

# DRIVER EDUCATION— Secondary

COVID-19 SPECIAL EDITION



**The purpose of these essential standards is to provide educators with a prioritized list of standards to focus on during COVID-19.**

While all standards have value, COVID-19 may limit instructional hours. The essential standards are intended to help teachers identify which standards to focus on. While these are the essential standards, if there is more instructional time, the recommendation is to extend the instructional focus to all standards.

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## Guidance on Teaching Driver Education in the 2020/21 School Year Education

As a result of the 2020 COVID-19 outbreak, business will not be business as usual within the foreseeable future. Driver education, naturally, brings individuals into close proximity in the training process. Administering and delivering driver education courses will not be the same as before. While we must endeavor today to reduce the risk of spreading the virus, we must also be vigilant in the future to reduce the possibility of additional waves. Practices established today can help to manage and minimize the risks of COVID-19 or similar outbreaks. We offer these resources to help guide you.

### Traditional Instruction with Preparation for Blended Learning, Online Learning, and Offline Options

Description: Students on campus with traditional instruction adapted to prepare for transition from traditional learning to remote learning.

#### Considerations

- Consider weekly checklists with clear instructions that can be followed on-or off-site.
- Create standards-aligned lessons that work toward mastery of the learning targets for instruction in a traditional classroom, adhering to health and safety recommendations.
- Design the lessons with the possibility of shifting to Blended Learning, online learning and offline remote learning.
- Identify assessment tools to determine student learning readiness.
- Explore and determine appropriate extended learning strategies that are effective.
- Provide practice on-site for potential platforms and resources students will use when they are off-site.
- Include how to submit work, where to view teacher feedback and guidance and practice with downloading materials to be available in an offline format.
- Assess the professional learning needs of your teachers and staff regarding the effective use of the remote instruction and the resources that will be used.
- Provide resources for students to create evidence of their knowledge in a variety of formats to demonstrate mastery.
- Create customized learning pathways, where learning goals and objectives are linked to explicit directions for completion.

#### General Guidance for Driver Education

- Proactively and confidentially request that students and parents/guardians with signs of a fever, coughing and/or shortness of breath to stay home. [CDC's List of COVID-19 Symptoms.](#)
- Before classroom and BTW instruction begins, screen instructors and students for COVID-19 symptoms. [CDC's List of COVID-19 Symptoms.](#)
- Do not joke about the COVID-19 virus. You don't know if one of your students or parents/guardians know someone with the virus. Keep conversations professional if the topic comes up.
- Keep "social distancing" at all times with both students and parents/guardians.
- Have available for you, your students, parents/guardians in both the classroom and instruction vehicles:
  - sanitizing wipes, and

- alcohol-based hand sanitizers. [EPA-approved disinfectant](#)
- Consider the liability issues.
- Programs are encouraged to consider a more flexible policy for rescheduling students.
- Use face coverings in accordance to the [State Public Health Order](#).
- Provide and encourage the use of hand sanitizer.
- Conduct shorter lessons so that you reduce the time that the students and instructors are together in the classroom or in the vehicle.
- Programs are encouraged to consider a flexible policy for rescheduling students.

### **Minimize student congregation**

- Discourage early arrival of students before classroom and BTW sessions begin.
- If possible, have them wait in vehicles.
- Use face coverings in accordance to the [State Public Health Order](#).
- If they are required to stand in line, designate 6-foot markings on the ground to keep distancing.
- Encourage students to be picked up immediately upon completion of classroom and BTW sessions.

### **Hygiene Tips for Driver Educators**

- Practice good hygiene. It seems obvious, but vigilance can keep you healthy.
- Wash hands regularly. [World Health Organization's Clean Your Hands Campaign](#)
- Avoid touching your face. It can be difficult to do, but it is important to minimize contracting the virus through the nose and eyes.
- Use Personal Protective Equipment (PPE) (e.g., face coverings). [Face Coverings](#)
- Replace disposable PPE after each use.
- Wash reusable PPE after each use and replace when appropriate.

### **Classroom Tips for Driver Education**

- Keep “social distancing” between students when teaching in the classroom.
  - Limit the number of students to allow you to maintain social distancing.
  - Keep a minimum of 6 ft. or more between students, as recommended by the CDC to both the sides and forward/backward between rows.
- Encourage frequent bathroom breaks for proper handwashing.
- Wipe down tables, door handles, restroom door handles, sink handles, student and instructor materials, etc. (everything) regularly and especially before and after classes.

### **Consider Alternative Methods of Delivery**

- Consider a mix of the follow alternative delivery methods: [Distance and eLearning Options](#)
  - Virtual classroom sessions utilizing the many technology platforms available.
  - Robust eLearning platforms (Note: a website with files does not constitute eLearning)
  - Computer-based learning approaches.
  - Online class management services (e.g., Google Classroom)
  - Individual student activities and assignments (do not assign groups to activities).

- Parent/guardian-led activities and assignments.
- A mix of these methods can be a good alternative to traditional classrooms, and most have been proven to be effective in the educational process.

### **Behind-the-Wheel Tips for Driver Education**

- Strongly encourage students to wash hands before and after BTW driving sessions.
- Before and after each individual BTW driving lesson, thoroughly clean the following with alcohol-based cleaning products:
  - steering wheels and steering column controls,
  - dashboard controls,
  - seats, seatbelts,
  - gearshifts, keys,
  - etc. (everything).
- Encourage frequent bathroom breaks for proper handwashing.
- Assess the skills of the student prior to lessons to optimize the use of the BTW lesson time (e.g., assess through interviews or via virtual testing).

### **Create and maintain time and space**

- It is difficult to practice social distancing when conducting BTW. Reducing exposure through time (minimizing time in contact) and space (keeping distance):
  - Consider that it is difficult to keep a minimum of 6 feet or more between the student driver and the instructor in a vehicle that makes up a closed-in environment.
  - Avoid additional students in the car for observation time.
- Conduct lessons by appointment only to allow for adequate time to clean the vehicles between students.
- Consider that it is difficult to keep a minimum of 6 feet or more between the student driver and the instructor in a vehicle that makes up a closed-in environment.
- Minimize the time in the vehicle by stopping the vehicle in a safe place and speaking outside of the vehicle to explain a technique or provide feedback.
  - Avoid additional students in the car for observation time if possible.
  - Use a dash/mirror camera to record cabin interactions between the instructor and student(s) to minimize wrongful act liabilities.
  - Instructors and students are required to wear face coverings over the nose and mouth while doing behind the wheel training. [Utah State Phased Guidelines](#) and [State Public Health Order](#)
  - Consider clear face coverings to minimize visual obstructions.
  - Recognize that both instructors and students may need to speak up more to ensure each is heard through their face covering.
- Avoid using the air recirculation feature which may increase the spread of the virus.
- Ensure adequate ventilation by opening windows, as applicable.
- Consider purchasing air filtration systems that adequately filter the entire car cabin, such as:
  - NuvoMed Car Air Purifier HEPA Filter

- JVC HEPA Filter Air Purifier
- IQair Atem Car HEPA Filter Air Purifier

### **Alternative Methods to Augmented BTW Delivery**

- Examine how multi-car range instruction may augment BTW instruction
  - Ensure social distancing protocols are maintained.
  - Instructor remains outside of all vehicles.
  - Use communication devices (e.g., two-way radios) to interact with students.
  - No more than one student per vehicle.
  - Follow cleaning protocols to thoroughly clean the vehicle/equipment prior to and following range instruction.
  - Check [State policy](#) on allowances for substitution of range hours for BTW hours.
- Examine how driving simulation instruction may augment BTW instruction
  - Ensure social distancing protocols are maintained.
  - Follow cleaning protocols to thoroughly clean simulators/equipment prior to and following instruction.
  - Check [State policy](#) on allowances for substitution of virtual reality or simulation for observation hours.

### **Keeping Up to Date**

- Know the protocols of your state agency. [Utah State Phased Guidelines](#) and [State Public Health Order](#)
- Check frequently for updates from local, state and federal government agencies/organizations.
- Additional information can be obtained from the [Center for Disease Control and Prevention](#) (CDC) and the [World Health Organization](#) (WHO), including steps to limit the spread of COVID-19.
- As always, the health, safety and well-being of instructors and the community comes first!

### **Resources Links:**

[Distance Learning Purpose, Objectives and Overview](#)

[How Zoom System Works](#)

[Google Classroom and Kahoot](#)

[Demonstration of Breakout Rooms](#)

[Virtual Training Demonstration](#)

[Educational Resources for DE](#)

How we manage driver education courses today and, in the future, will have a large impact on the health

of instructors, students and the community. By being proactive, we can manage the risks today and in the future.