



## **Return to Operations Risk Assessment - BCIT Fixed Furniture Teaching Spaces**

Following is the Go-Forward high level Risk Assessment for BCIT Fixed Furniture Teaching Spaces.

The high level Risk Assessment for these instructional areas outline risks associated to partial or full re-occupancy of these areas. It guides decisions and arrangements for new and ongoing work and is critical in completing the individual department Safety Plan. Many faculty members and employees will continue to provide instruction and work remotely; or through a combination of remote and on-campus activity to ensure physical distancing and other guidelines are followed. If required and on approval from Occupational Health and Safety, some will provide instruction and work on campus with approved measures and practices in place.

The Risk Assessment takes into consideration potential building occupants, staff and visitors, and the activities in which they engage, as well as the building or room uses and layouts. Based on the risk rankings, the assessments also provide high level recommendations for prioritizing management measures to mitigate the spread of COVID-19 as activities within the building resume.

All approved Risk Assessments and related Safety Plans will be posted to [bcit.ca/covid-19](http://bcit.ca/covid-19) with the "Go-Forward Plan".

Each department will be required to prepare an updated Safety Plan. I will be in touch directly with those responsible and will provide more information on this process in a Safety Update. Stay safe.

Thank you,

Glen Magel

Director, BCIT Safety, Security and Emergency Management



Characteristics/ Activities	Risk Ranking (LOW-MED-HIGH)	Rationale	Risk Management Strategies
<b>Building Staff Occupants/ Location/ Likelihood of Public Access</b>			
<ul style="list-style-type: none"> <li>• Possibility for infected asymptomatic spreaders.</li> <li>• Transportation methods and likelihood of transmission from unknown sources.</li> <li>• Location within Province/Canada and incidence of infection within the Region.</li> </ul>	MEDIUM TO HIGH	<p>The Site is any educational instructional space associated with British Columbia Institute of Technology (BCIT) where the furniture is affixed to the ground or otherwise not moveable. These spaces may be located on any BCIT campus. The Site is likely located in an urban area with the potential for a medium to high population density. The incidence of COVID-19 in the Lower Mainland has been moderately-high relative to other parts of BC but current incidence of new infections in BC is extremely low. However, for the purpose of this row of the matrix, it is assumed that there is at least one infected person accessing each building, and for remaining rows of this matrix it is assumed there is at least one asymptomatic individual present on-Site.</p> <p>For the purpose of this RA Matrix, it is assumed that the Client is planning on the full re-occupancy of instructional space. Most, if not all, instructional spaces have been closed or open on reduced occupancy. Building occupants include students and faculty staff/instructors (referred to hereafter as either staff or instructors) who are young adults and older.</p>	<ul style="list-style-type: none"> <li>✓ Conduct health screening through self-assessment before entry to the building (i.e. BC COVID-19 Self-Assessment Tool).</li> <li>✓ Add signage describing requirements for entry (no COVID-19 symptoms, etc.).</li> <li>✓ Instruct building occupants to stay home if they are showing symptoms.</li> <li>✓ Mandate that all students and staff returning to campus take training on COVID-19 prevention strategies (physical distancing, hand washing, etc.).</li> <li>✓ Provide clear communication to those who are sick or should be in isolation to not come to campus.</li> <li>✓ Limit public/visitor entry to essential visits only.</li> <li>✓ Control/limit entry/exit via specific routes to ensure signage is observed and space planning is completed.</li> <li>✓ Encourage pedestrian traffic to take outdoor routes, rather than walking through buildings unnecessarily.</li> </ul>



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		<p>The public/visitors may have access to some areas associated with institutional spaces (e.g. building entrance, hallways, public washrooms etc.); however, it is assumed that there is limited or no public/visitor attendance within instructional spaces.</p> <p>Students and staff may visit other campus facilities located in the Greater Vancouver Area to attend and/or instruct classes.</p> <p>Building occupants may include individuals who have been exposed to SARS-CoV-2 from outside sources such as family members, users of public transit, and medical or long-term care professionals.</p> <p>Exposure frequency and duration, to infected individuals would vary depending on workspace size and location. However, risks were considered medium to high due to the likelihood of viral transmission by a symptomatic person.</p>	



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<b>Type of Business/ General Building Layout</b>			
<ul style="list-style-type: none"> <li>• Post-secondary school programs</li> <li>• Academic layout (classrooms/labs) connected by hallways.</li> <li>• Access routes (building entry and exit).</li> </ul>	MEDIUM	<p>Entrance/exit may result in individuals crossing paths at pinch points.</p> <p>Exposure frequencies and durations could be high if arrival and departure times coincide for large numbers of students and staff arriving together according to class schedules.</p> <p>In addition, there is potential for contact with high touch surfaces during building entry/egress.</p> <p>The medium risk ranking is based on the primary mode of viral transfer being direct contact with droplets, the short duration of potential exposure, and the small number of high touch surfaces, despite the number of people touching them and frequenting the access routes.</p>	<ul style="list-style-type: none"> <li>✓ Control/limit entry/exit via specific routes to ensure signage is observed and space planning is completed.</li> <li>✓ Stagger on-campus class schedules.</li> <li>✓ Queue entry outside building and rooms, or if physical distancing cannot be maintained in hallways, then queue in empty classrooms.</li> <li>✓ Prepare enhanced cleaning/ sanitizing plans.</li> <li>✓ Remove furniture (where possible) from entry/exit points, or re-position for physical distancing.</li> <li>✓ Adopt doorknob contact mitigation measures such as:               <ul style="list-style-type: none"> <li>• Providing tissues;</li> <li>• Providing hand sanitizer; or</li> <li>• Leaving doors open.</li> </ul> </li> </ul>
<b>Classroom Type</b>			
<ul style="list-style-type: none"> <li>• Lecture Theatre</li> </ul>	HIGH	<p>Students attend in-person classes with close proximity seating to each other and staff/instructors for prolonged periods of time.</p> <p>The high-risk ranking is based on the potential for a large number of people to be present within close proximity to each other and within an enclosed space.</p>	<ul style="list-style-type: none"> <li>✓ Reduce class sizes.</li> <li>✓ Maintain physical distancing installing tape barriers or seat markings to encourage staggered seating.</li> <li>✓ Implement traffic patterns where possible.</li> <li>✓ Prepare enhanced cleaning/sanitizing plans.</li> </ul>



Characteristics/ Activities	Risk Ranking (LOW-MED-HIGH)	Rationale	Risk Management Strategies
			<ul style="list-style-type: none"> <li>✓ Provide handwashing/sanitization stations and signage to encourage frequent and proper handwashing/hygiene.</li> <li>✓ Consider online delivery options or utilizing other spaces where physical distancing can be realized.</li> </ul>
<ul style="list-style-type: none"> <li>• Wet/dry laboratories with central demonstration space.</li> <li>• Wet/dry laboratories without central demonstration space.</li> </ul>	HIGH	<p>Students attend various labs and may work individually or in pairs, resulting in the need to work in close proximity to each other and staff/instructors for prolonged periods of time or in repeat events of shorter duration.</p> <p>The lab classes involve the use of tools and equipment, as well as physically touching their partners. Students may wear scrubs/gowns while in the lab area. There may be labs in the health science programs that require use of beds and pillows which would have linens.</p> <p>Instructors demonstrate proper use of equipment/tools, perform assessment of students' work and aid students where necessary.</p> <p>Open/non-instructional use of some of the labs is permitted by students for practice.</p> <p>In addition to working in close quarters and, in some cases, physically touching other students, the high-risk ranking is based on there being a number of frequently touched surfaces to be contacted by a large number of people, which may lead to increased viral transmission.</p>	<ul style="list-style-type: none"> <li>✓ Redesign lab to space equipment apart allowing for physical distancing for student pairs (if applicable) and instructors/staff.</li> <li>✓ Reduce class sizes if physical distancing is not possible.</li> <li>✓ Prepare enhanced cleaning/ sanitizing plans.</li> <li>✓ Implement traffic patterns where possible.</li> <li>✓ If possible, assign tools, equipment and/or workspaces to students for duration of class and clean before and after use.</li> <li>✓ Avoid distribution of handouts where possible, unless exposure control measures are in place, such as hand hygiene before and after handling handouts.</li> <li>✓ Develop protocol for instructors to demonstrate tasks, assess/grade work, distribute consumable items and assist students to maintain physical distancing.</li> <li>✓ Provide handwashing/sanitization stations and signage to encourage frequent and proper handwashing/hygiene.</li> </ul>



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			<ul style="list-style-type: none"> <li>✓ Install partitions and/or require the use of face coverings where physical distancing is not possible.</li> <li>✓ Provide training and signage for procedures when physical distancing is not possible.</li> <li>✓ Re-consider tasks that can not be performed while physical distancing.</li> <li>✓ Use disposable bedding or retain a laundry service to decontaminate used bedding.</li> <li>✓ Develop a scheduling and cleaning procedure for independent use of open lab space.</li> </ul>
<b>Other Shared Spaces</b>			
<ul style="list-style-type: none"> <li>• Lockers</li> <li>• Changerooms</li> </ul>	HIGH	Some students have access to lockers and/or changerooms where they may store their personal items. Lockers are likely close together and there is possibility for crowding and loitering in these areas.	<ul style="list-style-type: none"> <li>✓ Develop plans for changeroom use to maintain physical distancing (e.g. set occupancy limits, prohibit use of lockers).</li> <li>✓ Remove seating/benches.</li> <li>✓ Prepare enhanced cleaning/sanitizing plans.</li> <li>✓ Provide handwashing/sanitization stations and signage to encourage frequent and proper handwashing/hygiene.</li> </ul>



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<ul style="list-style-type: none"> <li>Instructor workspaces: hoteling/shared desks vs. private offices and cubicles.</li> <li>Proximity/density of cubicles.</li> </ul>	HIGH	<p>In cubicles and/or hotelling/shared desks where staff may work in close proximity, risk of viral transmission is higher. However, there may also be private offices for individual use, where exposure is less likely, and risks are low. In general, risks were ranked high because of the potential for staff to be working in close proximity for long durations (i.e., a workday) under the assumed scenario where 100% of staff return to work within each office.</p>	<ul style="list-style-type: none"> <li>✓ Stagger work schedules;</li> <li>✓ Set occupancy limits;</li> <li>✓ Assign workspaces and use tape barriers and chair markings to induce physical distancing;</li> <li>✓ Reposition workspaces for physical distancing;</li> <li>✓ Install barrier partitions between cubicles;</li> <li>✓ Prohibit sharing of office equipment (computers etc.); or</li> <li>✓ Prepare enhanced cleaning/sanitizing plans.</li> </ul>
<ul style="list-style-type: none"> <li>Shared breakroom/lunchrooms</li> </ul>	HIGH	<p>Shared breakrooms/lunchrooms may be available for select students and staff that may include refrigerators, microwaves and dining areas, which entail frequent touching. The main avenue for viral spread is direct contact with saliva/droplets, therefore exposure via shared dishes is considered to be a high risk.</p>	<ul style="list-style-type: none"> <li>✓ Stagger break/lunch schedules.</li> <li>✓ Set room occupancy limits.</li> <li>✓ Eliminate shared dishes/utensils, if any</li> <li>✓ Develop alternate dining protocol for physical distancing (e.g. outside, at workstations etc.).</li> <li>✓ Implement traffic patterns where possible.</li> <li>✓ Prepare enhanced cleaning/sanitizing plans.</li> <li>✓ Provide handwashing/sanitization stations and signage to encourage frequent and proper handwashing.</li> <li>✓ Adopt doorknob contact mitigation measures.</li> <li>✓ Mitigate contact with other high touch surfaces by:             <ul style="list-style-type: none"> <li>• Providing tissues; or</li> </ul> </li> </ul>



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			<ul style="list-style-type: none"><li>• Provide hand washing station or hand sanitizer.</li></ul>
<b>Non-Regular Activities</b>			
<ul style="list-style-type: none"><li>• Fire drills</li><li>• Fire</li><li>• Fire doors</li></ul>	MEDIUM	Emergency drills or actual events could result in disorderly conduct and crowding. First aid emergencies may require close proximity with the injured.	<ul style="list-style-type: none"><li>✓ Prepare emergency plan for non-scheduled maintenance, illness or fire.</li><li>✓ Consider alternate methods for doing drills.</li></ul>