Instructional Continuity Plan (ICP)

*For Emergency Closures of District Schools
and
the Reopening of Schools in 2020-2021*

Tradition · Commitment · Service

ST. MARY PARISH
PUBLIC SCHOOLS

St. Mary Parish School Board

St. Mary Parish Schools

SUPERINTENDENT
Dr. Teresa Bagwell

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INTRODUCTION

The St. Mary Parish School Board recognizes that there may be occasions that require the closure of district schools, including events such as weather and health emergencies. If an emergency occurs, the district will make every effort to ensure that educational opportunities for our students can continue while they are at home. In the past few years, the district has acquired a comprehensive collection of online content and digital resources that can be accessed from locations beyond our traditional school sites. The district will provide mobile devices for students to check out for home use to support continuing learning without interruption. The district will also extend internet access to users via school and community hot spots.

The district's Instructional Continuity Plan (ICP) has four primary components: Implementation, Content Delivery, Mobile Devices, and Internet Access.

- *Implementation* offers sample schedules for situations where to traditional school attendance must be altered or suspended.
- *Content Delivery* explains which resources students will use for core instruction and which materials can be used as supplemental resources to enhance core instruction.
- *Mobile Devices* provides the steps the district is taking to ensure that district students who need mobile devices to access instructional resources will be provided with one, upon request, for the duration of the school closure period.
- *Internet Access* for students poses the greatest challenge to ensuring that our students can continue their studies while at home. Partnership with service providers is crucial to providing free or reduced-cost internet service to students if district schools must close due to emergency situations.

The district has developed a webpage with information for parents and students about this plan. The website is located at http://www.stmaryk12.net/learnathome.

RESPONSE TO COVID-19

The St. Mary Parish School District is aided in its direct response to COVID-19 by guidance from the Louisiana Department of Education (LDOE) and the Centers for Disease Control and Prevention (CDC), as well as federal, state, and local agencies, including the Office of the Governor.

These agencies have outlined three phases of operations to which St. Mary Parish has responded:

Phase 1
- ❑ District facilities are closed to the public.
- ❑ Because they are considered essential workers, St. Mary Parish School District employees may be required to report to their assigned locations.
- ❑ School operations are limited to online (virtual) student/teacher interactions only using MS Teams as the primary information portal.
- ❑ Meetings are supported by web-conferencing software.

Phase 2
- ❑ Elementary school students will attend daily classes on school sites.
- ❑ School administrators will implement modified schedules designed to reduce face-to-face student/student and student/teacher interactions in Grades 6-12.
- ❑ Student progress will be supported using a hybrid (blended) learning approach with MS Teams as the primary information portal.
- ❑ Students in Grades 3-12 will wear face coverings; face coverings are recommended but not required for students in Grades PK-2.
- ❑ In Phase 2, families will be offered a virtual (distance) learning option.
- ❑ School sites may offer limited on-site activities.
- ❑ Accommodations will be made to help meet the needs of our students.
- ❑ District offices will open with adherence to guidelines set forth by federal, state, and local agencies.

Phase 3
- ❑ Schools sites will open for all students on a daily basis based on recommendations from LDOE, CDC, the Office of the Governor, and local agencies.
- ❑ School operations will resume with continuing guidelines for safety in place.
- ❑ In Phase 3, capacity limits increase significantly, allowing for the return of all students to school campuses.

The information in this document related to COVID-19 has been drawn from the minimum requirements for reopening school facilities outlined in Bulletin 741, Chapter 4, of the *Louisiana Handbook for School Administrators* and the accompanying *StrongStart 2020: School Reopening Guidelines and Resources* (15 July 2020).

Medical or disability impact exceptions to any standard in prescribed in Chapter 4 should be addressed on an individual basis by the LEA in accordance with local policies.

Prior to the beginning of the 2020-2021 school year, each local school board must adopt policies in accordance with the standards outlined in Chapter 4.
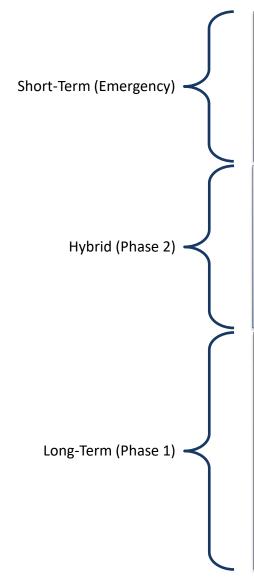
INSTRUCTIONAL PLAN OVERVIEW

IMPLEMENTATION

- ❑ Planning will be divided into *Short-Term* (Emergency), *Hybrid* (Phase 2) and *Long-Term* (Phase 1) implementations.
- ❑ Sample plans will be provided that can be modified to accommodate each school's needs.

CONTENT DELIVERY

- ❑ Students will have access to digital materials and instructional activities to remain engaged in learning during the time schools may remain closed.
- ❑ Digital resources will be designated as *Core Materials* or *Supplemental Materials*. Core Materials will be used as the main instructional programs for all students in the designated grade levels. Supplemental Materials will be available for enhancement or enrichment activities, conducting research, or recreational reading.

MOBILE DEVICES

- ❑ District students in grades 3-12 will be issued a mobile device for use in the classroom that can be checked out to students for home use.
- ❑ Schools will assign their current inventory of mobile devices, including devices in carts, and new devices for classroom and home use.
- ❑ Touch-screen devices will be issued to students in specific grades as part of a device pilot program.
- ❑ Administrators will provide teachers with mobile devices to facilitate working from home.
- ❑ Students and parents/legal guardians will sign computer usage agreements as part of the district's back-to-school protocols.

INTERNET ACCESS

- ❑ Families are encouraged to supply purchased internet access for student use in homes via an internet service provider.
- ❑ The district will install additional external wireless access points at district school sites and offices.
- ❑ The district will support enhanced internet access at community civic centers and other public buildings near large residential areas.
- ❑ The district will install wireless access points on school buses that can be parked near isolated residential areas.
- ❑ Mobile (cellular) hot spots may be deployed to families in extremely isolated areas.

IMPLEMENTATION

Overview: Short-Term, Hybrid, and Long-Term Implementation

Short-Term (Emergency)

- Implementation will be 10 days or fewer and is intented to be an **emergency response plan.**
- Students will be notified by JText and Teams regarding the implentation of the Short-Term ICP.
- Students will complete the 5-day Short-Term ICP content, which can be extended based on need.
- Teachers will set office hours when they will be available for live support.
- Teachers will contact each child at least 2 times/week through online meetings or phone calls and maintain a communication log.
- SPED teachers will create schedules to accommodate remote implementation as required.

Hybrid (Phase 2)

- Implementation includes both traditional (F2F) and virtual (synchronous and asynchronous) student/teacher interactions and is appropriate for **LA Phase 2 status**.
- Schools will create schedules for both traditional and virtual (distance) learning options.
- Accommodations will be made to assist individual students.
- Teachers will provide students with online and offline activities to be completed during scheduled virtual (learn-at-home) days; daily attendance is required.
- Online class meetings (length appropriate for grade level) can be held during scheduled virtual learning time periods; these meetings should be recorded for absent students and for review.

Long-Term (Phase 1)

- Implementation will be 11 or more days and will include only virtual (synchronous and asychronous) student/teacher interactions and is appropriate for **LA Phase 1 status**.
- Teachers will maintain daily office hours during which they prepare lessons, monitor/score student activity, answer email, confer with students and parents/guardians, coordinate with SPED teacher/paras, and communicate with administrators/program managers.
- Online class meetings (length appropriate for grade level) can be held during scheduled time periods; these meetings should be recorded for absent students and for review.
- Teacher-created (preferable) or other appropriate videos that reinforce key concepts should be posted for student use.
- Teachers will maintain a communication log for student interactions and monitor attendance.
- SPED teachers will create a schedule to provide accommodations during times when students are not otherwise scheduled for lessons.

Sample Short-Term (Emergency Response) Plan

Students will be notified via Jtext and Teams when Short-Term ICP has been implemented.

GRADE LEVEL	ACTIVITIES AND IMPLEMENTATION
PreK-5	❑ PreK students will work on PBS Kids, Starfall, and ABCya. ❑ Students will work in their MyPath designated coursework. *Note: Students in Grades K-5 should complete MyPath diagnostic at the beginning of the school term and be assigned appropriate course work that will be available throughout the year.*
6-8	❑ Students will work in their MyPath designated coursework. *Note: Students in Grades 6-8 should complete MyPath diagnostic at the beginning of the school term and be assigned appropriate course work that will be available throughout the year.*
9-10	❑ Students will work in their MyPath (Edgenuity) assigned coursework. ❑ Students will be assigned to grade-level work groups with designated teacher reviewers. *Note: Students in Grades 9 and 10 must complete MyPath diagnostic at the beginning of the school term and be assigned appropriate course work that will be available throughout the year.*
11	❑ Students will work in the assigned ACT Prep or WorkKeys curriculum. ❑ Students will be assigned to grade-level work groups with designated teacher reviewers. *Note: Students in Grade 11 should be assigned to ACT Prep (Core 4) or WorkKeys (JS 2.0) modules at the beginning of the year.*
12	❑ Students enrolled in online Dual Enrollment (DE) courses will continue the assigned coursework. ❑ Students enrolled in online coursework through the Virtual Learning Program will continue assigned coursework. ❑ Other students will be assigned to an industry-based certification course that will be monitored by designated teachers.

Sample Hybrid (Phase 2) Schedule: Grades PreK-2

AS OF JUNE 30, 2020, ALL ELEMENTARY STUDENTS WILL REPORT TO SCHOOL DAILY AND FOLLOW THE NORMAL SCHEDULE ADHERING TO THE CDC GUIDELINES DURING PHASE 2.

Sample Hybrid (Phase 2) Schedule: Grades 3-5

AS OF JUNE 30, 2020, ALL ELEMENTARY STUDENTS WILL REPORT TO SCHOOL DAILY AND FOLLOW THE NORMAL SCHEDULE ADHERING TO THE CDC GUIDELINES DURING PHASE 2.

Sample Hybrid (Phase 2) Schedule: Grades 6-8

Times/Days	Group A	Group B	FLEX DAY
	Monday/Thursday	Tuesday/Friday	Wednesday
7:30	Tardy Bell	Tardy Bell	• Students work on online coursework
7:30-8:35	Homeroom/ 1st period	Homeroom/ 1st period	• Job-embedded PD
8:35-8:38	Travel	Travel	• Planning and Video Creation
8:38-9:40	2nd period	2nd period	• Team and Department Meetings
9:40-9:43	Travel	Travel	• Home Communication
9:43-10:45	3rd period	3rd period	• Interventions
10:45-10:48	Travel (7th & 8th grade)	Travel (7th & 8th grade)	• Special assistance sessions could occur as needed.
10:48-11:50	4th period (7th & 8th graders)	4th period (7th & 8th graders)	• Office Hours
10:45-11:05	1st Lunch (6th grade)	1st Lunch (6th grade)	
11:05-11:08	Travel (6th Grade)	Travel (6th Grade)	
11:08-12:10	4th Period (6th Grade)	4th Period (6th Grade)	
11:50-12:10	2nd Lunch (7th and 8th Grades)	2nd Lunch (7th and 8th Grades)	
12:10-12:14	Travel	Travel	
12:14-1:16	5th Period	5th Period	
1:16-1:19	Travel	Travel	
1:19-2:21	6th Period	6th Period	
2:21-2:24	Travel	Travel	
2:24-2:30	Homeroom (Staggered Release)	Homeroom (Staggered Release)	

Sample Hybrid (Phase 2) Schedule: Grades 9-12

	Group A	Group B	FLEX DAY	Group A	Group B
Times/Days	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:25 – 7:37	Homeroom	Homeroom	• Students work on online coursework • Job-embedded PD • Planning and Video Creation • Team/Department Meetings • Office Hours for Students • Absentee and Course Status Reviews with possible contact • Home Communication • Interventions	Homeroom	Homeroom
7:40 – 9:12 (92 minutes)	Period 1 *	Period 1		Period 1	Period 1
9:17 – 10:49 (92 minutes)	Period 2 *	Period 2		Period 2	Period 2
10:54 – 12:26 (92 minutes)	Period 3 *	Period 3		Period 3	Period 3
12:26 – 12:55	Lunch				
12:58 – 2:30 (92 minutes)	Period 4 ** Students will be enrolled in online content, test prep, interventions, MyPath coursework, DE, ModernStates.org, Credential testing, etc.	Period 4 ** Students will be enrolled in online content, test prep, interventions, MyPath coursework, DE, ModernStates.org, Credential testing, etc.	• Special assistance sessions will occur as needed.	Period 4 ** Students will be enrolled in online content, test prep, interventions, MyPath coursework, DE, ModernStates.org, Credential testing, etc.	Period 4 ** Students will be enrolled in online content, test prep, interventions, MyPath coursework, DE, ModernStates.org, Credential testing, etc.

*Periods 1, 2, and 3 will be the courses currently assigned on the student's schedule. All teachers are assigned classes during these periods.

**Period 4 is a flex period scheduled to meet specific student needs. Teachers will split the Period 4 time for monitoring (45 min. monitoring + 45 minutes planning time.)

Sample Long-Term (Phase 1) Schedule: Grade PreK

Time	Activity
7:50-8:00 AM	Handwashing Time
8:00-8:20 AM	Breakfast Time
8:20- 8:50 AM	Literacy Lesson
8:50-9:20 AM	Outdoor Play/Moving and Learning
9:20-9:30 AM	Bathroom/Handwashing
9:30-10:00 AM	Read Aloud Time with Teacher or Librarian
10:00-10:30 AM	Music and Movement
10:30-11:00 AM	Math Lesson
11:00-11:10 AM	Handwashing Time
11:10 AM-12:00 PM	Lunch time
12:00-12:30 PM	Read Aloud Time with Teacher or Librarian
12:30- 2:00 PM	• Small Group Sessions (15 minutes each) for Literacy and/or Math • Indoor center time for others (blocks, art, etc.)
2:00-3:00 PM	Nap Time

Sample Long-Term (Phase 1) Schedule: Grades K-5 (2-Person Split)

Times/Days	Monday		Tuesday		Wednesday	Thursday		Friday	
8:00-8:45 AM	ELA A (Guidebooks)		Math A		Student work time	ELA A (Guidebooks)		Math A	
9:00-9:45 AM	ELA B (Guidebooks)		Math B		8-11 AM Committee/ Department Meeting	ELA B (Guidebooks)		Math B	
10:00-10:45 AM	Science A		Social Studies A			Science A		Social Studies A	
11:00 AM-12:30 PM	Lunch								
12:30-1:15 PM	Science B		Social Studies B		Student work time.	Science B		Social Studies B	
1:30-2:00 PM	ELA IRLA A Intervention	SEL Library PE	Math A Intervention	SEL Library PE	12:30-3:00 PM Office Hours: Teachers available to conference with students.	ELA IRLA A Intervention	SEL Library PE	Math A Intervention	SEL Library PE
2:15-2:45 PM	ELA IRLA B Intervention	SEL Library PE	Math B Intervention	SEL Library PE		ELA IRLA B Intervention	SEL Library PE	Math B Intervention	SEL Library PE
2:45-3:00 PM	Office Hours								
Evening Office Hour (Suggested: 6-7 PM)	ELA		Math		Social Studies	Science/Special			

Sample Long-Term (Phase 1) Schedule: Grades K-5 (3-Person Split)

Times/Days	Monday		Tuesday		Wednesday	Thursday		Friday	
8:00-8:45 AM	ELA A (Guidebooks)	Science B	Math A	Social Studies B	Student work time	ELA A (Guidebooks)	Science B	Math A	Social Studies B
9:00-9:45 AM	ELA B (Guidebooks)	Science C	Math B	Social Studies C	8-11 AM Committee/ Department Meeting	ELA B (Guidebooks)	Science C	Math B	Social Studies C
10:00-10:45 AM	ELA C (Guidebooks)	Science A	Math C	Social Studies A		ELA C (Guidebooks)	Science A	Math C	Social Studies A
11:00 AM-12:30 PM	Lunch								
12:30-1:00 PM	ELA IRLA A Intervention	SEL Library PE	Math A Intervention	SEL Library PE	Student work time	ELA IRLA A Intervention	SEL Library PE	Math A Intervention	SEL Library PE
1:15-1:45 PM	ELA IRLA B Intervention	SEL Library PE	Math B Intervention	SEL Library PE	12:30-3:00 PM Office Hours: Teachers available to conference with students.	ELA IRLA B Intervention	SEL Library PE	Math B Intervention	SEL Library PE
2:00-2:30PM	ELA IRLA C Intervention	SEL Library PE	Math C Intervention	SEL Library PE		ELA IRLA C Intervention	SEL Library PE	Math C Intervention	SEL Library PE
2:30-3:00 PM	Office Hours								
Evening Office Hour (Suggested: 6-7 PM)	ELA		Math		Social Studies	Science/Special			

Sample Long-Term (Phase 1) Schedule: Grades 6-8

Times/Days	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00 AM	Period 1	Period 4	Student work time 8-11 Committee/ Department Meeting	Period 1	Period 4
9:15-10:15 AM	Period 2	Period 5		Period 2	Period 5
10:30-11:15 AM	Intervention groups	Intervention groups		Intervention groups	Intervention groups
11:15—12:15	Period 3	Period 6	Student work time 11:15- 12:15 Office Hours: Teachers available to conference with individual students.	Period 3	Period 6
11:45 AM - 1:00 PM	Lunch				
1:00-3:00 PM	Office Hours: Teachers available to conference with individual or small groups of students Student work time				
Evening Office Hour (Suggested: 6-7 PM)	ELA	Math	Social Studies	Science/ Specials	

Sample Long-Term (Phase 1) Schedule: Grades 9-12

	All Students	All Students	FLEX DAY	All Students	All Students
Times/Days	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 – 8:30	Teacher Prep	Teacher Prep		Teacher Prep	Teacher Prep
8:30 – 9:30 (60 minutes)	Period 1	Period 1	• Students continue working on online assignments in their scheduled courses. • Job-embedded PD • Planning and Video Creation • Team and Department Meetings • Office Hours for Students • Absentee and Course Status Reviews with contact • Home Communication • Interventions • Special assistance sessions could occur as needed	Period 1	Period 1
9:40 – 10:40 (60 minutes)	Period 2	Period 2		Period 2	Period 2
10: 50 – 11:50 (60 minutes)	Period 3	Period 3		Period 3	Period 3
11:50 – 12:50	Lunch Break for Students and Faculty/Staff				
12:50 – 1:50 (60 minutes)	Period 4	Period 4	Office Hours	Period 4	Period 4
2:00-2:30	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

CONTENT DELIVERY

Grades PreK-5 Digital Resources for Core Subject Areas

		Core Materials								Supplemental Materials																		
		Class Notebooks (Teams) (Grades 1-5)	Active Classroom (Clever) (Gr. 4-5)	Zearn (Clever)	IRLA (FSTK)	Eureka Math	CKLA Hub and Packets	Amplify Science	Unique Learning (SWSD only)	LDOE Practice Tests	Kahn Academy	Common Lit (Clever)	PathBlazers	ReadWorks	LDOE Knowledge Packets	Edulastic (Clever)	National Geographic Kids	Math Games	Mystery Science	PBS Kids	Decodable Books Online	K-5 Learning	Starfall	PBS Learning Media	ABCya	Scholastic	World Book Kids /Enciclopedia Estudientil	Teach Your Monster to Read
PreK-2	Language Arts/Reading	◆			◆		◆						◆							◆	◆	◆	◆	◆	◆	◆	◆	
	Mathematics	◆		◆		◆							◆					◆						◆			◆	
	Science							◆									◆		◆	◆							◆	
	Social Sciences												◆							◆							◆	
	Special Education*								◆																			◆
3-5	Language Arts/Reading[2]	◆			◆					◆		◆	◆	◆	◆												◆	
	Mathematics	◆		◆		◆				◆	◆		◆			◆											◆	
	Science	◆						◆		◆	◆													◆			◆	
	Social Sciences	◆	◆							◆		◆			◆												◆	
	Special Education*								◆																			◆

*Special Education utilizes all CORE/Supplemental materials for Resource. Unique Learning utilized for Students w/ Significant Disabilities (SWSD)

Grades 6-12 Digital Resources for Core Subject Areas

	Core Materials									Supplemental Materials										
	Class Notebooks (Teams)	Active Classroom (Clever) (Gr. 6,7,9-12)	IRLA (FSTK)	Inquiry Hub (IHub) (Biology)	Eureka Math (Gr. 6)	Illustrative Math (Gr. 7-10)	MyMathLab (Gr. 11-12)	IQWST Science	Unique Learning (SWSD only)	LDOE Practice Tests (Gr. 6-8, US History, Biology)	Edgenuity	Kahn Academy	Common Lit (Clever)	ReadWorks	iCivics (Gr. 7, Civics)	LDOE Knowledge Packets (Gr. 6-10)	Zearn	PBS Learning Media	Edulastic (Clever) (Gr. 6-10)	World Book Student, Advanced, Timelines
6-8 Language Arts/Reading[2]	♦		♦							♦	♦		♦	♦		♦				♦
6-8 Mathematics	♦				♦	♦				♦	♦	♦							♦	♦
6-8 Science	♦						♦	♦		♦	♦	♦						♦		♦
6-8 Social Sciences	♦	♦								♦	♦	♦	♦	♦	♦					♦
6-8 Special Education*									♦											
9-12 Language Arts/Reading[2]	♦									♦	♦		♦	♦		♦				♦
9-12 Mathematics	♦					♦				♦	♦	♦							♦	♦
9-12 Science	♦			♦						♦	♦	♦						♦		♦
9-12 Social Sciences	♦	♦								♦	♦	♦	♦	♦	♦					♦
9-12 Special Education*									♦											

*Note: Special Education utilizes all CORE/Supplemental materials for Resource. Unique Learning utilized for Students w/Significant Disabilities (SWSD)

Digital Resources for Electives and Other Programs *(In Progress)*

		Edgenuity	Middlebury Languages (Blackboard)	District-Created Courses (Blackboard)	District-Created Courses (Teams)	NCCER Connect	Waterford (Clever)	Rosetta Stone	Typing Club	OPEN (Online Physical Education Network)	District 7 Regional Music Website	The Learning Station (PreK-2)
PreK-5	Art and Music				♦							♦
	Physical Education									♦		
	Social Emotional Learning (SEL)									♦		
	Career and Technical Education								♦			
	Gifted and Talented			♦	♦	♦						
	English Learners						♦					
6-8	Art	♦										
	CTE	♦		♦								
	Music		♦	♦	♦						♦	
	Physical Education	♦										
	Social Emotional Learning (SEL)	♦										
	Career and Technical Education								♦			
	Gifted and Talented			♦	♦							
	English Learners							♦				
9-12	Art											
	Career and Technical Education	♦		♦			♦					
	Music										♦	
	Physical Education	♦										
	Social Emotional Learning (SEL)	♦										
	World Languages	♦	♦									
	Gifted and Talented			♦	♦							
	English Learners							♦				

Standard Curriculum for Core Content: Student/Teachers Tasks and Responsibilities

ELEMENTARY (K-2)	ELEMENTARY (3-5)
STUDENT	**STUDENT**
ELA/Reading ❑ Log into Teams to check Weekly Schedule for daily activities. Schedule will be posted each Monday morning. ❑ Attend scheduled small group and read-aloud online sessions. ❑ View CKLA videos and complete practice activities outlined on Weekly Schedule. ❑ Complete all activities listed on Weekly Schedule before the following Monday. **Social Studies** ❑ Visit National Geographic for Kids website. ❑ Play videos, games, or explore U. S. States as outlined on Weekly Schedule. * Students may be assigned other assignments by teacher.	**ELA, Math, Social Studies, and Science** ❑ Log into Teams to check Weekly Schedule for daily activities. Schedule will be posted each Monday morning. ❑ Complete ELA, Math, Social Studies, and Science daily activities as outlined on Weekly Schedule. ❑ Complete all activities listed on Weekly Schedule before the following Monday. * Students may be assigned other assignments by teacher.
TEACHER	**TEACHER**
❑ Login to Teams to post Weekly Schedule before Monday morning at 7:00 AM. Schedule should include online meeting dates/times and all activities for the week, including approximate time-on-task times for all activities and assessments. ❑ Conduct whole group Teams Meetings as scheduled based on daily CKLA lesson. Record meeting and post to channel for students not in attendance. ❑ (Grades 1-2 only) Assign CKLA lessons/activities using Class Notebook. ❑ (ELA/Reading only) Conduct small group Teams Meetings as scheduled using IRLA FSTK. Maintain conferencing schedule if possible. ❑ Monitor daily student activity and provide written or oral feedback. ❑ Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings or who need added support. * Teachers may choose to direct their students to complete other course specific assignments.	❑ Login to Teams to post Weekly Schedule before Monday morning at 7:00 AM. Schedule should include online meeting dates/times and all activities for the week, including approximate time-on-task times for all activities and assessments. ❑ Prepare/release instructional content and assessments in Class Notebooks, Active Classroom (Social Studies, Gr. 4-5), Amplify Science, or other application as appropriate. ❑ Conduct whole group Teams Meetings as scheduled based on Guidebook lessons. Record meeting and post to channel for students not in attendance. ❑ Conduct small group Teams Meetings as needed to support student learning. ❑ (ELA only) Conduct small group Teams Meetings as scheduled using IRLA FSTK. Maintain conferencing schedule if possible. ❑ Monitor daily student activity, score student work, and record grades. ❑ Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings or who need added support. * Teachers may choose to direct their students to complete other course specific assignments.

MIDDLE SCHOOL (6-8)	HIGH SCHOOL (9-12)
STUDENT	**STUDENT**
ELA, Math, Social Studies, and Science ❑ Log into Teams to check Weekly Schedule for daily activities. Schedule will be posted each Monday morning. ❑ Complete ELA, Math, and Social Studies daily activities. ❑ Complete all activities listed on Weekly Schedule before the following Monday. * Students may be assigned other assignments by teacher.	**ELA, Math, Social Studies, and Science** ❑ Log into Teams to check Weekly Schedule for daily activities. Schedule will be posted each Monday morning. ❑ Complete ELA daily activities. ❑ Complete all activities listed on Weekly Schedule before the following Monday. * Students may be assigned other assignments by teacher.
TEACHER	**TEACHER**
❑ Login to Teams to post Weekly Schedule before Monday morning at 7:00 AM. Schedule should include online meeting dates/times and all activities for the week, including approximate time-on-task times for all activities and assessments. ❑ Prepare/release instructional content and assessments in Class Notebooks, Active Classroom (Social Studies, Gr. 6-7), Edgenuity, or other application as appropriate. ❑ Conduct whole group Team Meetings as scheduled based on Guidebook lessons. Record meeting and post to channel for students not in attendance. ❑ Monitor daily student activity, score student work, and record grades. ❑ Conduct small group Teams Meetings as scheduled using IRLA FSTK. Maintain conferencing schedule if possible. ❑ Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings or who need added support. * Teachers may elect to direct their students to complete other course specific assignments.	❑ Login to Teams to post Weekly Schedule before Monday morning at 7:00 AM. Schedule should include online meeting dates/times and all activities for the week, including approximate time-on-task times for all activities and assessments. ❑ Prepare/release instructional content and assessments in Class Notebooks (U.S. History), Active Classroom, Edgenuity, iHub (Biology), or other application as appropriate. ❑ Conduct whole group Team Meetings as scheduled based on Guidebook lessons or instructional content. Record meeting and post to channel for students not in attendance. ❑ Monitor daily student activity, score student work, and record grades. ❑ Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings or who need added support. * Teachers may elect to direct their students to complete other course specific assignments.

English Learners (EL) Supplemental Curriculum for Language: Student/Teacher Tasks and Responsibilities

ELEMENTARY (K-5)	SECONDARY (6-12)
STUDENT	**STUDENT**
Reading, Mathematics, and Science ❑ Log into Clever and select *Waterford*. ❑ Complete 20 minutes of instruction in reading and mathematics per school day (80 minutes = weekly total) * Students are also responsible for completing core content assignments, which have been adapted for EL students as needed.	**Reading and ELA** ❑ Log into Rosetta Stone website. ❑ Complete 20 minutes of lessons per school day (60 minutes = weekly total) * Students are also responsible for completing core content assignments, which have been adapted for EL students as needed.
TEACHER	**TEACHER**
❑ Log into Clever and select *Waterford*. ❑ Review data dashboard to monitor daily student usage and check for required scores (Daily Review Report). ❑ Work with students/student groups through Teams (preferred) as needed after data analysis. ❑ Meet online or through phone calls with every student at least once a week. * Teachers may elect to direct their students to complete other course specific assignments.	❑ Log into Rosetta Stone website. ❑ Monitor usage time and lessons mastered. ❑ Work with individual students through Teams Meetings (preferred). Document date, time, and discussion/lesson. ❑ Meet online or through phone calls with every student at least once a week. * Teachers may elect to direct their students to complete other course specific assignments.

Special Education Supplemental Curriculum for Content Areas: Student/Teacher Tasks and Responsibilities

Early Childhood/ELEMENTARY (Prek-5)	SECONDARY (6-12)
STUDENT	**STUDENT**
Small Group/Individualized Instruction: ❑ Log into Teams to check Weekly Schedule for small group/individualized TEAM meetings with special education teacher. Schedule will be posted each Monday morning. ❑ Complete tasks/activities assigned by special education teacher. * Students are also responsible for completing core content assignments, which may have been adapted by special education provider as needed.	**Small Group/Individualized Instruction:** ❑ Log into Teams to check Weekly Schedule for small group/individualized TEAM meetings with special education teacher. Schedule will be posted each Monday morning. ❑ Complete tasks/activities assigned by special education teacher. * Students are also responsible for completing core content assignments, which may have been adapted by special education provider as needed.
TEACHER	**TEACHER**
❑ Ensure that all students have an individualized contingency plan on file. Review plan and update as needed to meet individual student needs during extended school closure. *(See Appendix 6.)* ❑ Login to Teams to post Weekly Small Group/Individualized TEAM meetings/sessions. Post schedule before Monday morning at 7:00 AM. Schedule should include online meeting dates/times and all activities. ❑ Conduct small group/individualized Teams Meetings utilizing materials from IRLA, Unique Learning, Zearn, Read Works, Frog Street, etc. to fit the needs of the student(s). Record meetings and post to channel for students not in attendance and as a future reference for students as needed. ❑ Document student attendance on Attendance Form provided by OSE. ❑ Document all student activity/services/contact provided for each individual student on his/her Continuous Learning Log. ❑ Maintain documentation on student progress aligned to IEP goals. Keep work samples, observational data, assessments, charting, etc. ❑ Schedule evening Office Hours to accommodate students who cannot attend scheduled meetings and/or who need additional support. * Teachers may elect to direct their students to complete other course specific assignments.	❑ Ensure that all students have an individualized contingency plan on file. Review plan and update as needed to meet individual student needs during extended school closure. *(See Appendix 6.)* ❑ Login to Teams to post Weekly Small Group/Individualized TEAM meetings/sessions. Post schedule before Monday morning at 7:00 AM. Schedule should include online meeting dates/times and all activities. ❑ Conduct small group/individualized Teams Meetings utilizing materials from IRLA, Unique Learning, Edgenuity, Common Lit, etc. to fit the needs of the student(s). Record meetings and post to channel for students not in attendance and as a future reference for students as needed. ❑ Document student attendance on Attendance Form provided by OSE. ❑ Document all student activity/services/contact provided for each individual student on his/her Continuous Learning Log. ❑ Maintain documentation on student progress aligned to IEP goals. Keep work samples, observational data, assessments, charting, etc. ❑ Schedule evening Office Hours to accommodate students who cannot attend ❑ scheduled meetings and/or who need added support. * Teachers may elect to direct their students to complete other course specific assignments.

MOBILE DEVICES

Distribution of Mobile Devices

Family Notification
Inform families regarding plans for technology availability

- Parents/legal guardians of district students will receive a letter outlining district guidelines for student use of computing devices at home.
- Letter will reference the district's "Agreement for Student Use of Mobile Devices" that outlines protocols and guidelines for accepting a district-issued device. Student and parent/legal guardian signature is required on the agreement.
- Schools will issue mobile devices for student use in the classroom and at home to those students who return the signed agreement.
- Students and parents/legal guardinas who receive a mobile device during the school closure are bound by the terms outlined in the "Agreement for Student Use of Mobile Device."

Distribution of Devices
Redistribute devices to schools as needed

- Schools will issue their current inventory of mobile devices (including those in carts) to students who return signed paperwork.
- Schools will maintain an inventory list of device IDs issued to students.
- Students will be issued protective cases that should be used when devices are transported.
- Devices purchased with special funds will be allotted to follow the protocols of those funds.
- The Technology Department will reallocate devices as needed for each school.

Additional Concerns
Ensure that mobile device use is supported and maintained

- Teachers who need a mobile device to work from home should check one out from the school.
- Student devices used at home will be subjected to the same content filtering that is implemented when devices are used at school.
- The Technology Department will enact a hotline through which students and faculty members can request assistance with devices when working from home.
- Protocols for devices needing repairs will be established and posted to district and school websites.

INTERNET ACCESS

Securing Internet Access

During times when this Instructional Continuity Plan must be implemented, the need for high-speed internet access that allows students to utilize digital content will become an important and immediate concern.

While families are encouraged to contract internet access individually from local internet service providers for use by students in their homes, it is understood that the purchase of these services may be economically unfeasible for some of our families.

The St. Mary Parish School Board will continue to implement strategies that support district students without internet access at home. Below are the district's current options to ensure students have access to online content that will allow them to continue their studies without   interruption.

Hotspots
- ❑ In addition to 720 existing internet access points (hotspots) currently located inside district schools and buildings, the district will deploy approximately 70 additional external hotspots that will broadcast from buildings to site parking lots.
- ❑ The district will work with community civic centers and other public buildings near residential areas to enhance free internet access at those locations.
- ❑ For isolated residential areas, the district will mount internet access points on school buses. During emergency situations, these buses can be parked in protected areas, where they can broadcast a signal to nearby students.
- ❑ In extremely isolated residential areas, it may be necessary to supply mobile (cellular) hot spots that provide limited internet access.

Partnerships
- ❑ The district encourages local service providers to open their networks and provide free or low-cost internet access during emergency situations.

APPENDICES

Appendix I: Guidelines for Face Coverings (COVID-19)

Face coverings must be worn in an appropriate manner by faculty and students in grades 3-12 to the maximum extent possible during Phases 1 and 2.

A **face covering** is defined as a piece of material used to cover both the nose and mouth for the purpose of forming a barrier to droplets or airborne particles that are coughed, sneezed, or exhaled when talking. Face coverings are meant to protect both the wearer of the face covering and surrounding individuals.

Recommendations for cloth face coverings from the Louisiana Department of Education include the following:
- Face coverings should fit snugly but comfortably against the side of the face, completely covering the nose and mouth.
- Face coverings should include multiple layers of fabric and should be laundered and dried without damage or a change in shape.
- Face coverings should allow for breathing without restrictions.

Students:
Face coverings are to align with the dress code policy and should not create a disturbance. Face coverings should not become a discipline issue.

- No logos except those that have the school's name, mascot, or other logo as approved to promote school spirit.
- Masks or neck gaiters shall be solid in color or an appropriate print.
- No written statements or inappropriate pictures/gestures are permitted.
- Bandanas, regardless of the color, are not to be utilized as face coverings.
- Plastic shields are not to be worn by students.
- While inside the school facility, students in grades PreK-2 may wear a face covering.

Faculty & Staff
All faculty and staff are to wear face coverings.
- There will be instances where a mask plus a face shield are required by faculty and staff. Examples include when teachers are working with students in very close proximity or with bodily fluids.
- Teachers who teach phonics or foreign languages may wear a shield only to enable students to see their lips.
- Speech therapists will wear a shield when providing services to students.

While inside the school facility, children under 2 and individuals with breathing difficulties should not wear a face covering.

Appendix 2: Bus Transportation (COVID-19)

Based on the COVID-19 status of our state, school buses used to transport students will follow maximum capacity requirements. Students will be assigned appropriate transportation based on household members and locations.

Phase 1	Phase 2	Phase 3
• No busing will be available. School sites will be closed for students. • If busing must be used, buses must not exceed 25% of the bus capacity (including adult riders).	• Buses used to transport students must not exceed 50% of the bus capacity (including adult riders). • Members of the same household may sit in the same seat or in adjacent seats. • Windows will be opened (when possible) to facilitate air flow. • Face coverings will be worn by students (Grades 3 and higher) and all adults. Students in grades 2 or lower are encouraged to wear face coverings when possible. • Passengers must be dispersed throughout the bus to the greatest extent possible. • Buses will be cleaned between routes.	• Buses used to transport students must not exceed 75% of the bus capacity (including adult riders). • Passengers must be dispersed throughout the bus to the greatest extent possible.

Adapted from: Louisiana Department of Education. *School Reopening Guidelines & Resources, BESE Bulletin 471, Ch.4.* Updated 15 July 2020.

Appendix 3: Health and Safety Standards for Reopening Schools (COVID-19)

Item	Standards
Group Size	The maximum group size that may convene indoors in a single room, irrespective of room size, or outdoors at any given time: Phase 1 = 10 individuals; Phase 2 = 25 individuals; Phase 3 = 50 individuals
Group Composition	• Younger students who are unable to wear face coverings or maintain a physical distance from other students or adults should be assigned static groups. This must include, at a minimum, students in grade 2 or lower. The static group composition should be maintained for as long as possible over the course of the 2020-2021 school year. • The composition of a group may change if students are able to maintain a physical distance of at least six feet from other students and adults in a classroom or indoor setting, to the greatest extent possible. • Students with disabilities must continue to receive special education and related services in the least restrictive environment. School systems must factor in any additional service providers who may need to enter the classroom, students who receive services outside the classroom (e.g. resource, APE), and/or students who receive services through alternate instructional methods.
Physical Standards for Use of School Facilities	• If a group convenes indoors, it must convene in a room enclosed by a wall or partition. This includes large rooms, such as a gymnasium or auditorium, which may include more than one group if each group is separated by a wall or partition. • If groups convene outdoors, a physical barrier is not required, but each group must remain separated. • To the greatest extent possible, schools must limit crowding at entry/exit points, maintaining group sizes and physical distance recommendations. • High-touch surfaces must be cleaned before and after use by each group in rooms used by more than one group.
Monitoring Students and Adults for Symptoms of COVID-19	• Each school must establish an area used to isolate anyone showing signs of being sick. The isolation area must be cleaned after it is occupied by any sick student or adult. • Upon arriving at the school facility, each adult and student must be assessed for symptoms of COVID-19, as defined by the CDC. This includes an initial temperature check.
Environmental Cleaning and Personal Hygiene	• High-touch surfaces must be cleaned multiple times per day, including bathrooms. • Students must wash or sanitize hands upon arrival at the school, at least every two hours, before and after eating, before and after using outdoor play equipment, and before exiting the school facility. • While inside the school facility, all adults and students in grades 3 through 12 must wear a face covering to the greatest extent possible and practical within the local community context. • While inside the school facility, students in grades prekindergarten through 2 may wear a face covering. • While inside the school facility, children under two years old and individuals with breathing difficulties should not wear a face covering.
Hygienic Supplies	• School employees will be provided adequate access to hygienic supplies, including soap, hand sanitizer with at least 60 percent alcohol, disinfectant wipes or spray, paper towels, and tissues. Face coverings should also be provided when needed. • The quantity of hygienic supplies must be appropriately provided to the school employee, according to the role and the number and age of students or adults served by that employee.
Essential Visitors to School Facilities	• Essential visitors are individuals who must enter schools in order to conduct visits in accordance with Louisiana law or policy. • Essential visitors may include those who conduct CLASS observations, observe teacher candidates, and provide essential supports and services.
Student Programming Determinations	• Student placement determinations in a distance or in-person education program should be made in consultation with the parent or legal guardian. • Student placement should take into consideration a student's unique academic, social, emotional, familial, and medical needs as identified by the parent or legal guardian.

Adapted from: Louisiana Department of Education. *School Reopening Guidelines & Resources (BESE Bulletin 471, Ch.4)*. Updated 15 July 2020.

Appendix 4: Additional Operating Considerations (COVID-19)

Item	Standards
Shared Communal Spaces	• The use of indoor shared spaces, such as cafeterias and gymnasiums, will be limited to the maximum group sizes (outlined under Appendix 3: Group Size) with physical distance and face covering protocols in place. These spaces will be cleaned between each group's use. • Water fountains will be closed; students will be encouraged to bring bottled water from home. • Protective barriers may be placed in shared areas such as front offices and reception areas.
Food Preparation and Meal Services	• Students, teachers, and cafeteria staff will wash hands before and after meals. • Classrooms may be utilized for eating in place. • Meal times will be staggered for each group with adherence to group size (outlined under Appendix 3: Group Size) and physical distancing recommendations to the greatest extent possible. Disposable utensils will be used. • Serving lines and exit flow paths will be marked to support single-file, socially distanced lines for food pickup and disposal. • Outdoor seating may be used if practical and appropriate. • Staff will clean frequently touched surfaces such as kitchen countertops, cafeteria tables, door handles, carts, and trays throughout the day. • Proper hand hygiene measures for staff will be reinforced.
Social Distancing Measures	• Unused desks and furniture in classrooms should be removed to maximize physical distance and minimize objects that must be cleared. • Establish distance between the teacher's desk/board and student desks. • Identify and use large spaces like gymnasiums, auditoriums, and outdoor spaces to enable physical distancing in Phase 2 and 3. • Teachers maintain social distancing guidelines and teach from one location in the classroom if possible. • Additional time may be allowed for transitioning. • Flow paths may be designated in hallways to keep students separated and minimize congregation of students.
Student Drop-off and Pick-up Processes	• Schools should establish one or two entry and exit points that enable a single direction flow of students. • Hand hygiene stations will be established at the entrance of school facilities (soap and water or hand sanitizer with 60% alcohol). • If possible, families are encouraged to drive their children to school to reduce the number of students on buses.
Large Gatherings and Extracurricular Activities	• Assemblies are limited to maximum group size (outlined under Appendix 3: Group Size) with appropriate physical distancing in place. • Younger students who are unable to maintain physical distance should be placed in static groups to the extent possible. • All attendees should wear a face covering. • Students and teachers should wash hands before and after events. • Field trips will be discontinued during Phase 2 to avoid engagement with vulnerable populations. • Afterschool programs may continue with adherence to maximum group sizes and physical distance protocols, with younger students assigned to static groups.
Athletics, Band, and Vocal Music	• Athletic activities are allowed to resume with the recommendations of the [Louisiana School Athletic Association's Guidance for Opening Up High School Athletics and Activities.](#) • Phase 2: No indoor activity that involves playing a wind instrument (sound produced by blowing into the instrument) or vocal singing is permitted. Outdoor activity should follow appropriate physical distancing measures. • Phase 3: Band and vocal music may resume in Phase 3 with physical distance recommendations indoors and outdoors.

Adapted from: Louisiana Department of Education. *School Reopening Guidelines & Resources (BESE Bulletin 471, Ch.4). Updated 15 July 2020.*

Appendix 5: Distance (Virtual) Learning Options (COVID-19)

St. Mary Parish Virtual Learning Program

As St. Mary Parish prepares to reopen schools for the 2020-21 school year, families will be offered a choice between onsite learning and virtual (distance) learning for their children. Protocols and procedures for the district's Virtual Learning Program, which has provided distance learning for full-time and part-time students in grades 6-12 since 2012, will be modified to include students in grades K-5.

The goal of the district's Virtual Learning Program is to provide suitable online instruction to students in grades K-12 whose families request it. In a virtual learning environment, students do not attend classes on the school site. Teaching, activities, and assessments are completed online using a variety of digital resources. Methods may include real-time class meetings, prerecorded video lessons, small group or individual online instruction, hands-on activities, practice assignments submitted for teacher feedback, and other instructional activities within Microsoft Teams or other online platforms.

The following expectations have been established for families electing to enroll students in the Virtual Learning Program due to COVID-19 concerns:

- Students are expected to engage with instructors or complete assignments during regular school hours on each school day.
- Daily attendance will be recorded, and students will be graded in the same way as students attending face-to-face classes.
- A computer device (preferably Windows 10) with a webcam is necessary for virtual learning. Families must arrange for daily internet access during school hours. A headset with microphone is highly recommended.
- Daily assistance and monitoring from a parent or adult guardian (the *home facilitator*) will be required. The degree of assistance and monitoring needed will be dependent upon the grade level and maturity of the child, with younger children requiring more intensive assistance.
- Students will be required to attend school for mandated state testing and must wear a school uniform.
- Students in grades K-8 may elect to return to onsite learning at the end of a 9-weeks (report card) period.
- Students in grades 9-12 may elect to return to onsite learning at the beginning of a new semester (January or August).

Students enrolled in the Virtual Learning Program are still members of their assigned schools and may participate in activities that are offered by the school.

Student Programming Determinations

As outlined in Bulleting 471, Chapter 4, student placement determinations in a distance or in-person education program should be made in consultation with the parent or custodian. Student placement determinations should take into consideration a student's unique academic, social, emotional, familial, and medical needs of a student, as identified by the student's parent or custodian.

Appendix 6: Individualized Contingency Plan (Special Education)

SCHOOL SYSTEM	St. Mary Parish

This Special Education Emergency Contingency Plan will be to document the temporary special education services that are feasible and safe to provide to an individual student while the local education agency (LEA) is closed but continuing to provide instruction. Information recorded in this document may come from the student's individualized education program (IEP), this form **is not intended to serve as, or to replace, the most recent IEP.**

☐Before completing the Contingency Plan, I reviewed the student's IEP, consulted with parents, and additional IEP team members.

STUDENT INFORMATION	
STUDENT NAME / UNIQUE ID	
Date of IEP	
Grade	
PARENT/GUARDIAN NAME	
PARENT PREFERRED CONTACT INFORMATION (Phone number / email address)	
TECHNOLOGY ACCESS AT HOME (Check all that apply)	☐Device Access (computer, tablet) ☐Internet Access ☐Internet hotspot / mobile device available ☐Phone Access ☐No Technology Access ☐Other _____
STUDENT'S CONTINUOUS LEARNING PLATFORM (May check more than one. Some students may have different platforms based on the service.)	☐Virtual Platform (e.g. TEAMS Meeting, Blackboard, etc.) ☐Telephone Support ☐Curriculum-based paper resources/packets ☐Video/audio recordings or other digital formats for learning activities, instruction, or therapies ☐Web-based curriculum or learning activities/computer programs ☐Other _____
Materials/Programs that will be utilized *Note that additional materials may be used to address individual student needs*	☐Zearn ☐IRLA ☐PBS ☐Unique Learning ☐Eureka Math ☐Kahn Academy ☐Common Lit ☐CKLA ☐Edgenuity ☐Read Works ☐Amplify Science ☐Starfall
EFFECTIVE DATES (Review every two weeks and revise as needed during school closure.)	

In this section, add considerations that are specific to the student's needs and context during the extended school closure period. This should be new or additional information, not a repetition of the student's IEP.

IEP CONSIDERATIONS DURING CONTINUOUS LEARNING	
PRESENT LEVELS OF PERFORMANCE	❑ Same as current IEP (no description below) ❑ Additional information (add description below)
*[Enter any additional considerations **specific** to how the student's disability impacts his/her participation in continuous learning, if applicable.]*	
ACCESSIBILITY + ACCOMMODATIONS	❑ Same as current IEP (no description below) ❑ Additional information (add description below)
*[Enter any additional accessibility or accommodations considerations **specific** to continuous learning. These should be based on the student's Present Level of Performance and should assist the student in successfully accessing and participating in continuous learning.]*	
OTHER CONSIDERATIONS	❑ N/A (no description below) ❑ Additional information (add description below)
*[Enter any other considerations **specific** to how the IEP will be implemented in continuous learning, if applicable.]*	

SCHOOL SYSTEM	St. Mary Parish

In this section, add the special education and related services that will be provided to the student during the extended school closure. Due to the extended school closure and the student's unique circumstance and needs, services may be modified from what is provided in the student's current IEP. This information should clearly communicate the services the student will receive.

SPECIAL EDUCATION AND RELATED SERVICES TO BE PROVIDED TO THE STUDENT					
Focus on IEP Goal #	Type of Service	Personnel Type	Frequency (per week)	Method (small group, 1:1, direct)	Location (Virtual Platform, Phone)

SCHOOL SYSTEM	St. Mary Parish

In this section, document a student's typical weekly schedule during the extended school closure. This section should help special education teachers, general education teachers, direct services providers, and parents/guardians coordinate and understand service delivery.

STUDENT WEEKLY SCHEDULE							
Time	Service	Personnel Name	Mon.	Tues.	Wed.	Thurs.	Fri.

This section documents whether parent/guardian consent was obtained and who created the document.

Did the student's parent/guardian and the school system agree that this document serves as an amendment to the student's IEP under 34 CFR §300.324?	☐Yes ☐No
If yes, how/when did the student's parent/guardian agree that this document will serve as an amendment to the student's IEP under 34 CFR §300.324? *[Date/Method of Contact/Brief Summary of Contact]*	Date: Method of Contact: Summary:
Participants for plan development (participant signatures required - if phone conference document date/time/participants) *[Student, Teacher, Parent/Guardian, School Administrator/District Representative/Direct Service Provider/Others?}* **Note: parent must be participant/be consulted** _____ _____ _____ _____ _____ _____	

☐A copy of this Contingency Plan was provided to the parent(s), guardian(s), and/or eligible student by:

☐US mail   Date:
☐Other _____   Date: