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



two-week voluntary quarantine

digital homebound instruction

DISTRICT(S) CLOSED



one-month districtwide closure

digital learning and mailed learning resources

BOCES/RIC CLOSED



one-month BOCES/ **RIC** campus closure

BOCES continuity plan related payroll support

COMMUNITY **CLOSURES**



temporary restrictive county measures

limited travel. dependency on digital continuity plans

NORMAL OPERATIONS ———— INSTRUCTIONAL & BUSINESS CONTINUITY PLANS —

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



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.





PRIORITIZED INSTRUCTIONAL OBJECTIVES



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



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

INSTRUCTIONAL CONTINUITY RESOURCES AND TEAM

EXAMPLE RESOURCES TO SUPPORT INSTRUCTIONAL CONTINUITY PLANNING SIRS 340: **STUDENT GRADUATION INFORMATION EXAMS SYSTEM: REQUIREMENT** SECTION LOAD **SUMMARY REPORT REPORT**



ASSISTANT SUPERINTENDENT OR DIRECTOR OF **CURRICULUM**



HIGH SCHOOL PRIORITIES

INSTRUCTIONAL **LEADERS**



GUIDANCE COUNSELORS



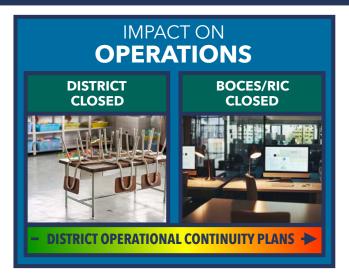
INSTRUCTIONAL CONTINUITY PLANNING TOOL

		THISTI SCHOOL I MONTHES			
	GRADUATION	Which students need specific courses to graduate this year? What courses are needed?	Scenario: A student's path to		
		Do you have a method (digital or mail) for distributing and receiving course work?	graduation includes the CDOS. How will this student earn work-based		
		 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? 	learning hours without access to an on-site program?		
	COLLEGE READINESS	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		
	STATE COLLEGE	Do you have a method (digital or mail) for distributing and receiving course work?	course. How will she access rigorous course material so she can meet the		
		 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? 	requirements of the class and be successful on the final exam?		
	MIDDLE/ELEMENTARY PRIORITIES				
	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		
	0	Do you have a method (digital or mail) for distributing and receiving course work?	year. How will this student attain the Math 7 and 8 skills required for		
		 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? 	success in a Regents course next year?		
	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		
		Do you have a method (digital or mail) for distributing and receiving skill work?	in instruction for extended periods of time. How will students have access to academic materials that will		
		 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? 	minimize regression and support skill development along the learning continuum?		
-3 -					



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.





PRIORITIZED OPERATIONAL OBJECTIVES AND SYSTEMS



PAYROLL

ACCOUNTS PAYABLE

TIME SENSITIVE REQUIREMENTS





STAKEHOLDER COMMUNICATION

STUDENT SAFETY

STATE REPORTING FINANCIAL MANAGEMENT SYSTEM

STUDENT MANAGEMENT SYSTEM

COMMUNICATION SYSTEMS

NYSED REPORTING SYSTEMS

CONTINUITY STRATEGIES

DISTRICT AND/OR BOCES CLOSED CONTINUITY Business continuity plans are implemented to support access to systems and resources needed to perform **PLAN** operational functions from off-site locations. • 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. CONTINUITY • BOCES/ RIC assists with payroll operations. 1 **STRATEGY** • 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). **TECHNOLOGY MATERIALS SERVICE RESOURCES** • support staff (available via e-mails, if secure devices • blank check stock at BOCES/RIC BOCES/RIC is closed) home internet access • mailing labels at BOCES/RIC **NEEDED** VPN accounts • stamps at BOCES/RIC

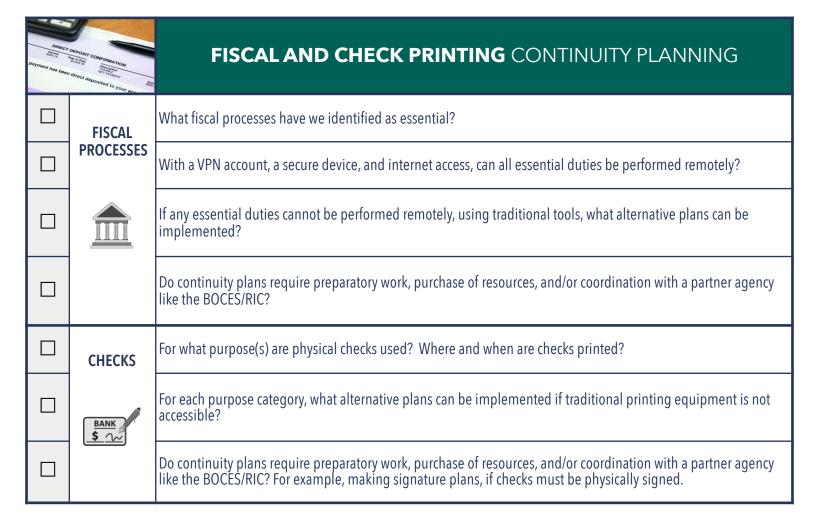
BOCES/RIC experts can assist with continuity planning and just-in-time support. Continuity services and support vary by region. Districts interested in partnering with the BOCES and/or RIC should define plans in advance, as plans may require preparation.

OPERATIONAL CONTINUITY RESOURCES AND TEAM





FISCAL CONTINUITY PLANNING TOOL



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 ChangesGradebook 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 ProcessingYear-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 TestingJan. Regents Scoring3-8 ELA/Math Printing
FEBRUARY	Standard Monthly Processing	 Ranking/Transcripts Counselors Meet with Students for Next Year Course Requests 		3-8 ELA/Math Printing3-8 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 Processing941/NYS-45 Reporting	• 30-week Report Cards		NYSAA TestingNYSESLAT SpeakingELA/Math Testing3-8/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

