



K-12 Smart Restart Practices for CTE: School Year 2020-21

This document is a collection of ideas and resources, provided by local instructors, counselors and administrators, to be shared with the CTE and administrative community statewide. These ideas are to assist local CTE programs in K12 Smart Restart.

Areas: [Administration](#) | [Agricultural Education](#) | [Business Education](#) | [Career Development](#) | [Family & Consumer Sciences Education](#) | [Health Sciences Education](#) | [Information Technology Education](#) | [Marketing Education](#) | [Special Populations](#) | [Technology & Engineering Education](#) | [Trade, Industry & Technical Education](#)

Area	Ideas & Resources
Administration	<p>General Ideas</p> <ul style="list-style-type: none"> • How are you dealing with Auto Collision programs. Respiratory masks are necessary, but we do not have enough for all. Are you purchasing more mask or are you disinfecting? If you disinfect what can we use? <ul style="list-style-type: none"> ○ The Southeast has consulted with the local fire department to ask how they disinfect as they need to disinfect their equipment. The name of the disinfectant will be provided. ○ Safety Glasses are being assigned to each student, to cut down on cross contamination. ○ Welding Helmets are being assigned to each student, to cut down on cross contamination. • Family and Consumer Science – Foods classes – how are the grouping students safely? <ul style="list-style-type: none"> ○ If social distancing is not possible, face masking is required. Also looking at blocked class schedule. ○ Some Foods labs are considering the use of safety glasses or face shields. • Use of Centers – How are schools handling coming in to a center for face to face activities? <ul style="list-style-type: none"> ○ Fogging and disinfecting center labs and shops between sessions and before/after school • How are schools handling masks? <ul style="list-style-type: none"> ○ Most are not requiring masks, but are recommending them. ○ If possible, each student is issued 5 masks. They are kept in their own separate bag, labeled Monday – Friday. When a student takes off their Monday mask, they put it back in the bag until the following Monday, allowing a week for it to be not touched. They are reused 5 times. <ul style="list-style-type: none"> ○ Many are not issuing masks, leaving that up to families, but will have masks available if requested. • Implement a “to be cleaned” tools table. All tools that are used are placed on the table at the end of the class period. They are then sanitized between class periods and put away in their proper storage at a later time. • ACTE Question Checklist (link to Excel File)
Agricultural Education	<p>General</p> <ul style="list-style-type: none"> • Arrange desks in classroom to provide social distancing of students • Limit in person guests and outside visitors (contact vendors to make sure they no longer drop in.) • Students should take all learning items home with them daily (textbooks, Chromebooks, laptops, etc.) • Keep classrooms stocked with tissues, hand sanitizer and sanitation supplies • Encourage the use of masks for both teachers and students <p>Class Schedule</p> <p>In Person</p> <ul style="list-style-type: none"> • A&B Days - Students will attend in person two days each week with remote learning on the others

- Extend time between class periods for student rotation
- Extended blocks so students would attend your class once a week for an entire morning or afternoon.

Remote

- Allow students to work at their own pace. Provide lessons and learning objectives daily but be flexible when items are completed and submitted
- Clear expectations of meeting times
- Setting up their own lab time so they could come in mornings or after school to complete
- Regular meetings with special education staff to help modify instructional materials and check ins on student progress.

Hybrid

- Live tracking cameras used in the classroom and labs. Students will observe classes at scheduled time. Using a learning platform for all students regardless if they are in person or remote learning,
- School gives students choices at the beginning of the semester for online or in-person learning. Those choosing online will be enrolled in an online academy and assigned a school advocate and work independently. This will prevent teachers being tasked in having to develop both an online and in person curriculum/content
- Students document their experiences through videos or photos for progress reports

Labs

- Setup individual workstations for students
- Eliminate shared equipment/materials as much as possible with the purchase of additional tools. Items that have to be shared should have sanitizing wipes to use after each use or instructor provides prepped materials (precut wood, metal, individual paint bowls, etc.)
- Group students in cohorts and isolate them in different spaces of the lab.
- Do projects outdoors in the fall while weather permits.
- Keep shop doors open and exterior doors propped open to maximize airflow if school safety policies allow.
- Considerations for mask wearing, face shields when social distancing isn't possible
- Frequent cleaning and disinfecting of entire lab and classroom. Plan put in place in cooperation with custodial staff to ensure this is done frequently and its know who is responsible for it.
- Ramp up your normal cleaning routine for students. Eliminate dust debris, etc. Students can clean but instructors or custodial staff should disinfect because of chemicals.

PPE

- Adequate supplies for all students of PPE equipment such as safety glasses, gloves, masks, etc.
- Safety glasses/goggles for each student (no sharing)
- No sharing of lab coats, gloves, etc.
- Consider welding helmets for each student
- Ensure you use flame resistant masks if welding or cutting
- Hand washing/sanitizing as they enter and leave the room.
- Gaiter Masks for Welding - Non Flammable

First Week Practices

- Spend time the first few days of class training and getting students comfortable using the learning platform (MyCAERT, Google Classroom, AET)

	<ul style="list-style-type: none"> • Give students expectations on what is going to be required if you transition into remote learning. (Could happen overnight) • Adjust curriculum plan to allow the students hands on learning while they are in school. Lab and outdoor activities, instead of leadership and FFA. <p>FFA & Travel</p> <ul style="list-style-type: none"> • Perform temperature and wellness checks before departing. Assigned seating in buses to space students adequately. Crack windows for fresh air if weather permits. • Use larger spaces such as gym, parks, cafeteria to host meetings. • Continue to offer regular meetings virtually. Setup online games, trivia etc. as a draw to the business session. • Setup practice times/schedule for LDE and CDE practices to keep room at adequate levels. <p>School Online Distance Learning Platform</p> <ul style="list-style-type: none"> • 31 schools will be utilizing Google Classroom • 17 schools will be utilizing Microsoft Teams • 14 Schools will be utilizing Zoom • 8 Schools will be utilizing Schoology • 2 schools will be using Plan Book • 3 school will be using Canvas <p>“Apps” that will be used in the classrooms</p> <ul style="list-style-type: none"> • 9 will use Ed Puzzle • 10 will use Flipgrid • 9 will use AET • 8 will use Nearpod • 6 will use Kahoots • 6 will use MyCAERT • 5 will use Quizlet and Journey 2050 • Others being used are: Zoom, Poll Everywhere, Meets, Bloxels, Grimkit, Canva, Google Expeditions, Breakout Edu, Screencastify, ULINC – Tooling U from Lincoln Welding, Remind, Miller Welding Info, Stratton Power Portal and Padlet. <p>Additional Needs</p> <ul style="list-style-type: none"> • Prioritize and adjust teacher participation expectations. Focus on you as an educator and making sure you don’t overextend yourself in this trying time. It’s alright if you don’t have that LDE participant, it’s alright if your chapter fundraiser looks different. It’s ok if you adjust your curriculum to accommodate less prep for classes, etc. • Take care of yourself: Stress level maintenance and mental health will be a top priority for all. Reach out to fellow teachers, friends and figure out a way to disconnect.
<p>Business Education/IT</p>	<p>Classroom Instruction</p> <ul style="list-style-type: none"> • During in person instruction, teachers should use distance tools to get students comfortable using the LMS for the possibility of going back to full distance education. Some schools are changing their LMS for fall 2020 and need time to train teachers too. Distance tools for software: Office 365, TestOut, MindTap, Adobe Creative Cloud. Not seeing as much free access as was available in the spring, but could be a reasonable expense for students to have access while doing distance education or while using individual devices (Chromebooks, laptops, etc.)

	<p>Lab Areas</p> <ul style="list-style-type: none"> • Computer Lab – spreading computers out so there is 6 ft between students (this could mean needing additional tables, securing cords on the floor, etc.) Wearing masks when 6 ft is not possible. • If classes are on A/B Schedule alternate computers between classes to allow extra time for disinfecting. • Assign devices/hardware to students (mouse, headphones, etc) • Provide keyboards for iPads • Ensure students have access to software at the beginning of there are starting school to ensure access if they go distance. <p>Sanitation</p> <ul style="list-style-type: none"> • Cleaning computer lab stations between students – who will do the cleaning? Will it take away from class time? • Disinfecting UV wands – do these work? <p>General Ideas</p> <ul style="list-style-type: none"> • The theme for the year is going to be FLEXIBILITY. One instructor suggesting being planned ahead at least 2-3 days in case things change overnight.
<p>Career Development</p>	<p>General Ideas</p> <ul style="list-style-type: none"> • Follow school policies when meeting with students individually or in groups. • For additional suggestions refer to the following websites: <ul style="list-style-type: none"> ○ American Counseling Association ○ American School Counselor Association ○ National Career Development Association
<p>Family & Consumer Sciences Education</p>	<p>Classroom Instruction</p> <p>Room Set-Up:</p> <ul style="list-style-type: none"> • Have approved sanitary wipes and boxes of tissues and appropriate head (foods lab situations) coverings available for your class. • Students should receive their own set of classroom materials. • Stagger seating as best as possible to maintain 6’ per the social distancing guidelines. (CDC recommends wearing cloth face coverings in public settings.) • Assure that, as an instructor, you have a location 6’ away from students to instruct. Teaching from a podium will maintain your distance decreasing the opportunity of your interacting within the 6’ social distance space. If needed, use tape to show what 6 feet looks like. • Have a place for attendees to put unauthorized belongings where they will not touch other attendee’s belongings, for anyone that brings more than the required materials. • When choosing lab prep activities, select those that can be done with maintaining the six-foot perimeter. • Limit use of activities that require sharing of markers, pens, and notepads. • If water is provided, use bottled water instead of pitchers. <p>Lab Areas</p> <p>Prior to Labs:</p> <ul style="list-style-type: none"> • Students will learn about covid-19 and how to recognize the symptoms. • Students will have their temperature taken before entering a lab area. • Students who exhibit Covid-19 symptoms or have a fever of 100.4, will not be allowed in the lab area. • Students will learn about and follow public health guidelines for returning to the classroom/lab.

- Students will always wear an effective face covering .
- Students will demonstrate proper hand washing before entering a lab area.
- Students will demonstrate how to cover coughs and sneezes with a disposable tissue when possible, then followed immediately with washing hands properly. If tissue is unavailable, cough or sneeze into their elbow, not hands.

During Labs:

- Students will wash their hands before, during, and after lab.
- Students will avoid touching their eyes, nose, mouth, or facemask when being worn.
- Even with hand washing, students will use barriers such as tongs, gloves, tissues, or other utensils to prevent direct hand contact with ready-to-eat foods.
- Students will be encouraged to properly social distance to the best of their ability within the lab.
- Regularly clean and sanitize all surfaces that are frequently touched and used multiple times during the day.
- Regularly clean mid-sized lab equipment such as stand mixers, blenders, sewing machines.

Sanitation

- If you currently use a location, other than the classroom’s basic foods lab and/or share food preparation facilities with other groups, i.e. athletic concession stands, to prepare and/or sell food, i.e. Culinary Arts food production activities, or in the case of childcare or pre-school operations have discussions with the facilities management department as to how they are maintaining proper safety and sanitation practices so your room is prepared for your arrival for every learning session.
- If learning sessions are in facilities the classroom teacher oversees, use proper washing and sanitizing techniques prior to and between each classroom session. This may require additional time to assure that table, chairs, entry doors and all equipment are properly wiped and sanitized before each class.

General Ideas

SUBJECT AREA SPECIFIC

FOODS & NUTRITION:

Food Safety:

- Intentional, direct teaching of the food safety and sanitation standards using industry approved material to all students enrolled in FCS/Culinary Arts classes to prepare students to safely prepare food in classrooms, at home and in restaurants/food service operations.
- Example: ServSafe has free COVID-19 training and resources available
- Incorporate COVID 19 procedures into written lab procedures. An example can be found here.
- Practice food safety (i.e. wash food, wear gloves, use correct cutting boards and prevent cross contamination) as normally expected.
- Direct teaching of how to remove gloves in a safe and sanitary manner.

Food’s Lab Small Equipment:

- Disposable (one use) tasting spoons, plates, etc. should be used in all lab settings.
- Remove flatware from the individual kitchens to avoid the chance of using them for tasting by students.

Food Supplies:

- Remove flour, sugar, spices, etc. from individual kitchens and locate in a centralized space so use can be monitored.

- When possible, set up lab stations with only necessary equipment and premeasure ingredients. Limit student access to bulk ingredients such as flour and sugar.

Lab Maintenance:

- Start labs by washing hands, then sanitizing all work surfaces and equipment.
- Implement hand washing policy to require two hand washes during lab. Students should stay in the lab area and not return to the desk or classroom area without changing gloves and washing hands.
- In addition to all classroom door knobs, regularly disinfect cabinet and pantry doors and other high touch surfaces.
- Establish a work zone with equipment and/or workspace assignments (minimum 2 linear feet per student of counter space).
- Communicate with custodial staff and find out what they are responsible for cleaning/ sanitizing and how often this will happen.
- Sanitizer: post instructions for dilution or have a teacher mix. Students may be sensitive to sanitizer. Prevent use of sanitizer by students who are sensitive. o Provide a pail of sanitizer for each lab unit.
- Provide checklist for equipment sanitation: work surfaces, sinks including faucet and levers, stove dials and doors, refrigerator door handles. Sanitation to be completed prior to getting equipment and food/supplies.
- Use dishwasher or wash, rinse and sanitize all equipment prior to the end of class (follow ServSafe or Health Department Guidelines).
- Air dry equipment.
- If hand mixers or blenders are used, the handles and controls should be sanitized before storage.
- Use disposable food service items (e.g. utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher and sanitize.
- Separate sampling into individual portions before eating. Assign each student individual food portions to sample away from others.
- Consider lab products and if equipment should be shared (with sanitation between) or individually assigned. Sanitize all equipment before starting and at the end of the lab.
- Culinary Arts/Foods laboratories (countertops, stovetops, and sinks) should be sanitized after use and/or between classes. Sanitation guidelines can be found here.
- Students actively preparing food in a Culinary Arts or Foods Lab should always wear the following safety attire : foodservice disposable gloves, face covering, apron or chef’s coat. Aprons, skull caps and chef coats should be assigned to individuals and laundered after individual student use. These items should not be re-worn by multiple students. Towels should be laundered after each lab. Ensure clean towels/aprons/potholders are handled with clean hands and wearing of a mask. At a minimum, provide plastic disposable aprons for students. •Culinary Arts/ProStart Catering/School-based Enterprise: If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the safety of children or guests with food allergies.

Student Group Participation:

- While not ideal, labs could be demonstrations by student teams or teacher-led demonstrations to limit the number of students in labs.
- Keep groups the same. Use smaller lab groups with clearly defined responsibilities for cleaning, gathering supplies, etc.
- Reduce the amount of paper handling. Laminate recipes or lab directions. If they need to be reused, sanitize them after use. Lab reports should be turned in electronically to reduce paper/writing utensil contact.
- Reduce recipes so less of a product is made.

Helpful Supplies for FCS/Culinary Arts Classrooms:

- 4 or 6 oz souffle cups with lids, tasting spoons, plastic forks, paper plates, sandwich bags, disposable gloves in variety of sizes, disposable aprons, suds buckets, Sani buckets, sanitation solution, laminated recipes, signage for the classroom regarding safety and sanitation protocols.
- Consider having only 1-2 students per food lab station and rotating when students get to be in lab, with an alternate activity for those who are not able to be in lab that day.

TEXTILES AND CLOTHING

- If sewing machines are unable to be spaced 6 ft apart to ensure proper social distancing between students, collaborate with school administration to see if plexiglass walls can be added between machines.
- Sewing machines and tools should be made available per student. If that is not available or feasible, sewing machines (irons, ironing boards, cutting mats, etc.) should be disinfected between student use.
- Small sewing tools (shears, pins, pincushions, etc.) should be checked out to individual students if possible.
- Hand sewing kits including needles, pins, pincushions, thread could be made available for each student.

HOUSING AND INTERIOR DESIGN

- Interior Design tools should be made available per/student. Small hand tools (rulers, pencils, etc.) should be checked out to individual students if possible.

CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION & SERVICES

GUIDANCE FOR REALITY WORKS—REAL CARE BABIES

Suggestions for Disinfecting and Cleaning Baby:

To disinfect the Baby:

- Remove and wash all clothing. Use rubbing alcohol or disinfectant wipes containing an alcohol concentration of 60% or greater. This is an antimicrobial solution which kills 99.99% of germs within 10-30 seconds. Gently wipe down the Baby and accessories. Let the Baby and accessories air dry for 30 minutes. Do not use bleach to disinfect.

IMPORTANT: Do NOT use any cleaners or scrub pads on Baby’s painted areas, including head, lips, and cheeks. Use only a mild soap and water solution and soft cloth on these areas.

Baby Clothing & Accessories:

- Clothing for the RealCare Babies should be limited—i.e. send both diapers but perhaps only one outfit. The same would be true for accessories such as blankets. Establish a cleaning protocol for sanitizing car seats if used.
- Early Childhood Education students participating in practicums in community or school based childcare centers should wear masks, follow good personal hygiene, and follow all industry-based guidelines for safely working in those settings.
- Early Childhood Education programs that provide preschool/childcare as a function of an FCS Education program or ECE course should be closely monitored following industry standards for childcare.
- If working with a business or industry partner on a project, be aware of social distancing if meeting in person. Limit in person contact and try to implement virtual meetings or phone calls.

Health Sciences Education	Classroom Instruction
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	<ul style="list-style-type: none"> • When possible, encourage individual work. If that is not possible, create partner pairs or small cohorts w/in the class where they only work in those groups. No group changing. • If working with w/ community members, encourage contact through virtual meetings or phone calls. <p>Lab Areas</p> <ul style="list-style-type: none"> • Provide appropriate training to students in disinfecting equipment and other tools. • Place stronger emphasis on common health practices such as putting on and removing ppe, disposal, health & safety, proper hygiene and the use of workplace controls. • Assigning students specific equipment/simulation tools, preferably 1:1. If that is not possible assigning partners or small group and not change the groups. • Require each student to have their own pocket mask w/ one-way valves. <p>Sanitation</p> <ul style="list-style-type: none"> • Sanitize all equipment including manikins and other simulation equipment between student/class use. <p>General Ideas</p> <ul style="list-style-type: none"> • Begin the year utilizing distance and online systems so that students are used to online curriculum, LMS, or practices in the event that they need to go back to a virtual environment. • Reach out to Post-Secondary Programs to see how they are handling Lab areas, social distancing, sanitization and classroom setup. • Encourage participation in virtual conferences. Some CTSOs are offering a conference format that will allow students to join from their classrooms OR virtually if they are choosing online learning. • Simulated workplace experiences through programs like Career Essentials and virtual job shadows. • Begin the year utilizing distance and online systems so that students are used to online curriculum, LMS, or practices in the event that they need to go back to a virtual environment. • Look to industry to help with consumable supplies for the classroom. • Instructors wear scrubs. • Visit https://www.cte.nd.gov/healthsciences for additional Distance Learning Resources
<p>Information Technology Education</p>	<p>See Business Education</p>
<p>Marketing Education</p>	<p>Classroom Instruction</p> <ul style="list-style-type: none"> • Place as much distance between desks and students as possible. • Desks and shared surfaces in the classroom should be cleaned as per your school or ND Restart guidelines. • Remote and Virtual Ice Breakers (google remote icebreakers) to be used in class as team building activities. • Each student should use their own technology if possible, otherwise follow district/school or ND Restart guidelines for cleaning each hour. <p>Lab Areas</p> <ul style="list-style-type: none"> • Provide a plexiglass or Acrylic Social Distance Safety shield between the workers and customers; they can be purchased for under \$200, depending on space and size needed. • You should have disposable gloves available in the store at all times for workers.

- Cleanliness of store, each hour/class period, daily; added responsibility to students, increase supplies in store.
- CDC Guideline posters should be printed and placed in the windows and prominent places in the store. Prepared have been prepared by the CDC and are available here: [CDC's Print Resources and Signs](#) or [School Store Sign from the ND Smart Restart Resources](#)
- Counters and shared surfaces: should be cleaned hourly.
- Register: suggested that one person work the POS system/technology each hour to ring up all customers; duties determined for other students each hour; cleaned after each hour per school policy or ND Restart guidelines for cleaning technology.
- Masks/Shields: each employee/student working in the store should wear a mask or shield the entire time while working in the store. Encourage all customers entering the store to wear a mask.
- Prepared food items: two items that are popular in most school stores are the Otis Spunkmeyer cookies prepared by students and iced beverages. Both meet nutritional guidelines for the state. Cleaning, preparing, and serving are important to consider before deciding if you will sell these items this year. Gloves should be worn by students, then placed in the trash when done. The preparation area needs to be cleaned thoroughly after all preparation. Cookies should be served in individual bags.
- Apparel: Eliminate the dressing room and option of trying on clothing.
- Consider on-line sales for the apparel items. Consider curbside pickup (or office pickup) so customers from the community can still support the school with apparel, but do not need to come into the school store.

Sanitation

- Sanitation is a must. Hourly, Daily. Follow all school guidelines and the ND Restart Guidelines.
- Hand Sanitizer, desk and counter cleaner, technology cleaner, etc. should be available in the classroom and the store.
- [CDC Guidelines for cleaning and disinfecting](#)

General Ideas

- Follow ND Restart Guidelines. Check with your administration and local school guidelines.
- Possibly share this [CDC checklist with your students' parents](#) so they can help plan in case of an emergency.
- Leadership is a component of all CTE programs and must be provided for students in your program to be an approved program. DECA provides that leadership requirement.
- Allow for adaptation to your organization but allow students to experience the components that are important to thriving and preparing them for the future as leaders.
- Membership and Meetings: Consider co-curricular membership so that you can integrate the organization activities into the classroom each day/week. Meetings before school or after school or in the evening provide another opportunity for gathering but co-curricular meetings during class time can eliminate additional in-person meetings. If you take some time each day and include all members in leadership, service learning and projects they will all benefit. Meetings could also be held virtually; Zoom, Google, or format approved by your district, etc.
- Election of Officers/Leadership Team: This can be held via speeches on Zoom or Recorded. Elections can be held each hour on a day, rather than at a meeting outside of the school day.
- Encourage students to be creative: businesses had to survive the pandemic, non-profit organizations survived the pandemic, how can they lead their organization to prepare to be successful this year.
- Projects: Projects can be implemented into the classroom, primarily Business Operations Research, Integrated Marketing, and Entrepreneurship. Whether students are in the classroom or learning remotely from home, they can all complete a project.

	<p>Working with a business can happen. Students can connect with a businessperson by phone, virtually (zoom), or visit them at the business (with all required precautions). The topic for the BOR projects is helping a business overcome the pandemic situation.</p> <ul style="list-style-type: none"> • Students may prepare for exams for competition: Exams are available on the DECA website, the ND DECA website, and will be available through DLG in the fall. Each question that is prepared on those exams may be used in state or national competition; but the questions are each tied to a ‘standard in the marketing standards.’ • Travel: This is a local decision. All precautions should be taken if traveling.
Technology & Engineering Education	<p>Classroom Instruction</p> <ul style="list-style-type: none"> • If possible, students should be assigned to a device/hardware (headphones, mouse, etc.) • Space students out so that they are not sitting next to each another. <p>Lab Areas</p> <ul style="list-style-type: none"> • Most tools and equipment that rest for 42-72+ hours may be depending on the surface material. • Use individualized tools, equipment and PPE when possible. • Sharing of safety glasses, aprons and other PPE should be discouraged. If safety glasses must be shared, properly disinfect before and after each use. • Redesign workflow to decrease cohort interactions that meet the close contact criteria (contact within six (6) feet for several minutes or more). <p>Sanitation</p> <ul style="list-style-type: none"> • Cleaning and sanitizing surfaces should only be done according to the school’s policy for other high frequency use areas. • Sanitize keyboard, mouse, monitor, computer desk, and chair before and after each use. • Have hand sanitizer available at high traffic areas <p>General Ideas</p> <ul style="list-style-type: none"> • • To reduce the number of students in the laboratory and maintain physical distancing, consider having half of the students remain in the classroom while the other half participates in the laboratory instruction. • Be sure to use some classroom time to instruct students on the use of distance learning tools and procedures.
Trade, Industry & Technical Education	<p>Classroom Instruction</p> <ul style="list-style-type: none"> • When possible, encourage individual work. If that is not possible, create partner pairs or small cohorts w/in the class where they only work in those groups. No group changing. • If working with w/ community members, encourage contact through virtual meetings or phone calls. <p>Lab Areas</p> <ul style="list-style-type: none"> • Evaluate design of current lab layout to decrease areas where students can gather. • If possible, assign students to tools/machines to limit the number of times students come in contact with equipment. • Individualized PPE where possible. <p>Sanitation</p> <ul style="list-style-type: none"> • Follow manufacturers procedures and recommendations to clean and disinfect equipment. • Have hand sanitizer available in high contact areas. • If taking jobs or projects in from the community, allow them to sit for 72 hours prior to working on the project. <p>General Ideas</p>

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| | <ul style="list-style-type: none">• Encourage participation in virtual conferences. SkillsUSA North Dakota is offering a conference format that will allow students to join from their classrooms OR virtually if they are choosing online learning.• Simulated workplace experiences through programs like Career Essentials and virtual job shadows.• Begin the year utilizing distance and online systems so that students are used to online curriculum, LMS, or practices in the event that they need to go back to a virtual environment.• Reach out to Post-Secondary Programs to see how they are handling Lab areas, social distancing, sanitization and classroom setup.• Look to industry partners to see if there are any programs that assist with proving schools with proper PPE.• Visit www.cte.nd.gov/tradeindustry for additional Distance Learning Resources |
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