

# VCC “Return to Campus” Risk Mitigation Plan

To support the return of required on-campus, face to face learning activities during COVID-19



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## BACKGROUND

We have seen a dramatic transition to online and distance-based educational delivery models over the past four months as VCC contributed to the effort to limit the spread of COVID-19. As Vancouver's top institution for experiential learning, many of our programs require a significant portion of hands-on learning. As the pandemic has evolved it has become necessary for VCC to move away from its emergency response and develop a plan for a gradual recovery of our operations and a return to some face to face delivery.

## STATEMENT OF PURPOSE

This document is intended to be used as a foundational plan to reduce or minimize the risk to the safety and health of employees and students. It must be completed by the school or department requesting access with support from Operation Section of the EOC and the JOHS committee. If schools are planning for face to face activities/experiential learning while the risk of COVID-19 is present in the workplace, completion and implementation of this plan as well as ongoing monitoring and check in's with the workers in the work area will be required to meet the [Worksafe BC guidelines for reopening](#).

## GUIDING PRINCIPLES

In light of the COVID-19 outbreak and the variety of planning initiatives that are taking place across the campus, a number of VCC guiding principles have been developed. The following principles are intended to enable cohesive planning across the campus based on the same fundamental values and understanding of the current COVID-19 challenges now and moving forward:

VCC's guiding principles are:

- Health, safety and well-being of the VCC community
- Operate within our fiscal parameters
- Commitment to delivery of quality educational experience
- Commitment to ensure quality student and support services

## SCOPE

Face-to-face activities included within this framework are:

- Public spaces
- Campus departmental areas
- Restricted area's (not accessible by to the general public)
- Public facing counters
- offices
- Any activities, includes regular work occurring outside the campuses that occurs only outside.

- Risk assessment and safe work procedures need to be completed to ensure compliance with provincial and federal recommendations and must include considerations for safe travel to the site.

While managing the college's overall risk (e.g. building/campus occupancy load), some services areas may also receive special consideration for limited on-campus / face-to-face activities based the following criteria and any significant extenuating circumstances:

- The on-campus activities are required to ensure health, safety and well-being of the college community.
- The on-campus activities are required to ensure the College can operate within fiscal parameters (e.g. third party funding agreements, impact to budget).

## RESPONSIBILITIES

### Organizational Structure

Vancouver Community College operationalizes its safety program as [outlined in the College Safety plan](#) for health and safety in order to establish clear roles, responsibilities and accountabilities. At VCC *everyone has a responsibility for safety.*

The Internal organization structure consists of the following participants:

1. VCC Senior leadership Team:
  - President and CEO
  - Vice-President Academic
  - Chief Financial Officer
  - Vice-President Administration
  - Associate Vice President, Student Success
  - Chief Information Officer
  - Vice-President, People and Culture
  - Executive Director, Communications and Marketing
2. Supervisors, as defined under the BC *Workers' Compensation Act*: "a person who has charge of a workplace or authority over a worker". The term 'supervisor' at VCC has been expanded to include:
  - Campus Administrators
    - Directors
    - Deans
    - Department Leaders
    - Operational/office managers and supervisors
    - Unionized supervisors
    - Faculty members who have charge of a workplace (a laboratory or classroom) or who have some degree of authority over individuals such as teaching assistants, students, administrative staff, or other College employees.
3. Workers or employees, as defined under the BC *Workers' Compensation Act* (persons who perform work or supply services for monetary compensation).
4. Students, although not defined under the BC *Workers' Compensation Act*, it is recognized that students have a role in health and safety and are accountable for their actions and must abide by institutional policy and complete recommended training as part of their programs of study.

## Internal Responsibility System Responsibilities

### **Deans, Directors, Associate Directors and Campus Administrators**

Academic Deans, Department Leaders, and Non-academic Directors ensure compliance with the *BC Workers' Compensation Act* by:

- a) Reviewing job hazards within their respective areas/department;
- b) Ensuring that institutional and hazard-specific health and safety plans are in place in their respective departments; the plans will include worker safety orientation and training, accident investigations, safe work procedures, workplace inspection schedule, equipment maintenance/calibration, record keeping (i.e., worker training, workplace/equipment inspection, accident and investigation reports);
- c) Fulfilling the responsibilities as a supervisor (e.g. investigating incidents and accidents, provide safety orientation, ensure completion of mandatory health and safety training, etc.);
- d) Responding to health and safety concerns brought to their attention; and

### **Supervisors (including Staff who have Supervisory Responsibilities of students)**

Supervisors are responsible for escalating workplace health and safety concerns to departmental leads, as appropriate (e.g. inadequate resources, implications for policy and operational procedures, potential liability, etc.).

Supervisors ensure that those activities over which they have control are conducted in a safe manner and in accordance with the College's policies, programs and applicable sectoral legislation/ guidelines. This is achieved through:

- a) Responding promptly to employee health and safety concerns;
- b) Attending mandatory health and safety training;
- c) Reviewing job task risk assessments to ensure that their employees (faculty and staff) receive appropriate orientation and training and that controls are in place to prevent exposure to disease and injuries;
- d) Conducting and recording regular workplace inspections;
- e) Implementing and maintaining emergency response and standard operating procedures/guidelines for all work activities;
- f) Implementing and enforcing relevant safety rules and VCC health and safety programs
- g) Advising staff of the existence of any potential and existing health and safety hazards; ensuring staff work in accordance with established instructions, procedures and guidelines, etc.; and
- h) Investigating workplace accidents that occur, identifying root cause(s) and implementing remedial and preventative action.

### **Faculty and Staff**

All faculty and staff of the College are "workers" under the *BC Workers' Compensation Act*. Employees, in addition to the duties imposed by legislation or contract, are responsible for:

- a) Complying with the rules and procedures of VCC's Safety Program by performing work in a safe and healthy manner;

- b) Reporting promptly to the supervisor(s) any observed contravention of the BC OHS Act and Regulations, or rules and procedures under VCC's Safety Program;
- c) Reporting promptly to the supervisor(s) any workplace hazard of which they are aware;
- d) Reporting promptly to the supervisor(s) any workplace injury;
- e) Refraining from any activity which may jeopardize the health and safety of the employee, other workers, or other persons on VCC campuses;
- f) Learn about and wear/use personal protective equipment as required; and
- g) Complete any mandatory health and safety training provided by VCC.

## Students

Are responsible for:

- a) Complying with the all health and safety rules and procedures in the classroom, lab or shop and by performing their work in a safe and healthy manner;
- b) Reporting promptly to the supervisor(s)/instructor any observed contravention of established rules and procedures
- c) Reporting promptly to the supervisor(s)/instructor any classroom hazard of which they are aware;
- d) Reporting promptly to the supervisor(s)/instructor any workplace injury;
- e) Refraining from any activity which may jeopardize the health and safety of the other students, other workers, or other persons on VCC campuses;
- f) Learn about and wear/use personal protective equipment as required; and
- g) Complete any mandatory health and safety training required to safely complete their coursework.

## PROCESS

Keeping the above responsibilities in mind, each Faculty/Department should complete the supporting documents outlined in each of the steps below in order to effectively implement the Risk, Safety and Health Planning template for COVID-19. Operations Section or sub-section working group will be available to assist as required.

1. Review the COVID-19 Exposure Control Plan
2. Complete the Risk Assessment template
3. Review and/ develop safe work procedures
4. Complete teaching space plan -
5. Complete People Management
6. Identify Facility access/cleaning plans required
7. Complete required training
8. Ensure oversight and Compliance

### Step 1: Review the COVID-19 Exposure Control Plan

An Exposure Control Plan (ECP) is required in a workplace where there is an identified risk of exposure to a hazard or biological agent (COVID-19) and it documents the specific and appropriate controls that will minimize or eliminate that risk. The ECP is general since it applies to all VCC operations, and it should be reviewed as a base of information to assist in the completion of the other steps in this plan.

Review the Exposure Control Plan for COVID-19

FACE-TO-FACE LEARNING: GENERAL COVID-19 TRANSMISSION PREVENTION GUIDELINES	
<b>SAFE SOCIAL INTERACTIONS</b>	Ensure that classrooms/shops/labs are set up to allow 2-meter physical distancing between all occupants.
	Determine and implement room capacities in order to maintain 2-metre physical distancing.
	Cordon off demonstration/instruction areas to allow for students and staff to maintain 2-metre physical distancing. <i>With tape, chalk, etc.</i>
	Set up physical distancing (with tape, etc.) for the use of any shared tools/equipment for the class.
	Set up physical barriers when distancing is not an option
<b>PERSONAL HYGIENE</b>	Post infection control practices and physical distancing posters. <i>Posters available through Marketing and Communications</i>
	Identify the nearest hand washing location to students and ensure it is stocked with soap and paper towel.
	Frequently remind students to avoid face touching during class and to wash hands before and after class (and during when possible).
	Advise students to stay home if sick and ensure that accommodation measures are developed for students in isolation/quarantine.
	Promote no eating during classes/in classrooms.
	Ensure all staff have reviewed the online COVID-19 Exposure Control Plan Training in <a href="#">D2L</a> .
	Consider using a non-medical mask or face covering if physical distancing is not possible (i.e. the task is unsafe to do 2m apart).
<b>ENVIRONMENTAL HYGIENE</b>	Where possible, not provide students with physical handout papers/forms or any pens, pencils, and other common writing/learning tools.
	Remove any unnecessary common touch points, objects, or self-serve items (i.e. hearing protection, gloves).
	For any class-provided tools/equipment – if possible, ensure each student has their own dedicated items.
	Identify all tools/equipment that must be shared by all students.
	Develop and post transmission prevention and/or sanitization procedures for all shared items and common classroom touch points.
	Ensure that cleaning supplies are provided and that students are instructed on how to correctly clean/sanitize.
<b>PERSONAL PROTECTIVE EQUIPEMENT (PPE)</b>	<p>Instruct employees and students on how to safely use and remove any required PPE for the class.</p> <p><i>Note: PPE (gloves, respirators, face shields, etc.) should only be recommended/required for pandemic exposure control if absolutely necessary (i.e. work with COVID-19 patients). Due to global healthcare burdens there are shortages in common prevention PPE, and most resources are being directed to healthcare individuals. Please contact <a href="mailto:secure@VCC.ca">secure@VCC.ca</a> for further guidance regarding PPE.</i></p>

## Transmission Prevention Guideline

Figure 1 outlines examples of general COVID-19 transmission prevention guidelines or hazard controls outlined in the ECP, which are based on current provincial and federal requirements. These guidelines should be used as controls during the risk assessment of critical tasks to mitigate the risk of exposure to COVID-19. Any controls that are chosen to mitigate identified risk should follow the hierarchy of controls presented in the COVID-19 Exposure Control Plan beginning at the most effective strategies.

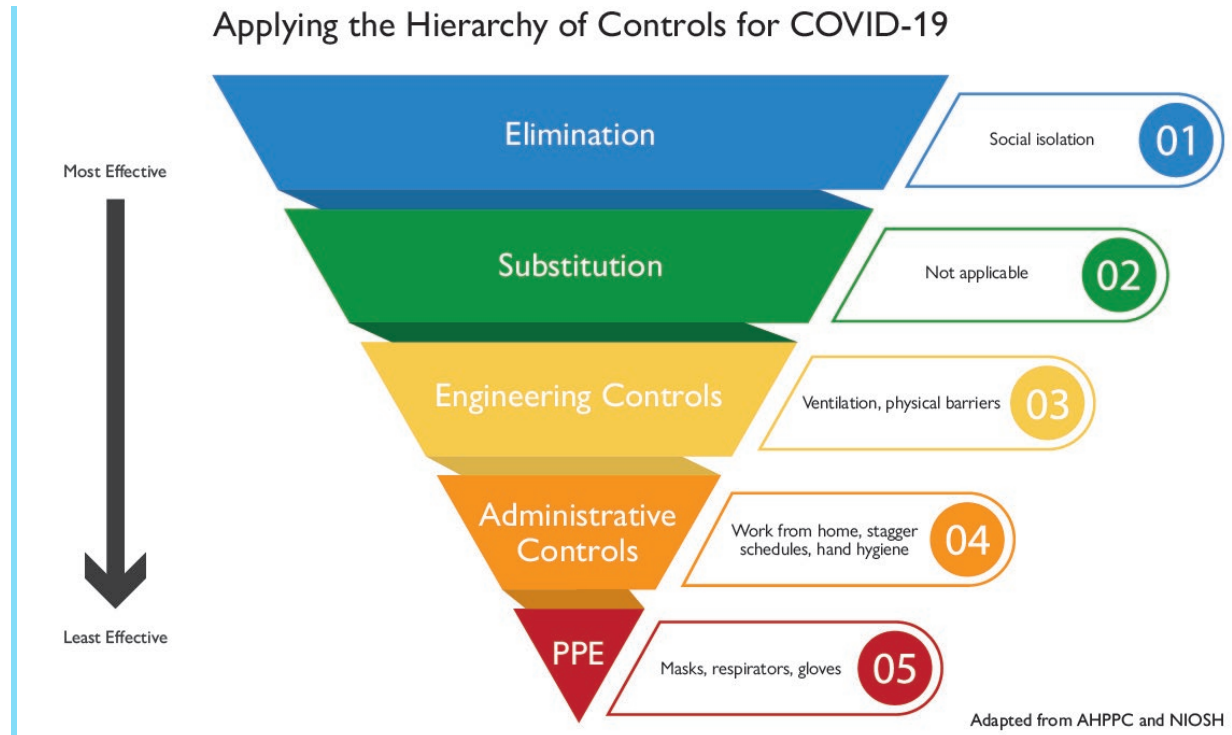


Figure 1: Hierarchy of Control for COVID-19

The following transmission prevention guidelines will be used throughout this planning document. They are measures that have been recommended by provincial and federal health authorities, as well as by WorkSafe BC. Many of these guidelines are built into the checklists found throughout this document and will be implemented as part of those processes. They are listed here in order to provide another layer of guidance when completing the risk assessment for critical tasks simply as a point of reference.

The below Risk mitigation matrix is the tool adopted by Worksafe BC to assist employers in determining the administrative risk mitigation in a pandemic. Departmental planners are advised to use the included



WorkSafeBC COVID-19 Likelihood/Impact matrix

<b><u>Likelihood for:</u></b> <b>Risk Mitigation</b>	<b>Low risk: Workers who typically have no contact with pandemic influenza-infected persons<sup>2</sup></b>	<b>Moderate risk: Workers who may be exposed to infected persons from time to time in relatively large, well ventilated workspaces<sup>3</sup></b>	<b>High risk: Workers who may have contact with infected patients, or with infected persons in small, poorly ventilated workspaces<sup>4</sup></b>
<b>Hand hygiene</b>	Yes (washing with plain or antimicrobial soap and water; or use of hand wipes that contain effective disinfectant)	Yes (washing with plain or antimicrobial soap and water; or use of hand wipes that contain effective disinfectant)	Yes (washing with plain or antimicrobial soap and water; or use of hand wipes that contain effective disinfectant)
<b>Disposable gloves</b>	Not required	Not required (unless handling contaminated objects on a regular basis)	Yes in some cases- e.g., when working directly with pandemic influenza patients
<b>Apron, Gown, or similar body protection</b>	Not required	Not required	Yes in some cases- e.g., when working directly with pandemic influenza patients
<b>Eye protection - Goggles or Face shield</b>	Not required	Not required	Yes in some cases- e.g., when working directly with pandemic influenza patients
<b>Airway Protection - respirators</b>	Not required	Not required (unless likely to be exposed to coughing and sneezing)	Yes (minimum N95 respirator or equivalent)
	<b>Low</b>	<b>Medium</b>	<b>High Impact</b>

## Step 2: Complete the Risk Assessment

The purpose of the hazard identification and risk assessment template is to pre-identify critical tasks/work activities occurring in a work area and to assess and mitigate risks relating to those tasks in order to protect workers and students from COVID-19. Identifying tasks will also assist in determining what safe work procedures need to be amended or developed. *One risk assessment can be done for each Faculty/Area as long as all critical tasks are listed and the work area is generally the same.* An example would be, doing a risk assessment for Auto Service tech. Critical tasks would include, tasks done by instructors such as teaching, supervising and observing student work, demonstrations, checking work or providing one on one support. Since the assessment would include one general area (e.g. Auto shop), other employee tasks should also be included if applicable, e.g. tool crib attendants etc. office work etc. See appendix B

### Risk Identification Assessment and Control Template

#### Directions:

1. *List and assess critical tasks/situations encountered in the work setting in column 1.*
  - a. *Critical Tasks/ work are those tasks that must be completed – E.g. Employee enters service area , deliver first aid services*
2. *List the possible situations for each task that could be associated with being exposed to COVID-19: Think about how COVID 19 is spread (through the droplets from infected people, often from coughs or sneezes).*

*Assess the risk of exposure to COVID-19 (low consequence, medium consequence, or high) in column 2.*

  - a. *E.g. low – deliver first aid services with physical distancing intact*
  - b. *E.g. Medium – breaching the 2m physical distance to conduct work with other controls in place (e.g. PPE), where physical distancing would increase the hazard of the work.*
  - c. *E.g. High – working with high risk individuals (COVID-19 positive patient) in a close quarter environment where PPE would not be applicable*
3. *Select the appropriate control strategy (ies) for the task/situation in column 3.*
  - a. *E.g. Use the hierarchy of controls figure and the transmission guidelines above for mitigation ideas or see examples below:*
    - i. *Eliminate or substitute: Send all first aid calls to EMS*
    - ii. *Engineer: install Plexiglas barrier or other appropriate for first aid attendant and in first aid room*
    - iii. *Administrative: Restrict large number of students on campus, educate OFA's in alternative assessment methods, communicate to community to promote physical distancing, stagger teaching times, enhance cleaning protocols, etc.*
    - iv. *Personal Protective Equipment: Only considered after careful considering previous control measures.*
4. *Describe the mitigation strategy chosen. Signage and teaching alternate assessment techniques*
  - a. *E.g. Physical distancing – floor signage*
  - b. *E.g. Administrative - sanitizing tools/equipment*
5. *If administrative or PPE controls are selected, create a safe work procedure.*
  - a. *E.g. Develop a safe work procedure for delivery of first aid on campus*

If further assistance is required, please contact EOC Operations WG at [secure@vcc.ca](mailto:secure@vcc.ca). See APPENDIX B for the Risk Identification, Assessment and Control template.

### Step 3: Safe Work Procedures

Safe Work Procedures (SWPs) must be developed to establish a *consistent level of safety* and performance for everyone doing the same or similar critical task or activity identified in the Risk Assessment. Some safe work procedures will be general enough to share across Faculties/Departments.

A SWP includes:

- a. A step-by-step description of the requirements to do a task and to do it safely.
- b. The materials and equipment being used in the task/activity.
- c. All hazards identified that may be encountered while performing the task or activity, including possible exposure to COVID-19.
- d. How to control exposure to COVID-19 when also conducting the specific task or activity in a safe manner.

















SWPs also serve as a training tool for new workers and/or students or as a reference guide for seasoned employees/students. SWPs will incorporate the protective measures identified in the COVID-19 Exposure Control Plan and the transmission guidelines. Depending on the task or activity, one or more protective measure may be needed. Looking at protective measures outside of VCC (in industry) may also provide some creative ideas on what can be implemented at VCC. Appendix C

- a. Exposure Control Plan for COVID-19
- b. Donning/Doffing and Cleaning Personal Protective Equipment (PPE)
- c. [Disinfectants that meet Health Canada's requirements for COVID-19](#)
- d. The use of non-medical face masks
- e. General Entry/Exit to teaching spaces

See below for an **example** of a completed Safe Work Procedure.

<b>RETURNING TO FACE TO FACE SERVICES AND WORK</b>		<b>Location:</b> DTN/BWY
<b>Procedure Developed by (First name, Last name):</b>  Click here to enter text.	<b>Approved by (Department Senior Administrator):</b>  Surinder Aulakh	<b>Date:</b> 5/30/2020
<i>Referenced VCC policies, programs, Provincial and Federal legislation, codes of practice, etc.:</i>	VCC COVID-19 Exposure Control Plan <a href="#">WorkSafeBC COVID-19</a> <a href="#">BC CDC COVID-19 Information</a> <a href="#">BC Provincial Health Officer Guidance</a>	
<b>Required Personal Protective Equipment for COVID-19 Transmission Prevention (check all that apply)</b>		

RETURNING TO FACE TO FACE SERVICES AND WORK	Location: DTN/BWY
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**GENERAL INFORMATION**

As of March 11, 2020, the World Health Organization has declared the ongoing COVID-19 outbreak a pandemic. In response, VCC has worked to move teaching and instruction activities to be done remotely, to reduce the number of staff and students on campus and help prevent transmission of the virus within our community. However, several programs at VCC require in person attendance of staff and student. The purpose of this procedure is to provide guidance to VCC Tool Crib Attendants on how to maintain tool crib operations while reducing exposure risk.

This procedure focuses on measures to prevent transmission via direct (coughing/sneezing) or indirect (touching contaminated surfaces then touching your face) means. The procedures listed are methods to maintain physical distancing, reducing touch points between individuals, and disinfecting non-disposable tools and hard surfaces.

**RESPONSIBILITIES**

Employer (VCC)

- Supports the implementation of the Exposure Control Plan by Managers/Supervisors into the work of every employee under their charge.
- Ensure that the tools, equipment (disinfectants, personal protective equipment, etc.) and resources, including training, are available to support the implementation of this exposure control plan in all teaching, research and work areas at the College.

Supervisor (Director, Associate Director, Manager)

In addition to the Supervisor responsibilities listed in the VCC COVID-19 Exposure Control Plan, the supervisor is responsible for the following as it relates to this Safe Work Procedure:

- To jointly identify the risks and hazards associated with COVID-19 transmission with the employee(s) as it relates to the specific tasks of the Tool Crib Attendant position.
- The supervisor is responsible for developing and reviewing regularly (at a minimum, annually) all safe work procedures and practices for the identified risks and hazards with their employees.
- The supervisor is responsible for investigating all unsafe work conditions, safety concerns, and work refusals with their employees to ensure that a remedy is found.
- Provide approved disinfecting products to your staff as required.
  - Use a product on the Health Canada Hard Surface Disinfectant List for COVID-19 specifically.

Employee/Contracted Service

- Follow the safety and exposure control provisions outlined by this procedure.
- Do not perform job if they cannot be performed as outlined by this procedure.

RETURNING TO FACE TO FACE SERVICES AND WORK	Location: DTN/BWY
<ul style="list-style-type: none"> <li>Report unsafe conditions, safety concerns, or work refusals to your supervisor. VCC Occupational Health and Safety Coordinator acts as a resource for workplace health and safety concerns and investigations.</li> </ul> <p>Yang Wang, VCC OH&amp;S Coordinator <a href="mailto:yawang@vcc.ca">yawang@vcc.ca</a> local 7478</p> <ul style="list-style-type: none"> <li>Acts as a resource for workplace health and safety concerns and investigations.</li> </ul>	
<b>POTENTIAL HAZARDS</b> <ol style="list-style-type: none"> <li>Exposure to COVID-19</li> <li>Exposure to Chemicals</li> <li>List any other hazards that may be present (equipment hazards, chemical, physical, etc.) identified in the completed Risk Assessment associated with the task/activity.</li> </ol>	
<b>MANDATORY TRAINING PRIOR TO RETURNING FACE TO FACE</b> <p>VCC Exposure Control Plan  WHMIS – To understand chemical safety  Hand Sanitizer and surface cleaners – Specific to what you are using including Safe Use  Donning/Doffing/Cleaning of Personal Protective Equipment</p>	
<b>PRE-OPERATIOAL SAFETY CHECKS</b> <ol style="list-style-type: none"> <li>Ensure work area is dry and free from any slip/trip hazards.</li> <li>Ensure supplies and equipment are available</li> <li>Cordon off/remove work/seating/waiting areas that are not in use to prevent unnecessary access</li> <li>List Others as identified by the specific needs of the task/activity</li> </ol>	
<b>SAFE WORK PROCEDURES:</b> <p>Below are some general procedures that tool crib attends may use to help reduce exposure risk. Not all procedures will apply to each service area, please use the procedure best suited for your work activities.</p> <p><b>LIST ALL STEPS ASSOCIATED WITH THE TASK/ACTIVITY HERE</b>  <b>ADD IN HOW EXPOSURE TO ALL HAZARDS ARE BEING MITIGATED IN EACH STEP</b>  <b>CONTROL METHODS INCLUDE:</b></p> <p><b>ELIMINATION</b>  <b>SUBSTITUTION</b>  <b>ENGINEERING</b>  <b>ADMINISTRATIVE (HAND WASHING, SOCIAL DISTANCING, TRAINING)</b>  <b>PPE</b></p> <p>Below are the minimum supplies required to follow this procedure:</p> <ul style="list-style-type: none"> <li>Disinfecting Product*(wipe/spray)</li> <li>Garbage Bin with Garbage Bag</li> <li>Hand washing facility**</li> <li>Hand Sanitizer**</li> <li>Personal Protective Equipment Listed above as identified in risk assessment</li> </ul>	

RETURNING TO FACE TO FACE SERVICES AND WORK	Location: DTN/BWY
<p>* Supplied disinfecting products must be on a <a href="#">Health Canada Hard Surface Disinfectant List</a>. Please contact <a href="mailto:secure@VCC.ca">secure@VCC.ca</a> for any questions relating to disinfecting products.</p> <p>** Hand washing with soap and water should be the primary method of hand disinfection. If soap and water are not easily available, hand sanitizer can also be used on unsoiled hands.</p>	
Task	Activity (description of tasks)
DISINFECTANT USE	<p>Your department is responsible for providing the disinfecting products for use inside the departmental space. Please notify DSSRM (<a href="mailto:secure@vcc.ca">secure@vcc.ca</a>) if the product is not on the <a href="#">Health Canada Hard Surface Disinfectant List</a>, and provide the name of the product and a copy of the Safety Data Sheet (SDS).</p> <p><b>Required PPE (for safe use of the product):</b></p> <ul style="list-style-type: none"> <li>• Protective Gloves (Nitrile Rubber; PVC; butyl, otherwise chemically resistant)</li> <li>• CSA approved Face shields/N95 masks</li> </ul> <ol style="list-style-type: none"> <li>1. Pre-clean items/surfaces to remove any visible soiling.</li> <li>2. Apply the product and let sit for 10 minutes.</li> <li>3. After 10-minutes, wipe down first aid room surfaces with paper towel to remove any remaining product on the surfaces.</li> <li>4. Dispose of paper towels, disposable PPE, and any other waste generated into a garbage bag.</li> <li>5. Wash or sanitize hands after disinfecting items or surfaces.</li> </ol> <p>Washing items and surfaces thoroughly with soap and water is also effective, when possible.</p>
ASSISTING STUDENTS – FIRST AID	<p><u>Giving First Aid to Students</u></p> <ol style="list-style-type: none"> <li>1. What are the circumstances surrounding the call for assistance? <ul style="list-style-type: none"> <li>• Are critical interventions likely required? Because the global supply of PPE is scarce, If so, call 911 or have an emergency you may need to consider other options. transport vehicle (ETV) prepared.</li> <li>• Are there any obvious signs of COVID-19? If so, send the patient home or to a hospital.</li> </ul> </li> <li>2. If no critical interventions are required social distance, visual/ verbal assessment <ul style="list-style-type: none"> <li>• Is anyone sick or in self-isolation in your household? If critical interventions are required and there is no way of determining background the use PPE</li> <li>• Have you been in contact with anyone who has been sick?</li> </ul> </li> <li>3. When you arrive at the patient’s location, required to deal with the critical intervention. assess the situation: It is important to limit the exposure of others. <ul style="list-style-type: none"> <li>• Does the patient have a minor injury that the patient can self-treat while you provide direction and supplies?</li> </ul> </li> </ol>

RETURNING TO FACE TO FACE SERVICES AND WORK	Location: DTN/BWY
	<ul style="list-style-type: none"> <li>If critical care is required call for assistance, don PPE and provide care</li> </ul>
	<p><u>Lost and found</u></p> <ol style="list-style-type: none"> <li>The attendee must ask the guard for any items needed.</li> <li>The guard must ensure students are not near the front desk area for the request.</li> <li>The guard will prepare the items and a report of what must be returned, and place it in the approved lost and found area.</li> <li>The guard will advise the log the item and hold for 30 days.</li> <li>Wipe down the returned item, bag the item and store the item.</li> <li>Wash hands after completing this process.</li> </ol>
	<p><u>Wayfinding/Access requests</u></p> <ol style="list-style-type: none"> <li>Social distancing will be maintained at all times, if social distancing can not be maintained the use of barriers will be considered</li> <li>Once the contact has been made the guard will provide a verbal direction.</li> <li>There will be no direct transfer of material between staff and the requester</li> <li>If sign out is required the guard will present the sign out sheet once placed on the counter the guard will withdraw and the requester will approach and sign out. Security will not provide a writing utensil.</li> <li>Once complete disinfect all work surfaces.</li> <li>Wash hands.</li> </ol>
<p><b>WORKING WITH STUDENTS – OPEN COUNTER</b></p>	<p>Note: Installing a Plexiglas barrier at counters will remove the need for the guards to stand two meters from the counter during interactions. Please discuss with VCC Facilities regarding installing any such barriers.</p>
	<p><u>Setting Front Facing Counter Up</u></p> <ol style="list-style-type: none"> <li>Remove any non-essential or frequently touched items from counter space.</li> <li>Tape locations on the floor approaching the counter to maintain 2 meters physical distance.</li> <li>Remove any shared or self-serve items from the area.</li> <li>Post hazard prevention signage provided by VCC Marketing and Communications from website</li> <li>Disinfect tools prior to giving to students</li> </ol>
	<p><u>Handing Reports from Students/Employees</u></p> <ol style="list-style-type: none"> <li>Ensure student/Employee approaching the counter stand on the marked locations on the floor.</li> <li>Fill any required paperwork for the request for the individual – do not hand individual papers or pens to be returned.</li> <li>Place report on the counter.</li> <li>Stand back 2 meters from the counter while the report is completed.</li> </ol>
	<p><u>Students/Employees Returning Items</u></p> <ol style="list-style-type: none"> <li>Disinfect items with provided supplies before returning.</li> <li>Stand 2 meters away from the counter while the student places returned items on the counter.</li> <li>Complete any required paperwork for the student.</li> <li>Clean or disinfect items on the counter prior to returning them.</li> </ol>

RETURNING TO FACE TO FACE SERVICES AND WORK	Location: DTN/BWY
5. Avoid touching your face while handling items returned by students. 6. When finished accepting, cleaning, and putting items away, clean/disinfect the counter. 7. Wash hands with soap and water after handling returned items.	
<b>If an emergency situation occurs while conducting this activity the safety of all those involved is the primary consideration.</b> <b>REPORT ANY DANGEROUS SITUATION TO DSSRM IMMEDIATELY AND DOCUMENT THE INCIDENT USING THE VCC INCIDENT REPORT AND INVESTIGATION FORM</b>	

#### Step 4: Complete Safe Work Procedure's Checklist

The following VCC COVID-19 Standard Site Plan Checklist should be completed for spaces being used for face to face activities. The intent of this plan is to ensure that minimum levels of mitigation strategies are being utilized to maintain safe spaces for employees and students. Appendix D

#### Example

VCC COVID-19 SAFE WORK PROCEDURES CHECKLIST				
<b>Use Directions:</b>				
<ul style="list-style-type: none"> <li>Use this checklist as a quick tool to assess pandemic control measures in your instruction/workspace.</li> <li>Describe the details for each control measure indicated as 'yes'.</li> <li>It is possible that a Faculty/Department has multiple site plans as part of this framework.</li> <li>Review completed questionnaires often to ensure they are still effective and in use.</li> </ul>				
Person(s) completing the plan:	Surinder Aulakh		Class Type	<input type="checkbox"/> front desk <input type="checkbox"/> Public space <input type="checkbox"/> Restricted area <input type="checkbox"/> Retail space <input checked="" type="checkbox"/> Service area
Date:	Current		Room #s:	Security First aid rooms
#	Control Measure	Yes	N/A	Details/Applicable Task from Risk Assessment (Table 1)
1.	Entry/Exit Process is in place?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	E.g. implemented safe work procedure - one door, hand sanitizing, pre-screening questions
2.	Areas identified within the area to be cordoned off from access?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	E.g. Regulated requirement, core essential service
3.	Infection control and physical distancing posters posted in classroom and throughout the common areas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Donning and doffing posters, floor signage and social distant signage
4.	The maximum number of persons allowed in a space has been determined?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Calculate based 2m social distancing requirement – Considerations for equipment providing sufficient distance requirements to be included. E.g lab bench, car hoists, etc. (total sqF-sqE/5/2)
5.	Directional arrows to support flow of people throughout the teaching space are in place?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	E.g. use tape, etc. or contact Facilities with your needs <b>(Leave until confirmed Facilities process confirmed)</b>
6.	Facilities has been notified of access needs before classes begin?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	24/7 requirement



7.	Facilities has been notified of additional cleaning needs for building based on ECP?			Yes, and upon request special cleaning may be required
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### Step 5: People Management Checklist

Please review the following checklist and ensure your Faculty/Department has planned for the following issues. The intent of this plan is to ensure that procedures are being developed and reviewed with employees/students to maintain safe spaces for employees and students. Some of these items may be captured in the risk assessment process, so this is intended to capture anything that has been missed. (Additional Checklists can be found in [APPENDIX E](#))

#### Example

PEOPLE MANGEMENT CHECKLIST				
<b>Directions:</b>				
<ul style="list-style-type: none"> <li>Use this checklist to ensure you have considered the following factors in your space.</li> <li>State the details for each control measure indicated as 'yes'.</li> <li>Keep completed questionnaires as part of this framework</li> </ul>				
<b>Person completing this plan:</b>	Surinder Aulakh	<b>Class Type</b>		<input type="checkbox"/> Serviced area <input type="checkbox"/> Office <input type="checkbox"/> public space <input checked="" type="checkbox"/> specialized room
<b>Start Date:</b>	Immediately	<b>Room #s:</b>		First aid room DTN
#	Control Measure	Yes	NA	Details/Applicable supporting comments
	<b>Illness /Pre-screening</b>			
1.	A process is in place to advise students to stay home if sick and how to report COVID-19 like symptoms? Supporting measures should also be in place to accommodate absences?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. course outline, orientation, signage</i>
2.	A process is in place to advise employees to stay home if sick, and how to report COVID-19 like symptoms? Supporting measures should also be in place to accommodate absences and provide coverage, if applicable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. HR weekly Pre-screening questionnaire</i>
3.	Employees have been informed about the COVID-19 VCC Leave Protocol?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. email communication</i>
4.	A daily process to pre-screen students/employees has been developed – self-reporting is mandatory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. general wellness questions prior to entering class, general entry/exit safe work procedure</i>
5.	If employees and/or students are absent due to illness, COVID-19 self-assessment via the online COVID-19 tool is advised.	<input type="checkbox"/>	<input type="checkbox"/>	<a href="https://bc.thrive.health/covid19/en">https://bc.thrive.health/covid19/en</a>
	<b>Safe Spaces control measures</b>			
6.	Student and Employees have been provided instruction on where to spend their break time?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. leave the building, inside personal vehicles etc.</i>

7.	Room set up to allow for 2 meters physical distancing between students?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Dependant on the assessment criteria and severity of injury
8.	Assessment and work areas set-up to allow for 2 meters physical distancing?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. using barriers, floor decals, tape</i>
9.	Nearest hand washing sink located, is stocked, and has been identified to students?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sink Location :in room _____
10.	Handouts, papers, pens, etc. are not physically provided to students? (Use e-versions, students provide their own, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All forms to be completed by OFA electronically
11.	When possible OFA's have dedicated tools/equipment? <i>E.g. items are not shared between OFAs</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. assign or sign out jump bags</i>
12.	Common touch points and tools/equipment that must be shared are identified?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. safe work procedure</i>
13.	Cleaning/sanitizing materials are provided with instruction?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. As required via OFA certification</i>
14.	OFA are given instruction for the safe and correct use of any provided personal protective equipment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. orientation and safe work procedures</i>
15.	OFA's are reminded to avoid face touching during class and to wash hands immediate before and after?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. orientation , posters, pre-screening</i>
<b>Supervision</b>				
16.	A process has been developed to deal with students not following the established control measures?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. student code of conduct, (oral warning, written warning, suspension)</i>
17.	A process has been developed to deal with employees not following the control measures?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. Supervisor reporting, incident reporting</i>

### Step 6: Facility Access/cleaning plan

The re-opening of any VCC building/facility for the purposes of face to face learning requires approval. This is applicable to every VCC campus.

Prior to re-opening any facility for the purposes of face to face learning, *Facility Access and Cleaning* requirements must be fulfilled. Facilities Management must be informed of the intention to provide face to face learning five (5) days in advance of the proposed start dates to determine if the level of service required for each facility is possible:

1. Cleaning Requirements
2. Schedule of teaching activities (Start date, End Date, days of the week, times)
3. Location (R#/campus)
4. # of people in space
5. Course name
6. Course activity (chemistry lab, nursing skills lab)

This information needs to be submitted to: <https://fsr.vcc.ca/> as soon as it is known to ensure that appropriate planning can occur.

<input type="checkbox"/>	An email has been sent to <a href="https://fsr.vcc.ca/">https://fsr.vcc.ca/</a> providing the 6 items above.
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### Step 7: Required Training

Workers and students returning to face to face activities need to be trained in the new processes and procedures that have been developed to support their safe return. They should be familiar with the contents of this document and should complete the following training:

#### Employee training requirements:

1. Orientation to the VCC Exposure Control Plan for COVID-19
2. Department Orientation to new or updated safe work procedures
  - a. E.g. Sanitizing equipment
  - b. E.g. General VCC Teaching-space entry/exit procedure
3. PPE – donning and doffing, use care and maintenance
  - a. *Note: PPE (gloves, respirators, etc.) should only be recommended/required for pandemic exposure control if absolutely necessary (i.e. work with). Due to global healthcare burdens there are shortages in common prevention PPE, and most resources are being directed to healthcare individuals. Please contact [yawang@vcc.ca](mailto:yawang@vcc.ca) for further guidance regarding PPE.*
4. Ensure that existing WHMIS course has been completed to support new chemicals being used. Train on safe use of specific chemicals selected by each department

#### Students training requirements:

Teaching staff should build in time to orient and train students and should include the following training at a minimum:

1. Orientation to the VCC Exposure Control Plan for COVID-19
2. Orientation to new or updated safe work procedures
  - a. E.g. Sanitizing equipment
  - b. E.g. General VCC Teaching-space entry/exit procedure
3. PPE – donning and doffing, use care and maintenance
  - a. *Note: PPE (gloves, respirators, etc.) should only be recommended/required for pandemic exposure control if absolutely necessary (i.e. work with). Due to global healthcare burdens there are shortages in common prevention PPE, and most resources are being directed to healthcare individuals. Please contact [secure@vcc.ca](mailto:secure@vcc.ca) for further guidance regarding PPE.*
4. Ensure that existing WHMIS course has been completed to support new chemicals being used. Train on safe use of specific chemicals selected by each department
5. Orientation on Step 4: site plan and Step 5: people management

#### Record keeping

Records should be maintained in each department for both workers orientation and training. These records should be made available upon request. This plan once complete shall be posted, for view, in the appropriate identified space.

### Step 8: Oversight and Compliance

All employees and students have a responsibility to follow the established safe work practices/procedures implemented during COVID-19. Anyone identified with a supervisory role also has the added responsibility of ensuring compliances with the established practices within their Faculty/department, which includes regular and periodic inspections of the workplace.

Appendix A includes a daily COVID-19 prevention checklist that can be completed daily by Professors/Instructors as part of their daily due diligence. These daily checklists should be maintained within each Faculty/department. These records should be made available upon request.

APPENDIX A: DAILY ON CAMPUS COVID-19 PREVENTION CHECK

Daily COVID-19 Prevention Checklist				
<b>Directions:</b>				
<ul style="list-style-type: none"> <li>Use this checklist to ensure that what is implemented is working well in your work area (class/shop/lab)</li> <li>Contact Facilities <b>immediately</b> for any daily Facility Needs based on the checklist findings for the day</li> </ul>				
Date: <a href="#">Click here to enter a date.</a>				
Building#: <a href="#">Click here to enter text.</a>				
Room#: <a href="#">Click here to enter text.</a>				
	#		Yes	No
SAFE SOCIAL INTERACTIONS	1.	Walk-through class to ensure all physical distancing methods are still in place (signage, directional arrows, decals, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
	2.	Social Distancing is being respected by all persons	<input type="checkbox"/>	<input type="checkbox"/>
PERSONAL HYGIENE	3.	Hand Washing facilities and supplies are maintained (including hand sanitizer stations)	<input type="checkbox"/>	<input type="checkbox"/>
	4.	COVID-19 Pre-screen complete ( <b>Best practice</b> )	<input type="checkbox"/>	<input type="checkbox"/>
	5.	Remind all persons about personal hygiene expectations (hand washing, cough/sneeze etiquette, etc.)		
ENVIRONMENTAL HYGIENE	6.	Remind student about responsibilities to clean shared equipment/tools between each use ( <b>Environmental Hygiene</b> )	<input type="checkbox"/>	<input type="checkbox"/>
	7.	COVID-19 Signage still posted	<input type="checkbox"/>	<input type="checkbox"/>
PERSONAL PROTECTIVE EQUIPEMENT (PPE)	8.	Personal Protective Equipment (if required) is being worn by employees and students	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX B COVID-19 EXPOSURE PREVENTION RISK ASSESSMENT

**Public Facing Offices Risk Assessment and Control Form**

**Directions:**

To be completed by the supervisor of the area with support staff, the area Director/Dean, Operations WG (EOC Operations Section) and the JOHS (Joint Occupational Health and Safety Committee.)

1. List tasks performed in this workspace where there are interactions with the public in Table 1, and determine risk level – refer to VCC Risk Assessment matrix (appendix C for more information. Determine frequency of asks. Assign Likelihood (**Lower, Moderate, Higher**), Impact (**Lower, Moderate, Higher**) and summarize controls.
2. List Items used by the public during the tasks and then determine control measures in Table 2.
3. Determine if other control measures are appropriate for this work space in Table 3.
4. Use Table 4 to determine alternate ways to conduct business, make Comments and provide Recommendations.
5. Forward a copy to [secure@vcc.ca](mailto:secure@vcc.ca) and the supervisor/manager for the area.

**Table 1**

<b>Assess. Date:</b>		<b>Assessor(s):</b> Karen Wilson, Nancy Nesbitt & Beth Boyd			<b>Supervisor/Manager/Director:</b> Karen Wilson		
<b>Campus:</b>	BWY	<b>Build/Dept:</b> Marketing & Communications			<b>Assessment Location:</b> BWY-A 4062		
<b>Participants:</b>	Aerin Hack, Anita Racz, Ariel Liu, Beth Boyd, Carolyn Hornell, Cecilia Piano, Courtney Ross, Daniel Rohloff, Danielle Gannon, Danielle Libonati, Diane Bozic, Liz Chan Yum Wing, Fareedah Rasoul Kim, Hila Coopman, Jen Giesbrecht, Jen Hill, Karen Wilson, Leigh Wall, Mike Ko, Nadia Kawas, Nancy Nesbitt, Reg Romero, Zoro Mihajlovic				<b>Action on Control Measures:</b>		Control measures must be implemented if risk level is Moderate and/or higher.
<b>Frequency: (#)</b>	Frequently (many times daily): <b>4</b>	Often (daily, weekly): <b>3</b>	Sometimes (monthly): <b>2</b>	Infrequently (yearly+): <b>1</b>	<b>Exposure:</b>	Direct or indirect contact: <b>Likely (L)</b>	Within 2 metres: <b>Likely (L)</b> Greater than 2 metres or no contact: <b>Rare (R)</b>
				Very few outside visitors		??????	

**Table 2**

	List tasks performed at the front counter/public space	Items used by the public (elaborate in Table 3)	By who; position (How many #)	Frequency	Likelihood		Impact		Risk Level		Controls
					W/out	With	W/out	With	W/out	With	
1.	Manually open door to other VCC Staff and find out who they need to see	N/A	Admin. Assistant	Often	?	?	?	?	?	?	Wear mask, sanitize hands
2.											

3											
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Control methods must reduce likelihood of exposure to unlikely or rare, using the hierarchy of controls, which

**Table 3**

Task #	Items used by the public and describe how used	Eliminated		Cleaned		Single Use		If No to all, what other control measures will be used?
		Yes	No	Yes	No	Yes	No	
	N/A							

		Yes	No	NA	Task(s) # applied to, if Yes	
<b>Entrance</b>						
A	VCC communications poster regarding cough etiquette and hand washing posted at the entrance to space.	X			Poster needed	
B	A disability access button that is well signed and visible, if there is a door to the space.			X		
<b>Reception area/waiting room</b>						
C	Reception is clearly visible/indicated.			X		
D	Unnecessary items in the reception area are removed e.g. magazines.			X		
E	Chairs are moved at least 2 metres apart.			X		
F	Number of people in the reception area or at counter is limited e.g. one at a time (e.g. through signage)	X			Add social distancing marks from door to reception desk	
G	Spacing between those waiting for service kept to at least 2 metres (e.g. through signage or barriers).			X		
<b>Counter tops used by the public</b>						
H	Cleared of unnecessary items.			X		
I	Hand sanitizer available.			X		
J	Counter top wiped frequently using supplied wipes or by housekeeping.			X		
K	Pens/pencils eliminated. If no, see 9a and 9b			X		

	9a. Pens/pencils cleaned after each use using supplied wipes. 9b. Pens/pencils are disposable.					
L	Paper transactions eliminated or reduced.			X		
M	A minimum of 2 metres can be maintained from the public.			X		
N	Barrier, such as plexiglass, between employee and public.		X			Plexiglass needed at reception desk (Beth Boyd) and VCC Foundation clerk (Aerin Hack)
<b>Education/ training</b>						
O	Employees have completed the Pandemic Exposure Control Plan online education.		X			
<b>Alternative controls to reduce public contact and traffic footprint</b>						
P	Operation hours is reduced and/or numbers of employees working in the office/area is limited.	X				Only 1 person per office

**Table 4**

<b>Alternate ways to conduct business that reduces exposure</b>	<b>Yes</b>	<b>No</b>	<b>NA</b>	<b>Description</b>
Online	X			
Telephone	X			
Other (describe):				
<b>Comments:</b>				
Supervisor or Manager's Signature:				
<b>Date:</b>				

## APPENDIX C: VCC COVID-19 SERVICE AREA PLAN CHECKLIST

VCC COVID-19 SERVICE AREA PLAN CHECKLIST				
<b>Use Directions:</b>				
<ul style="list-style-type: none"> <li>Use this checklist as a quick tool to assess pandemic control measures in your workspace.</li> <li>Describe the details for each control measure indicated as 'yes'.</li> <li>It is possible that a Department has multiple site plans as part of this framework.</li> <li>Review completed questionnaires often to ensure they are still effective and in use.</li> </ul>				
<b>Person(s) completing the plan:</b>		<b>Class Type</b>	<input type="checkbox"/> Front desk <input type="checkbox"/> Waiting Room <input type="checkbox"/> Commercial Space <input checked="" type="checkbox"/> Restricted area <input type="checkbox"/> Retail Space <input type="checkbox"/> Food Service area	
<b>Date:</b>		<b>Room #s:</b>		
#	Control Measure	Yes	N/A	Details/Applicable Task #
1.	Entry/Exit Process is in place	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>E.g. implemented safe work procedure - one door, hand sanitizing, pre-screening questions</i>
2.	Identify areas within the campus to be cordoned off from access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>E.g. common public, faculty offices, service areas</i>
3.	Infection control and physical distancing posters posted in classroom and throughout the common areas? <i>Posters available through VCC Marketing and Communications</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4.	The maximum number of persons allowed in a space has been determined	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Calculate based on square footage/person allowed in each /shop/office using 5 m<sup>2</sup> per person Considerations for equipment providing sufficient distance requirements to be included. E.g lab bench, car hoists, etc.</i>
5.	Directional arrows to support flow of people throughout the teaching space are in place.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>E.g. use tape, etc. or contact Facilities with your needs <b>Refer to Facilities COVID-19 Plan.</b></i>
6.	EOC Operations has been notified of access needs before classes begin	<input type="checkbox"/>	<input type="checkbox"/>	Access is required at these times: Access is required on these days: <b>(Leave until approved Facilities process confirmed)</b>
7.	EOC Operations/ facilities has been notified of additional cleaning needs for building based on ECP	<input type="checkbox"/>	<input type="checkbox"/>	# Washrooms: Other high traffic areas outside the classroom: <b>(Leave until confirmed Facilities process confirmed)</b>



## APPENDIX D: SAFE WORK PROCEDURES CHECKLIST

<b>VCC COVID-19 SAFE WORK PROCEDURES CHECKLIST</b>				
<b>Use Directions:</b> <ul style="list-style-type: none"> <li>Use this checklist as a quick tool to assess pandemic control measures in your instruction/workspace.</li> <li>Describe the details for each control measure indicated as 'yes'.</li> <li>It is possible that a Faculty/Department has multiple site plans as part of this framework.</li> <li>Review completed questionnaires often to ensure they are still effective and in use.</li> </ul>				
<b>Person(s) completing the plan:</b>		<b>Class Type</b>	<input type="checkbox"/> front desk <input type="checkbox"/> Public space <input type="checkbox"/> Restricted area <input type="checkbox"/> Retail space <input checked="" type="checkbox"/> Service area	
<b>Date:</b>	<b>Current</b>	<b>Room #s:</b>		
#	Control Measure	Yes	N/A	Details/Applicable Task from Risk Assessment (Table 1)
1.	Entry/Exit Process is in place?	<input type="checkbox"/>	<input type="checkbox"/>	
2.	Areas identified within the area to be cordoned off from access?	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Infection control and physical distancing posters posted in classroom and throughout the common areas?	<input type="checkbox"/>	<input type="checkbox"/>	
4.	The maximum number of persons allowed in a space has been determined?	<input type="checkbox"/>	<input type="checkbox"/>	
5.	Directional arrows to support flow of people throughout the teaching space are in place?	<input type="checkbox"/>	<input type="checkbox"/>	(Leave until confirmed Facilities process confirmed)
6.	Facilities has been notified of access needs before classes begin?	<input type="checkbox"/>	<input type="checkbox"/>	
7.	Facilities has been notified of additional cleaning needs for building based on ECP?	<input type="checkbox"/>	<input type="checkbox"/>	

## APPENDIX E: PEOPLE MANAGEMENT CHECKLIST

<b>PEOPLE MANGEMENT CHECKLIST</b>				
<b>Directions:</b>				
<ul style="list-style-type: none"> <li>Use this checklist to ensure you have considered the following factors in your space.</li> <li>State the details for each control measure indicated as 'yes'.</li> <li>Keep completed questionnaires as part of this framework</li> </ul>				
<b>Person completing this plan:</b>			<b>Class Type</b>	<input type="checkbox"/> Serviced area <input type="checkbox"/> Office <input type="checkbox"/> public space <input type="checkbox"/> Other
<b>Start Date:</b>			<b>Room #s:</b>	
#	Control Measure	Yes	NA	Details/Applicable supporting comments
<b>Illness /Pre-screening</b>				
1.	A process is in place to advise students to stay home if sick and how to report COVID-19 like symptoms? Supporting measures should also be in place to accommodate absences?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>E.g. course outline, orientation, signage</i>
2.	A process is in place to advise employees to stay home if sick, and how to report COVID-19 like symptoms? Supporting measures should also be in place to accommodate absences and provide coverage, if applicable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. HR weekly Pre-screening questionnaire</i>
3.	Employees have been informed about the COVID-19 VCC Leave Protocol?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. email communication</i>
4.	A daily process to pre-screen students/employees has been developed – self-reporting is mandatory.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. general wellness questions prior to entering class, general entry/exit safe work procedure</i>
5.	If employees and/or students are absent due to illness, COVID-19 self-assessment via the online COVID-19 tool is advised.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<a href="https://bc.thrive.health/covid19/en">https://bc.thrive.health/covid19/en</a>
<b>Safe Spaces control measures</b>				
6.	Student and Employees have been provided instruction on where to spend their break time?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>E.g. leave the building, inside personal vehicles etc.</i>
7.	Room set up to allow for 2 meters physical distancing between students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Dependant on the assessment criteria and severity of injury
8.	Assessment and work areas set-up to allow for 2 meters physical distancing?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. using barriers, floor decals, tape</i>
9.	Nearest hand washing sink located, is stocked, and has been identified to students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Sink Location :in room _____
10.	Handouts, papers, pens, etc. are not physically provided to students? (Use e-versions, students provide their own, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	All forms to be completed by OFA electronically
<b>Supervision</b>				
16.	A process has been developed to deal with students not following the established control measures?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>E.g. student code of conduct, (oral warning, written warning, suspension)</i>

17.	A process has been developed to deal with employees not following the control measures?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>E.g. Supervisor reporting, incident reporting</i>
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**Plan Completion**

1. The Dean/Director will submit this completed 8 step framework to EOC Operations/ Return to Work-Working Group
2. The plan will be returned to the Dean/Director for final sign off
3. This plan will also be provided to the College Joint Occupational Health and Safety Committee as an information item

<ol style="list-style-type: none"> <li>1. Please sign upon completion</li> <li>2. Please submit a copy to <a href="mailto:secure@VCC.ca">secure@VCC.ca</a>, for review</li> </ol>	<b>Dean/Director:</b>	Karen Wilson
	<b>Date:</b>	
	<b>JOHS Review:</b>	
<ol style="list-style-type: none"> <li>3. The plan will be returned to the Dean/Director for final approval</li> <li>4. EOC will retain a copy of this plan</li> <li>5. A copy of this plan will also be provided to the College Joint Occupational Health and Safety Committee as an information item</li> </ol>	<b>Dean/Director:</b>	
	<b>Date:</b>	

**NOTE: The requirements of this plan are based on current provincial and federal requirements as well as WorkSafeBC guidelines. It should be expected that the requirements of this plan could change in the future. Any changes in requirements will be communicated as soon as practicable with the expectation that every endeavour will be made to conform to the changes as soon as practicable.**