC CLOSED

— DISTRICT OPERATIONAL CONTINUITY PLANS →

FEDERAL, STATE AND LOCAL **REQUIREMENTS**

FISCAL REQUIREMENTS

STATE REPORTING REQUIREMENTS

DISTRICT FISCAL REPORTING, BUDGET REQUIREMENTS, LABOR LAWS, AND MORE

NYSED REPORTING RELATED TO STUDENTS, STAFF, FACILITIES, TECHNOLOGY, AND MORE

STATE REPORTING AND OPERATIONAL PANDEMIC GUIDANCES

PRIORITIZED OPERATIONAL OBJECTIVES AND SYSTEMS

FISCAL OPERATIONS		OTHER OPERATIONS		
	PAYROLL		STAKEHOLDER COMMUNICATION	FINANCIAL MANAGEMENT SYSTEM
	ACCOUNTS PAYABLE		STUDENT SAFETY	STUDENT MANAGEMENT SYSTEM
				COMMUNICATION SYSTEMS
	TIME SENSITIVE REQUIREMENTS		STATE REPORTING	NYSED REPORTING SYSTEMS

CONTINUITY STRATEGIES

	DISTRICT AND/OR BOCES CLOSED
CONTINUITY PLAN	Business continuity plans are implemented to support access to systems and resources needed to perform operational functions from off-site locations.
CONTINUITY STRATEGY	• Users know how to access work resources from home. • VPNs are used to access Financial and other identified protected systems from off-site locations and home. • BOCES/ RIC assists with payroll operations. [1] • BOCES/ RIC assists with time sensitive needs that can not be performed from homes (e.g. printing paper-based continuity learning resources or report cards). [1]
RESOURCES NEEDED	TECHNOLOGY • secure devices • home internet access • VPN accounts MATERIALS • blank check stock at BOCES/RIC • mailing labels at BOCES/RIC • stamps at BOCES/RIC SERVICE • support staff (available via e-mails, if BOCES/RIC is closed)

[1] **BOCES/RIC experts can assist with continuity planning and just-in-time support**. Continuity services and support vary by region. Districts interested in partnering with the BOCES and/or RIC should define plans in advance, as plans may require preparation.

OPERATIONAL CONTINUITY **RESOURCES AND TEAM**

EXAMPLE RESOURCES TO SUPPORT **OPERATIONAL CONTINUITY PLANNING**

SYSTEMS ACCESS

OFF-SITE EQUIPMENT

EXAMPLE STAFF MEMBERS TO SUPPORT **OPERATIONAL CONTINUITY PLANNING**

SUPERINTENDENT

BUSINESS LEADER AND STAFF

TECHNOLOGY LEADERS AND STAFF

FISCAL CONTINUITY PLANNING TOOL

		FISCAL AND CHECK PRINTING CONTINUITY PLANNING
☐	**FISCAL PROCESSES**	What fiscal processes have we identified as essential?
☐		With a VPN account, a secure device, and internet access, can all essential duties be performed remotely?
☐		If any essential duties cannot be performed remotely, using traditional tools, what alternative plans can be implemented?
☐		Do continuity plans require preparatory work, purchase of resources, and/or coordination with a partner agency like the BOCES/RIC?
☐	**CHECKS**	For what purpose(s) are physical checks used? Where and when are checks printed?
☐		For each purpose category, what alternative plans can be implemented if traditional printing equipment is not accessible?
☐		Do continuity plans require preparatory work, purchase of resources, and/or coordination with a partner agency like the BOCES/RIC? For example, making signature plans, if checks must be physically signed.

ANNUAL TIMELINE A RESOURCE FOR OPERATIONAL CONTINUITY

MONTH	FINANCIAL	STUDENT	DATA REPORTING	NYS TESTING

JULY	• New Fiscal Year Processing
	• Standard Monthly Processing
	  ‣ Payroll Processing
	  ‣ Third Party Transfers
	  ‣ Accounting Processing
	  ‣ ERS/TRS Reporting
	• 941/NYS-45 Reporting
		• Advance Students Grade Level
		• Print Final Transcripts
		• Summer School Starts
			• Regent Scores Data Extract
			• Start Staff Evaluation/ Rating Data Collection
				• Aug. Regents Printing

AUGUST	• Standard Monthly Processing • Staff Snapshot Locked	• Summer School Ends/ Summer School Report Cards • Finalize and Distribute Schedules/First Day Materials • Setup Yearly Calendar • User Orientation • Finalize Student Transportation	• End of Year Data Due • Certify VR 13, 15 & 16	• Regents Testing • Aug. Regents Scoring
SEPETEMBER	• Standard Monthly Processing • New Year Staff Snapshot	• Schedule Changes • Gradebook Setup (teachers)	• Certify End-of-Year Data • Certify VR 11, 12 & 14	• NYSITELL Processing (Heaviest Processing)
OCTOBER	• Standard Monthly Processing • 941/NYS-45 Reporting	• 5-week Interim/Progress Report	• August Graduates and Total Cohort Graduation Rate • Certify Staff Evaluation/ Rating Data	
NOVEMBER	• Standard Monthly Processing	• 10-week Report Card and Recognitions • Parent-Teacher Conferences	• Staff Snapshot Loaded	
DECEMBER	• Standard Monthly Processing • Year-End Processing	• Configure Next School Year For Scheduling • 15-week Interim/Progress Reports/Trimester Report Cards	• ePMF Data Due	• Jan. Regents Printing

ANNUAL TIMELINE A RESOURCE FOR OPERATIONAL CONTINUITY

MONTH	FINANCIAL	STUDENT	DATA REPORTING	NYS TESTING
JANUARY	• Standard Monthly Processing • Calendar Year Processing • 941/NYS-45 Reporting • W-2, 1099, 1095 Processing and Printing	• Mid-term Exams • Semester End/Start Tasks • 20-week Report Card and Recognitions • Enroll Students in Next Year Calendar for Scheduling	• Certify VR 1-9 • BEDS Day Enrollment/ FRPL Data Extracts	• Regents Testing • Jan. Regents Scoring • 3-8 ELA/Math Printing
FEBRUARY	• Standard Monthly Processing	• Ranking/Transcripts • Counselors Meet with Students for Next Year Course Requests		• 3-8 ELA/Math Printing • 3-8 ELA/Math Distribution
MARCH	• Standard Monthly Processing	• 25-week Interim/Progress Reports/Trimester Report Cards • Begin Master Schedule Build for Next Year • Kindergarten Registration/ Screening	• Course Instructor/Student Class Entry/Exit Data Due • BEDS Day FRPL/ELL Data Extract	• 3-8 ELA/Math Printing • 3-8 ELA/Math Distribution • ELA Testing
APRIL	• Standard Monthly Processing • 941/NYS-45 Reporting	• 30-week Report Cards		• NYSAA Testing • NYSESLAT Speaking • ELA/Math Testing • 3-8/NYSESLAT Processing
MAY	• Standard Monthly Processing	• 35-week Interim/Progress Report (4th term) • Summer School Setup and Enrollment	• Title III Funding Data Extracts	• NYSAA Testing • NYSESLAT Speaking • NYSESLAT Listening, Reading and Writing • Math Testing • Elem/Interm Science Performance Testing • AP Testing • Jun. Regents Printing • 3-8/NYSESLAT Processing
JUNE	• Standard Monthly Processing • 941/NYS-45 Reporting • New Fiscal Year Processing	• Final Exams • 40-week/Trimester Report Card and Recognitions • Graduation	• Staff Assignment/TSDL Data Due and Certified	• NYSAA Testing • Regents Testing • Elem/Interm Science Written Testing • 3-8/NYSESLAT Processing