

COVID-19 IN-CLASS INSTRUCTION AND TEACHING LAB GUIDELINE

Prepared by
Environmental Health & Safety



UNIVERSITY OF
TORONTO

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1 | INTRODUCTION

As government regulations and public health advice continue to evolve, the University is looking ahead to resuming operations that were closed or operating with reduced occupancy due to the COVID-19 pandemic.

In so doing, the health and safety of people in these spaces must be a priority and appropriate measures put in place. These measures will consider such factors as legal obligations, public health advice, and operational considerations. The University will need to put in place measures to protect the health and safety of its faculty, librarians, staff, students and other members of the U of T community, and to provide reassurance to community members who may have concerns about COVID-19 transmission.

The University has [released a Roadmap](#) providing guidance documents in the areas of academic excellence, research, environmental health & safety, student experience, residences, and more. As the situation evolves, we will update our community and guidance documents as needed. During Stage 1 and 2 re-opening of the province, it is anticipated that most of our employees will [continue to work remotely for the duration of the summer and into the fall](#).

This guideline outlines strategies and best practices for making instructional spaces ready for increased occupancy, and for addressing the needs of employees and others who will be returning to the workplace. For teaching labs, it may also be helpful to review the [COVID-19 Guideline for Reopening Research Laboratories and Spaces](#).

Foundational to this guideline are the [COVID-19 General Workplace Guidelines \(GWG\)](#) and the [General Assessment Tool \(GAT\)](#) imbedded in the guidelines. The GWG describes the requirements for safe return to work and the GAT is a form that describes how the workplace (e.g. the instructional spaces and personnel in a department or division) meet the GWG requirements. For instructional activity to occur on campus a GAT must be completed for the division (e.g. Faculty of Music) that covers the spaces and people involved in the planned instructional activity. The GAT should be aligned with the requirements described within this guideline document, and it must be approved before instructional activities can begin. An overview of process responsibilities and scope is below and visualized in Appendix A:

- a. Each **space owner** [academic division, institutional office (e.g., ACE), and other instructional space providers (e.g., Federated or Constituent College, Koffler Scientific Reserve, etc.), create a document specifying the strategies in place to apply COVID-19 exposure-reducing controls, strategies and precautions in the operations of the space within their control. The document is basically a GAT with only the parts completed that describe **space** preparation and management.
 - i. It is possible that within larger divisions/units there may be a need for two or three

of these documents – e.g., each department within a departmentalized Faculty may need to have such a document to the extent that they have authority and responsibility for specialized space; for ACE, they may have slightly (or very) different protocols in place for specific spaces.

- b. These documents (including subsections) will be made available to the CAOs and Academic Division Leads of all academic divisions (i.e. to all **space users**).
- c. Each academic division (i.e. **space user**) will produce a GAT that speaks to how they will handle in-person activity associated with:
 - i. all **undergraduate** courses for which the Faculty/Division is the **primary** org in ROSI
 - ii. all **graduate** courses for which the Faculty/Division is the **co-secondary** org in ROSI (*SGS is the primary org for all graduate courses but is not involved in the delivery of those courses*)
 - iii. Each division's GAT will include, as an appendix, the documents described in (a) for all spaces the division will **use** for the delivery of its undergraduate and graduate courses as defined in c.i and c.ii.
- d. If a division is going to make use of space it does not own in a way other than what is outlined in the space owner's document, this needs to be described in the GAT with the explicit knowledge and agreement of the space owner.

For more information on how to request approval to resume on-campus activities, access the [COVID-19 Leadership Toolkit](#) and review information on what documents must be submitted to HR & Equity for approval. Information on how to submit these documents to HR & Equity is available in the Toolkit. If you do not have access to the Toolkit, please consult with your divisional CAO.

SCOPE

This guideline applies to all in-class instruction, academic teaching lab activities (wet and dry labs, including computer labs), simulation labs, and assessments in buildings/areas occupied or operated by the University of Toronto and the Federated Universities at all campuses and other off-campus locations (e.g. Koffler scientific reserve).

2 | MEASURES TO REDUCE THE RISK OF TRANSMISSION

GENERAL MEASURES FOR ALL IN-CLASS INSTRUCTION

All members of the UofT community are to follow [general COVID-19 prevention measures](#) (e.g. hand hygiene and respiratory and cough etiquette) and [self-screen](#) prior to entering UofT buildings. Students are strongly encouraged to complete the UCheck Self-Assessment at ucheck.utoronto.ca before coming on campus each time. More information on the introduction of UCheck is available in [HR Memo #60](#) or utoronto.ca/utogether2020/ucheck.

Upon completion of the UCheck self-assessment, if the individual receive a “red” status, the UCheck web portal prompts them to stay home, and immediately connect with their Manager, Supervisor, Dean, Chair or Academic Director to discuss next steps if they need to come to campus.

For the latest information about U of T’s COVID-19 response, please see the University’s Coronavirus page and take time to review the Frequently Asked Questions ([FAQs](#)) and the [Human Resources & Equity page on COVID-19](#). If you or members of your unit have a question that is not covered, please consider using the [Contact Us button](#) located at the top of the FAQ section to submit your question.

As outlined in the GWG, referenced in section 1.0, each divisions’ CAOs and Academic Lead are to complete the GAT, with the assistance of local property/facilities groups, caretaking, classroom owners, etc., outlining the measures that will be taken as applicable and appropriate for in-class instruction. The GAT can serve as a detailed checklist for units.

In the case of in-class instruction and teaching labs (wet and dry labs, including computer labs), the Vice or Associate Deans are the critical leads. They should familiarize themselves with institutional guidance in order to implement a communication plan for their faculty, librarians, staff, teaching assistants, and students on:

- Steps to follow if a student does not comply with physical distancing or other COVID-19 procedures, which may follow similar existing processes for non-compliant behaviour in a classroom or teaching lab [e.g. student not wearing proper personal protective equipment (PPE) to protect from chemical hazards].
 - Student non-compliance should be dealt with in a stepped approach, whereby the instructor first speaks with the student. If the behaviour continues, the instructor may elevate the matter to the division head, who could also engage with the student. If necessary, the division head may wish to consider the Code of Student Conduct, specifically offence 1 (c) No person shall knowingly create a condition

that unnecessarily endangers the health or safety of other persons, at which point OVPS should be contacted for advice.

- Where appropriate, cleaning procedures to supplement the [Tri-Campus Caretaking Strategy for Return to the University](#). Departments should coordinate with the classroom operator/owners and caretaking to ensure clear messaging and instructions are developed for room users. In some cases, this may mean ensuring individual equipment is provided (e.g. markers, microphones, headsets).
- Steps to follow when a student or teaching lab occupant feels ill during instruction and requires assistance (note: Campus Police have developed COVID-19 procedures when responding to incident and emergency calls). Follow the usual protocols:
 - Call emergency services at (9) 9-1-1
 - Notify Campus Police - Emergency:
 - 416-978-2222 (St. George Campus)
 - 905-569-4333 (Mississauga Campus),
 - 416-978-2222 (Scarborough Campus)
 - *Verbally assess the patient from a distance of 2 metres away.*
 - Establish, at the scene, a safe, designated isolation area for the individual to wait at least 2 metres away from you and other passers-by until Campus Police (CP) and EMS arrive. Remember to avoid face to face conversations within 2 metres, stand to the side of the injured and if required, when assisting with assuring injured is comfortable while waiting for EMS.
- For procedures in the event of illness with COVID-19 related symptoms that are non-urgent and do not require immediate assistance, please also visit the [EHS COVID-19 webpage](#).

The above information should be part of the training available to instructors, teaching assistants, and lab staff, and, where relevant, part of the guidance available to students. Resources are to be developed by the Office of the Vice-Provost, Academic Programs, in consultation with Tri-Campus Teaching Centres, and will be made available to all CAOs and Academic Leads in order to assist with this training and guidance.

Physical Distancing

- Restrict seating to follow physical distancing measures by signage and/or removing seats where possible. See Chapter 3 regarding limits on the number of students for in-class instructions.
- Clearly demarcate the flow of traffic into and out of the room and provide instructions on the

order the seats that will be filled to reduce positional overlap in the paths of travel.

- A barrier may be installed if warranted by risk assessment and public health requirements/guidance (e.g. singing, playing wind instruments).
- Provide instruction to students to contact instructor by virtual means for assistance instead of approaching the instructor (close-contact) at the podium.

Accessibility

- 'Access' and the principles of universal design should be considered and incorporated throughout the planning process. Please [contact the AODA office](#) for assistance.
- Accessible seating may need targeted messaging for access.

Entry and Exiting Sequence, Circulation Pathways

- Clearly demarcate the flow of traffic into and out of the room and queuing outside of the room. This may be exterior of the room or outside of the building depending on the location of the classroom and number of students.
- Depending on the physical layout of the room, seats and the number of room users, develop a procedure where room users should take their seats in a sequential manner as indicated by the furniture labelling (starting at #1). Post signage visual cues (e.g. signage, arrows, and floor decals) to direct all to move only in a clockwise direction.
- Consider access control to manage physical distancing.
- Where possible, entry and exit paths should be through separate marked doors, otherwise, keep to the right.
- Stagger scheduling of in-person instruction with sufficient transition time in between change of classes to allow for de-densifying main corridors and for cleaning and disinfecting of high touch surfaces.

Cleaning, Disinfection and Hand Hygiene

- Establish a clear cleaning and disinfection plan which, in most cases, will be a combination of central caretaking (refer to the [Tri-Campus Caretaking Strategy for Return to the University](#)) and provision of cleaning supplies to room users. Communicate plan to applicable room users.
- Where possible, provide hand sanitizer and disinfectant wipe. Consider options for co-

location in areas with multiple classrooms.

- Additional waste receptacles may be required if increased consumables such as wipes are present; placement of which will need to be considered in conjunction with traffic flow
- Replenishment may need to be planned in areas of higher traffic. Monitor and in coordination with caretaking groups on a feasible schedule for replenishment.

Logistics & Scheduling Impacts

- Classes will not be scheduled with enrolment beyond the COVID-19 allowable capacities.
- Update room booking/scheduling procedure which provides clear messaging to individuals/departments booking rooms on maximum room capacity, entry/exit/queuing and existing cleaning/developing procedures.
- Procedures should include appropriate spacing between bookings to support the orderly and physically distanced entry/exit during changeover based on room size and number of stations.
- Campus wide consistent approach will allow a smooth efficient flow while supporting the physical distancing considerations especially with shared facilities.

Signage/scripts

- Centrally approved signs are available from EHS: (<https://ehs.utoronto.ca/covid-19-information/>). Classroom-specific instructions/signage be required in addition to centrally approved signage.
- Extensive system of wayfinding and informational signage is recommended to support in-class instruction, in order to communicate the following considerations:
 - Physical distancing
 - Maximum room capacity.
 - Path of travel, both inside and outside of the classroom.
 - Appropriate seated positions.
 - Behavioural expectations/rules of engagement. Instructors, teaching assistants, support staff should reiterate the physical distancing message using institutionally provided teaching resources (slides, scripts, etc.) and in various ways:
 - *'Hi there, welcome, just a reminder that everyone is being asked to stay two metres apart to keep you and them safe.'*

- *'Hi, don't forget to try and keep two metres away from other people'*
- Recommended health and safety measures should be reiterated:
 - Follow proper hand hygiene, as this is the first line of defense against infection.
 - Encourage the following prevention strategies:
 - Avoid touching your face, nose or mouth with unwashed hands
 - Practice proper etiquette, such as sneezing and coughing into your arms
 - Maintain physical distancing of two metres or more
 - Stay home if you are sick
- Ready to Teach Resources that has been centrally developed – course instructors, TAs and other course staff who do not have access to the [COVID-19 Leadership Toolkit](#) can contact their program administrator, Chair or Dean's Office for these resources:
 - COVID-19 In-Class Instruction Guidelines for Course Instructors
 - COVID-19 In-Class Instruction Guidelines for Course Instructors – First Class or Tutorial Slide Deck.

Furniture/Shared Room Elements

- Furniture type has a direct impact on the potential new capacities. If there is opportunity to change the furniture types, then capacity may be maximised.
- Reduce/eliminate shared collaboration tools such as chalk/whiteboard markers and advise users to bring personal supplies.
- Reduce/eliminate the use of wireless microphones and rely on podium/fixed microphones or bring personal microphones. Departments or divisions could create internal safety operating procedures such as Shared Equipment Loan programs.
- High touch surfaces such as cameras, laptops, microphones and touch panels will require cleaning and disinfection protocols such as ready to use wipes available from Caretaking. Ensure disinfectants and disposable paper towels are available and accessible.

Crush Space

Use signage in crush spaces to support appropriate use, e.g. adjoining lobby/alcove/hallway areas, spaces where people may gather before/between/after classes

- These areas may also have supportive elements and requirements listed above would apply to crush spaces as well.

TEACHING LABS (WET, DRY, AND COMPUTER)

CAOs/Academic leads are responsible for assigning resources for implementing the measures outlined in the GAT (e.g. lab manager, instructor, teaching assistant). Due to the nature of teaching labs, and the activities that take place in these spaces, some additional considerations need to be taken into account:

Physical Distancing

1. Maintain 2 metre physical distancing to the extent possible in teaching lab protocols

- Instructor to review course learning outcomes and determine what teaching/instruction can be moved remotely and what portions require in-person experience. For in person offerings, consider what protocols will be put in place to maintain appropriate physical distancing. For example, a diagonal pattern in which every other station on a lab bench is used and marking on the bench or floor where a student would position themselves (see Figures 1-3).
- For faculty, librarians and staff who are legally permitted to come to campus to complete course delivery preparation (i.e. are operating under an approved GAT) and require access to classrooms/labs, ensure that they have been granted permission to access the necessary space. Booking procedures should be followed to ensure physical distancing.
- In-person activities such as filming a lecture or lab procedure may require instructors to be physically on-campus. In-person filming or other activities of this type must be centrally approved through a GAT. If filming in a lab, please refer to the [Guidelines for Images in Research and Teaching Laboratories](#).
- Review scheduling and stagger start/end times where possible.
- Plan should include managing queuing outside of the labs (e.g. visual cues such as tape or decals on the floor, posting instructions, communications to students ahead of time).

2. Space use

- Determine a method for conducting regular counts of occupants per lab (quadrant, bench etc.) and informing students about the procedures. Examples are:
 - Instruct students in advance of performing procedures.
 - Consider having the lab technician or a TA demonstrate procedures virtually before the class.
 - Based on the space size, allow sufficient time for students to arrive and follow the procedures, or stagger arrival times to reduce concurrent load on equipment.

- Divide students in small groups (stations) within a lab, instruct them in advance about procedures (e.g. online, or in a separate space from the lab) and provide all needed equipment at the station to minimize traffic inside the lab.
- Review any shared equipment (e.g. scales, fume hoods, biological safety cabinets (BSCs), and so on) and determine ways to de-densify these areas to reduce the occurrence of students congregating in those areas and/or reinforce physical distancing (e.g. queuing instructions or markings on the floor).
- Designate a teaching assistant or technician to operate shared equipment, (e.g. multiple students running samples through one machine).
- Instruct students on orderly entry and exiting.
- Review of procedures with students at the beginning of class using institutionally developed slides, scripts and other resources.
- Where support staff are not present (e.g. computer labs), signage and communication to be provided outside each classroom

3. Circulation spaces

- Designate and signpost the direction of foot-traffic in main circulation paths: entries to teaching lab (e.g. if there are two doors assign an entrance only and exit only). See Figure 4 for examples.
- Consider one-way circulation routes (e.g. clockwise) through the teaching lab, e.g. only move in a clockwise direction when approaching bench / leaving bench.
- Mark increments of 2 metre physical distance on floors where queues could form, e.g. where equipment for each lab experiment is picked up.
- Consider situations where students may want to approach a TA for assistance (e.g. raise hand) or how a TA may circulate through the room to assist students. Where it is not possible to maintain physical distance (e.g. TA needs to provide hands-on guidance to a student), conduct appropriate PPE risk assessment.
- Maximum occupancy must be posted and compliant with current government directives on the size of gatherings. Where possible, physical distancing should be followed instead of reliance on PPE (e.g. surgical masks).

4. Individual lab stools / chairs

- Only use alternate bench positions (checkerboard); disable the use of alternate bench position; or remove alternate desks/lab stools (for example) altogether.
- Add desks to spaces previously used for group activities (convert training/meeting rooms, common areas and the like into desk areas).

- Increase space between desks. Remove additional chairs from fume hood or BSCs so that only one person uses the equipment at a time.
- Where there are computer workstations, assess the need for protective barriers between desks including height adjustable panels for sit/stand desks. For an assessment pertaining to protective barriers, contact EHS.
- Specify seat assignments for employees, e.g. lab technicians / TAs to ensure physical distancing of 2 metres.
- Review the use of shared lab experiment equipment. Ideally, every piece of equipment should be used by only one person, or as few people as possible.

5. Meeting and shared spaces associated with labs

- Decommission and re-purpose large gathering spaces.
- Reduce capacity of spaces—e.g., remove some chairs from large meeting rooms.
- Prohibit shared use of small rooms by groups and convert to single-occupant use only.
- Close/forbid use of some rooms where physical distancing is not feasible.
- Communicate maximum occupancy based on physical distancing via signage and room reservation tools.



Figure 1 Physical distancing for off-set fume hoods (e.g. one student per fume hood working)

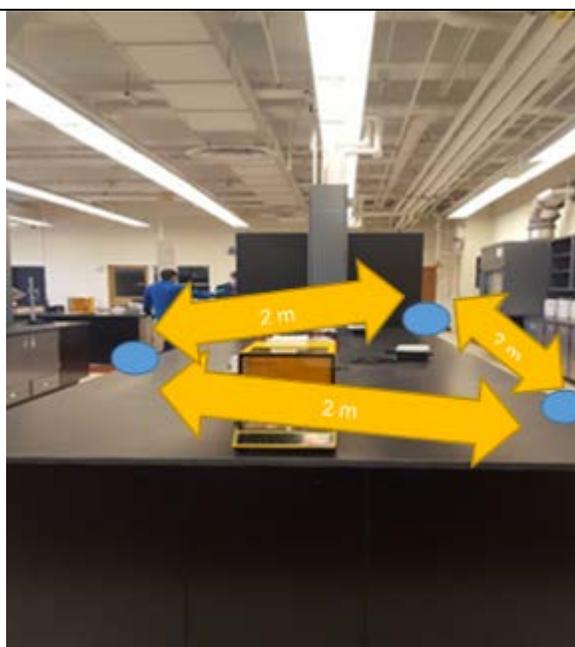
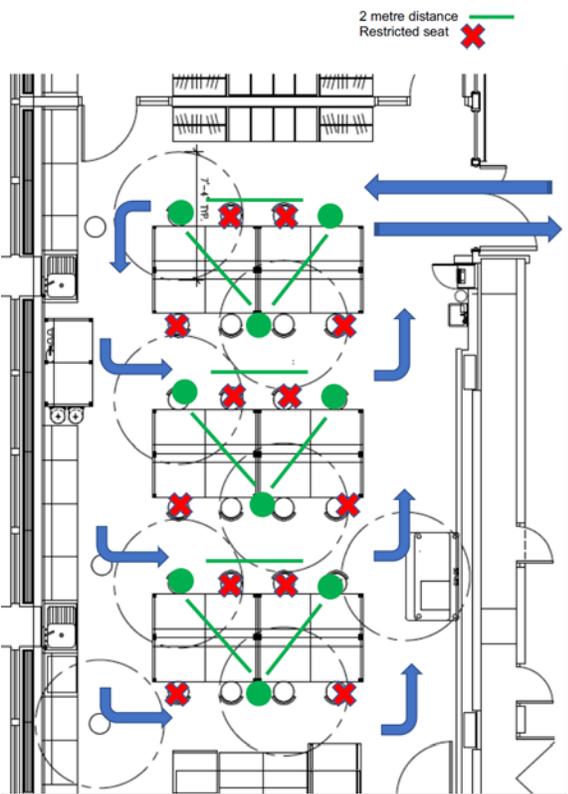


Figure 2 Physical distancing for lab bench users on

| | |
|---|--|
| <p>at opposite ends of each fume hood).</p> | <p>the same bench</p> |
|  |  |
| <p>Figure 3 Physical distancing between lab benches</p> | <p>Figure 4: Example of a floorplan showing circulation</p> |

High-Touch Surfaces / Shared Equipment

- Establish appropriate lab cleaning protocol to disinfect surfaces throughout the day and before and after each group of students come to the lab. Please also review the [COVID-19 Guideline for Reopening Research Laboratories and Spaces](#) for additional guidance.
- Consider having cleaning supplies available for students to assist in disinfecting lab areas (e.g. work bench). Provide appropriate instructions, supervision and supplies for cleaning.
- Scheduling of labs should allow time to properly disinfect areas in between sessions.
- Consider relocating or grouping some equipment in one area of a large space creating “learning zone” to minimize traffic within the room.
- Consider assigning TAs to demonstrate some procedures with the equipment (run sample, calibrate, set up, etc.) if there is only one or only a few machines for a large class.

1. Light/power switches

- Affix signage to remind occupants to keep switches 'on' all day

- Provide wall-mounted disinfectant dispensers

2. Doors and drawers

- Remove non-essential doors (where feasible, e.g. not a requirement of Fire Regulations)
- Remove door handles if viable
- Affix doors in an open position, where feasible, in common areas e.g. not permitted in a laboratory

3. Collaboration Tools

- Meeting rooms: Remove/discourage use of shared phones and encourage the use of personal mobile phones or laptops. Within a lab their own
- Provide whiteboard cleaning solution and disposable wipes a an experiment in the lab and others help/advise/participate virtually.

4. Shared equipment

- Reduce the quantity of printers and copiers to dissuade printing.
- Do not allow use of personal USB-drives or other devices for data transfer, encourage use of online platforms associated with secure data channels such as Quercus.

5. Supplies storage

- Secure supplies in storage areas and designate specific personnel (lab technicians, TAs) to manage stock and distribute items.

Contaminant Control

To manage contaminants that may enter the workplace / teaching lab, consider the following precautions:

1. Storage

- Add places for individuals to store and secure their own items separately from others (i.e., individual coat hooks rather than coat closets used by the group, individual lockers).
- Consider providing cleaning supplies to allow students to clean lockers before use if they wish or advise students to bring plastic bags to bag/store their personal items before placing in shared lockers.

2. Waste receptacles

- Provide separate waste bins for PPE.
- If PPE is reusable, there should be a bin for contaminated items (used items, for example glasses, goggles, shields) and clean items.

3. Deliveries to teaching lab

- Designate one location for any deliveries to the space and disinfect items centrally.
- Assign delivery management and disinfection as a task to specific employees (e.g. lab technicians) only.
- Try to coordinate delivery of all needed supplies for one day of the week, reducing the frequency during the week.

4. Human subjects in teaching lab

- Change/modify the type of practical teaching that would eliminate the need for in-person human subjects or close person-to-person contact.

Teaching lab personal protective equipment (PPE)

For more information regarding the University's policy, please consult the [Policy on Non-Medical Masks or Face Coverings](#) and the accompanying [draft Guideline](#). The draft guideline will be updated periodically as our response to COVID-19 evolves. For any questions regarding accommodation, please contact HR&E for [employees](#) and the VP-Provost [students](#) for student queries.

If wearing a mask or face covering, the presence of hazardous materials (e.g. biological agents, flammables and ignition sources) should be considered accordingly.

Lab coats should be worn to protect street clothes from possible contamination. Lab coats must be removed prior to leaving the lab. There should be separate coat racks/hooks for lab coats and street clothes, and they should be as far apart from each other as possible.

General information about donning and doffing PPE is below. Teaching labs should assess the level of PPE required for the experiments. Contact EHS if you have any concerns about the order of donning/doffing for additional PPE.

Wash/sanitize hands after removal. If your hands become contaminated during PPE removal, wash/sanitize before removing the rest of your PPE.

1. Donning PPE Sequence

- a. Perform hand hygiene
- b. Put on face mask (where applicable, based on type of work or facility engineering control)
- c. Put on eye/face protection (where applicable)
- d. Put on lab coat (where applicable)
- e. Put on gloves (where applicable)

2. Doffing PPE Sequence

- a. Remove gloves (to avoid contamination, follow Public Health Ontario's [Steps to take off gloves](#))
- b. Perform hand hygiene
- c. Remove eye/face protection and wipe with disinfecting cloth
- d. Remove face mask by grasping bands that go around head or ears – do not touch the front of the mask. Dispose of face mask in garbage
- e. Remove lab coat and place on assigned hook, and/or if done for the day into plastic bag for laundering.
- f. Perform hand hygiene

Training

- Traditional in-class lab training shall be provided in accordance with physical distancing protocols in place.
- Safety orientation for each practical session should include review of COVID-19 precautions and infection prevention and control procedures.
- Avoid touching your face, nose or mouth with unwashed hands.
- Wash your hands often and thoroughly with soap and water or alcohol-based hand sanitizer.
- Practice proper respiratory etiquette, such as sneezing and coughing into your elbow.
- Do not shake hands.
- Maintain physical distancing of two metres or more.
- Stay home if you are sick.
- In order to support the above strategies, conspicuously post the University COVID-19

posters that are linked in the Resources section below.

- Reminders provided at the beginning of each laboratory session that some procedures might have changed and that all are to respect the 2 metre physical distancing rule at all times.
- Signage posted throughout lab/work benches regarding proper practices.

For guidance on restarting a lab after a closure, please review Appendix E – Re-entry checklist in the COVID-19 [Guideline for Reopening Research Laboratories and Spaces](#).

3 | ROLE-SPECIFIC RESPONSIBILITIES

SPACE OWNERS AND OPERATORS

(including central groups such as Academic and Campus Events and individual faculties/departments that own and operate classrooms):

- Develop and implement procedures for classroom/teaching lab use to support the measures in this guideline. Including:
 - Review current classroom use and physical spacing and provide analysis of maximum occupancy allowed in the classroom per physical distancing and other measures in this document.
 - At the time of booking, clearly communicate the maximum occupancy allowed in the space to registrars, instructors and academic groups booking the space. **Maximum occupancy must be compliant with current government directives on the permissible size of in-person instruction and may change over time. For Stage 1 limits on in-class instruction, please refer to Schedule 3, Section 2(1) of [O. Reg. 82/20: RULES FOR AREAS IN STAGE 1](#). Different limits apply depending on the type of in-person instruction – please refer to the regulation. Unless prescribed in one of the exemptions in the regulations, please follow the lower of the limits. For clarification, the number of persons refer to the number of students. The number of instructors and support staff physically on-site should continue to be limited to those who are essential ONLY. If you have any questions, please contact EHS (ehs.office@utoronto.ca).**
 - Space out bookings to allow time between classes/bookings. This will allow users to safely physically distance when entering or exiting the classroom or lab. The same principle applies when booking the classroom or lab for other purposes.
 - Coordinate with local property/facilities management groups on the posting of signage, instructions, floor decals, removing seating (where possible) or restricting seating with visual cues and/ or barriers, etc. in support of physical distancing measures inside the space and outside the space as it pertains to queueing. In order to make this assessment, please complete the GAT, linked in Section 1, and if you require assistance after completing the assessment, contact EHS. Please also refer the Resources section for links to University relevant COVID-19 posters.
 - Coordinate with caretaking on the provision of hand sanitizer and cleaning supplies for

room users

- Provide clear messaging to departments/individuals booking the room on the existing cleaning strategy for the space refer to the [Tri-Campus Caretaking Strategy for Return to the University](#). This will provide clarity to departments and room users on what cleaning procedures they can implement in addition to existing caretaking services.
 - Coordinate building access with appropriate facilities group.

ACADEMIC DIVISION LEADS

A Vice or Associate Dean in each academic divisions are the critical leads for ensuring that processes and guidelines outlined in Section 2 are in place for safe return to in-class instruction. They will work with Chairs, Directors, CAOs and their local Property Management unit, etc. to ensure the following considerations are implemented. This work will be undertaken with assistance from, and in coordination with, all faculty and staff responsible for the delivery of programs and courses.

- Ensure a communication plan has been developed and deployed to all relevant faculty and staff outlining what activities can or cannot occur in-person and ensure activity delivery methods are in compliance with governmental directives. Resources developed through the Office of the Vice-Provost, Academic Programs and tri-campus teaching centres will be available to assist with this communication (ETA early-August).
- Where in-class instruction occurs, work with CAOs and Property Management to complete a GAT, and apply principles and requirements therein.
- Ensure that appropriate guidance material is readily available and communicated to applicable faculty, librarians, staff and students.
- Advise academic administrators and course instructors on how to handle situations of non-compliance with public health measures (e.g. physical distancing).

INSTRUCTORS, TEACHING ASSISTANTS, AND TEACHING SUPPORT STAFF

- Review general health and safety practices (e.g. “stay home if you are sick”) and classroom procedures and expectations with students at the beginning of class using scripts, slides, and other resources supplied by the institution. Refer to the [Signage/Scripts](#) section above. **The maximum number of students per instructional space is 50 for indoor spaces and 100 for outdoor spaces.**
- Implement the re-entry plan as described in the GWG for their academic division/unit.

- Communicate training information provided by the University per the GWG to students.
- Report hazards and concerns to their supervisor, Chair or Director.
- Orderly entry and exiting.

CARETAKING GROUPS

- Implement the [Tri-Campus Caretaking Strategy for Return to the University](#).
- If required, work with classroom owners/operators to coordinate cleaning/disinfection schedule and replenishment of hand sanitizer and cleaning wipes for room users.

UNIVERSITY RESOURCES

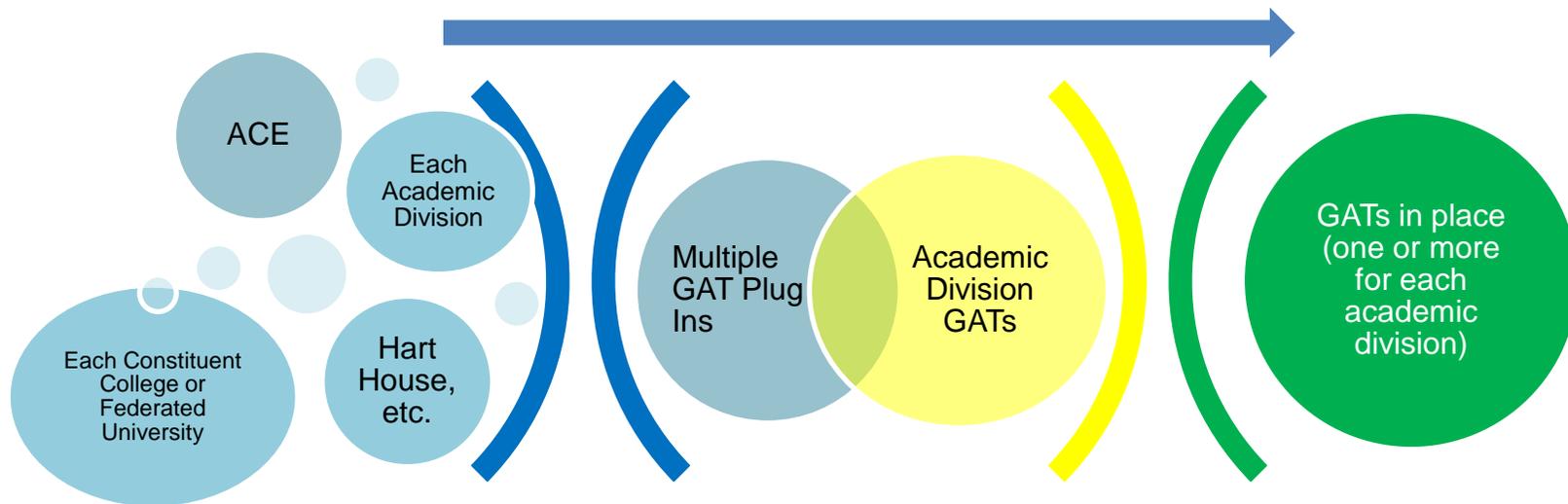
University of Toronto Safety Plans are posted on the [EHS website](#), including the [Safety Plan for In-Class/Person Instruction and Teaching](#).

UofT COVID-19 posters are available from the [Environmental Health & Safety website](#).

Academic and Campus Events (ACE) classrooms on ST. George Campus:

- ACE [website](#)
- [ACE Fall 2020 – Classroom Technology COVID-19 Response document](#).

A | APPENDIX A: G.A.T. DEVELOPMENT PROCESS



1. **Space owners** create "GAT Plug Ins" (parts of the GAT filled in by the space owner/manager unit related to space preparation and management). This space may be owned by a division itself or another unit (e.g. ACE, Federated Universities, another division). The parts related to how the people (instructors and students) will operate in the space and be trained or prepared for safely being in the space would be left blank for Divisions have to complete.

2. Each Academic Division (**space user**) creates one or a few GATs including the GAT plug-ins for all spaces they propose to use

3. Divisional (**space user**) GATs are approved. Through this process U of T has consistent provisions in place for all users in all spaces for instructional activities