

East Baton Rouge
Parish School System

**2020-2021
REOPENING BLUEPRINT**



ebrschools.org | (225) 922-5400



Table of Contents

- 4 OVERVIEW
- 5 GUIDING PRINCIPLES & REOPENING APPROACH
- 6 SCHOOL LEARNING MODELS & REOPENING PHASES
 - VIRTUAL
 - HYBRID
 - FACE-TO-FACE
- 13 EXCEPTIONAL STUDENT SERVICES
- 14 HEALTHY DAY BLUEPRINT
- 15 OPERATIONAL HEALTH & SAFETY STANDARDS
- 17 PARENTAL INVOLVEMENT & SUPPORT
- 18 ADDITIONAL SERVICES & RESOURCES
- 19 STAFF INFORMATION & RESOURCES
- 20 TERMS & REFERENCES



our mission

The East Baton Rouge Parish School System, in partnership with our community, educates all students to their maximum potential in a caring, rigorous and safe environment.

our vision

All East Baton Rouge Parish School System students will graduate with the knowledge, skills and values necessary to become active and successful members of a dynamic learning community.

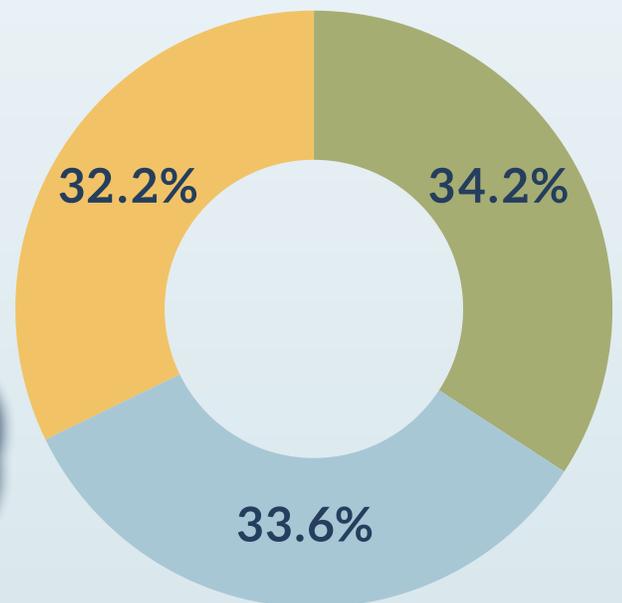
OVERVIEW

Since Louisiana’s school facilities first closed in March 2020 in response to the COVID-19 pandemic, the East Baton Rouge Parish School System has prioritized the safety of students and staff. The school system also focused on providing nutritious meals to children in the community; offering high-tech and low-tech opportunities for continuous learning for all students; and expanding access to technology, including devices and internet, to support virtual learning for all students in the future.

At the same time, the school system began planning for a strong start for every student in the 2020-2021 school year, adapting its existing plan for the new school year to meet new academic and operational demands. These demands include but are not limited to how to open and operate facilities that keep staff, students, and their families safe; how to ensure high-quality learning and professional development; and how to support the social-emotional needs of the school community.

Through meetings with the COVID-19 Task Force and through numerous public surveys, the school system collaborated with a diverse group of stakeholders—educators, families, community members, health experts—to guide the development of the 2020-2021 Reopening Blueprint.

What instructional options do EBRRPS parents prefer?



- 100% Face-to-Face
- Rotating attendance days with at-home, virtual learning required on days not spent at school
- 100% Virtual Learning

GUIDING PRINCIPLES

The 2020-2021 Reopening Blueprint is aligned to the following guiding principles:

Equity: Equitable access to a guaranteed high-quality curriculum, both remote and in person; inclusive environments and continued access to essential support services will be provided.

Safety: Safe, healthy, and equitable teaching and learning environments, both remote and in person, that will ensure seamless transitions and minimize learning gaps.

Communications: Effective and consistent communications to foster public trust and strengthen community partnerships.

REOPENING APPROACH

The East Baton Rouge Parish School System's blueprint for reopening school facilities in the 2020-2021 school year prioritizes safety and learning for all and incorporates the aforementioned feedback from all stakeholders. We acknowledge that learning models may shift over time as Louisiana and our parish navigate the ongoing public health crisis. As the 2020-2021 school year begins, EBRPSS will offer students and families two options:

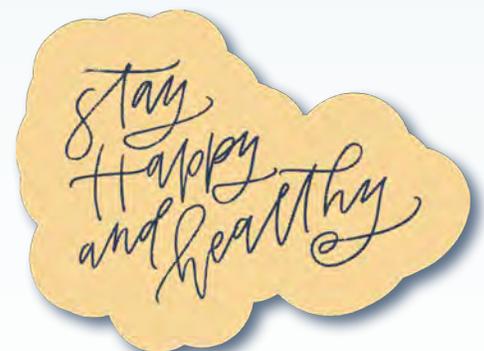
Option 1 - The [Hybrid Learning Model](#) will provide face-to-face learning two days each week and virtual learning the other three days. In-person instruction will expand over time, prioritizing PreK through second grade and expanding to all other grade bands as staffing and building capacity allow.

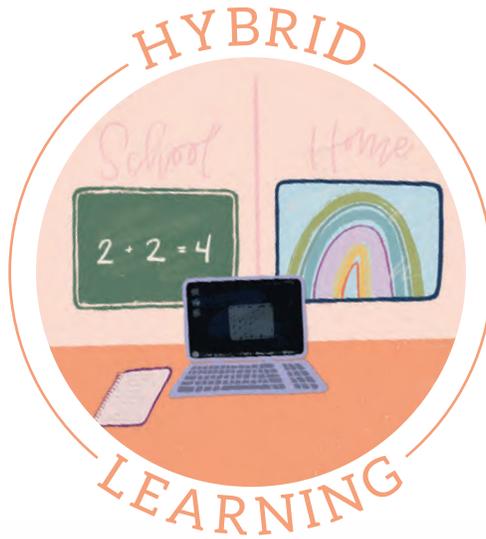
Option 2 - The [Virtual Learning Model](#) will provide 100% virtual instruction through the student's school of record.

No matter which learning model families choose, every child will be provided high-quality, equitable academic instruction, and social and emotional support.

The school system will monitor the ongoing public health crisis; adhere to national, state and local guidance; and make adjustments to this approach as needed. Through every step, EBRPSS will provide frequent and clear communications with families.

The school system remains dedicated to minimizing learning gaps, excelling against all odds, and making the 2020-2021 school year the best it can be.





THREE SCHOOL MODELS

The East Baton Rouge Parish School System is committed to providing families with flexible school models that will remain in compliance with all national, state, and local social distancing restrictions and health guidelines. As such, all students will have the ability to partake in a 100% Virtual Learning environment within the child's school of record. If a child selects virtual, schools will communicate all details. The progression to a hybrid learning environment or a face-to-face learning environment will be based upon the movement through phases I, II, & III and the latest COVID-19 health data.

Phase I

All students will learn in a virtual learning environment.

Phase II

All schools will offer virtual learning for any child who chooses to continue learning remotely.

As governmental phases allow, students will begin to attend school in person on two days a week through the hybrid model. Students will learn virtually the other three days.

Students in low-incident, self-contained classrooms will be able to attend school in person on M, T, Th, & F.

Phase III

All schools will offer virtual learning for any child who chooses to continue learning remotely. All other students will gradually resume face-to-face instruction.

LDOE attendance, grading, and other policies will be in effect through all phases.



CALENDAR

ORIENTATION & PROGRESSION

EBRPSS students will return to school in the hybrid model detailed below. Students will return for a full day orientation at their school, by alphabet groups, on August 6th and 7th. Starting the week of August 10th, students will begin the full hybrid schedule in grades PreK-12. This schedule allows for alternating alphabet groups to attend school while maximizing social distancing to the extent possible. The district will monitor school-level attendance, staffing, and state phase guidance continuously throughout the 2020-2021 school year. After the second full week of school, the district will use all information and guidance available to determine when more students can return to school sites in-person during the school week. The priority for returning students to a more regular school schedule will begin with students in grades PreK-2. The district will simultaneously monitor additional opportunities for expanded face-to-face instructional time for all other grade levels and grade bands.

| | | | | | | |
|----|---|---|---|--|--|----|
| 2 | 3 School Level Professional Development Days (No Students) | 4 School Level Professional Development Days (No Students) | 5 School Level Professional Development Days (No Students) | 6 Student Group A-K attend a full orientation day at their school | 7 Student Group L-Z attend a full orientation day at their school | 8 |
| 9 | 10 Student Group A-K attends school | 11 Student Group A-K attends school | 12 Virtual Day (No Students) Deep Clean | 13 Student Group L-Z attends school | 14 Student Group L-Z attends school | 15 |
| 16 | 17 Student Group A-K attends school | 18 Student Group A-K attends school | 19 Virtual Day (No Students) Deep Clean | 20 Student Group L-Z attends school | *Updates to Hybrid Phase 21 Student Group L-Z attends school | 22 |

On August 21st, updates to the hybrid phase will be announced in accordance with the latest local health guidelines. Additional updates will be communicated every ten days or as needed.

Virtual

LEARNING MODEL

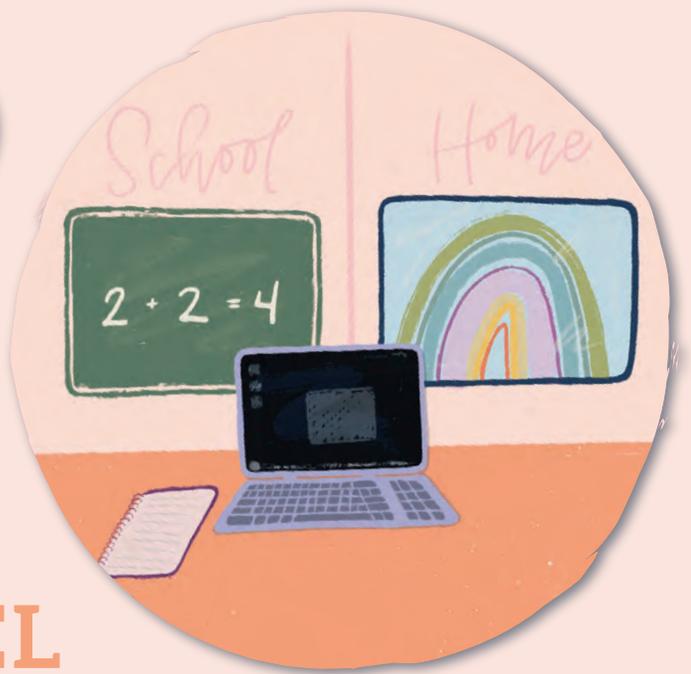


All schools will offer virtual learning.

Definition: Instruction via a web-based educational delivery system that includes software to provide a structured learning environment. The virtual learning model enhances and expands educational opportunities and is accessible from multiple settings (also commonly referred to as distance education, eLearning, or remote learning).

Virtual Model Phase Guidance: All schools will offer virtual learning throughout the 2020-21 school year for any child in need of or desiring remote instruction. Paper instructional materials will be distributed by the school to students with connectivity concerns and/or to complement the virtual learning experience if needed. Grades and attendance will be accounted for daily under all learning models.

Hybrid



LEARNING MODEL

A blend of virtual learning and face-to-face instruction.

Definition: An educational practice that combines online learning with face-to-face instruction into one cohesive experience. Course content will be organized in a Learning Management System (LMS).

Hybrid Model Phase Guidance: Students will attend school on designated days of the week with the goal of receiving on-campus instructional time a minimum of two days per week. Virtual learning will be connected to and provided by the child's school of record. (Children may still select the 100% virtual learning experience). As building and staffing capacity allow, schools will begin phasing students back in starting with PreK through 2nd grade students. This will gradually increase through grade 12, following all health and safety guidelines.

Which days will my child attend school in person?

A-K

Groups will be divided alphabetically.

L-Z

A-K attends in person on Monday and Tuesday.
This group will learn virtually Wednesday-Friday.

L-Z attends in person on Thursday and Friday.
This group will learn virtually Monday-Wednesday.

- Schools will address requests for different days, within reason. Flexibilities may be given to accommodate after-school activities and practices.
- Students in low-incident, self-contained classrooms will attend schools four days a week: Monday, Tuesday and Thursday, Friday.
- School buildings will undergo extensive cleanings on Wednesdays.
- Under the hybrid model, virtual learning will be connected to and provided by the child's school of record.
- Children of EBRPSS employees may attend their school of record on Monday, Tuesday & Thursday, Friday. Specialized classes identified by the district may attend daily.
- Schedules will be synchronized for students on and off of campus to the extent possible.

A SAMPLE WEEK OF HYBRID LEARNING

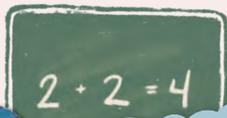
Olivia A.

IS A 6TH GRADE STUDENT FOLLOWING **SCHEDULE A**

She will attend school and learn face-to-face on Monday and Tuesday each week. Because Wednesdays will be reserved for cleaning, Olivia, and all other EBR students will learn virtually every Wednesday during the hybrid model. Thursday and Friday, Olivia will continue to learn virtually.



MONDAY & TUESDAY



face to face

WEDNESDAY



SANITIZATION DAY
VIRTUAL FOR ALL

THURSDAY & FRIDAY



Virtual

THIS 4TH GRADER WHO FOLLOWS **SCHEDULE B** IS

Owen R.

He will stay home and learn virtually on Monday and Tuesday each week. Because Wednesdays will be reserved for cleaning, Olivia, and all other EBR students will learn virtually every Wednesday during the hybrid model. Thursday and Friday, Owen will attend school and learn face-to-face!

MONDAY & TUESDAY



Virtual

WEDNESDAY



SANITIZATION DAY
VIRTUAL FOR ALL

THURSDAY & FRIDAY



face to face



Schools will address appeals within reason. Flexibilities may be given to accommodate after-school activities and practices.

SAMPLE SCHEDULES

During the hybrid schedule, we understand that it will be easier for parents to provide childcare or support if all children from the same household are attending school on the same or similar days. The alphabet groups will align many schedules. Principals will work to address household members that do not have the same last names. If a child is attending school in-person outside of the identified alphabet groups, schools will notify those families on a case-by-case basis. For additional scheduling requests, we ask that families reach out to your child's school to request schedule changes. If families have students in multiple schools and/or grade bands, please understand that it will be easier for elementary schools to accommodate a schedule change as opposed to the more complex middle and high school schedules.

Prek and elementary

| MONDAY & TUESDAY | WEDNESDAY | THURSDAY & FRIDAY |
|--|--|--|
| <u>Schedule A (A-K)</u> Arrival/Breakfast Community Circle ELA Writing P.E. Science & Social Studies Lunch Math Intervention/Enrichment Ancillary Class Daily Review/Dismissal <u>Schedule B (L-Z)</u> Virtual Learning | <u>Schedule A (A-K)</u> Virtual Learning <u>Schedule B (L-Z)</u> Virtual Learning | <u>Schedule B (L-Z)</u> Arrival/Breakfast Community Circle ELA Writing P.E. Science & Social Studies Lunch Math Intervention/Enrichment Ancillary Class Daily Review/Dismissal <u>Schedule A (A-K)</u> Virtual Learning |

| MONDAY & TUESDAY | WEDNESDAY | THURSDAY & FRIDAY |
|---|--|---|
| <u>Schedule A (A-K)</u> Home Room/Enrichment Block 2 English (A+B Day) Block 3 PE (A Day) Elective (B Day) Lunch Block 4 Soc. Studies (A Day) Science (B Day) Block 5 Math (A+B Day) <u>Schedule B (L-Z)</u> Virtual Learning | <u>Schedule A (A-K)</u> Virtual Learning <u>Schedule B (L-Z)</u> Virtual Learning | <u>Schedule B (L-Z)</u> Home Room/Enrichment Block 2 English (A+B Day) Block 3 PE (A Day) Elective (B Day) Lunch Block 4 Soc. Studies (A Day) Science (B Day) Block 5 Math (A+B Day) <u>Schedule A (A-K)</u> Virtual Learning |

middle

| MONDAY & TUESDAY | WEDNESDAY | THURSDAY & FRIDAY |
|--|--|--|
| <u>Schedule A (A-K)</u> Course 1 Course 2 Lunch Rotation 3/4 Course 3 Course 4 <u>Schedule B (L-Z)</u> Virtual Learning | <u>Schedule A (A-K)</u> Virtual Learning <u>Schedule B (L-Z)</u> Virtual Learning | <u>Schedule B (L-Z)</u> Course 1 Course 2 Lunch Rotation 3/4 Course 3 Course 4 <u>Schedule A (A-K)</u> Virtual Learning |

high

- Schools will address appeals within reason. Flexibilities may be given to accommodate families, siblings, after-school activities, and athletics.

- Students in low-incident, self-contained classrooms will attend schools four days a week: Monday, Tuesday and Thursday, Friday.

- School buildings will undergo extensive cleaning every Wednesday.

- Under the hybrid model, virtual learning will be connected to and provided by the child's teacher and school of record.

- Children of EBRPSS employees may attend the student's school of record on Monday, Tuesday & Thursday, Friday.

- Schedules will be synchronized for students on and off of campus to the extent possible.



LEARNING MODEL

Gradual return to 100% in-person instruction (traditional school model).

Definition: Traditional educational practice that combines modes of instructional delivery with primarily face-to-face instruction. In-person interactions are gradually increased between student-and-instructor, student-to-content and student-to-student. Each school will maintain an Emergency Distance Education Plan. *Some schools or grades may still utilize a hybrid approach or virtual learning depending on building capacity and social distancing restrictions.

Face-to-face Phase Guidance:

Students will resume face-to-face learning to the maximum extent possible. Children may still select the 100% virtual learning experience whenever possible. Virtual learning will be connected to and provided by the child's teacher and school of record.



Low-Incident, Self-Contained Classes

Educators supporting our low-incident, self-contained special population classes at the school sites listed ([link](#)) will provide face-to-face instruction on Monday, Tuesday, Thursday and Friday. These low incidence, self-contained classrooms include; Autistic students, severe-profound, hearing impaired, emotionally disturbed, community based and developmentally delayed students.

Teachers will provide virtual support on Wednesdays while the schools undergo a deep cleaning. When applicable, ESS students will receive a personalized virtual learning plan that may include but is not limited to the following: Content lessons, ancillary support, and specialized support such as occupational therapy, physical therapy, and speech therapy.

Distance Education Plan: ESS

- https://ebschools.org/wp-content/uploads/2020/04/Distance-Education-Plan_-_ESS.pdf

Distance Education Support for Visually Impaired Students

- <https://ebschools.org/wp-content/uploads/2020/04/Accessibility-Features-for-VI-Students.pdf>

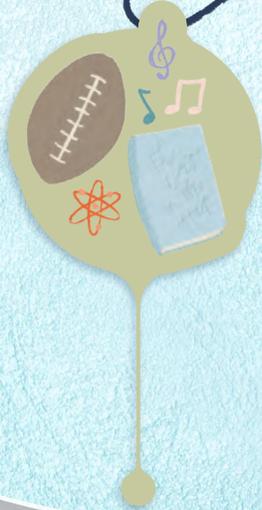
Distance Education Support for Students with Hearing Impairments

- <https://ebschools.org/wp-content/uploads/2020/04/Accessibility-Features-for-DOHH-Students.pdf>

HEALTHY DAY

Blueprint

EBRPSS is committed to creating inclusive learning environments. Below are the identified areas that we have addressed, making EBR Schools safer and healthier for every child.



PLANNING

- Establish and reinforce a culture of health, safety, and shared responsibility
- Form a COVID-19 response team and plan
- Prioritize staying home when sick
- Maintain and implement case reporting protocols
- Support remote learning options
- Protect high-risk students and staff

SCHEDULES

- Make lunchtime safer
- Rethink transportation
- Conduct routine temperature checks
- Manage transition times and locations
- Utilize strategies to minimize contact

ACTIVITIES

- Modify physical education
- Reimagine music and theater classes
- Monitor state athletics guidance (LHSAA)
- Add safety measures to free time

CLASSROOMS

- Wash hands frequently
- Maximize social distancing to protect individuals
- Disinfect objects between users
- Follow recommended mask guidance (pg. 17)

BUILDINGS

- Consider open-air learning spaces
- Use plexiglass as physical barrier
- Install no-contact infrastructure
- Keep surfaces clean
- Focus on bathroom hygiene
- Keep water fountains shut off
- Students may bring water bottles.



OPERATIONAL



STANDARDS

PreK & Elementary Precautions

- Provide increased personal hygiene education: handwashing techniques, maintaining personal space, etc.
- PreK staff will remove area rugs. Shared educational items will be limited and cleaned as frequently as possible to limit germ exposure.
- Floor markers will be created for social distancing during circle time and group activities.
- All students will be encouraged to wash hands frequently and wear face masks during transition times.
- Temperature checks will be performed daily.
- Cafeterias, gyms and common spaces will be used to maximize social distancing and capacity.

Middle and High Precautions

- Temperature checks will be taken upon arrival or during first period.
- Cafeterias, gyms and large common spaces will be used to meet social distancing requirements and maximize capacity.
- Hallways will be routed for single direction use to the fullest extent possible.
- Water fountains will be shut off. Students and staff are encouraged to bring water bottles.

Masks

PreK through 2nd Grade:

- Given the developmental stage of students, social and emotional health and safety considerations, masks are not recommended for PreK-2nd grade students at this time.
- However, all students will be issued two cloth masks at the beginning of the school year. Masks are encouraged during transition times.
- Teachers will educate students on the importance of mask wearing.

3rd through 12th Grade:

- Masks are strongly recommended for students in grades 3-12. Exceptions to face masks/ coverings will be made for those with medical conditions, disabilities, or other health or safety issues.
- Schools will issue each child two cloth masks at the beginning of the school year.

Staff:

- Masks are required. Exceptions to face masks/coverings will be made for those with medical conditions, disabilities, or other health or safety issues.

Hand Washing

- Students and staff will practice prevention by following recommended CDC handwashing guidelines.
- Students and staff will be encouraged to wash their hands during transition times. At a minimum, hand washing will occur every two hours.
- Proper handwashing technique signage will be placed in or near all restrooms.
- Hand sanitizer will be available in every classroom in use.
- Additional handwashing stations will be added to the extent possible.

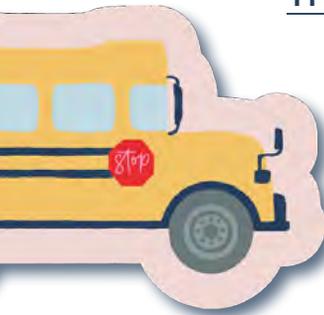
Case Reporting and Management

- Students with a temperature above 100.4 will be sent home.
- A sick child will be brought to an isolated room or area and supervised by medical or trained personnel.
- Parents will be notified and asked to pick up their children.
- The Office of Health and Intervention Services will be contacted and will then make the appropriate reports to ensure proper documentation and notifications.
- A confidential letter will be sent home to potentially impacted students and their families. Staff will be notified through contact tracing measures.
- Affected areas will be cleaned in accordance with CDC guidelines.

Facility Cleaning

- Custodians: Frequent cleanings of high-touch areas, doorknobs, desktops, and common spaces. School power cleanings will be conducted on Wednesdays.
- Teachers: Wipe down desks and doorknobs with approved sanitary wipes during transition times.
- Coaches: Wiping down equipment after every use, within the hour, and at the end of practices.
- Students: Students can help keep things clean by washing their hands frequently. Hand sanitizer will be available in every classroom and can be used throughout the day as needed.
- Following state guidelines, water fountains at schools will be disabled. We encourage parents to send water bottles with students to school each day.

Transportation



- Bus capacity will follow guidance for phase II (50%) and phase III (75%).
- All buses will have hand sanitizer available for students and staff. Bus seats will be wiped down at the end of each route.
- Windows will be lowered to increase airflow.
- Spacing will be provided, to the extent possible, following LDOE guidelines. Members of the same household may sit in the same seat or adjacent seats.
- Reserve specific seats to ensure more spacing for medically fragile children or arrange for specialized transportation options when possible.

Athletics & Extracurriculars



- Students and staff will practice prevention by following recommended LDOE and LHSAA guidelines.

Athletics:

- The district will continue to follow LDOE and LHSAA Phase Guidelines.
- Sanitizer wipes will be available for coaches and staff during approved workouts, practices, and game settings.

Extracurriculars:

- Extracurriculars and after school programming will follow school day guidelines.
- Programs will be evaluated for need and provided based on phase guidance. Some programs may be able to continue in a virtual-only format.

Visitors

- Visitors should be limited in both numbers and areas. Visitors will be admitted on a limited basis.
- All visitors must wear face coverings when in district buildings.
- Staff should work to assist visitors virtually as much as possible.
- Establish an appointment or call ahead process for visitors and student pick-up.
- Utilize staff to escort students to parent/guardian vehicle.
- Deliveries and shipping should be conducted in designated areas.
- Access to school common areas should be limited for non-essential personnel or visitors.

Parental

INVOLVEMENT & SUPPORT



Parental Support: Health

- Keep children that feel sick at home out of an abundance of caution.
- Students with a temperature above 100.4 will be sent home.
- If a child becomes ill at school, the student will be taken to an isolated classroom or area while parents are contacted for pickup.
- Limit school visitation and in-person meetings to keep school building capacity low; see visitor information.
- Reinforce the need for children to bring and wear protective face masks to the best extent possible.

Parental Support: Virtual Learning

- Ensure children are engaged and logging into online platforms according to daily schedules.
- Keep phone numbers and other important contact information up to date in the event that the principal, teacher, or technical support team needs to reach a parent/guardian.
- Encourage your child to take advantage of teacher office hours and stay connected for additional school support.
- Help your child set up a quiet and organized workspace conducive to learning remotely.
- Schools will communicate with parents regarding school-issued devices.
- For technical support, please visit <https://www.ebr.technology/>.

EBR Technology

The East Baton Rouge Parish School System integrates technology into instruction through a 1:1 learning environment. This type of learning environment allows students to engage with technology preparing them for 21st Century learning. Parental learning and support will be provided online through short video tutorials. The tutorials will help parents experience how their children should engage in learning through the Learning Management System identified for students. Parents will also gain a better understanding of how to utilize key components students use to navigate online learning.

For technical support with district-issued devices or accounts, visit <https://www.ebr.technology/>.

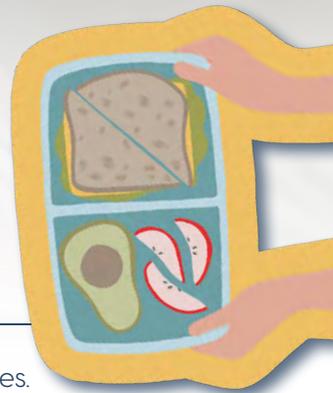
Connectivity Solutions

Mobile hotspots are available for student or staff by request. Requests may be submitted @ <http://www.ebr.technology/>

Community Hotspots can be located at <https://www.ebr.technology/communityhotspots>

The district is working with local partners to provide students with reliable access to the internet.

ADDITIONAL SERVICES *and* RESOURCES



Meals and Nutrition

Phase I:

Grab-N-Go meal pickups will be provided to all students in need of child nutrition services.

Phase II and III:

Daily school meals will be provided at school along with optional meal service either picked up by parents or delivered at school bus stops for students in a virtual learning program.

- Daily school meals should be consumed in classrooms or in a setting that allows for maximum social distancing.
- If cafeterias are used, mealtimes will be staggered as much as possible to adhere to group size restrictions and safety guidelines.

Mental Health Counseling and Academic Support

- Office of Health and Intervention Services, Department of Counseling and Guidance, and ICARE will support the mental health and academic needs of students through social emotional learning and advisement sessions.
- Virtual lessons supported by research-based, online platforms.
- Hybrid lessons will be based on K-12 EBRPSS Comprehensive Counseling Curriculum and social-emotional curriculum.
- Virtual counseling sessions will be available in a safe and confidential environment.
- Resources for students and families via telehealth and wrap-around services will be provided.



staff

INFORMATION & RESOURCES

Reimagine

We have the opportunity to think about how we design and deliver instruction as educators.

HYBRID:

Group A
Monday & Tuesday

Reset/Cleaning Day
Wednesday

Group B
Thursday & Friday

Redesign

Our methods must adapt to the times. EBRPSS will provide live and innovative instruction via internet platforms and/or recorded lessons.

Virtual Teaching & Tutoring opportunities and professional development will be available.

Repurpose

Some employees' roles may be modified and responsibilities will remain fluid based upon phased guidance.

[Watch our Video on Returning to Work/School Sites 2020](#)



Terms and References

Terms

Virtual Learning: Instruction via a web-based educational delivery system that includes software to provide a structured learning environment that enhances and expands educational opportunities, delivered synchronous or asynchronous and accessible from multiple settings. (also commonly referred to as Distance Education, eLearning, or Remote Learning)

Hybrid Model: Educational practice that combines modes of instructional delivery of online learning with face to face instruction and content with course content being organized in a Learning Management System (LMS). The blended/hybrid learning may serve in a course or a program, the teacher becomes the learning facilitator; interaction is increased between student-and-instruction, student-to-content and student-to-student.

Face-to-Face: Traditional educational practice that combines modes of instructional delivery with primarily face-to-face instruction. In-person interactions are gradually increased between student-and-instructor, student-to-content and student-to-student

Learning Management System (LMS): A learning management system used for the administration, documentation, tracking, reporting, automation and delivery of educational courses, training programs, or learning and development programs.

Self-Contained: Unlike standard classrooms with a large number of peers, self-contained classrooms are typically smaller settings with a fewer number of students. Created to help foster enhanced support for students with special needs or specific difficulties, self-contained rooms are generally comprised of about ten students with unique struggles who are most commonly instructed by a lead teacher with a certification in special education. Self-contained classrooms will also have at least one paraeducator who provides instructional support under the guidance of the classroom teacher.

References

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