COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector

June 2021 Edition

Acknowledgements

The Go-Forward Guidelines were developed by experts from the B.C. post-secondary sector. Special thanks to members of the Steering Committee, Panel of Experts and Reference Groups for their contributions.

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Amendment Log

DATE	DESCRIPTION
2021-06-01	**New Content:** *Coming Soon: Return-to-Campus Guidelines*
	Updates: Updated PHO mask requirement information has been included in the following sections: *Accessing the Campus Safely*, *Administrative Areas*, *Campus Transportation*, *Education Delivery*, and *Housing*
2021-02-08	**Updates:** ❯ Accessing the Campus Safely – updated daily health check *resource information* ❯ Safety – updated daily health check *resource information*
2020-12-18	**New Content:** *COVID-19 contact tracing and notification protocols*
	Updates: ❯ Campus safety plans – *accessibility considerations* ❯ *Understanding the risk – updated information on transmission* ❯ Accessing the Campus Safely - *daily health checks and new resource link* ❯ Athletics – *link to PHO province-wide restrictions* ❯ Housing – *new link to PHO restrictions on social gatherings* ❯ International students – *updated federal requirements and new resource link* ❯ Safety – *PHO mask requirements and new resource link.* *Note:* PHO mask requirement information has been included in the following sections: *Accessing the Campus Safely*, *Administrative Areas*, *Campus Transportation*, *Education Delivery*, and *Housing* ❯ Spiritual and religious communities – *new link to PHO province-wide restrictions* ❯ Student practicums – *new resource link*
2020-10-01	**New Content:** ❯ *Working with Local Medical Health Officers* ❯ *Gatherings and Events* ❯ *Motion Picture and Television Production* ❯ *Performing Arts* ❯ *Spiritual and Religious Communities* ❯ *Student Practice Education and Clinical Placement for Health-Care Disciplines*
	Updates: ❯ Athletics and Recreation Facilities – addition of *2 new resources / links* ❯ Libraries – *new BCCDC link* ❯ International Students – *updated guidance based on federal requirements*
2020-07-31	Launch of the *COVID-19 Go-Forward Guidelines for BC's Post-Secondary Sector*

Contents

Purpose of the Guidelines

These protocols provide guidance to post-secondary institutions for education, research and on-campus services. Institutions must ensure they are abiding by any *Orders, notices, or guidance issued by the Provincial Health Officer* and their local health authority. The protocols will be periodically updated, as necessary, to align with evolving guidance from the Provincial Health Officer.

Post-secondary institutions have remained open and available for learners with remote adaptive learning. The goal of these protocols is to support the gradual increase of in-person teaching, learning, research, administrative and support services at post-secondary institutions while reducing the risk of COVID-19 transmission. Protocols shared in this document support the Orders, notices and guidance issued by the Provincial Health Officer and local health authorities. Institutions are responsible for operationalizing these protocols, and ensuring that their campus safety plans align with the evolving COVID-19 public health information and direction.

Key interventions to reduce COVID-19 transmission are early diagnosis and isolation of people with COVID-19 and identification and management of clusters of infection. General prevention measures such as frequent cleaning of high touch surfaces, hand hygiene and reducing unnecessary close contact with large numbers of people add additional layers of protection.

Working with local Medical Health Officers

To ensure that institutions receive the most current COVID-19 public health guidance, institutions should work with their *local B.C. medical health officer* regarding the development of effective infection prevention and exposure control measures, COVID-19 case management and contact tracing protocols, and compliance with any new orders or guidance issued by the Provincial Health Officer.

Medical health officers in B.C. are responsible for monitoring and assessing the health status of the community, including making recommendations for strategies to address health issues and implementing immediate actions when necessary to protect the health of the public.

Coming Soon: Return-to-Campus Guidelines

The COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector are being updated by a team of experts from the public post-secondary sector, and representatives from the Office of the Provincial Health Officer, Regional Health Authorities and the BC Centre for Disease Control. Updated guidelines, referred to as the Return-to-Campus Guidelines, will reflect predicted COVID-19 conditions for the fall along with updated infection prevention and control measures appropriate for those conditions.

For more information on the preliminary public health guidance for September 2021, read the *COVID-19 Return-to-Campus Primer*.

COVID-19 Contact Tracing and Notification Protocols

What is the notification process for confirmed cases of COVID-19?	Notification of COVID-19 cases and exposures at post-secondary institutions (PSIs) is managed by public health authorities. PSIs may be asked to assist public health authorities in notifying close contacts such as students, faculty or staff of a confirmed case by assisting in the identification of people who may have been exposed, distribution of materials prepared by the public health authorities, or supporting public notification efforts.
	If students, faculty or staff receive a confirmed positive COVID-19 test result, health authorities follow a rigorous protocol:
	❯ Contact tracing is initiated to determine how the individual was infected and who they were in close contact with.
	❯ Close contacts that are at an increased risk are identified and notified and advised to self-isolate and monitor for symptoms for 14 days.
	❯ *Only health authorities can determine who is a close contact.*
	❯ Health authorities will work closely with PSIs throughout the case and contact management process to enable appropriate communication with the campus community.
Should an institution notify the campus community of a confirmed case of COVID-19?	Institutions should not send out notifications of COVID-19 cases unless directed to do so by their local Medical Health Officer. Public health authorities are responsible for determining notification processes and requirements.
What is contact tracing?	Contact tracing is the process used by public health authorities to identify individuals who have come into close contact with a person infected with the virus that causes COVID-19. The public health authority contacts these individuals and provides health direction.
What is the process for contact tracing?	Contact tracing is carried out by public health authorities. PSIs do not carry out contact tracing. If the public health authority determines that there may have been an exposure of concern for individuals who cannot be reached by direct contact notification, more widespread notification to identified groups may be carried out such as distribution of a bulletin to people at risk, publishing exposures on the health authority exposure notification web page, or announcement through public media. To maintain personal information privacy rights, the public health authority will only disclose limited information about a confirmed case in the campus community when sharing the information is required to support effective contact tracing.
What are the steps involved in contact tracing?	When carrying out contact tracing, public health authorities follow these steps:
	❯ A person tests positive for COVID-19 and they become a "case."
	❯ The lab completing the testing informs the public health authority and a public health nurse is assigned to interview the case to identify people they've spent time with. People with prolonged close contact with the case during their infectious period are "contacts."
	❯ The public health authority gets in touch with the contacts and asks them about symptoms of COVID-19.
	❯ *Not every contact needs to be identified: only those who could have been exposed to the case's respiratory droplets from coughing, sneezing or speaking – this takes close and prolonged contact.*
	❯ The public health authority maintains the case's privacy. A case can choose to tell others about their diagnosis but should not do their own contact tracing and nor should others (e.g. employers).
	❯ Contacts with symptoms are sent for testing. If they test positive, they become a 'case' and the process repeats;
	❯ Contacts with no symptoms are asked to self-isolate and monitor for symptoms for 14 days after their last contact with the case (while they may be in the incubation period of the infection).
How does a health authority notify the public of a possible COVID-19 exposure?	Health authorities may provide online notification of possible exposures to COVID-19 within post-secondary institutions. This information is provided so students, faculty and staff can be assured that public health is following up in their community, and exposure risks are being mitigated to the best of their ability. Anyone who has been identified as a COVID-19 positive case or close contact will be contacted directly by the local health authority to provide further instruction.
When would a public health authority recommend the closure of a facility?	For a public health authority to recommend or order closure of a site or facility to prevent infection transmission is a rare step, reserved for circumstances in which direct management of cases and contacts is not sufficient to limit transmission. The public health authority would communicate closely with PSI administrators on any recommended closures related to COVID-19.

Developing a COVID-19 Safety Plan

Post-secondary institutions are required to develop *COVID-19 Safety Plans* that outline the policies, guidelines, and procedures they have put in place for their respective institutions to reduce the risk of COVID-19 transmission. COVID-19 Safety Plans should be reviewed and updated regularly to align with guidance from BC's Provincial Health Officer. This plan follows the six steps outlined by WorkSafeBC in the *COVID-19 and returning to safe operation resource*. Institutions should involve frontline faculty, staff and students, joint health and safety committees, and supervisors in identifying protocols for their workplace.

In accordance with the *order of the Provincial Health Officer*, plans must be posted at the worksite. During a WorkSafeBC inspection, institutions will be asked about the steps they have taken to protect their faculty, staff and students.

One part of developing a COVID-19 Safety Plan is identifying protocols that everyone at the institution must follow to keep faculty, staff and students safe. Industry-specific protocols are provided below to use in the development of institutional plans.

These protocols are not a list of requirements; however, they should be considered and implemented to the extent that they address the current risks of COVID-19 for individual institutions. It may be necessary to identify and implement additional protocols if these do not sufficiently address the risks to faculty, staff and students at a specific institution.

Institutions are advised to continue to work collaboratively with Indigenous community partners to ensure that plans take into account the health and safety of Indigenous learners and communities.

Institutions are encouraged to incorporate accessibility considerations into their COVID-19 Safety Plans including considerations for persons with disabilities.

Understanding the Risk

COVID-19 is a respiratory infection that is transmitted through person-to-person contact. Illness due to COVID-19 infection is generally mild. As with many other respiratory infections, the likelihood of severe illness is much higher in the elderly and among those with chronic medical conditions. COVID-19 has become an established human pathogen, and a certain level of transmission is now expected. The goal of COVID-19 prevention measures in Canada is to minimize societal disruption, protect the most vulnerable, and maintain adequate health services.

The virus that causes COVID-19 spreads in several ways, including through droplets when a person coughs or sneezes, and from touching a contaminated surface and then touching the face[1]. Higher risk situations require adequate protocols to address the risk. The risk of COVID-19 depends on the amount of virus circulating in the community, which changes from place to place and over time. Community transmission is monitored by public health authorities in British Columbia.

IMPORTANT CONSIDERATIONS:

❯ Institutions should remain aware of the level of community transmission in order to implement interventions that are proportionate to current local risk. They should also follow advice from local public health authorities, which can change based on the level of transmission.

❯ COVID-19 is spread by people who are infected with COVID-19. Isolating away from others when infected is very effective at mitigating risk.

❯ The risk of transmission is increased when many people contact the same surface, and when those contacts happen in short intervals of time. Frequent cleaning of high touch surfaces and following consistent hygiene practices help mitigate this risk.

❯ The risk of person-to-person transmission is increased the closer people come to other people infected with COVID-19, and the amount of time spent in close proximity. Reducing the number and duration of close contacts helps reduce the risk during times of high community transmission of COVID-19.

❯ Some Indigenous people face elevated health risks linked to social determinants (e.g. income, culture, access to health services, etc.). It is important to be aware of the elevated risks of COVID-19 infections and the potential for heightened anxiety for Indigenous people.

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1   Droplets *vary in size* from large droplets that fall to the ground rapidly (within seconds or minutes) near the infected person, to smaller droplets, sometimes called aerosols, which linger in the air under some circumstances.

Selecting Prevention Measures for the Workplace

When selecting the most appropriate prevention measures, consider the current level of community transmission of COVID-19 as well as the feasibility and effectiveness of the intervention. The collection of prevention measures chosen will depend on what the institution needs to function.

First level protection (elimination): Where practical, promote safe physical distancing between people as recommended by the Provincial Health Officer. Use policies and procedures to reduce the number of prolonged close contacts among faculty, staff and students. These may include creating assigned seating in classrooms and ensuring that students who have multiple classes together are assigned to sit next to each other as much as possible.

Second level protection (engineering controls): In situations where physical distancing cannot be maintained and a large number of contacts are expected (e.g. at a cash register in a cafeteria), install physical barriers such as plexiglass.

Third level protection (administrative controls): Establish rules and guidelines, such as cleaning protocols, advising faculty, staff and students not to share tools, or implementing one-way doors or walkways. Maintain hand hygiene stations and clean high touch surfaces.

Fourth level protection (non-medical masks or PPE): During periods of high levels of community transmission and when physical distancing is difficult to maintain, consider the use of *non-medical masks*. Be aware of the limitation of non-medical masks to protect the wearer from respiratory droplets. Ensure faculty, staff and students are *using masks appropriately*. Health experts advise that masks may be problematic for some people, such as those with asthma, autism, or hearing impairments. For this reason, other options should be included in planning.

Note that medical grade PPE may be mandatory in a limited number of post-secondary settings (e.g., clinical settings, laboratories).

Consider first

Elimination

Engineering Controls

Administrative Controls

PPE

Consider as needed
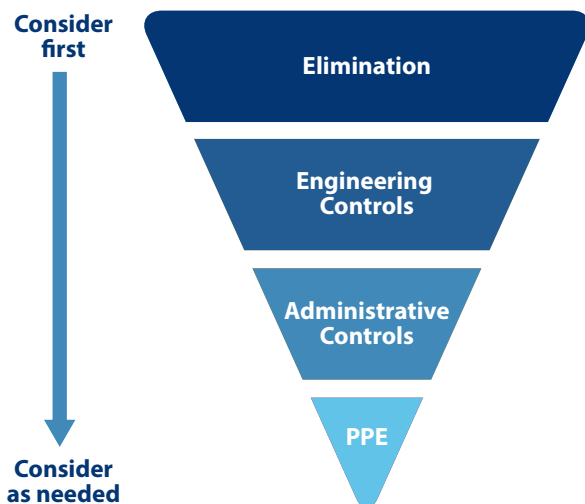
Protocols for Post-Secondary Education

Accessing the Campus Safely

COVID-19 SELF-ASSESSMENT

All faculty, staff, students and visitors should assess themselves daily for COVID-19 symptoms prior to accessing campus property.

Institutions must ensure that daily COVID-19 health screening respects the *orders and direction* of the Provincial Health Officer.

- The WorkSafeBC *COVID-19 Entry Check poster* provides a list of the symptoms and restrictions that must be reviewed as part of a COVID-19 health check. Institutions are encouraged to post the Entry Check poster at all entrances.

- In some circumstances, institutions may require individuals to provide self-reporting declarations. This will be dependent on the risk presented, including contact intensity (e.g., childcare, healthcare practicums, physiotherapy clinics, certain lab environments, etc.).

- Expectations for completing a self-assessment and/or declaration should be made clear to all visitors before they enter the campus.

- Anyone with symptoms associated with COVID-19 as well as anyone who has travelled outside Canada in the previous 14 days, or anyone identified as a close contact of a person with a confirmed case of COVID-19 must self-isolate in accordance with guidance from the *BC Centre for Disease Control*.

- Instructions for individuals to contact 8-1-1 or a medical provider if further health advice is required should be made available.

- Work with local health care providers and student health services to ensure that faculty, staff and students have easy access to COVID-19 testing.

- Seek advice from the local public health authority around managing cases of COVID-19 in the institution.

- At all times adhere to the Provincial Health Officer requirements regarding the use of non-medical masks for *workers*, *students*, and *visitors*.

ACADEMIC CONCESSION / WORKPLACE ACCOMMODATION

- Students who would normally attend campus but are self-isolating as a result of the daily self-assessment process, or who reside with someone who needs to self-isolate, may request academic concession due to missed classes or course requirements. Formal requests for accommodation will continue to be managed through the processes outlined in institutional policy. Institutions should review and, if needed, adjust current policies to support students to stay home if they are sick.

- Faculty and staff who would normally attend campus but are self-isolating as a result of the daily self-assessment process should contact their supervisor to report their absence from working on campus and to discuss temporary remote work arrangements, if practical. Institutional sick day policies will apply as appropriate. Formal requests for accommodation will continue to be managed through the processes outlined in the applicable collective agreement, or institutional policy, as appropriate. Institutions should review and, if needed, adjust current policies to support faculty and staff to stay home if they are sick.

- Some Indigenous students may require additional accommodations due to housing or community COVID-19 restrictions. For example, Indigenous communities may have COVID-19 travel restrictions that preclude students from participating in activities.

COVID-19 SYMPTOMS

The *symptoms* of COVID-19 are similar to other respiratory illnesses including the flu and common cold. They include:

- Fever
- Chills
- Cough
- Shortness of breath
- Sore throat
- Stuffy or runny nose
- Loss of sense of smell
- Headache
- Muscle aches
- Fatigue
- Loss of appetite

Symptoms can range from mild to severe. Most people with COVID-19 have mild illnesses, but symptoms can sometimes suddenly worsen in a few days. People infected with COVID-19 can also experience gastrointestinal symptoms such as diarrhea, nausea and vomiting a few days after the onset of the above symptoms.

IF FACULTY, STAFF OR STUDENTS DEVELOP SYMPTOMS WHILE AT THE INSTITUTION:

- Separate the symptomatic individual from others in a supervised area and direct the symptomatic individual to return to their place of residence. Arrangements for transportation should be coordinated if required.
- If symptoms persist, the individual should be instructed to contact 8-1-1 or their local healthcare provider for further direction.
- Staff responsible for facility cleaning must clean and disinfect the space where the individual was separated and any areas used by them (e.g., classroom, bathroom, common areas).

Administrative Areas

The following protocols provide guidance regarding office space including workplace operations, workstations, communal spaces, deliveries and elevator use, as well as working from home.

- At all times adhere to the Provincial Health Officer requirements regarding the use of non-medical masks for *workers*, *students*, and *visitors*.
- At all times adhere to Provincial Health Officer *requirements* on Workplace and Post-secondary Institution Safety.
- *Protocols for Offices*
- *Working from home: A guide to keep workers healthy and safe*
- *Setting up, organizing and working comfortably in your home workspace*
- *What employers should do*
- *Help prevent the spread of COVID-19: Cover coughs and sneezes*

Athletics and Recreation Facilities

The following protocols apply to athletics and indoor/outdoor recreation facilities, including gymnasiums, sports fields, swimming pools, fitness centres and classes, track facilities, varsity and intramural athletics, and field trips for recreational purposes.

Refer to the *latest guidance* for athletic activities prior to implementing the following protocols.

PROTOCOLS

- Be aware of and follow advice of local public health authorities, which may change based on the level of local transmission of COVID-19.
- Apply *Cleaning and Sanitizing* and Physical Distancing protocols.
- Reduce unnecessary contacts by reducing the number of individuals per group and maintaining the same people in each group as much as possible.
- For one-time gatherings (e.g. athletic meets) adhere to mass gathering requirements.
- Consider providing self-isolation containment area(s) for individuals showing symptoms of illness while waiting for transportation to home or a medical center.
- Provide non-medical masks for staff when close contact is required.

ADDITIONAL RESOURCES

- *Protocols for Sports and Recreation*
- *Canada West Universities Athletic Association*
- *NCAA Sport Science Institute: Core Principles of Resocialization of Collegiate Sport*
- *BCRPA: COVID-19 Recovery through Recreation and Parks*
- *viaSport – Return to Sport Guidelines for B.C.*
- *NCAA Resocialization of Collegiate Sport: Developing Standards for Practice and Competition*

Campus Transportation

❯ Consider the following for campus transportation (e.g. buses, shuttles and vehicles):

  » Use separate or private vehicles, or larger vehicles, where possible, to maximize distance between passengers.

  » Have passengers sit in a configuration that maximizes distance between passengers (e.g., passenger sits in the back-passenger seat instead of up front next to driver).

  » Assign seats to all passengers to be used for the entire journey.

  » At all times adhere to the Provincial Health Officer requirements regarding the use of non-medical masks for *workers*, *students*, and *visitors*.

❯ Apply the *Cleaning and Sanitizing*, Physical Distancing, *PPE/Non-Medical Mask* protocols as well as guidance provided in the *Communication and Education for the Campus Community* section.

  » Provide each vehicle with alcohol-based hand sanitizer.

  » Ask staff and passengers to practice hand hygiene when entering the vehicle.

ADDITIONAL INFORMATION

❯ *Transportation and COVID-19 Safety*

❯ *BC Transit Recovery Plan*

❯ *Translink COVID19 Safe Operations Program*

Child Care and Day Camps

The following information provides protocols for childcare services and day camps.

❯ *Protocols for Child Care and Day Camps*

❯ *Public Health Guidance for Child Care Settings*

Cleaning and Sanitizing

The following protocols provide guidance regarding cleaning and disinfecting within institutions:

❯ Institutions should be cleaned and disinfected in accordance with the *BCCDC's Cleaning and Disinfectants for Public Settings*.

❯ Develop a schedule that focuses on cleaning high-traffic areas and high-contact surfaces, such as doors and cabinet handles, stair railings, washrooms, shared office spaces, desks, keyboards, light switches, communications devices, equipment, common areas, and transportation vehicles.

❯ Provide and stock adequate hand-washing facilities on site and ensure the location is visible and easily accessed. Provide the ability for frequent handwashing or sanitizing.

❯ Develop guidance around when faculty, staff and students should wash their hands, including upon arriving on campus, before and after breaks, after handling cash or other materials, before and after handling common tools and equipment, etc.

❯ Ensure those engaged in cleaning have adequate instruction, training, materials and supplies (e.g., soap and water/hand sanitizer and disinfectant wipes).

❯ Limit capacity in washrooms to ensure physical distancing.

ADDITIONAL RESOURCES

❯ *COVID-19: Health and Safety: Cleaning and disinfecting*

❯ *Help prevent the spread of COVID-19: Handwashing*

Communication and Education for the Campus Community

BUILD A COMMUNICATION PLAN

- Develop an integrated communication plan that considers all communication/messages that will be sent to the campus community.
- Ensure that content is consistent with provincial and local public health advice.
- Keep faculty, staff and students informed about what is being done to ensure safety and reduce the risk of COVID-19 transmission.
- Where appropriate, include off-campus partners, such as Indigenous communities and institutes or organizations delivering experiential learning, in the communication plan.
- Engage members of the campus community (e.g. faculty, staff, students, student unions/societies, occupational health and safety committees) in planning communication messages and channels.
- Be intentional about messaging. Consider the audience, equity and diversity, language, and tone.
- Ensure that communication is accessible to the whole campus community, including those with low literacy.
- Communicate that acts of discrimination against people will not be tolerated.
- Reference relevant public health information in communications and training materials.

STRATEGIES

- Use concise language with links to online resources and embed video when possible.
- Communicate frequently and repeat key messages. Do not assume the message has already been understood.
- Use multiple communication channels (e.g. websites, posters, social media, closed circuit television monitors), including campus and personal email addresses for students.
- Establish a website/webpage where every update is made available.
- Provide COVID-19 related information on the front page of high-traffic websites.
- Consider establishing a call line for COVID-19 related questions.
- Remind faculty, staff and students that all health and safety measures administered prior to the pandemic are still in place.

COMMUNICATION TO FACULTY AND STAFF

- Communicate essential health, safety and wellness (including mental health) information to faculty and staff in writing before they return to the workplace. If possible, give them an appropriate amount of time to review this material, and to respond with questions.
- Upon first return to the workplace, provide opportunities to review workplace practices relating to COVID-19 and other health and safety matters. Additional communication may be required as new information is made available that may affect work practices.
- Provide regular check-ins with faculty and staff to provide new information and opportunities for discussion.
- Maintain and keep records on:
  - » COVID-19 instruction and training provided to faculty and staff.
  - » First aid reports and incidents of exposure.
- Ensure faculty and staff know how to raise safety concerns (e.g. through a joint health and safety committee).
- Remind faculty and staff of health and wellness supports available including employee and family assistance programs.

Education Delivery

RESPECTFUL LEARNING ENVIRONMENTS

Normal institutional expectations for respectful work and learning environments remain in place.

REMOTE LEARNING

› Students attending classes remotely must follow existing institutional expectations and policies for respectful behaviour that apply to in-person classes.

› Consider providing instructors with information and ready access to guidance on how to manage student distress in a virtual classroom.

› Institutions are encouraged to provide supports for education delivery to a remote learning environment, including providing guidance for instructors and supervisors on creating respectful and inclusive learning environments.

EXPERIENTIAL LEARNING AND IN-PERSON INSTRUCTION

The following protocols apply to a range of learning settings including but not limited to classroom-based instruction, trades training, labs, field classes, art and music studios.

› Develop safety plans for each campus/building to reduce the risk of COVID-19 transmission, including protocols for access to buildings and facilities.

› Implement instructor and student orientation procedures prior to room usage where applicable.

› Where possible, consider the use of cohorts and assigned seating in classrooms for students who work and/or learn together to reduce the number of close contacts and to facilitate contact tracing should it become necessary.

› Practice physical distancing, in conjunction with enhanced hand hygiene and cleaning protocols.

 » Implement measures to restrict the number of people within the physical space at any given time.

 » Consider using shifts to minimize close contact.

 » Consider supplemental portable handwashing stations where needed.

 » In situations where the learning environment permits appropriate physical distancing, and the use of non-medical masks is not *required* by the Provincial Health Officer, the use of non-medical masks is a matter of personal choice. The use of non-medical masks may not be possible for people with certain health conditions. It is important not to stigmatize people about mask usage.

› Apply *Cleaning and Sanitizing*, Physical Distancing, and *PPE/Non-Medical Mask* protocols.

 » Non-medical masks may be required based on Provincial Health Officer orders and where physical distancing cannot be maintained.

 » For activities requiring the use of PPE (including medical grade surgical masks), it is the responsibility of the instructor to provide education and training pertaining to the required PPE, and to ensure that the required PPE is used appropriately.

› Apply guidance provided in the *Communication and Education for the Campus Community* section on signage.

ACCESSIBILITY

› Persons with disabilities may be especially impacted by COVID-19 transmission and response. They may face additional barriers, including interruption of support networks, social isolation due to physical distancing and increased risk of contracting the virus. Appropriate supports for people with disabilities should be considered to minimize these challenges.

› Students in rural and remote locations, including Indigenous communities, may have limited internet connectivity and/or bandwidth. Institutions should be mindful of learning models that require high bandwidth such as videoconferencing, the downloading of large documents, etc.

COMMUNITY-BASED PROGRAMS

› Many institutions partner with other organizations to deliver post-secondary programs in community settings, including Indigenous communities and institutes. Institutions are encouraged to work with community-based partners to:

- » Jointly develop plans for safely resuming or continuing program delivery; and,
- » Determine whether additional supports are required for learners who face barriers to remote learning, such as lack of technology or online literacy.

- ❯ Faculty and staff are expected to respect and follow any precautions being taken to avoid carrying the virus into Indigenous communities.

Food Services and Catering

The following protocols provide guidance on food services (e.g. cafeterias, food kiosks/carts, cafés, vending machines, catering, restaurants, and convenience stores).

- ❯ *Protocols for Restaurants, Cafés, and Pubs*
- ❯ *Additional Resources*

Gatherings and Events

The Provincial Health Officer issued a *Gatherings and Events Order* to clarify that the restriction on gatherings of more than 50 people does not apply to **educational activities** at post-secondary institutions. Groups larger than 50 may assemble at post-secondary institutions if they are engaged in **educational activities**, provided that appropriate risk mitigation strategies are in place. See the table below for examples of risk mitigation strategies for consideration.

Notwithstanding this additional guidance, institutions may determine, given their individual programming, scheduling and logistical complexities, that it is not practical or economically feasible to significantly alter current program and service delivery strategies.

EDUCATIONAL ACTIVITIES

Educational activities are those activities offered by a post-secondary institution with the intention of delivering and/or supporting student learning and development. The list below provides some examples of educational activities but is not an exhaustive list. Note that some **educational activities** may be governed by other guidelines (e.g. national sport organizations)

- ❯ any performance for which students receive course credit
- ❯ community-based education
- ❯ computer labs for instruction or study
- ❯ continuing education
- ❯ counselling services
- ❯ educational farms
- ❯ field school
- ❯ fine arts events (e.g. recitals, dance performances
- ❯ gyms used for athlete training and/or post-secondary education
- ❯ lab
- ❯ lecture or class (under and over 50 ppl)
- ❯ library and learning commons for study purposes
- ❯ program advising and career support
- ❯ seminar
- ❯ residency, co-op work term, practicum placement, work experience term
- ❯ research seminars
- ❯ studio
- ❯ theatre productions – student-led and run
- ❯ tutorial or discussion group
- ❯ workshop
- ❯ year-end student art shows

For **educational activities** that may involve audiences (e.g. student-led theatre productions), consider the WorkSafeBC protocols for *performing arts*, *motion picture and television production* and arts and culture, including *movie theatres*.

RISK MITIGATION STRATEGIES FOR CONSIDERATION

There are various tools and strategies that can be utilized when selecting the most appropriate prevention measures to reduce the transmission of COVID-19. Following are examples of mitigation strategies to consider, including *BCCDC Tools and strategies for safer operations* during the COVID-19 pandemic.

CATEGORY	EXAMPLES OF MITIGATION STRATEGIES
Physical Distancing	- Seating students as far apart as practical when in-person (e.g. taping off every other seat in a lecture hall, placing markers on the floor in a lab, spacing desks appropriately during in-person exams). - Offering virtual lectures simultaneously or asynchronously to limit the number of individuals in classrooms. - Offering online exams and using remote proctoring as necessary or other alternative testing formats. - Weather permitting — offering activities in outdoor environments to further increase distancing and reduce the likelihood of transmission.
Engineering	- Ensuring the ventilation systems (HVAC) in learning environments are operating as designed and in accordance with *WorkSafeBC guidance*. Consult with facilities maintenance leadership to determine ways of increasing air filtration or introducing more, direct fresh air (e.g. opening windows, weather permitting) without negatively impacting existing HVAC systems. - Installing physical barriers such as plexiglass in situations where physical distancing cannot be maintained, and a large number of contacts are expected (e.g. at a cash register in a cafeteria). - Increasing access to hand hygiene facilities (e.g. hand sanitizer stations) throughout campus buildings, lecture halls, labs, workshops, studios, etc.
Administrative Controls	- Adjusting the academic calendar to minimize time on campus, if in-person attendance is required, and academic standards are not compromised. - Enhancing environmental cleaning and disinfection practices in all settings (e.g. lecture halls, classrooms, bathrooms, etc.), with emphasis on high-touch surfaces (e.g. door handles, hand railings, chairs, tables, elevator buttons, shared equipment, etc.). - Encouraging students to disinfect their work areas before and after use, similar to common practice in gyms. - Limiting the number of individuals on campus and in classrooms/lecture halls at any given time by staggering classes, alternating in-class days for students. - Establishing a schedule for access to lab facilities, including keeping the same individual timeslots to minimize number of potential contacts. - Prioritizing presence on campus for small classes and experiential/applied learning opportunities. - Prioritizing the essential components of the course that must be delivered in-person and conducting the remainder of the course online. - Restricting in-person instruction only for programs where it is required to fulfill industry or field-specific accreditation or licensing requirements. - Developing virtual labs, simulations, and multimedia resources for experiential learning (e.g. laboratory-based learning, tutorials, seminars, etc.) that may not be able to take place in-person. - Considering other strategies, such as postal delivery or partnering with local businesses so that students are able to receive the necessary supplies to participate in the learning activity (e.g. ingredients for culinary programs). - Cohorting/use of small groups and assigned seating, where possible, including keeping the same individuals in the groups to minimize number of contacts. - Ensuring that strict exclusion policies are in place for students/faculty/staff/visitors who are ill, while taking care to support students, faculty and staff in isolation and avoid stigma or discrimination. - Implementing policy and technology that allow students, faculty, and staff who are at higher risk (i.e., older age, chronic illness, immunocompromised) or cannot attend in-person learning activities classes, to participate online/remotely. - Having a procedure for isolating students/faculty/staff/visitors who become sick while on campus. - Keeping a safe, secure record/sign-in system of students/faculty/staff/visitors who access a campus building for learning and research activities, to facilitate public health investigation of cases and contacts in the event of an exposure at a campus building.
PPE and Masks	Using personal protective equipment in clinical student learning settings or non-medical masks or cloth face coverings in non-clinical settings when physical distancing may not be possible to maintain.

Housing / Student Residences

HOUSING OPERATIONS

- Monitor the latest *Provincial Health Officer direction* on social gatherings and at all times adhere to the Provincial Health Officer requirements regarding the use of non-medical masks for *workers*, *students*, and *visitors*.

- Consider the following operational changes:

  - Install barriers for front desk services and where consumers interact with service providers.

  - Develop or revise policies (e.g. guests, limitations on social events, plans for students with high-risk health conditions, etc.).

  - Transition to contactless payment options and move work order requests to online.

- Apply *Cleaning and Sanitizing*, Physical Distancing and *PPE/Non-Medical Mask* protocols.

- Wherever possible, designate entry ways and stairwells as entrance and exit only.

- Support the remote delivery of academic programs with internet access in residences.

SHARED ACCOMMODATIONS

- If a student in shared accommodations (e.g. apartment, suite) becomes ill, the student should be separated from others to prevent the potential spread of the virus.

- Assess whether testing is necessary, and then follow public health guidance in the case of a positive test.

QUARANTINE AND ISOLATION

- International students (or domestic students returning from abroad) must self-quarantine for 14 days. Where possible, they should be allowed to move in 14 days before other students.

- Assign case workers to maintain daily communication with students in quarantine.

- Provide meal plan options to those in isolation/quarantine.

- Wherever possible, consider relocating students in quarantine or isolation to residence rooms designated/reserved for that purpose.

- Recognize that returning home may not be an option for some students, in particular Indigenous students coming from communities that prohibit travel in and out during the COVID-19 crisis.

PROCEDURES FOR MOVING IN AND OUT

- Stagger move-in dates and times to reduce large crowds.

- Masks should be worn by staff and volunteers supporting student housing moves. Ensure appropriate safety training is provided to all volunteers prior to move-in.

- Explore strategies to make move-in as contactless as possible (e.g. reduce the need for writing utensils, paper forms, put room keys or cards in envelopes).

- Reduce/remove furniture in common areas where people gather to reduce temptation for large group gatherings.

- Establish guidelines for entering, exiting, and queuing during move in.

- Place physical distancing decals and signs to communicate move-in procedures.

HUMAN RESOURCES AND TRAINING

- Designate a COVID-19 health and safety point person or team.

- Establish appropriate work shifts to reduce density of staff on site at any one time.

- Provide COVID-19 prevention education and guidelines for all staff.

- Conduct regular health advisory sessions.

RESIDENCE LIFE SERVICES

- Design robust COVID-19 prevention education and training.

- Consider training Residence Assistants via online tools.

- Consider support services required by Indigenous students (see resources under *Indigenous Gathering Places*.)

- Communicate virtual mental health support services.

- Where possible provide residence life programming virtually or outdoors in accordance with public health guidelines for outdoor gatherings.

- *Tourism and Hospitality - Best Practices Guidelines*
- *BC Hotel Association*
- *American College Health Association – Considerations for Reopening Institutions of Higher Education*
- *Protecting Industrial Camp Workers, Contractors, and Employers Working in the Agricultural, Forestry, and Natural Resource Sectors During the COVID-19 Pandemic*

Indigenous Gathering Places

- Indigenous Gathering Places provide important supports for Indigenous students who may be facing increased anxiety given the impact of previous pandemics on Indigenous communities, and disparities related to the social determinants of health. Institutions are encouraged to work with Indigenous community partners and Indigenous students to develop plans to safely reopen Gathering Places and provide cultural supports for Indigenous students.

- Access to Elders is important for Indigenous students. Given that older adults are at higher risk for severe illnesses from COVID-19, institutions should consider how to do this safely, such as using technology.

- Institutions may also consider consulting the *First Nations Health Authority* for the latest guidance on providing services and supports for Indigenous people.

- *First Nations Health Authority Services Resumption Planning Guide June 1 2020*
- *Cultural Safety in the Face of a Pandemic: Historic and Contemporary Realities through a Trauma Informed Lens with Harley Eagle*
- *kitatipithitamak mithwayawin: Indigenous-Led Planning & Responses to COVID-19 & Other Pandemics*
- *Ceremony at a Distance with Elder Gerry Oleman*
- *Taking Care of our Communities: Part I of our Wellness Series with the FNHA*

International Students

Note: On October 20, 2020, the Government of Canada updated *travel exemptions and restrictions* for international students. Only international students with valid study permits, or approval for a study permit, and who are destined to Designated Learning Institutions with provincially approved COVID-19 readiness plans, are able to enter Canada.

The following protocols provide guidance for institutions enrolling international students.

PLANNING

Work with the Ministry to ensure institutional readiness to receive international students, including:

- Ongoing compliance with federal, provincial, and public health orders and safe-operating guidelines.

- Provincial and regional public health office review of COVID-19 safe operating plans, and guidance/support for international students arriving to Canada, and

- Upon request, report to the Ministry on international student arrivals and self-isolation process.

COMMUNICATION

Consider the following when communicating with prospective and accepted international students:

All students:

- Ensure transparency regarding federal border restrictions and risks of international travel, and institutional readiness to receive international students.

- Provide information on technology requirements to support online programming.

- Consider standardized information packages and requiring students to acknowledge receipt.

Additional for students travelling to Canada:

Ensure pre-arrival planning and communication with students and co-arriving family members, agents and host homestay families, including to provide information on:

- Federal and provincial health, safety and legal obligations, such as mandatory self- isolation, that international students and co-arriving family members entering Canada are required to follow on arrival at their final destination in B.C.

- Safe transportation to self-isolation destination.
- Suitable accommodation options for self-isolation period.
- Self-isolation supports (resources for food/medical care, social/mental health supports), and
- The institution's COVID-19 safe operating plan and any additional institution or program-specific requirements or policies.

Ensure post-arrival communication with students and co-arriving family members, including:

- Regular and robust monitoring during 14-day self-isolation period.
- Provide supports for students' mental wellbeing and integration into the campus community during self-isolation, and
- Provide information on anti-racism and COVID-19 stigma supports.

ADDITIONAL RESOURCES

- *Government of Canada Coronavirus Disease*
- *B.C.'s Response to COVID-19*
- *Immigration, Refugees and Citizenship Canada*
- *Canada Homestay Network*
- *Public Health Agency of Canada COVID-19 Mandatory Quarantine*
- *COVID-19: A Guide for International Students in Canada Arriving from Abroad*

Libraries

The following protocols provide guidance for on-campus libraries.

- *Protocols for Libraries*
- *Additional Resources*
- *BCCDC Guidance for Public Libraries*

Medical Clinics, Student Counselling and First Aid

The following protocols provide guidance to health professionals in community-based clinic settings. Those professions covered under the Health Professions Act may have additional obligations around clinical care prescribed by their professional college.

- *Protocols for Health Professions*
- *Protocols for In-person Counselling*

Mental Health

Faculty, staff and students may be experiencing anxiety, depression or other mental health challenges arising from the COVID-19 pandemic.

- Resources are available to support the mental health and wellbeing of students including *Here2Talk* offering mental-health counselling available 24/7.
- Culturally-aware crisis support is available 24/7 to Indigenous people in B.C. through the *KUU-US crisis response service*.
- Faculty and staff can access counselling and wellness services through employee and family assistance programs.
- The Province offers a range of *virtual mental health programs and services* to support mental health and wellness.

ADDITIONAL RESOURCES

- *Mental Health Commission of Canada - National Standard for Psychological Health and Safety in the Workplace*

Motion Picture and Television Production

The following protocols provide guidance for motion picture and television production. Institutions may refer to these protocols for related educational activities such as cinematography courses. Industry professionals may also refer to this guidance when filming on campuses.

- *Protocols for Motion Picture and Television Production*

Museums and Art Galleries

The following protocols provide guidance for on-campus museums and art galleries.

- *Protocols for Museums and Art Galleries*
- *Additional Resources*

Outdoor Campus Spaces

The following protocols provide guidance for parks.

- ❯ *Protocols for Parks*

Performing Arts

The following protocols provide guidance for performing arts, including live theatre and musical theatre, dance, opera, performance art, and symphonies. These protocols could apply to performances on campus that are not affiliated with the post-secondary institution or which may not be defined as an educational activity.

For performing arts that meet the definition of an educational activity, consider alternatives to large gatherings (e.g. live streaming, pre-recorded shows, etc.). Where possible, hold events outdoors instead of indoors.

- ❯ *Protocols for Performing Arts*

Personal Services

The following protocols provide guidance for on-campus personal services (e.g. hairdressers, aestheticians, etc.).

- ❯ *Protocols for Personal Services*
- ❯ *Additional Resources*

Pubs

The following protocols provide guidance on serving food and beverages (e.g. restaurants, pubs and bars).

- ❯ *Protocols for Restaurants, Cafés, and Pubs*
- ❯ *Additional Resources*

Research

The following protocols provide guidance for conducting post-secondary research.

- ❯ Practice physical distancing, in conjunction with enhanced hand hygiene and cleaning protocols.
  - » Implement measures to reduce the number of people within research facilities and within shared common areas at any given time.
  - » Lab facilities may be used in shifts to minimize close contact provided that appropriate cleaning and maintenance can be scheduled between shifts.

- ❯ Institutions must be prepared to rapidly scale back research activities or move to full curtailment of research activities if necessary.
- ❯ Safety plans should be developed for each campus/building to reduce the risk of COVID-19 transmission, including protocols for access to buildings and facilities.

HUMAN OR ANIMAL RESEARCH

- ❯ For research with human participants, Research Ethics Boards are encouraged to review protocols and, in consultation with health and safety personnel, provide direction during COVID-19. Research Ethics Board direction may include ceasing in-person interviews and focus groups and providing enhanced privacy protocols in technology-supported participant interviews.
- ❯ The head of research at institutions or their delegate will inform researchers on specific protocols for studies involving animals, field work, in-person human subject research, and Indigenous communities. As Indigenous populations disproportionately face health disparities linked to the social determinants of health (e.g. income, culture, access to health services, etc.), faculty, staff and students must respect any precautions being taken to avoid carrying the virus into Indigenous communities.
- ❯ For research that engages human subjects in close proximity where physical distancing cannot be maintained, other control measures such as establishing cohorts or the use of medical grade or non-medical masks may be required.

RESEARCH RESUMPTION PLANS

- ❯ Institutions should specify an approval process for research resumption plans that is coordinated with relevant units (e.g. Facilities Management).

Retail Services

The following protocols provide guidance for retail services (e. g., bookstores, clothing stores, printing shops, and grocery stores).

- ❯ *Protocols for Retail*
- ❯ *Additional Resources*

Safety

The following protocols provide guidance on general safety practices. The most important safety intervention to stop the spread of the virus is for people to stay home if they are feeling ill and get tested in accordance with the Provincial Health Officer guidance if they have COVID-19 symptoms.

FACULTY, STAFF AND STUDENT HYGIENE

- ❯ Provide and stock adequate hand-washing facilities on site for faculty, staff and students and ensure the locations are visible and easily accessed.
- ❯ Develop guidance around when faculty, staff and students should wash their hands, including upon arriving on campus, before and after breaks, after handling cash or other materials, before and after handling common tools and equipment, etc.
- ❯ Implement a cleaning protocol for all common areas and surfaces, including washrooms, equipment, tools, common tables, desks, light switches, and door handles. Ensure those engaged in cleaning have adequate training and materials.

USE OF PERSONAL PROTECTIVE EQUIPMENT AND NON-MEDICAL MASKS

- ❯ Masks are required in all indoor public spaces, including in all post-secondary institutions where people circulate freely, such as hallways, stairwells, elevators, etc.
- ❯ At all times adhere to the Provincial Health Officer requirements regarding the use of non-medical masks for *workers*, *students*, and *visitors*.
- ❯ For faculty, staff and students carrying out tasks that require PPE, including respirators, continue to supply/use the appropriate equipment per the relevant hazard identification, risk assessment and safe working procedures.

- ❯ For close proximity instruction where physical distancing cannot be maintained, or the use of barriers is not practical, other control measures may include establishing cohorts or the use of medical grade or non-medical masks.

ADDITIONAL RESOURCES

- ❯ *Ministerial Order on Use of Face Coverings in Indoor Public Spaces*
- ❯ *Masks*
- ❯ *Help prevent the spread of COVID-19: How to use a mask*
- ❯ *COVID-19 Health and Safety: Selecting and using masks*
- ❯ *COVID-19- Health and Safety: Designing effective barriers*

SAFETY RESPONSIBILITY BY ROLE

Institutions are responsible for developing COVID-19 Safe Work Plans in accordance with *WorkSafeBC's six-step process* and in alignment with the sector Go-Forward Guidelines.

POST-SECONDARY INSTITUTIONS

- ❯ Engage with members of the campus community (faculty, staff, students, student unions/societies, occupational health and safety committees) in the development of safety plans, taking into consideration health and safety terms and conditions in collective agreements.
- ❯ Select, implement, and document risk assessments and appropriate site-specific control measures.
- ❯ Where reasonably practicable, provide resources (e.g., information, administrative changes, technology, training, human resources) and materials (e.g. PPE, cleaning and disinfecting products and systems) required to implement and maintain Safe Work Plans.
- ❯ Ensure faculty, staff and students are informed about the content of safety policies.
- ❯ Conduct a periodic review of the effectiveness of the plan. This includes a review of the available control technologies to ensure that these are selected and used when practical.
- ❯ Maintain records of training and inspections.

- Re-examine tasks in the workplace and ensure that safe work procedures are updated with COVID-19 practices.

SENIOR EXECUTIVE AND MANAGERS

- Ensure faculty and staff understand the controls required to minimize their risk of COVID-19.
- Direct work in a manner that minimizes the risk to faculty, staff and students.
- Where appropriate, jointly develop safety plans for community-based programs and experiential learning with partner organizations and communities.
- Post or relay educational and informational material in an accessible area for faculty and staff to review.

FACULTY, STAFF AND STUDENTS (INCLUDING STUDENT UNIONS/SOCIETIES AND OUTSIDE CONTRACTORS)

Institutions must ensure that daily COVID-19 health screening respects the *orders and direction* of the Provincial Health Officer.

- Self-assess daily for symptoms of COVID-19 prior to arriving on campus and only come to campus if asymptomatic. The *WorkSafeBC COVID-19 Entry Check poster* provides a list of the symptoms and restrictions that must be reviewed as part of a COVID-19 health check. Institutions are encouraged to post the Entry Check poster at all entrances.
- Know the controls required to minimize the risk of COVID-19.
- Participate in COVID-19 related training and instruction.
- Follow established work procedures and instructions.
- Report any unsafe conditions or acts.
- Know how and when to report exposure incidents.

CAMPUS VISITORS

- Self-assess daily for symptoms of COVID-19 prior to arriving on campus and only come to campus if asymptomatic.
- Follow all posted safety instructions.
- Report any unsafe conditions or acts to campus security (or equivalent).

ADDITIONAL INFORMATION:

- *OFAA protection during the COVID-19 pandemic: A guide for employers and occupational first aid attendants*
- *Process safety risks in hazardous facilities due to COVID-19 pandemic*
- *COVID-19 – A guide to reducing the risk*

Spiritual and Religious Communities[2]

Activities of spiritual and religious communities on campuses are subject to the *Gatherings and Events Order* from the Provincial Health Officer. Refer to the *latest direction and restrictions* on religious in-person gatherings and worship services.

The following protocols and resource links provide guidance for maintaining on-campus spiritual and religious communities. The services and spaces used in these communities provide opportunities for prayer, worship, meditation, and one-on-one spiritual care.

INTERFAITH OR MULTIFAITH SPACES

Alternative practices should be explored for greetings, sharing of the peace and other person-to-person activities involving common or shared cups, prayer mats, and/or offering collection.

USE OF CAMPUS CLASSROOMS OR HALLS

Chaplaincies booking multi-purpose campus space (e.g. classrooms or halls) are required to adhere to institutional safety and prevention measures and any safe operations plan for that space.

OFFICES FOR PRAYER AND COUNSELLING

Offices may require the installation of physical barriers or additional safety measures, such as the wearing of non-medical masks when physical distancing cannot be maintained.

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2   Special thanks to Pastor Craig O'Brien, Coordinating Chaplain with the University Multifaith Chaplains Association at the University of British Columbia, for his assistance in developing and facilitating consultation on these protocols.

- ❯ *Protocols for Faith-based organizations*
- ❯ *BCCDC: Faith-Based Organizations*
- ❯ *COVID-19: Health and Safety: Cleaning and disinfecting*
- ❯ *Protocols for Offices*

Student Practice Education and Clinical Placement for Health-Care Disciplines

The following guideline promotes the continuity of practice education and clinical placements for health-care disciplines in B.C., enabling students to gain the hands-on experience required to practice effectively in their field.

For any practicum or practice placements, it is expected that administrators seek out relevant guidance that may pertain to their subject area (e.g. regulatory bodies).

- ❯ *Student Practice Education Guideline for Health-Care Settings during the COVID-19 Pandemic*
- ❯ *Mask Use in Health Care Facilities During the Covid-19 Pandemic*

CO-OPERATIVE EDUCATION WORK TERMS AND RELATED INTERNSHIP PROGRAMS

Students in co-operative education placements are governed by the safety protocols of the employer when engaged in in-person co-operative work term activities.

For more information

This information is based on current recommendations and may change. For the latest guidance, please see the health information from the *British Columbia Centre for Disease Control* and the latest COVID-19 updates from the *Government of British Columbia*.

IF YOU HAVE A QUESTION OR CONCERN

Faculty, staff and students with questions or concerns about institutional exposure to COVID-19 can call WorkSafeBC's Prevention Information Line at 604-276-3100 in the Lower Mainland (toll-free within B.C. at 1-888-621-SAFE). Prevention officers will provide answers to questions and, if required, a prevention officer will be assigned to assess the health and safety risk at an institution.

Resources

- *COVID-19: A Guide for International Students in Canada Arriving from Abroad*
- *COVID-19 A guide to reducing the risk*
- *COVID-19 Considerations for a Trauma Informed Response for Work Settings (Organizations/Schools/Clinics)*
- *COVID-19 Health and Safety: Cleaning and disinfecting*
- *COVID-19 Health and Safety: Designing effective barriers*
- *COVID-19 Health and Safety: Selecting and using masks*
- *COVID-19 Safety Plan*
- *COVID-19 Staying Well in Uncertain Times*
- *Help prevent the spread of COVID-19: Cover coughs and sneezes*
- *Help prevent the spread of COVID-19: Entry check for visitors*
- *Help prevent the spread of COVID-19: Entry check for workers*
- *Help prevent the spread of COVID-19: Handwashing*

- *Help prevent the spread of COVID-19: How to use a mask*
- *Inspections during the COVID-19 pandemic: Frequently asked questions for employers*
- *Managing COVID-19 Stress, Anxiety and Depression*
- *Mental well-being during COVID-19*
- *Mental Health and Psychosocial Considerations During COVID-19 Outbreak*
- *OFAA protection during the COVID-19 pandemic: A guide for employers and occupational first aid attendant*
- *What employers should do*
- *Process safety risks in hazardous facilities due to COVID-19 pandemic*
- *Setting up, organizing and working comfortably in your home workspace*
- *Taking care of your mental and physical health during the COVID-19 pandemic*
- *Working from home: A guide to keep workers health and safe*