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

**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.

Impact on Student Instruction

**Student(s) Quarantined**
- Digital, phone, and mail-based homebound instruction is implemented to support students' needs.

**District(s) Closed**
- Impacted students utilize web-based and paper-based communication and learning tools to participate in ongoing classes.

**Continuity Strategy**
- **Student(s) Quarantined**
  - 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
- **District Closed**
  - 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**
- **Student(s) Quarantined**
  - home (adult) support
  - BOCES/RIC support
  - special education needs
  - technology and internet equity for students
  - teacher contracts
- **District Closed**
  - home (adult) support
  - BOCES/RIC support
  - special education needs
  - technology and internet equity for students
  - teacher contracts

Prioritized Instructional Objectives

**High School**
- Gatekeeper Regents Exams
- Other Courses Ending in a Regents Exam
- Advanced Placement, IB, CTE, Dual Credit Courses
- Other Credit Bearing Courses, Work-based Learning

**Graduation and College and Career Readiness**

**Middle/Elementary**
- Foundational Skills
- Advanced Courses

Continuity Strategies

**Primary Direction**
- Digital, phone, and mail-based instruction is implemented to support students' needs.

**Continuity Strategy**
- 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(s) Quarantined**
  - student devices
  - outside of school Internet access (e.g. hotspot)
  - remote video connection (e.g. Zoom or WebEx)
  - phone conference tools (as necessary)
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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

☐ GRADUATION

Which students need specific courses to graduate this year? What courses are needed?

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?

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?

☐ COLLEGE READINESS

Which students are currently enrolled in AP/IB/Dual Credit Courses/CTE? Which courses are those?

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?

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?

MIDDLE/ELEMENTARY PRIORITIES

☐ ADVANCED COURSES

Which students are in advanced or accelerated programming? Which courses are those?

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?

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?

☐ FOUNDATIONAL SKILLS (ELA AND MATH)

For all students, which academic skills are a priority to support the learning continuum and minimize regression?

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?

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?
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

CONTINUITY STRATEGIES

DISTRICT AND/OR BOCES CLOSED

<table>
<thead>
<tr>
<th>CONTINUITY PLAN</th>
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<tbody>
<tr>
<td>Business continuity plans are implemented to support access to systems and resources needed to perform operational functions from off-site locations.</td>
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</table>

<table>
<thead>
<tr>
<th>CONTINUITY STRATEGY</th>
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<tbody>
<tr>
<td>Users know how to access work resources from home.</td>
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<tr>
<td>VPNs are used to access Financial and other identified protected systems from off-site locations and home.</td>
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<tr>
<td>BOCES/ RIC assists with payroll operations. ¹</td>
</tr>
<tr>
<td>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</td>
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<thead>
<tr>
<th>RESOURCES NEEDED</th>
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<tbody>
<tr>
<td>TECHNOLOGY</td>
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<tr>
<td>MATERIALS</td>
</tr>
<tr>
<td>SERVICE</td>
</tr>
<tr>
<td>secure devices</td>
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<tr>
<td>blank check stock at BOCES/RIC</td>
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<tr>
<td>support staff (available via e-mails, if BOCES/RIC is closed)</td>
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<tr>
<td>home internet access</td>
</tr>
<tr>
<td>mailing labels at BOCES/RIC</td>
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<tr>
<td>VPN accounts</td>
</tr>
<tr>
<td>stamps at BOCES/RIC</td>
</tr>
</tbody>
</table>

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.
FISCAL AND CHECK PRINTING CONTINUITY PLANNING

<table>
<thead>
<tr>
<th>FISCAL PROCESSES</th>
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<tbody>
<tr>
<td>What fiscal processes have we identified as essential?</td>
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<tr>
<td>With a VPN account, a secure device, and internet access, can all essential duties be performed remotely?</td>
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<tr>
<td>If any essential duties cannot be performed remotely, using traditional tools, what alternative plans can be implemented?</td>
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<tr>
<td>Do continuity plans require preparatory work, purchase of resources, and/or coordination with a partner agency like the BOCES/RIC?</td>
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</tbody>
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<tr>
<th>CHECKS</th>
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</thead>
<tbody>
<tr>
<td>For what purpose(s) are physical checks used? Where and when are checks printed?</td>
</tr>
<tr>
<td>For each purpose category, what alternative plans can be implemented if traditional printing equipment is not accessible?</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
## ANNUAL TIMELINE A RESOURCE FOR OPERATIONAL CONTINUITY

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