



2020-21 School Year Guidance: Business, Marketing and Information Technology Support and Resources

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Spring 2020 brought unprecedented changes to society and our education system. As plans come in to focus for the 2020-21 school year, the Minnesota Department of Education (MDE) is working with the Minnesota Department of Health (MDH) to monitor the COVID-19 pandemic and determine how to keep our students, families and staff healthy and safe. We have developed guidance for three scenarios for the school year: in-person learning, distance learning, and a hybrid combination of both. School districts and charter schools should plan for all three scenarios, based on [MDH 2020-21 Planning Guidance](#), so our schools can be ready for whatever the public health situation requires. Schools should offer distance learning options to students who may be medically vulnerable or otherwise unable or unwilling to return to in-person or hybrid learning.

MDE has provided a [2020-21 planning guidance document](#) to assist school district teachers and administrators with planning considerations for the 2020-2021 school year. Schools should make special considerations around career and technical education (CTE) programs. A new school year creates the opportunity to renew a shared commitment to improving outcomes for all students. CTE teachers should consider the methods of instruction, application of hands-on technical skill development, career preparation and the safety measures without losing access to industry-grade equipment and quality work-based learning (WBL) opportunities. For safety, CTE teachers should also review health and safety guidance for business and industry locations that students may be working in.

This document builds on previous MDH and MDE guidance documents and applies them to Business, Marketing and Information Technology programs. More information on Minnesota's response to COVID-19 can be found on the [MDE COVID-19 Updates page](#).

Important Considerations for Career and Technical Education

The [MDE 2020-21 Planning Guidance](#) document suggests several areas of important planning considerations that apply to all CTE programs (pages 94-100), including Business, Marketing, and Information Technology programs. Consult these CTE considerations as you develop plans for any of the three scenarios of school delivery for the upcoming school year. These considerations include:

- CTE Classroom and Laboratory Instruction
 - Instructional Methods
 - Classroom and Equipment Safety

- Career Development
- Experiential Learning and Work-Based Learning
- Leadership, and Career and Technical Student Organizations
- CTE Teacher Professional Development
- Advisory Committee Engagement
- Federal Funding Considerations

Considerations for Computer Labs and Devices

Recommendations for Cleaning Computers and Electronics

- For general information on cleaning and disinfecting guidance for schools [visit the Minnesota Department of Health website](#)
- Use a lint-free cloth, such as a screen wipe or a cloth made from microfiber
- Avoid excessive wiping and submerging item in cleanser to avoid damage
- Do not use bleach, aerosol sprays, or abrasive cleaners
- Ensure moisture does not get into any openings to avoid damage--never spray cleaner directly on items
- Approved COVID-19 Disinfectants safe for electronics: Use a Clorox disinfectant wipe or a wipe containing 70% alcohol. Gently wipe the hard, nonporous surface of the item. This includes the display, keyboard, mouse and the exterior surface of the item. It is important to follow the contact time found on the label. It may be necessary to use more than one wipe to keep the surface wet for the recommended contact time. If you have concerns about the cleaning product being used, refer to the manufacturer's recommendations and warning label.
- [Learn more about these safety guidelines for cleaning electronics](#)

Scenario 1: In-person learning for all students

- If the arrangement of workstations in a computer lab can be modified, move workstations to provide at least six feet of social distancing in all directions between each workstation.
- If workstations cannot be moved, create seating arrangements with open seats between workstations.
- Per [Executive Order 20-81](#), all students and staff in school buildings (including classrooms, computer labs, and school stores) must wear a face covering at all times, unless they meet an exemption listed in the executive order.
- Scheduling of classes in a computer lab room should provide appropriate time for thorough cleaning of all equipment and work spaces between classes.

Scenario 2: Hybrid learning with strict social distancing and capacity limits

- Follow guidelines found in Scenario 1 above when school is in session in-person.
- Follow guidelines found in Scenario 3 below when school is in session via distance learning.
- Give consideration to both sets of guidelines if school is meeting in-person and students are using mobile computing devices in place of, or in addition to, computers in computer labs.

Scenario 3: Distance learning only

- Schools should provide written instructions on proper sanitizing procedures for computers and mobile devices used by students. These should include recommended sanitizing products. These instructions should also be accessible from the school's website.

- Teachers should provide instructions for students on accessing classroom websites or learning portals created for their classes. These instructions should include how to login, how to access learning resources, how to utilize engagement and communication tools, and how to submit work.

School-Based Enterprise/School Stores—Considerations Overview

Scenario 1: In-person learning for all students

- The school should modify the hours of store operation to provide appropriate time to sanitize all areas and surfaces people would come in contact with as a result of store operation.
- Develop a schedule for increased, routine cleaning and disinfection within the store and on surfaces.
- Provide students/employees with disposable disinfectant wipes, cleaner, or sprays that are effective against the virus that causes COVID-19. [More information can be found here.](#)
- Procedures should be put in place that require all store personnel to maintain proper hand sanitation before, during, and after each work shift.
- Use of shared objects such as writing utensils (for employees and customers) and point of sale equipment should be limited when possible or cleaned between uses when not possible.
- Masks or face coverings are **required** for all store personnel and all customers.
- Customer waiting lines and service lines should be revised and marked as necessary to indicate social distancing expectations of 6 feet or more between customers.
- Remove or rearrange furniture to meet social distancing standards.
- Point-of-sale locations should be moved or limited to maintain social distancing of 6 feet or more between store personnel serving customers.
- Store capacity should be limited to no more than 50% of regular capacity to promote social distancing.
- Payment by electronic means should be prioritized over exchange of paper/coin currency.
- Order smaller quantities of perishable items or items with expiration dates.
- A student worker rotation schedule should be established to avoid having any student experience increased exposure through multiple consecutive days of assigned store work.
- Keep work groups of students that always work together—avoid changing members of work teams.
- Provide signage in the store for customers regarding new procedures.
- See Scenario 3 below for considerations for processing online orders.

Scenario 2: Hybrid learning with strict social distancing and capacity limits

- Conduct brick-and-mortar store operations following all guidelines found above under Scenario 1 above.
- Conduct online school store operations following guidelines found in Scenario 3 below.
- If the school’s “hybrid” schedule results in different groups of students operating the store without meeting regularly, a communication/reporting system should be established by the supervisor and store leaders to ensure key information on store preparation and operation are shared between groups. Plan for alternative student assessments if in-person school store operation is part of a class grade.

Scenario 3: Distance learning only

- The brick-and-mortar school store location should be closed to school staff, students, and customers for daily operation activities.
- Notify vendors of school store closing and put hold on any regularly-scheduled orders or deliveries.
- If the school or CTSO has established via website or mobile technology app the capacity to process orders online, the following considerations should be made for continued store operations:

- School officials and school store leadership should reach agreement on which priority items will continue to be sold from the school store. Decision-making should factor which items provide the most relevant extension of classroom learning and which items best fulfill the mission of the school and the school store—and additional local criteria not limited to sales/financial implications.
- School officials and school store leadership should ensure distribution functions (ordering, receiving, inventory storage) can be conducted safely by students and school personnel with proper social distancing and personal sanitation procedures.
- A location safe for customers and store staff to distribute purchased items to customers must be able to be established with minimal facility cleaning/sanitation. Payment by electronic means should be prioritized over exchange of paper/coin currency. Masks/face coverings should be required for all store personnel and strongly encouraged for all customers.
- Student workers and school staff should monitor regularly for COVID-19 symptoms and discontinue participation if symptoms appear or they come in contact with individuals exposed to COVID-19.

Educational Resources

The following categories of resources may be helpful in the delivery of Business, Marketing and Information Technology programs in each of the three scenarios for the upcoming school year:

Teacher/Student Messaging Systems

- [Remind](#): Over 70 languages and options to share files and links
- [Talking Points](#): Multilingual texting tool with automatic translation--available on Google Play and iTunes
- [Bloomz](#): Full-featured parent-teacher communication platform--available on Google Play and iTunes
- [ClassDojo](#): Classroom portfolios, announcements for online classroom dates, and parent/student communications translatable into 30+ languages

Simulations, Virtual Tours, and Industry Presentations

- [BestPrep](#): Providing virtual options to classroom presentation programs
- [Glacier Peak Education](#): Business simulation platform and curriculum
- [JA Titan](#): Entrepreneurship and Marketing simulation (from Junior Achievement)
- [Junior Achievement](#): Free financial literacy, career readiness, and entrepreneurship programs for K-12
- [Nepriis](#): Virtual connections with industry professionals
- [Virtual Accounting Field Trips](#): Virtual discussions/interviews with CPAs from across the country
- [Virtual Business](#): Simulations in Entrepreneurship, Accounting, Retailing, Restaurant, Fashion, Hotel, Sports & Entertainment, Management, and Personal Finance (lab and site licenses available)

Curriculum Resources and Providers

- [BusinessU](#): Standards-based online business curriculum ([free trial sign-up](#))—courses in Marketing, Management, Personal Finance, Entrepreneurship, and Sports Marketing
- [EVERFI](#): Free resources on Personal Finance and career readiness
- [Facebook Digital Marketing Curriculum](#): Can be used to prepare students for Facebook certification exam

- [iCEV](#): Standards-aligned CTE courses in: Accounting, Marketing, Management, Advertising, Digital Media, Entrepreneurship, Graphic Design, Fashion Merchandising, Human Resources Management, Personal Finance, Social Media Marketing, and Sports/Entertainment Marketing
- [JumpStart Personal Finance Publication—Financial Fridays](#)
- [Khan Academy](#): Free accounts to access courses in Programming, Economics, Personal Finance and Entrepreneurship
- [NextGen](#): Free resources for Personal Finance courses
- [Personal Finance Online Curriculum Resources](#): Google Docs compilation
- [Stukent](#): Marketing and Personal Finance bundles and simulations
- [Code.org](#): Free resources for students to learn computer at home
- [CompuScholar](#): Coding, web design, computer skills, and game design courses
- [EduCode](#): Courses in JavaScript, Game Development, and Web Development
- [VidCode](#): Online courses in JavaScript, Design, and Web Programming

Listings of Free Online Resources

- [ACTE Distance Learning Resources](#)
- [Online Resources for Schools Shifting Online During Coronavirus](#)
- [Free Online Learning Resources for Schools Affected by Coronavirus/COVID-19](#)

Teacher Networking and Statewide Organizations

The following organizations provide networking and support for Business, Marketing and Information Technology educators including instructional materials, connections to industry professionals, and opportunities for professional development:

- [Minnesota Marketing, Business and Information Technology Educators](#): curriculum database for members
- [Minnesota Online Teachers Network](#)
- [Business Educators Facebook Page](#)
- [Two Teachers Business Studies Channel \(YouTube\)](#)
- [Association for Career and Technical Education \(ACTE\)](#)
- [Minnesota Business Professionals of America \(BPA\)](#)
- [Minnesota DECA](#)

Address questions to [Dean Breuer](#)—MDE Business, Marketing and Information Technology Specialist.